



CANVAS DOCUMENTS

HANDBOOK

FOR WORKING WITH ACTIVISTS



TABLE OF CONTENTS

Cycle of working with activists	2
Objective	3
Sub-objectives	3
Plan	3
Structure	3
Recruitment	3
Work with recruits – from the introductory conversation to the group inclusion	4
Conversation (introductory education)	5
Assignment and explanation	6
Selection	9
Training	10
Political-action training	14
Marketing service	16
Press service	18
University	21
Secondary schools	25
External support group (GSP)	30
Recruits TRAINING scheme	30
Education (EDU) and Training of Trainers (TOT)	31
Training of Trainers “How to give lectures”	33
Formation of groups from trained recruits	39
Groups collaboration – creation of headquarters and efficient team	40
Motivation	42
Acknowledgements	44
Rewarding of activists	45
Supervision	46
Support and supervision of activists	47
Relation between the organisation and the activists	48
Performance evaluation	49
Trainers – cycle analysis	49
Annex – 1	50
Annex – 2	50
SWOT analysis (Message Box)	51
Reasons	52
Why do people join the groups?	52
What makes the groups attractive?	52
Twenty reasons to become an activist	53
Reasons for which some activists leave	54
Cycle of keeping the activists	55

CYCLE OF WORKING WITH ACTIVISTS

OBJECTIVE / SUB-OBJECTIVES

PLAN / STRUCTURE

RECRUITMENT

CONVERSATION / ASSIGNMENT / EXPLANATION

SELECTION / TRAINING

MOTIVATION / RECOGNITION / SUPERVISION

ASSESSMENT

REASONS



OBJECTIVE

Active work with OTPOR highest resource – young and motivated people. Increase in the number of activists and their constant training in new skills. Serious organisation at all levels, involving young, trained and motivated people.

SUB-OBJECTIVES

Training a team of coaches.
Creation of schedule of work with “old” (previously recruited) and “new” activists.
Cycle of general training and special trainings for groups.
Group empowerment.
Extending the educational programme to local organisations.
Constant work with activists nationwide (Serbia).

PLAN

Drawing up a precise plan of coach training and of coaches’ initial activities in the training of old and new activists.
Appointing activist groups for training according to coaches’ personal assignment criteria.
Scheduling meetings and monitoring development of selected groups of “new” and “old” activists.
Monitoring and assessing results in accordance with the monthly schedule.

STRUCTURE

The educational (EDU) programme is based on groups of coaches who cover specific activity fields. Each group of coaches is in charge of the education of people in a specific activity field. All the coaches together are in charge of the first contact and the basic education of the activists who undergo training and the basic knowledge of OTPOR is available to all the new activists, whereas future membership in groups depends on the activists’ decision after the initial meeting. Thus the education structure monitors the organisation structure.

RECRUITMENT

Drawing up a detailed plan of OTPORs demand for new recruits and increasing their number. The potential sources of new recruits are the following:

- Existing recruits who are recruiting the people in their surroundings
- Public actions in which there is communication with the audience



REMEMBER!!!

- Each activist willing to invest a part of their time and energy into an idea is important
 - We must not lose anyone due to a lack of effort on our side
 - Activists see CANVAS through trainers and educators, so their behaviour is crucial for our image
 - Specific-purpose gatherings intended for promotion of the idea of OTPOR where people decide to join us (promotional events at faculties or door-to-door campaigns)
 - Media (invitation posters, flyers, jingles and video clips on TV)
 - Public events (where our representatives give out contact address or phone number to the potentially interested people)
 - Public figures supporting our cause that ordinary people look up to and identify with
 - Locally significant communication centres (supermarkets, counters...) where our sympathisers are
 - OTPOR premises
 - Internet
- * Apart from the demand analysis in these "general" sources, it is also necessary to define the places where we have an "insufficient" number of activists (certain faculties, towns in Serbia) where we then take planned action with the help of the activists on other positions (faculties, towns where we have a lot of activists, etc.). Special attention should be paid to the group of "renowned" persons whose names, when mentioned in the context of OTPOR, creates a special image (professors, actors, sportsmen, experts in various fields, local authorities, church representatives and so on)



WORK WITH RECRUITS

From the introductory conversation to the group inclusion

From the very first contact with OTPOR, every new recruit is worth our effort. The cycle of work with the recruits starts with an introductory conversation (what OTPOR is) and ends with their training for a specific group (Marketing, Press, University, ...). That process includes the following 5 phases:

1. Conversation
2. Assignment
3. Explanation
4. Selection
5. Training

Phases 1-4 are obligatorily carried out with all recruits. The phase of TRAINING for specific groups relates to those recruits who showed, according to the trainers, a sufficient level of interest and required skills to be included in the group infrastructure.

CONVERSATION (INTRODUCTORY EDUCATION)

The CONVERSATION is a meeting with a group of new (or previously not contacted) recruits within the fixed terms. A trainer calls the recruits listed on the recruiting card or the recruits who signed up via the Internet. It would be ideal to call 12-15 people two days before the meeting in order to have a group of 4-10 people show up (which is the ideal size of a meeting group). At the beginning of the meeting, the trainer introduces himself/herself and explains that OTPOR take care of every new recruit, as well as that their learning about the plan and programme is crucial as OTPOR has no hierarchy, bodies or municipal boards, so that the only way for it to work is for ALL the activists to know the objectives and tasks right from the beginning. What should also be highlighted is the difference between a MEMBER (a person registered on paper) and an ACTIVIST (a person willing to invest their time and energy in the idea).

WHAT FOLLOWS IS:

- Introduction of the new recruits, to get to know each other
- Trainer's speech, about 15-minute long (OTPOR as a movement, PROGRAMME-PEOPLE-ACTION scheme, importance of activists in OTPOR)
- Quick talk with the recruits to break the possible monotony
- Passing on to OTPOR's OBJECTIVES (3 phases of action, via GOTV to the second political generation in Serbia)
- Recruits' questions and answers thereto (how are we planning to do it, why is it important, and other usual questions)

IMPORTANT REMARKS:

1. A friendly, yet authoritative RAPPORT should be established
2. QUESTIONS may be asked at any point, even by a recruit interrupting the trainer
3. There should be NO trainer-recruit ARGUMENTS. Every question (even if provocative) should be replied to calmly and persuasively (for which reason a trainer is expected to study well the MANIFESTO and QUESTIONS-ANSWERS)
4. If an argument between the recruits occurs, let them for a few minutes, and then solve their dilemma in a form of conclusion and proceed according to the plan.

DURING THE CONVERSATION, IT IS PARAMOUNT TO HIGHLIGHT:

- OTPOR is not a party nor a student organisation
- had the opposition been good, there would have been no need for OTPOR to exist
- we have a plan
- OTPOR is a long-term job for the whole generation
- a lot is expected from the activists (we need you)
- try to always say kind words about the other OTPOR members whom the new recruits can see on the premises (that one over there is Joca and he will be after you if you opt for marketing, He's a great guy but very demanding...)
- let them know that this is just the beginning of the training and that the real things are yet to come (motivate them to work on themselves by saying: "our opponent and our job is serious. We have to approached them well-prepared and in an organised manner. That is why training is important, although no one is doing that in Serbia, except us. That is why the parties have the results they have, and OTPOR managed to get 76 places and 5000 people in a year and a half").

DON T FORGET:

TREAT EVERY PERSON AS A PRECIOUS SOURCE OF WORK AND IDEAS.

WORKING HOURS CRITERION: if a trainer spends two hours with a group of ten activists, those are two useful hours for OTPOR. If a trainer achieves an effect where each one of those ten activists spends only half an hour (e.g. distributing material received from the trainer), those are FIVE USEFUL HOURS FOR OTPOR. If any of the new recruits manages to recruit a friend or joins some of the groups in later phases of education, the trainer's effort paid off hundredfold. IDEAS and POLITICAL ACTIVISM (adrenalin) represent the spine of OTPOR. MATERIAL and RECRUITING CARDS are always distributed at the end of a meeting.

ASSIGNMENT AND EXPLANATION

It is now the time to check which type of work the activists are interested in. An ideal and seemingly unbiased balance should be made between their wishes on one side (Marketing is always very appealing to everyone) and their abilities (are they all really mature to represent OTPOR in the media) and our needs (always keep track whether we need people for field work, so University or Secondary Schools).

That is why every activist:

- should fill in the access card
- should receive explanations about the work of each group
- should be aware that there is a series of trainings leading to each group
- should be drawn exactly by the group that will later most probably assigned to him/her by the trainer

THE ACCESS CARD contains the information required for the training team for further work with recruits and it looks like a form containing:

RECRUITS

SECONDARY SCHOOLSUNIVERSITY

CONVERSATIONCONVERSATION

Date and time of education_____

Address (in Belgrade, in your place of origin) _____

Faculty/Secondary School _____

Phone number_____ (cell) _____ (home)

E-mail address _____

POSSIBLE ACTIVITIES (+ OR -)

Work at university_____

Creation and execution of actions _____

Office work _____

Non-governmental organisations _____

Distribution of material _____

Work with the media_____

Inviting voters to vote _____

Other _____

Secondary school _____

Phone calls _____

Computers _____

Work with the centres in Serbia _____

Public figures _____

Work with activists _____

SPECIAL SKILLS:

Typing_____

Photography_____

Computers (specify the programs)_____

Driving license _____

Other_____

Graphic design _____

Languages (specify) _____

car _____

SPECIFY THE MOST SUITABLE TIME:

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

Morning _____

Afternoon _____

Evening _____

NOTE:

After filling in the ACCESS CARD and giving explanation about the existing groups, the activists are to be kindly informed that their training shall continue the next week and that their trainer shall invite them to a meeting.

IN CASE the training sessions for University and Secondary Schools are already fixed, the recruits are to get informed about the time (although the trainer in charge shall ring them up as well).

AFTER the activists leave (with their pockets full of material), the trainer shall process the cards IMMEDIATELY, namely:

COMPARING the information on the card with the existing recruiting cards (many people leave the recruiting card incomplete or they show up at the first meeting without even filling in the recruiting card)

NOTING down a REMARK on the back of the card for each recruit (which activity they prefer, whether the trainer deems it realistic, which special skills they have, whether they work in a useful company or come from a city or a faculty where we need more activists, whether they offer some special services, whether they are good at giving speeches or familiar with current politics, etc.)

KEEPING their own records on dates and names from the meetings

REMEMBER!!!

OTPOR’s needs should be cared for, but the activists’ time as well. Effort should be made to carry out the training programme for all the activists, but those who skip trainings cannot slow down the rest.

SELECTION

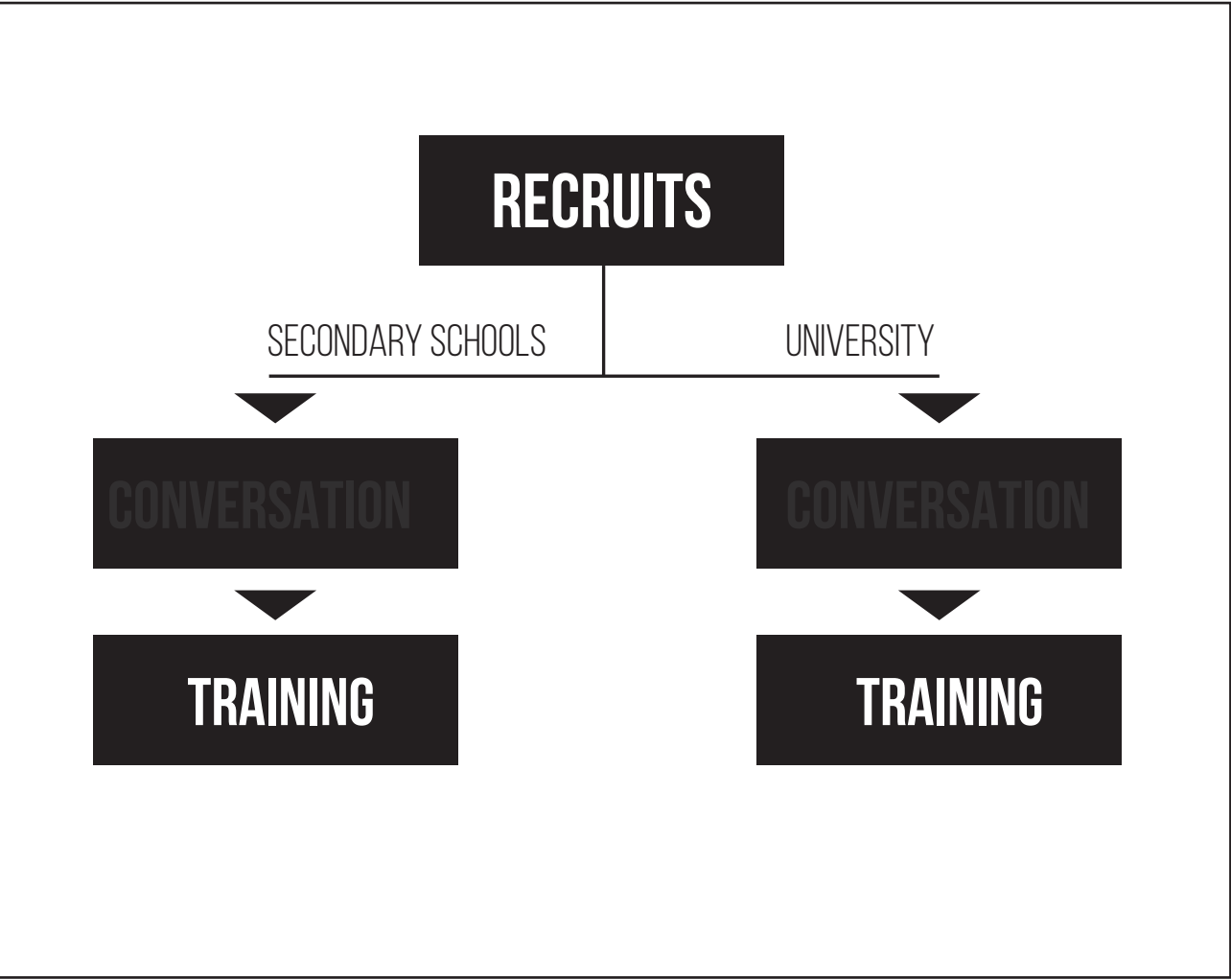
Analysis of access cards and trainer’s impressions are the topic of the next meeting of the education team. That is where the experiences on progress of each activist intersect, applying the following procedure:

MARKETING AND PRESS – assigned only to the recruits who expressed their wish to do it, along with the favourable referral of the trainer. Press and Marketing trainers then invite them for the training

UNIVERSITY AND SECONDARY SCHOOLS – assigned to all of those who expressed their wish to do it, as well as to the most of those who seemed undecided

GSP – to all of those who opted for “work with celebrities” on their cards or those with computer skills

RECYCLE BIN – for the uninterested ones or those who are obviously lost



TRAINING

The educational process consists of the following parts:

1. INTRODUCTORY POLITICAL LECTURE
2. LECTURES THROUGHOUT SERVICES
3. TRAINER EDUCATION – POLITICAL
4. TRAINER EDUCATION – HOW TO GIVE LECTURES

1. INTRODUCTORY POLITICAL LECTURES

LECTURER(S) – name(s) of lecturer(s)

DYNAMICS – twice per week/group, date _____, time _____ (2 hours),

(e.g. Thursdays and Sundays from 5 to 7 PM)

GROUP – max. 10 activists

TOPIC – introductory political lecture “Everything you have wanted to know about OTPOR but you had no one to ask”

MATERIAL – 10 lies about OTPOR, propaganda material (“activists giving out...” action), film “War Room”

Based on this lecture, the activists choose to work in certain services – press, marketing, network, university, secondary schools, ... The next lecture is scheduled per groups.

DATABASE:

Recruiting cards – filled in recruiting cards are sorted by expressed wishes for work in certain services

Apart from the main lecturer, the lectures should be also attended by the people giving lectures throughout services, in order to establish contact and schedule the next lectures.

2. LECTURES THROUGHOUT SERVICES

A) PRESS

LECTURER(S) – name(s) of lecturer(s)

DYNAMICS – once per week/group, date _____, time _____ (2 hours)

GROUP – max. 5-7 activists

TOPIC 1 – Rules of service, press clippings, databases, archive

TOPIC 2 – Releases (theory + practice – write a release about a given topic)

TOPIC 3 – Statements (theory + practice – discussion forum, meeting, public appearance on TV, TV duel)

MATERIAL – What is the news made of, examples of releases, statements, video clips (“War Room” film segments), press clipping, message box

REQUIRED RESOURCES – cassette player, cassette, camera, TV, VCR, video cassette

B) MARKETING

LECTURER(S) – name(s) of lecturer(s)

DYNAMICS – once per week/group, date _____, time _____ (2 hours)

GROUP – max. 5-7 activists

TOPIC 1 – Rules of service, work segments, databases, archive, KP

TOPIC 2 – Design (theory + practice)

TOPIC 3 – Actions (theory + practice)

MATERIAL – posters, flyers (“War Room” film segments)

REQUIRED RESOURCES – TV, VCR

C) UNIVERSITY

LECTURER(S) – name(s) of lecturer(s)

DYNAMICS – once per week/group, date _____, time _____ (2 hours)

GROUP – max. 10 activists

TOPIC 1 – Rules of service, work segments, databases, archive, KP

TOPIC 2 – University (theory + practice)

MATERIAL –

REQUIRED RESOURCES –

D) SECONDARY SCHOOLS

LECTURER(S) – name(s) of lecturer(s)

DYNAMICS – once per week/group, date _____, time _____ (2 hours)

GROUP – max. 10 activists

TOPIC 1 – Rules of service, work segments, databases, archive, KP

TOPIC 2 –

MATERIAL –

REQUIRED RESOURCES –

E) NETWORK

LECTURER(S) – name(s) of lecturer(s)

DYNAMICS – once per week/group, date _____, time _____ (2 hours)

GROUP – max. 5 activists

TOPIC 1 – Rules of service, work segments, databases, archive, KP

TOPIC 2 –

MATERIAL –

REQUIRED RESOURCES –

F) GOTV (GET OUT THE VOTE) CAMPAIGN

LECTURER(S) – name(s) of lecturer(s)
DYNAMICS – once per week/group, date _____, time _____ (2 hours)
GROUP – max. 10 activists
TOPIC 1 – GOTV preparation
TOPIC 2 – GOTV campaign work
MATERIAL –
REQUIRED RESOURCES –

G) DOOR-TO-DOOR CAMPAIGN AND TELEPHONE CAMPAIGN

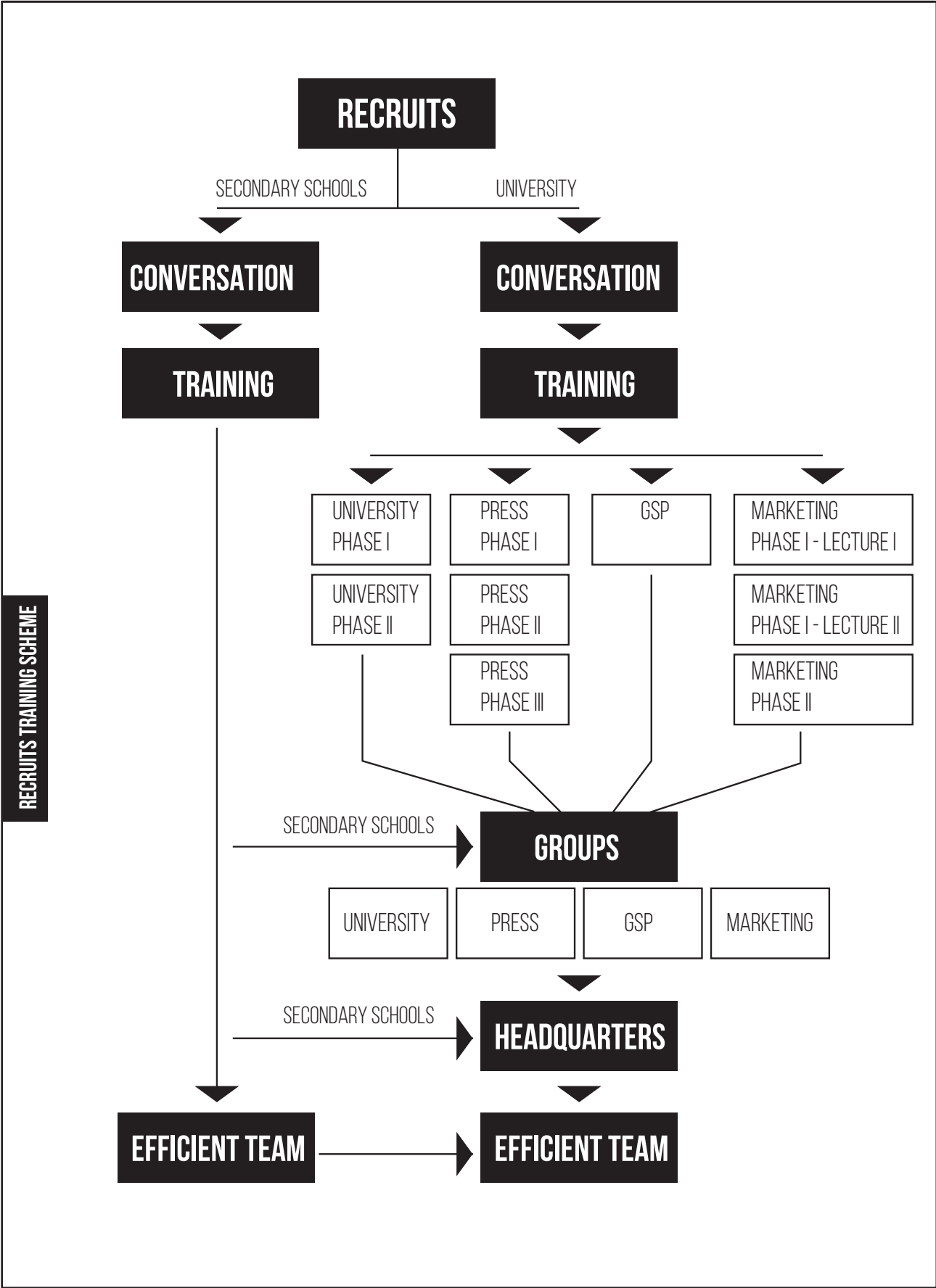
LECTURER(S) – name(s) of lecturer(s)
DYNAMICS – once per week/group, date _____, time _____ (2 hours)
GROUP – max. 10 activists
TOPIC 1 – why it is necessary to do the Door-to-door campaign (theory+practice Role Play)
MATERIAL –
REQUIRED RESOURCES –

3. TRAINER EDUCATION – POLITICAL

LECTURER(S) – name(s) of lecturer(s)
DYNAMICS – once per week/group, date _____, time _____ (2 hours)
GROUP – max. 8-10 activists
TOPIC 1 – Motivational speech, communication, rights and responsibilities, OTPOR’s political views
MATERIAL –
REQUIRED RESOURCES –

4. TRAINER EDUCATION – HOW TO GIVE LECTURES

LECTURER(S) – name(s) of lecturer(s)
DYNAMICS – once per week/group, date _____, time _____ (2 hours)
GROUP – max. 5 activists
TOPIC 1 – why we need trainers, motivational speech, ways of communicating with the group, training planning, reports, KP
MATERIAL – KP, message box
REQUIRED RESOURCES –



TRAINING — POLITICAL-ACTION TRAINING

What makes a political entity (party or organisation)?

Three aspects: PROGRAMME (that contains work objectives of the organisation), PEOPLE (that are active in the organisation) and ACTION (that is the product of people's effort to realise the programme).



- 1. OTPOR PROGRAMME** – OTPOR's programme principles are contained in the Declaration for the future of Serbia, drafted by the OTPOR Board members in mid September (37 prominent persons) and adopted by 11 student organisations throughout Serbia. The basic content of the Declaration calls for Milosevic's resignation, fair elections and obligation of organisations (or individuals) who sign the declaration to not take part in Milosevic's fake elections. Special attention in the Declaration is given to the abolition of repressive measures, the University Act, above all.
- 2. PEOPLE** – the organisation is identified through the people representing it. In addition to the activists (students from all the university institutions, activists throughout Serbian cities and towns), there are also OTPOR Board members, which are not only numerous University professors, but also public figures (Dragoslav Avramovic, Milan St. Protic, Sergej Trifunovic, etc.) acting as promoters of the idea.
- 3. ACTION** – as a simple sum in the PROGRAMME+PEOPLE formula, in a way it represents the essence of OTPOR's existence. The very idea (and the clenched fist symbol) refers to inciting as many people as possible to PERSONALLY show RESISTANCE to each and every one who does not let them live normally. The obligation of the activists of OTPOR (which translates to ACTION) is to set an example for this. The power of personal example is the strongest motivation bullet for most people. That is why both types of OTPOR actions, which are:
 - Media actions – their objective is to act via mass media, and
 - Field actions – their objective is direct influence on peopleserve primarily as demonstration exercises. In practice, that means that OTPOR people do what most people would like to do (or say) but do not dare to do so. OTPOR has a special rating thanks to this action feature as well.

THE BASIC POSTULATE: Don't talk – Act, which OTPOR has consistently exercised since its initiation, has led to a unique position of OTPOR as a political entity that the citizens don't see neither as a party nor as a student organisation.

STRENGTHS OF OTPOR! ARE:

- Student background that citizens trust more and more, as opposed to the party or syndicate ones,
- Recognisable symbol (clenched fist that depicts the mood of most people)
- Clear position (OTPOR as an absolute opponent to the regime and the evil it brings along)
- Acuteness and efficiency

WEAKNESSES OF OTPOR! (currently)

are a lack of massive scale response and weak infrastructure at the University (whereas the territorial branching throughout Serbia has already developed rather well), and constant effort should be invested in the remedy thereof.



OBJECTIVE OF OTPOR! is a clear planned and efficient activity divided into two phases:

PHASE ONE – encompasses the period up to the calling of possible election and includes:

- Powerful motivational campaign directed against the regime
- Designing a solid infrastructure (in the field and at faculties)
- Taking a strategic political position (against the regime and with non-violence with the opposition)

PHASE TWO – encompasses the election campaign and the very elections and with it, OTPOR wants to try something that no one in Serbia has ever done, which is a wide and massive campaign of VOTER TURNOUT (Get Out the VOTE – GOTV).

PHASE THREE – after the changes which are inevitable in Serbia, OTPOR will continue to work on affirmation of the second political (or even mental) generation in Serbia, as that is the right and obligation of our generation. Whether it will be in the form of a party, a cultural project or an organised group of friends, OTPOR people will decide in due time. The Milosevic era must end, as well as the non-European, rural and isolationist views and attitudes.

ADDITION — FIVE BIGGEST LIES ABOUT OTPOR!

1. OTPOR is a student organisation – incorrect. OTPOR is an idea accepted by all relevant student organisations in Serbia.
2. OTPOR is a party – incorrect, since parties are registered organisations fighting to gain governing power. OTPOR is not registered and its objectives are clear. Besides, parties have leaders, whereas OTPOR has the IDEA.
3. OTPOR is financed by NATO mentors – incorrect. OTPOR is financed exclusively by the good will of OUR PEOPLE, our nationals in the country and abroad, via the Democratic Change Council (the largest association of Serbs abroad). Whoever has an issue with that manner of financing has simply been watching the RTS channel too much.
4. OTPOR! exists only in downtown Belgrade – incorrect. OTPOR currently disposes of infrastructure in 16 cities and towns in Serbia and has been growing rapidly (an action has been held in 75 cities and towns so far).
5. OTPOR is a branch office of the Alliance for Change or the Serbian Renewal Movement (SPO) – incorrect. There are people working for OTPOR who do not belong to any party, together with other people (where OTPOR gathers people from absolutely all opposition parties – DS, SPO, GSS, DHSS, etc. The recruiting cards of OTPOR clearly show that the idea is wide enough for everyone... it is possible to be a member of anything, and be in OTPOR! at the same time. With its political actions, OTPOR affects a much larger target group than just party members and sympathisers, which are the people who got disappointed in parties or those who “do not take interest in politics”.

TRAINING — MARKETING SERVICE

MARKETING TRAINING PLAN – PHASE 1

LECTURE ONE:

- “Why marketing?”
- Importance of OTPOR! thinking for the work in marketing
- Definition of the term Marketing in OTPOR! (actions) and beyond?
- General story: creation of the fist, black-white (reasons)
- “guerrilla” marketing, short history of OTPOR!
- (marketing aspect – “fist-mass symbol”)
- Story of organisational development of OTPOR! Marketing

1. Pre-war phase – University work
2. Initial post-war phase – guerrilla, removing war “dirt” from the fist, breaking through fear
3. Summer phase – media actions in the streets (barrel, tree, telescope, etc.)
4. Gathering organisation phase – 02/11, 09/11, 22/11, 13/01, ... marketing role in that task
5. Short glamorous phase – why “OTPOR, because I love Serbia” is better than Santa Claus
6. Action-to-activity transition phase – explaining the difference, marketing restructuring (work in groups), connecting with other parts of the firm, indoor activities

- Story of development to be followed by the story of development of propaganda material
- Time for a short discussion – remarks and suggestions about the work so far
- Presentation of the structure, marketing and time for suggestions related to them
- Motivational story – what is the personal gain for each one of us in this business (personal upgrade – seminars, GOTV, celebration)
- Completion of a new questionnaire
- Scheduling a new lecture, material distribution, end of lecture

AFTER THE LECTURE – Entering data into the computer, short analysis of the lecture and the recruits, planning of a new group.

LECTURE DURATION: 65-80 minutes

REQUIRED MATERIAL: Copies of propaganda material (chronologically), material for distribution, forms.

LECTURE TWO:

- Necessity of basic methods – their unconscious usage
- SWOT & Message Box methods
- Brainstorming
- Plan – active planning – campaign – campaign plan

The methods are explained by elaboration of a concrete example (new year or OTPORevolution)

- (Creativity) test
- Choosing to work in certain groups, throwing in the story of duty
- Making appointments, referring to certain people (phone)-noting, presenting the continuation and the end of education (seminar for the best ones), material distribution, end of lecture.

AFTER THE LECTURE – Entering data into the computer, short analysis of the lecture and the recruits, planning of a new group, informing the people on duty about the preparations for the reception of new people.

LECTURE DURATION: 75-90 minutes

REQUIRED MATERIAL: Consumables, material for distribution, forms from the previous lecture.

In the following period, it is necessary to “monitor” how the new people are managing it all.

TRAINING CONTINUATION — PROCEDURES:

- Engaging in work through groups
- Partial keeping away from the “old” activists
- Organisation of education courses of new people with the renowned marketing experts
- Final test after a certain number of people pass the education course, selection of the best ones for the final seminar.

TRAINING – PRESS SERVICE

INTRODUCTION: Our past experience in the organisation of the Press service and education of volunteers has shown that very few people decide to work in the Press service. Up to and including January 2000, a total of 21 activists signed up for and attended at least one meeting of the service, whereas currently there are 11 of them permanently involved in the regular operation process. Five out of the total number of activists left after the first meeting (education lecture). Three of them stayed in the service for a short period (between a week and a month), while two of them left the service after a period longer than a month.

Education and engagement of new activists in the regular operations are divided into three phases, out of which lasts for a month – 4 lectures.

THE OBJECTIVE OF PHASE I is to train new activists to give technical support and do basic activities (writing statements, MANAGING SOCIAL MEDIA ACCOUNTS EFFICIENTLY, MEDIA MONITORING, making contacts, etc.). FOCUS WILL BE ON NEW MEDIA, ESPECIALLY FACEBOOK AND TWITTER AS COMMUNICATION CHANNELS. THEY ARE IMPORTANT BECAUSE THE INFORMATION WE SEND THROUGH THEM CAN BECOME NEWS FOR ALL MEDIA.

THE OBJECTIVE OF PHASE II is to train activists for planning and implementation of all standard activities in a working week, as well as to get them familiar with the service operations in emergency situations through simulation.

THE OBJECTIVE OF PHASE III is to train activists to manage the service in media campaigns, SOCIAL MEDIA CAMPAIGNS and global actions.

After the completion of education courses, every activist who passed it satisfactorily will be qualified to fully manage certain segments of the service – media teams or service as a whole.

PHASE I

Lecture 1

- Part 1: Motivational lecture about the work in the Press service
- Part 2: Organisation and operation method of the Press service
- Part 3: Media philosophy
- Part 4: Getting to know the activists and sharing experience

Lecture 2

- Part 1: Press service activities and their importance
- Part 2: Operation procedure
- Part 3: Getting to know the work resources
- Part 4: Getting to know the operation of written media (guest)

Lecture 3

- Part 1: Media communication methods
- Part 2: Practicing indirect media communication (statements and releases)
- Part 3: Practicing direct media communication (contacts)
- Part 4: Getting to know the operation of electronic media (guest)
- PART 5: Getting acquainted with social networks and apps

Lecture 4

- Part 1: Creation of short-term media plans (7 days)
- Part 2: Coordination of in-service activities
- Part 3: Simulation of standard activities

PHASE II

Lecture 1

- Part 1: Overview of written media and getting to know the work principles
- Part 2: Giving statements to written and electronic media (radio)
- Part 3: Getting to know the “Serbian OTPOR! person” and the work principle

Lecture 2

- Part 1: Overview of electronic media and getting to know the work principle (radio)
- Part 2: Giving statements for electronic media (TV)
- Part 3: Getting to know the show “Sat kvalitetnog programa (An Hour of High-Quality Programme)” and the work principle

Lecture 3

Part 1: Overview of electronic media and getting to know the work principle (TV)

Part 2: Preparation of public appearances

Part 3: Leading and participation in press conferences

Lecture 4

Part 1: Coordination within the organisation

Part 2: Creation of media campaigns

Part 3: Simulation of special activities (rallies, protests, etc.)

PHASE III

Lecture 1

Part 1: Organisation of human resources

Part 2: Establishing permanent contacts with the media

Part 3: Participation in public rallies and TV shows

Lecture 2

Part 1: Coordination within the Organisation in Serbia

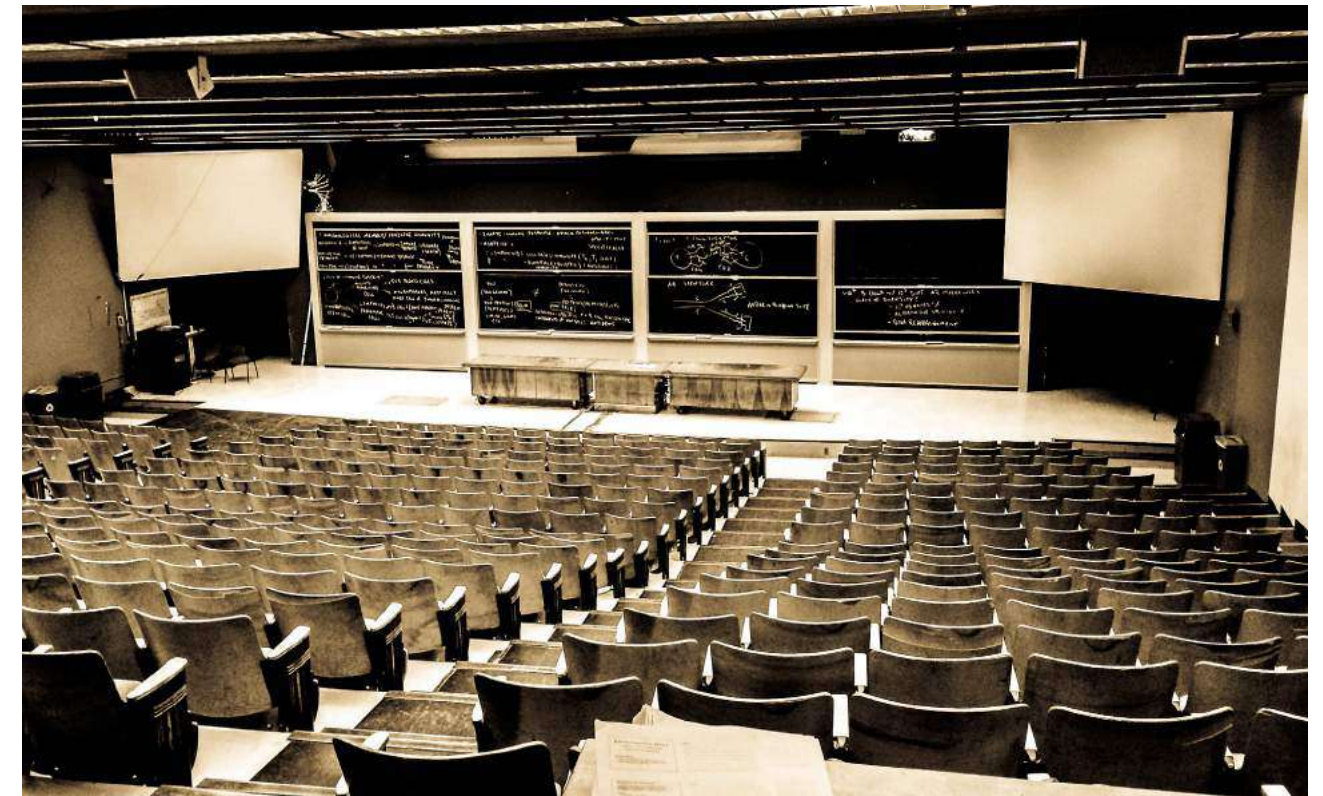
Part 2: Coordination with other organisations

Part 3: Establishing and keeping relations with the activists from other organisations

Lecture 3

Part 1: Simulation of global actions-campaigns

TEST



REMEMBER:

The students of today are probably the only possibility to build a civilised society in Serbia. Even if the change happens next year, it will take another ten years for the change of the system and the mindset. In ten years' time, these students will have finished their studies, so the way in which they will think THEN will be crucial for the system change in Serbia.

TRAINING – UNIVERSITY

INTRODUCTION: the work of OTPOR! activists at the University faculties is adjusted primarily to the existing situation, non-organisation of the existing student (syndicate) organisations, general resistance of students towards "political work", repressive measures, etc.

THE OBJECTIVE of OTPOR!'s activity at the University can be seen as:

1. Short-term: increasing the number of activists and their training, individual actions, media presence
2. Long-term: treating the work at the University knowing they are the future of our country. Raising political awareness and motivation to take destiny into one's own hands (all students are voters, and most of them vote for the first time this year), influence on parents and other family members (numerous cases recorded where the „kids“ are taking the parents to vote), preparation for the GOTV campaign, preparation for the future – base for the „second generation of Serbia“.

STEPS FOR THE CREATION OF INFRASTRUCTURE:

1. "MAPPING" your faculty: for a well planned and organised work, it is necessary, above all, to "map" the faculty (by asking around personally), which entails:



- a map of the existing organisations, with a provisional division between the "friendly" (student associations and federations and a few of Student Unions) and the "unfriendly" ones (branches of the Belgrade Student Union who by default work FOR the dean and against the students, with the personal gain included)



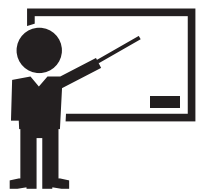
- a list of existing issues (corrupted individuals and regime organisations, irregularities in the payments to the student health association (ZPU), requests of certain groups or year groups to reduce the number of obligatory courses or add new exam terms, possible repressive measures against the "disobedience of students and professors", irregularities in assignment of dorm rooms, delayed student loans, etc. (namely, everything for which the students of your faculty "suffer", making them easier to mobilise)



- a list of lectures with the room schedule (it is necessary to know when the faculty will be crowded, in order for an action to succeed and v.v.). This can be achieved by simply copying the timetables and estimating the size of certain groups, in order to estimate how many students are in the building at a certain time in the week. It is also necessary to identify the "usable" rooms to hold larger rallies, etc.



- Identification of "leaders" – every group has an individual with natural authority, which is preferably to be identified. Those are by default the loudest persons and the natural leaders (often in freshmen year groups) or they are building up their authority (so-called "quiet or calm" ones) with another virtue they possess. Those potential leaders who can represent a large number of people are a necessary link in the organisation of OTPOR! at your faculty.



- Mapping professors – a relatively simple analysis of the professors who are direct exponents of the regime and those others who have attended the protests so far, etc. Those "disobedient" professors represent the backbone of support for student rallies, discussion forums, requests, claims, etc.

METHODOLOGY:

Each of the four stated methods is adapted to a certain personality or a situation. The methods are applied in combination, in accordance with the local OTPOR! activists and can be divided into:



1. **PERSONAL CONTACT** – which represents not only the promotion of OTPOR!'s idea, but also the information spreading of the type "Did you hear what is coming up next week?". That well-placed information is usually multiplied by factor 8-10 (an individual who receives the information forwards it in the right way to up to 10 of the colleagues)



2. **PRINTED MATERIALS** – primarily posters and flyers. Both poster and flyer exist as two basic types: "flyer/poster with a message", concise and to the point, usually contains just a few sentences, in the best case only one. Such a flyer/poster points to a concrete problem or issue. The most suitable case is when a sentence is recognisable from another context (film, RTS channel, jargon, party propaganda, ads and media in general, etc.) – and if it resonates in every way. The objective of this type is to draw attention and make effect so that the person who sees the flyer/poster is referred to the problem "dramatically". Another type of flyers/posters is a more "extensive" one, with a seriously told story about how, why, since/until when, for which purpose, at what time, etc. The purpose of these flyers/posters is to give basic information and/or make requests.



3. **STUDENT RALLIES** and similar – preceded by the first two points (personal contact and printed materials), they require a careful preparation at least several days in advance. The rally should be held in a room of appropriate size (not to look too "empty"), it should not be too long and boring and it should have an objective (depending on a situation). The speakers should be carefully selected, they should speak in a concise and smart manner and say everything that is necessary for the rally to make a decision or a conclusion. Depending on a situation, the speaker may be a "calm" or a "fiery" type – in any case, the speaker MUST be perfectly clear and to the point, look capable and responsible (the so-called "authentic" leader), and not someone who enjoys attention or their "leader" position. Other types of gatherings are protests, discussion forums, etc, which follow the rallies and mean that "something is happening" – there is a boycott, a protest or an attempt to raise tension at the faculty. It is closely related to the following



4. PROVOCATION ACTIONS – when adequate organisation and trust (even among a small group of people) has been achieved, it is proceeded with the “action taking”, which for most students is the most interesting and the most important part of every activity at the faculty. It is at the same time the most dangerous part – for which reason it has to be: 1. well designed, with an obvious, provocative message, 2. Well organised, because a large number of people and media usually guarantees safety and success of the execution. The objective of the actions is to draw attention of those students who do not actively participate in the current events (call to join), to warn the professors and the faculty administration that the requests made shall not be withdrawn but insisted on till the end, to attract the media with its exclusiveness and interest (being published in the papers helps and affects the success to a great extent). In addition, the actions are the best way to get your point across and the most effective way to keep the things happening or speed them up. The very “provocativeness” must be suitable for the situation assessment, so that it ranges from the nice and friendly ones to the most radical ones (lockdown in a faculty building, barging into dean’s office, etc.).

The said actions can be planned in two ways, namely:

PERMANENT CAMPAIGN – permanent handling of certain problems through personal contacts, printed materials, recruitment, etc.

PREPARATION FOR CONCRETE EVENTS – intensive campaign within the preparation of public rallies, student gatherings and provocation actions



TRAINING – SECONDARY SCHOOLS

INTRODUCTION: the work of OTPOR! activists in secondary schools is adjusted primarily to the existing situation, general lack of interest of secondary school students in “political topics”, repressive measures and, above all, the fact that no other party has ever acted in schools with such a young population.

REMEMBER:

The secondary school students of today are probably the only possibility to build a civilised society in Serbia. Even if the change happens next year, it will take another ten years for the change of the system and the mindset. In ten years’ time, these secondary school students will have finished their university studies, so the way in which they will think THEN will be crucial for the system change in Serbia.

THE OBJECTIVE of OTPOR!’s activity can be seen as:

1. Short-term – increasing the number of activists and their training, individual actions, media presence
2. Medium-term – mapping secondary schools, continuous work with young people, work with teachers’ syndicates
3. Long-term – treating the work with secondary school students knowing they are the future of our country. Raising political awareness and motivation to take destiny into one’s own hands (all seniors will have voting rights by the end of the course), influence on parents and other family members (numerous cases recorded where the “kids” are taking the parents to vote).



STEPS FOR THE CREATION OF INFRASTRUCTURE:

1. "MAPPING" secondary schools: for a well planned and organised work, it is necessary, above all, to "map" the secondary schools (by asking around personally), which entails:



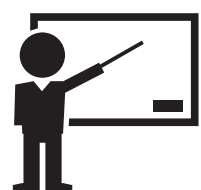
- **a map of the existing infrastructure** – where do we have activists, how many of them went through training, how much do they communicate with each other. **REMEMBER: every man is brave and active when they feel like a part of a well organised group.**



- **a list of existing issues** (corrupted individuals, enrolments through connections, possible repressive measures against the "disobedient students and professors", overly extensive syllabus, preferential treatment at grading, etc. (namely, everything for which the students of your school "suffer", making them easier to mobilise)



- **Identification of "leaders"** – every group has an individual with natural authority, which is preferably to be identified. Those are by default the loudest persons and the natural leaders (often the case with teenagers) or they are building up their authority (so-called "quiet or calm" ones) with another virtue they possess. Those potential leaders who can represent a large number of people are a necessary link in the organisation of OTPOR! at your school.



- **Mapping professors** – a relatively simple analysis of the professors who are direct exponents of the regime and those others who have participated in strikes so far, are openly calling for changes, etc. Those "disobedient" professors represent the backbone of support for student requests.

METHODOLOGY:

Each of the four stated methods is adapted to a certain personality or a situation. The methods are applied in combination, in accordance with the local OTPOR! activists and can be divided into:



1. **PERSONAL CONTACT** – which represents not only the promotion of OTPOR!'s idea, but also the information spreading of the type "Did you hear what is coming up next week?". That well-placed information is usually multiplied by factor 8-10 (an individual who receives the information forwards it in the right way to up to 10 of the colleagues)
2. **PRINTED MATERIALS** – primarily posters and flyers. Both poster and flyer exist as two basic types: "flyer/poster with a message", concise and to the point, usually contains just a few sentences, in the best case only one. Such a flyer/poster points to a concrete problem or issue. The most suitable case is when a sentence is recognisable from another context (film, RTS channel, jargon, party propaganda, ads and media in general, etc.) – and if it resonates in every way. The objective of this type is to draw attention and make effect so that the person who sees the flyer/poster is referred to the problem "dramatically". Another type of flyers/posters is a more "extensive" one, with a seriously told story about how, why, since/until when, for which purpose, at what time, etc. The purpose of these flyers/posters is to give basic information and/or make requests.
3. **BIGGER RALLIES** – preceded by the first two points (personal contact and printed materials), they require a careful preparation at least several days in advance. The rally should be held in a room (classroom, yard, hall) of appropriate size (not to look too "empty"), it should not be too long and boring and it should have an objective (depending on a situation). The speakers should be carefully selected, they should speak in a concise and smart manner and say everything that is necessary for the rally to make a decision or a conclusion. Depending on a situation, the speaker may be a "calm" or a "fiery" type – in any case, the speaker **MUST** be perfectly clear and to the point, look capable and responsible (the so-called "authentic" leader), and not someone who enjoys attention or their "leader" position. Other types of gatherings are protests outside of schools, meetings, discussion forums, etc, which follow the rallies and mean that "something is happening" – there is a boycott, a protest or a strike. It is closely related to the following



4. MEDIA ACTIONS – when adequate organisation and trust (even among a small group of people) has been achieved, it is proceeded with the “action taking”, which for most secondary school students is the most interesting and the most important part of every activity. It is at the same time the most dangerous part – for which reason it has to be: 1. well designed, with an obvious, provocative message, 2. Well organised, because a large number of people and media usually guarantees safety and success of the execution. The objective of the actions is to draw attention of those students who do not actively participate in the current events (call to join), to warn the professors and the school administration that the requests made shall not be withdrawn but insisted on till the end, to attract the media with its exclusiveness and interest (being published in the papers helps and affects the success to a great extent). In addition, the actions are the best way to get your point across and the most effective way to keep the things happening or speed them up. The very “provocativeness” must be suitable for the situation assessment, so that it ranges from the nice and friendly ones to the most radical ones (lockdown in a school building, taking the desks out, walk to the ministry, etc.).

The said actions can be planned in two ways, namely:

PERMANENT CAMPAIGN – permanent handling of certain problems through personal contacts, printed materials, recruitment, etc.

PREPARATION FOR CONCRETE EVENTS – intensive campaign within the preparation of public rallies, various types of protests and media actions

NOTE: when working with new recruits, ALWAYS demonstrate a weekly plan, e.g. how to organise a private house party.

DO NOT FORGET:

1. Your voice is **STRONG**, because fighting for a better life is a natural feature of the young. That is why the most effective question is “Till when are you going to let the retired people decide on your destiny?”
2. Other students at your school are natural allies. Do not argue with them.
3. A teenager with a plan and a goal is a natural leader.
4. Every OTPOR person is family and we need him/her.
5. Professors and teachers are always reluctant to act – primarily because they worry about their students. If the students are determined and conscious, it will encourage them as well.
6. Parents are inclined to us, but things have to be explained to them. Successful work with the parents always pays off, no matter how hard it was. Everyone can say that a teenager was manipulated, but together with the parents and the teachers, they form a great force.
7. No one can forbid you to have your own opinion, wear a badge or distribute material. That is the constitutional right of every citizen of Serbia, regardless of sex or age.
8. Keep yourself informed because your classmates expect it. If you do not tell them that they have to get their ID card issued and vote register on an electoral roll as soon as they turn 18, they will probably not do it.
9. Your school is **YOUR** field. Principals and teachers are paid to sit there, but you came there to learn with your own free will.
10. **YOUR PERSONAL ATTITUDE** is the best advertisement for OTPOR’s idea. For your family and friends, OTPOR is what **YOU** present to them.

TRAINING – EXTERNAL SUPPORT GROUP (GSP)

GSP – Internet, press and marketing

INTRODUCTION: Although only 2% of the Serbian population gets informed via the Internet, the importance of formation of the External support group (Serbian: Grupa za spoljnu podršku – GSP) (Internet, press and marketing) in OTPOR! has been proven through several examples. The possibility of networking of hundreds of activists throughout Serbia, continuous communication with our compatriots abroad, as well as contact with institutions in the country and abroad which support our cause, all have major importance for the spreading of the idea of non-violent OT-POR! (Resistance).

TECHNICAL ASPECTS OF TRAINING: after the talk, the group is divided according to the computer skills, so that a special technical training of activists is usually not an issue. However, during the training it is necessary to present all the aspects of the activists' work in GSP and divide them according to the following activities:

GROUP MEETINGS:

GSP is the only group in OTPOR! that does not need to have physical meetings – they have the Internet. Efficient communication enables hundreds of activists throughout Serbia to be in contact daily, while many of them do not even know each other!

1. Communication with the OTPOR's central list, submitting information and announcing activities, as well as written texts and photos from local actions
2. Constant expansion of OTPOR! – info lists for the people interested to receive information from us daily
3. Mobilisation of activists with good language skills for the English version of the website and the list
4. Establishing new contacts in the country and abroad by sending a large number of Internet messages promoting OTPOR!
5. Visiting popular Internet forums and simulations for the people to discuss OTPOR!'s activities and views
6. Overload of e-mails to sympathising (and non-sympathising) institutions containing adequate messages
7. Encouraging the creation of mirror websites in the country and abroad or placing links for our website and other popular websites
8. Gathering support of public figures in the country and abroad, preceded by the sending of detailed information about OTPOR! to the person in question. Over 20 public (and hundreds of anonymous) figures have sent their letters of support to OTPOR! so far, via the Internet and including the fist symbol, later used in the printed material.
9. FUNDRAISING – one part of OTPOR!'s resources is gathered through donations of our people abroad – all those people have reached out to OTPOR! via the very External support group.
10. Recruitment via the Internet and care of Internet recruits – between 10 and 15 % of the total number of recruits have been recruited in over 20 towns and cities via the website www.OTPOR!.com so far. Many of those recruits are actively involved in the work of OTPOR! nowadays, and some of them contribute greatly to the promotion of OTPOR! worldwide.

TRAINING – EDUCATION (EDU) AND TRAINING OF TRAINERS (TOT)

EDU AND TOT INTRODUCTORY MEETING

- Defining tasks for education groups
- Defining common trainer meetings in groups in which no education programme is defined
- Scheduling terms for general training of trainers
- Scheduling terms for special training of trainers
- Introducing fixed group meetings
- Determining an upper limit of trained activists in the groups which have an upper limit

EDU AND TOT – REGULAR MEETINGS

- Planning of the following week
- Cross-examining the results (distribution of people from the basic pool and their direction to groups)
- Systematisation of the basic pool into an organised database (passive and accidental recruits, partially educated and trained ones, group members and "recycle bin" group of outcast or inadequate ones)

POLITICAL TOT (common for all)

- Term of motivation and motivational speech (mission)
- Introduction to OTPOR! and its objectives
- Questionnaire for distribution into groups
- Directing to programme continuation
- Work with activists and encouraging the increase in their number

(Additional bibliography: Handbook for Work with Activists – Volunteers)
(Volunteer access card, term - recycle bin)

ORGANISATIONAL TOT (common for all trainers)

- Organisation of OTPOR, situation, outlook issues
- Planning and importance of planning
- Importance of communication among the groups
- Creation of database for groups (activists base, fields base – faculties, secondary schools, media, activities)

(Additional bibliography ... Volunteers_continuation-20 reasons)

SECONDARY SCHOOLS – SPECIAL EDUCATION

- Determining objectives and encouraging their achievement
- Creation of new and strengthening of already existing groups
- Activities – continuous and incidental actions

- Conquering new fields (networking)
- Work with teachers
- Work with parents
- Designing plans for further trainer activities

UNIVERSITY – part one

- Political-motivational part
- Activity models (from actions to various models of protests)
- Determining objectives and encouraging their achievement (signing up, spreading the teacher network)
- Activities – continuous and incidental actions

UNIVERSITY – part two

- Creation and control of activist base (BU map, plan 1%)
- Student organisations (map and work plan)
- Conquering new fields (networking and coming down to the faculty level)
- Work with professors
- Work with parents
- Designing plans for further trainer activities (grouping of existent and future activists into faculty groups)

GSP – virtual front of winning a war in a virtual world

- Power of information
- Permanent inventory and importance of network spreading
- Strategy of user expansion (concepts of virtual ambassadors and formation of groups and forums)
- Spreading information that is sent by the selection of interesting texts from other media (other websites, news services, forums)
- Target pressure – continuous reporting and communication with the existent friendly organisations
- Target pressure – partisan-like to the JM creators
- NGO network worldwide
- Serbs abroad (websites, e-groups)

(Additional bibliography_Elections_targeting, with adjustments)

TRAINING – TRAINING OF TRAINERS “HOW TO GIVE TRAINING”

WHAT IS NECESSARY TO GIVE SUCCESSFUL TRAINING



SCHEDULING A TERM

Schedule a term (date and time) according to the Office activity calendar – if possible, always give training on the same day of the week



CALLING OF RECRUITS

The recruits are to be called at least two days before the training. It is necessary to call 12-15 people in order to have 4-10 show up, which is an optimal group size (the rule of double number). It is necessary to fill in the list – material-1 (recruit's name and surname, phone number, what he/she said)



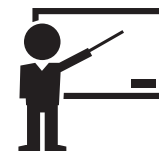
ON THE DAY OF THE TRAINING

The trainer is to arrive at least 15 minutes before the lecture. Arrange the room, if there is a meeting going on, mention that the training is scheduled from/to certain time.



ARRIVAL OF RECRUITS

It is required for the trainer to be present when the recruits are coming in (something like an informal welcome).



BEGINNING OF THE TRAINING SESSION

The training begins with a 15-minute delay maximum (everybody's time is precious, on the one hand, and possible anxiety is avoided, on the other)



MOTIVATIONAL SPEECH

Before moving on the formal part of the training, the trainer gives a motivational speech – shortly explaining what the goal of the training is according to OTPOR's objectives). Material-2



TRAINING CONTENT

Every training session should be well-planned – the trainer must have the training content, divided by minutes per parts and the material to be distributed during or after the training).

EXAMPLE:

1. Welcome to OTPOR.....2 min
2. Trainer introduction – name, surname.....2 min
3. Recruits introduction – name, surname, faculty/secondary school.....5 min
4. Talk with recruits – Why they were recruited (it is necessary to establish two-way communication at the very beginning of the training, as well as the rules of communication, in order to avoid losing control of the situation during the lecture).....10 min
5. Introductory story – OTPOR as a movement, PROGRAMME-PEOPLE-ACTION scheme, importance of activities in OTPOR.....15 min
6. Q&A
7. Story of OTPOR's objectives – 3 activity phases, via GOTV to the second political generation in Serbia.....15 min
8. Q&A
9. Action – every training session must end with an action (“recruits distribute matches” Explain the action, do a quick brainstorming, make a plan to see who does what, how much material to take, where to distribute... (getting to know the action planning).....10 min
10. Filling in the access cards.....5 min
11. Scheduling a new training session – every training session must end by scheduling of a new training session (the recruits must never leave without the material or without knowing when they should come the next time – basic rule of the care of recruits). It is necessary to say who will call them and when, if possible.....2 min
12. Each recruit must get at least 10 access cards

TRAINING MATERIAL

Every training session must go along with the material given to the recruits. Some material is given during the lecture, and some after it. You should never hand out the material to be speaking about in advance, because it happens that everyone is reading it and not listening to the trainer.

PROPAGANDA MATERIAL

It is necessary to have propaganda material which is to be handed out to the recruits ready in sufficient (but not exaggerated) amount (the material should be in accordance with the action). It is necessary to note who took which material and how much of it, for the record.

IMPORTANT NOTES:



- **ALWAYS HAVE THE ATTENDANCE LIST** – training recruits is a long-term action and every trainer must keep their records, i.e. database. It happens that someone cannot come to the first training session, but can come to the second one, etc. Also, it is good to know the names (it can be hard for many to remember the names of all recruits, but imagine how much it means to them)
- **TRAINING CONTENT IS A MUST-HAVE** – people like to know from the very beginning how long will the training be (it may also be mentioned on the phone when calling them), the content helps the trainer to keep to the training dynamics, esp. if things get out of hand (e.g. provocateur is boring, always asking questions, ... then you tell him “OK, we’ll talk after the session not to keep the group waiting”)
- **STICK TO THE MINUTES PLANNED** – if you say at the beginning that the session will last 1:30, it wouldn’t be nice for it to last 3:00 due to questions or good mood of the trainer who feels especially talkative that day
- **EXPLAIN THE LECTURE IMPORTANCE AND DYNAMICS** – either during the lecture or at the very beginning (people like to know what their duties are – e.g. training sessions are always from 5 to 7 PM on certain days)
- **ENCOURAGE TWO-WAY COMMUNICATION** – that will create a pleasant atmosphere but also establish certain authority for the control of the situation
- **AVOID ARGUMENTS** – do not fall for provocation. One must always have in mind the training objective and how to complete it (with action). There may be some provocateurs or someone who is bored, but you should not pay attention

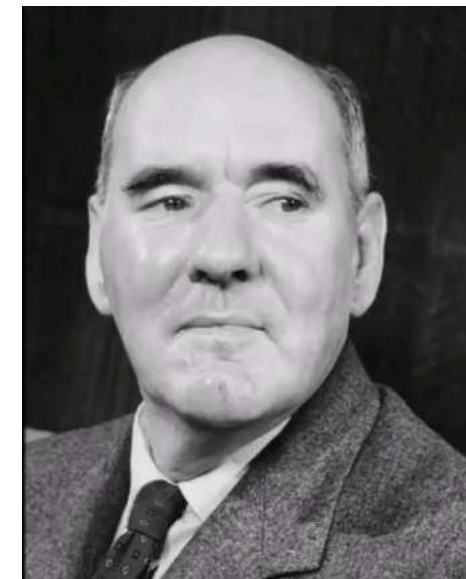
- **EXPLAIN THE RULE OF OFFICE WORK** – people should be told how the office works, why appointments are scheduled, who is in charge of material, ... Create the “working hours” atmosphere
- **IF WORKING IN PAIR, TRAINERS SHOULD AGREE WHO IS TELLING WHAT** (another reason to have the training content). Besides, it is recommended not to interrupt each other, but they should definitely add to each other’s stories
- **PREPARE THE MATERIAL** – people like to leave with their hands full. It is necessary to have training material (according to the statistics, 30% of the people read through the whole material, 40% of the people skim through it, 20% throw it away)
- **PREPARE THE PROPAGANDA MATERIAL** – in accordance with the action “recruit distributing matches”, it is necessary to have the material ready, but also a designed plan to know who, what, where and when should distribute the material
- **EACH RECRUIT MUST GET A BADGE**
- **EACH TRAINING SESSION MUST HAVE MORE PRACTICE WORK THAN THEORY** – people love to talk and work, they don’t like to feel like at school. Theoretical lectures must be short and interesting
- **THICK PAPER** – it is good if the training content allows for writing something on thick drawing paper. The thick paper may be prepared in advance, because the people look at it the whole time and subconsciously remember the important things. That brings to the impression of unwritten rules that are respected in the group/organisation (e.g. you can prepare a thick paper with the following things in advance: OTPOR is neither a party nor a student organisation, had the opposition been good, there would have been no need for OTPOR, we have a plan, OTPOR is long-term work for the whole generation, a lot is expected from the activists (we need you))
- **EVERY GOOD TRAINER HAS TWO OR THREE PENCILS IN THEIR POCKET** – when doing an exercise, people usually don’t have a pencil on them, and the trainer in this way given the impression that nothing can surprise him/her
- **CONTACT PERSONS** – at the end of the training session, every recruit should have it clear who they can talk to if they need to. It is recommended for the trainers to give their phone numbers in order to always be in touch with the recruits (which sometimes can be inconvenient, so it might be the best to give them the office number and tell when the trainer or someone else is in who can talk to them)

INTERESTING FACTS:

Group development phases:

- I PHASE OF GROUP DEVELOPMENT AND CREATION** – trainers make certain requests
- II PHASE OF DEVELOPMENT** – the group adopts and accepts the requests
- III PHASE OF DEVELOPMENT** – the requests become common opinion of all group members
- IV (EXTRA) PHASE** – the group sets requests and plans for itself (example – training)

At the beginning, the mutual interaction is little (that’s when the question “Why did you come to OTPOR” is asked, as the recruits get to know each other and exchange opinions and create feeling groups). In the following phases, the mutual interaction is higher and higher (that’s why every training session ends in action, because that’s how the people can feel the group and that they belong and are useful)



NORTHCOTE PARKINSON –
English political science expert

“Work expands so as to fill the time available for its completion”

(that is why you need to create the atmosphere of as many working hours as possible)

TRAINING must contain three parts:

1. **OFFICIAL WELCOME**
2. **STANDARD MESSAGE** – objectives and tasks of OTPOR
3. **DRAFT OF DUTIES** – who, what, when, where, how to work

STRATEGY – Draft of the winning strategy

WHO – who are the people who came to OTPOR

WHY – why did they fill in the recruiting card and why did they come to training

WHAT – what is OTPOR’s activity objective (GOTV and the concept of the second political generation in Serbia)

HOW – tactics for the achievement of objectives – action, action, action, action, ...

WHERE – throughout Serbia, for starters

MATERIAL – 1

-Calling of recruits for training-

NAME	SURNAME	PHONE NUMBER	COMMENTS OF WHAT THEY SAID
Marija	Petkovic	436-973	Sure to come
Petar	Glišić	672-139	Sure to come
Jovan	Markovic	063/112-34-34	Cannot come at that time

-During training-

NAME	SURNAME	FACULTY SECONDARY SCHOOL	WHY THEY CAME TO OTPOR	COMMENTS
Marija	Petkovic	Philology	For action	Promising
Petar	Glišić	Natural Sciences and Mathematics (PMF)	Digs OTPOR	Provoking
Jovan	Markovic			

MATERIAL – 2

Lecturer: _____

Topic: _____

Date: _____

Time: _____

Duration: _____

Number of activists: _____

Material: _____

Required resources: _____

EXAMPLE:

Lecturer: Zorana

Topic: How to give training

Date: Saturday, 26 Feb 2000

Time: 6 PM

Duration: 90 min

Number of activists: 10-15

Material: planning calendar, attendance list (material – 1), lecture content, re-cruiting cards, manifesto, 100 questions and answers...

Required resources: badges (15 pieces), matches, flyers ... cassette, cassette player, etc.

FORMATION OF GROUPS FROM TRAINED RECRUITS

In order for OTPOR! to work efficiently, it is not enough to just train people in political and technical sense, but also to form efficient groups. Regarding the action positions, as well as the training nature, several groups tend to form:

1. **PRESS** – which in accordance with training deals with the presentation of activities and views of OTPOR! to the public (formed at every level of organisation, as even the very little places have local media, or are correspondents of central media)

2. **MARKETING – ACTION team:** formed at all levels of organisation, naturally dealing with action design and implementation, creation of local propaganda material, development and sending of messages to target groups, etc.

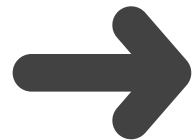
3. **SECONDARY SCHOOL GROUP** – since we have secondary school students are OTPOR! activists also in places that are not university centres, their permanent activities are suitable for every environment.

4. **UNIVERSITY GROUP** – formed in places with universities. In places with no faculties, a FIELD GROUP is formed with similar training. The difference if training concerns the nature of “FACULTY MAPPING” which in the field group (network) may be treated as the map of villages and towns, whereas the forms of activity (actions, printed material, discussion forums, rallies) are applied equally in smaller places as well. University trustees that correspond to university centres are here replaced with trustees or groups of trained recruits from a certain territory-place, carrying out OTPOR! activities according to the principle of territorial obligation.

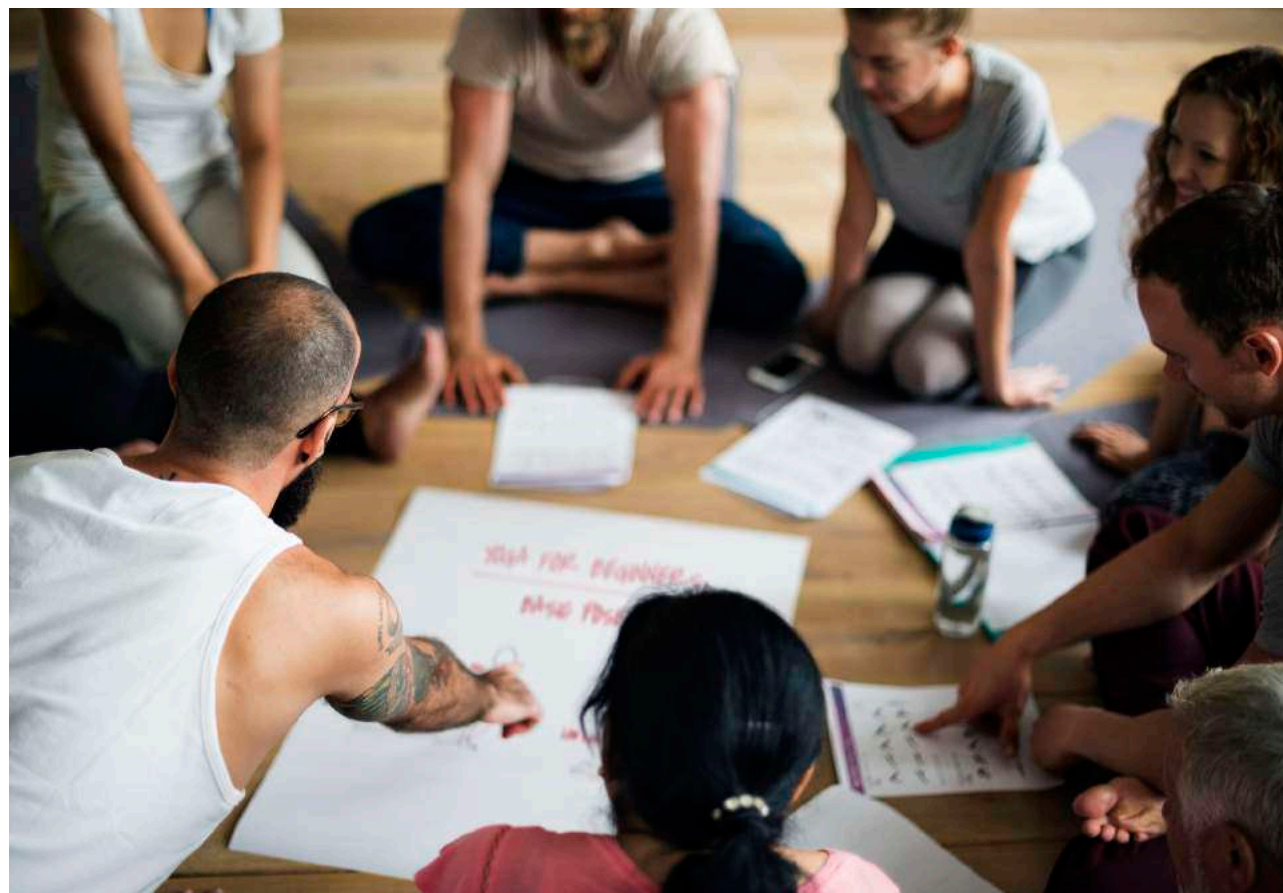
5. **EXTERNAL SUPPORT GROUP - GSP** (Internet, press and marketing) is formed by the activists skilled in Internet communication, regardless of the size of the place. Continuous communication with the GSP network in the country and abroad is a useful way of internal information, information exchange, as well as sending information from the field to larger centres in Belgrade (e.g. the fastest way for the photos from an action in a small place to reach the OTPOR! website and editorial staff of central media is to distribute them via the Internet, unless they have photographers on site where the action is taking place.

GROUPS COLLABORATION – CREATION OF HEADQUARTERS AND EFFICIENT TEAM

Data flow, idea and initiative are key factors of good operations of OTPOR!. That is the reason why the activists are trained by the enclosed scheme, and then connected locally into an entity labelled as the HEADQUARTERS. The headquarters operations are based on the principles:

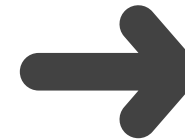


1. Division of tasks and obligations among the group representatives
2. Regular communication among the group representatives
3. Planning of activities as per the Action planner model (enclosed)



Headquarter meetings are held by default two weeks after an upcoming activity, and later according to the dynamics set by the Action planner. The headquarters is the right place for the ideas and initiatives shared by the activists – members of various groups, to be discussed and evaluated, in order to finally implement them into action in the best way possible.

Whether the headquarters will turn into an efficient team depends on a range of factors that the trainers should pay special attention to:



1. Individual initiatives should be analysed before the headquarters and shape in the group meetings
2. Representatives of all groups take part in the headquarters operations
3. The purpose of the headquarter meetings is job division, setting up of dynamics and PERSONAL assignment of duties to individuals (for which record should be kept and regular controls done, so that the whole action wouldn't be ruined for someone's personal failure)
4. There is a danger of usurping headquarters position – group representatives who come to the headquarters are NOT ANY KIND OF OFFICIALS (no such thing in OTPOR!) but people who come there to share a group initiative and take over partial responsibility for a task... that is why the presence of a larger number of people, regardless the group in which one is active, is not only "allowed" but also recommended in the headquarter meetings.

An EFFICIENT TEAM, therefore, can be created also by continuous engagement of a large number of people, clear division of tasks and personal responsibility for certain segments of that task. Once our activists learn that the success of any action depends on ALL THE GROUPS, they will start treating each other responsibly and with new respect, and our activists shall become an EFFICIENT TEAM.

NOTE: the head-quarter meetings should always start with a motivational speech, highlighting the importance of an action being the topic of the meeting, and the roles of certain groups in that very activity. Analysis of successful actions is the best promotion of team work, which would be stressed over and over again.



MOTIVATION

Activists who dedicate their time and effort for our organisation want to feel as part of that organisation, they want to feel asked and to be able to affect decisions made within the organisation. The fact that other people ask for their opinion and acknowledge their views shows how seriously they are taken. Even if some activists don't work every day, they should not be separated from the group they are working with. When activists propose changes in the organisation, we should hear what they have to say. A good way to do that is via the "message box" available to all the activists.



A POSSIBILITY TO INFLUENCE EVEN THE SMALLEST THING IN THE WORK OF AN ORGANISATION REPRESENTS A SPECIAL KIND OF MOTIVATION, AS IT CAN HELP AN ACTIVIST TO FEEL AS PART OF THAT ORGANISATION AND AS SOMEONE WHO CAN HELP CHANGE THE WAY IT WORKS.

Many people do not feel comfortable when getting in a new environment. That is why it is important for the organisation to getting the activists familiar with the detailed description of their tasks. The organisation should also provide for a cosy atmosphere and explain the tasks in a prescribed order. Activists should be taken on a tour of the organisation to get to know the people they will be working with. That, sometimes symbolical act, has an important role. It tells activists the following: ***"See, we treat you as a full member of our organisation; from now on, you are one of us"***. A pleasant initial atmosphere opens doors to further collaboration.

After the presentation of the organisation as a whole, the trainer should define clearly the task and training plan for every new person. The training period depends on the tasks an activist will perform. At the very beginning, when an activist does not feel sure about their tasks, there is a need for help and support of the trainer. The trainer is the person who maintains the contact with the activists and motivates them. It is important to ask: ***"Is everything OK? Do you have everything you need? How is work?"***

Motives of a recruited person and a person doing the recruiting may be similar and that will definitely make their communication easier.

Once the organisation has gained a deeper insight in the wider understanding of its needs and the character of the person it is looking for, in the ways of training, preparation, support and rewards of that person, then it can think about how to find the right activist.



MOTIVATIONAL SPEECH

At the beginning of every meeting with the trainers, new recruits or action team, it is good to give a short motivational speech. If there is any group of people that you expect to take part in any of the following actions, the activists are to be praised for their achievements in the previous activities at the very beginning of the meeting. Numerical data on the number of people recruited this month, for instance, or media coverage of your branch of the organisation will help the activists feel useful and respected. Individual praise for the effort made for certain tasks is the best indicator that work is what's most appreciated here.

- What follows is an announcement of proposals for a new activity, after which comes the explanation "All the things we can achieve if we do the next activity" (how many new members, media coverage or support of our neighbours in what we do).
-
- Then, the need for serious preparation of the next action should be highlighted and that preparation should be shortly explained.
-
- At the end of the motivational speech, people should be additionally encouraged by saying "Yet I know our group can do that".
-
- The motivational speech is good to be held right before bigger events as well (big public rallies, campaign start).

ACKNOWLEDGEMENTS

Frederick Herzberg classified human needs into two categories:



1. Needs for support – in relation with the feeling of security, working conditions, relations with others and money. Herzberg noticed that these factor themselves do not motivate people but the lack of them would, most certainly, result in the lack of motivation. For instance, a guarantee of certain working conditions will not, per se, motivate people to work. A desk or a chair a volunteer gets will not motivate him or her to stay and try to do better. The lack of those benefits, however, may lead to someone leaving the organisation.



2. Motivational needs are related to searching and reaching the satisfaction. Motivation factors are:
 - Achievement;
 - Acknowledgement;
 - New challenges;
 - Greater responsibility; and
 - Growing up and development.

Everyday surroundings of young people may often not satisfy their needs. For that reason, being active in OTPOR may represent a good change, because it lets people escape from the routine and boring everyday obligations. We usually try to do the things we deem important and significant for the satisfaction of our own needs. But volunteer work can also satisfy the needs of contact with other people, closeness, self-fulfilment and promotion of certain values. On the other hand, ACTIVISM is a rare feature which cannot be paid with money. People who do the volunteer work may do the jobs which we would otherwise never be able to pay them! How can you, for example, pay for an idea on an activist who, through OTPOR action, gets us to the cover page of “Blic” newspaper? Activists who dedicate their time and effort for an organisation want to feel as part of that organisation, they want to be asked and to be able to affect decisions made within the organisation. The fact that other people ask for their opinion and acknowledge their views shows how seriously they are taken. Even if some activists don’t work every day, they should not be separated from the group they are working with. When activists propose changes in the organisation, we should hear what they have to say. A good way to do that is via the “message box” available and in plain sight.



REWARDING OF ACTIVISTS

OTPOR must constantly take care of the ways in which it can reward its activists. People often forget how important it is for those who work with them to be motivated for work. Rewards show whether an organisation acknowledges human values. Trainers should create a feeling of being appreciated for the activists. The most important reward is to say – thank you, but a reward is also when we create a pleasant working environment, remember someone’s name and devote our free time to them.

From time to time, trainers should organise meetings with all activists and “hand them the rewards”. On that occasion, everyone should be reminded of the mission, structure and policy of the organisation. In that way the organisation allows the activists to recognise their place in the entire structure. For successful motivation, it is necessary to see oneself in the context of values and success of the entire organisation.



OTHER FORMS OF REWARDS OF ACTIVISTS INCLUDE:

- Giving out badges with the organisation’s logo;
- Mentioning activists’ names as a positive example;
- Inviting activists to informal team meetings;
- Help with development and acquisition of new skills.

SHOWING APPRECIATION WILL LEAD TO DESIRED RESULTS IF YOU REMEMBER THAT ONE SHOULD:

- Often express gratitude;
- Use different forms of acknowledgements;
- Be honest;
- Express satisfaction with a person, and not only a task done;
- Remember that the recognition must be in accordance with the achievements;
- Use the same or similar rewards for equal achievements;
- Give special attention to those achievements that are most appreciated by an activist.

In addition to the encouragement and motivation boost, rewarding contributes to the good working environment and promotes efficiency.



SUPERVISION



1. CHARACTERISTICS OF ACTIVISTS

Which are the characteristics of a good activist? It is a controversial question that usually provokes loud discussions during training. Most often the following qualities are mentioned: openness, sensibility, ability to cooperate, professionalism, readiness for work without material compensation, tolerance, strong motivation and lack of certain personal interest. Those are exactly the features that are to be monitored when working with the activists.

2. WORK OF ACTIVISTS

The work of the activists should be organised efficiently and done professionally. An activist can do all kinds of tasks for which they are interested in and they want to work on. However, whatever task it is, the activists should perform it professionally.

When assigning the tasks for the activists to do, the organisation should consider the special skills of every individual (which is done via access card and first talk with the activists).

After the first talk and completion of access cards, activists are divided into groups. Their work and engagement is to be supervised by every trainer.

3. WORK OF TRAINERS

Every trainer should also satisfy certain features, which are also supervised. That means that a trainer:

- wants to work as a trainer – coordinator of activists
 - wants to work with people
 - is good at management; and
 - has enough time to do that job.
- Trainers should be always available, to be able to fulfil all the duties that a job requires.

SUPPORT AND SUPERVISION OF ACTIVISTS

Activists most often ask the following: *“Who will help me if I need help? Can I turn to someone for help, if I have it hard and I am not good at what I am doing?”* Usually, a trainer is responsible for these things. Appropriate technical support, such as the working space for that person, access to the photocopier, computer or other equipment required for the job, is also important.

A trainer should be a friendly person that takes care of the activists. When there is a need for that, a trainer should give support to activists, especially if they are not doing well. That is why the permanent contact is mandatory. That can be achieved through individual meetings, **but also through frequent meetings of all activists.** Continuous communication and openness of the meetings prevents the activists from leaving. When a trainer creates an atmosphere of trust, activists will feel good in that organisation.

Trainers are responsible for correct performance of activists’ tasks and they should insist on the activists sticking to everything that was agreed. Trainers have to organise work so that everyone understands clearly what is expected from them and the others. Trainers should give a chance to each activist who wants to make progress and they should support all of those who have trouble carrying out the tasks.





RELATION BETWEEN THE ORGANISATION AND THE ACTIVISTS

Activists should get familiar with the activists from other groups or cities, as well as with the information protocol, be invited to meetings and regularly informed about the policy of the very organisation. Individual wishes and needs should not be ignored, nor limitations or sensitivity of the activists.

The most important tasks in relation to the activists

- Define the term “activist” depending on the concrete situation
- Define what an activist can do for the organisation
- Describe the personality type and the skills that the organisation expects the activists to have
- Understand the needs of both the activists and the organisation
- Design a good recruitment method
- Hold general informative meetings
- Design the job description
- Coordinate the training and upgrading of the activists
- Understand and remind of the organisation’s mission
- Support and supervise the activists
- Design a reward system for the activists

PERFORMANCE EVALUATION

TRAINERS – CYCLE ANALYSIS

Part I – Technical analysis of training – What went well

- Teams
- Number of people who attended – those called and those present
- Duration of the training – planned and realised duration
- Amount of material distributed – matches, stickers, badges...

Part II – Motivational speech

- Based on the results, a motivational speech is held – how many people went through training, how many working hours “spent”, how much distributed material, i.e. how many useful hours were produced.

Part III – Technical analysis of training – What went “wrong”, i.e. should anything be changed

- Database – how far are we with database organisation and what to do in the next cycle
 - a) What to do with the activists that are present – when to call them
 - b) What to do with the activists who promised to come but didn’t – whether to call them again and when
 - c) What to do with the activists who didn’t come or said they weren’t interested in training
- Group size – analysis by teams in case of big or small groups
- Training times – analysis to see if any training sessions were overlapping, if they lasted longer or shorter than planned and why,
- Whether there was any issue with the rooms – e.g. people coming in during training...
- Whether there was enough material
- Whether something should be changed for the next cycle – technical aspects

Part IV – Training and trainer analysis

- Trainer experience – individual and team – what went well and what went wrong
- Group controlling
- What the people are like + ideas + how they react to stories + curiosities

Part V – Plan for the next cycle

- Planning calendar for holding the next cycle – who (which teams), when (when to give training), what (topics discussed), who with (people to be invited – activists database)

Part VI – ACTION

- University – action planning (press, marketing, university)
- Secondary schools – action planning (press, marketing, secondary schools)

TEAM	ATTENDANCE		DURATION		DISTRIBUTED MATERIAL				COMMENT
	invited	came	planned	real	matches	badges	stickers		
Branko&Ana	16	12	1:30	1:30	100	20	100		Good group
Aca&Tanja	15	24	1:30	1:45	200	50	300		Big group
Miloš&Saška	17	28	1:15	2:00	100	30	100		OK
Rade&Milena	12	4	1:15	0:40	20	10	30		People promised but didn't come
TOTAL	60	68	5:30	5:55	420	110	530		

TEAMS	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
PRESS				Announcement	Otpor X action	Statement	
	who			Damir & Tamara	Srecko & Milena	Beli & Tamara	
	what			Inviting journalists & action annoucement	Following field action	Statement after the action	
MARKETING					Otpor X action		
	who	Dejan & Duda	Kristina & Viktor & Igor & Sale	Duda	All		
	what	Flyers and material preparation	Props	Walker	ACTION		
UNIVERSITY					Otpor X action		
	who				Branko		
	what				Checkpoints at faculties		
SECONDARY SCHOOLS							
	who						
	what						

SWOT ANALYSIS (MESSAGE BOX)

SWOT analysis is one of the techniques used for analysis and planning of OTPOR! activities. It is based on the consideration of certain issues through all the “angles”, namely:

S

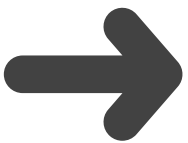
W

O

T

- **STRENGTH** – analysis of our strong points that the opponent team does not have. What is it that we can highlight as our strengths, i.e. What we think about ourselves.
- **WEAKNESSES** – analysis of our weak points in the sense where the opponent team could attack us, i.e. What they think about us. The analysis of this part must answer the question where they would attack us for us to defend ourselves or predict and prevent the attack (if we want to).
- **OPPORTUNITIES** – analysis of our opportunities in the action. This segment should answer the question where we can attack the other, opponent team, i.e. What we think about them.
- **THREATS** – analysis of their strengths. This segment focused on their strong points and what “not to mess with”. On the other hand, this segment is about What they think about themselves and what they would highlight as their strengths.

When designing an action or a message (message box), all four aspects should be analysed, as that is the only way to predict our own action in the right way, by considering it from all angles. The two upper fields let us point out our strengths and use all the advantages of our field action. The two lower fields should be predicted and analysed to prevent the other side from “spoiling” our action. There are some fields where they are strong and that has to be predicted and an action designed accordingly.



IMPORTANT
 – with designing an action (message), it is not relevant which field we are starting from, i.e. which field is our starting point of action, but it is relevant and necessary to consider the action from all the angles and “drag it along all four fields”.

SWOT analysis (Message Box)

STRENGTH (we about ourselves)	OPPORTUNITIES (we about them)
WEAKNESSES (they about us)	THREATS (they about themselves)

REASONS



WHY DO PEOPLE JOIN THE GROUPS?

There are four main reasons for which people join groups:

- Taking part in a group satisfies their certain needs
- They like the people in the group
- They like the activities the group is dealing with
- They believe in the cause or the idea the group is fighting for

WHAT MAKES THE GROUPS ATTRACTIVE?

- Prestige (the fist is cool, the greatest courage in Serbia is to be part of OTPOR)
- Success (all our actions are successful)
- Fact that new members are well-received (we need you)
- Good organisation (it is clear who does what and when)
- Nice collaboration among people (no leaders, only TEAM is important)
- Opportunity to meet new people (5000 in 76 locations)
- Objectives are an attractive idea (OTPOR's idea is universal)
- Always tackling the difficulties (we have a plan)
- Not requiring too much time (when required, it pays off)
- Openness to new ideas (everybody's idea is welcome)
- Many interesting tasks that are to be done

TWENTY REASONS TO BECOME AN ACTIVIST

- To help each other
- To make our country normal
- To get to know new people and make new friends
- To feel needed
- To be part of a team
- Not to be bored
- To reach certain status
- To get the chance to do something we believe in
- To show we are humane
- To gain self-esteem
- To appear in public
- To sleep peacefully knowing we are doing useful work
- To meet important people
- To have fun time with our peers
- To establish business contacts
- To master new skills
- To maintain or improve our skills
- To systematically follow our own progress in some areas
- To learn/understand new concepts and new ideas
- To fill our lives and our time with new content





REASONS FOR WHICH SOME ACTIVISTS LEAVE

- Someone was rude to them
- They were recruited and no one assigned them any tasks
- They were assigned tasks that don't sit well with them
- They were promised more they can get
- No one explained the purpose of our work to them
- Lack of satisfactory training
- No job/task description
- Tasks weren't challenging enough
- No attention was paid to their limited time
- They were ordered to work, not asked nicely
- No one ever thanked them
- There was tense and/or cold environment
- Small groups handling and ordering everything and everyone
- Long, chaotic and boring meetings
- No one was having fun
- No one was helping them or giving support
- No one ever evaluated their work
- No one ever asked for their opinion
- They had no clue why they should do this or that
- There was too much personality conflict
- They did not learn anything new
- There was no chance of progress
- They were asked to do too much and too often
- They got exhausted



CYCLE OF KEEPING THE ACTIVISTS

RECRUIT WHEN NEEDED

DEFINE RESPONSIBILITIES CLEARLY

THE RIGHT PERSON FOR THE RIGHT JOB

EXPLAIN AND TEACH

MOTIVATION

