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# **THE ANALYSIS OF CURRENT LEVEL OF COMMUNICATION OF A CONTRIBUTORY ORGANIZATION AND PROPOSALS FOR INCREASING OF ITS EFFECTIVENESS**

THE ANALYSIS OF CURRENT LEVEL OF COMMUNICATION OF A CONTRIBUTORY ORGANIZATION AND  
PROPOSALS FOR INCREASING OF ITS EFFECTIVENESS

## **MASTER'S THESIS**

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Proposals for improvement  
Conclusions

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The main aim is to analyze the current level of communication of contributory organization "Lipka", and formulate proposals to increase the effectiveness of this communication, especially with focus on specific target group of teachers, and to propose indicators, appropriate for assessment of its effectiveness.

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LEHMANN, Donald R a David J REIBSTEIN. Marketing metrics and financial performance. Cambridge, Mass.: Marketing Science Institute, c2006, xv, 92 p. ISBN 0965711471.

MCDONALD, Malcolm a Peter MOUNCEY. Marketing accountability: how to measure marketing effectiveness. Philadelphia: Kogan Page, 2009, viii, 293 p. ISBN 0749453869.

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## **ABSTRACT**

This thesis deals with the current communication strategy of Lipka, school facility for environmental education, and the possibilities of improving such strategy especially with regards to the area of garden education. The theoretical part focuses on presenting the basic concepts within the area of interest. The following part presents the results of both internal and external analysis of Lipka's communication strategy. It also debates possible shortcomings and suggests alternative solutions for improving its efficiency. This thesis is focused on the pedagogues from the South Moravian Region and their knowledge about the activities of Lipka and also their interest in offered courses.

## **ABSTRAKT**

Diplomová práce se zabývá současnou komunikační strategií Lipky, školského zařízení pro environmentální vzdělávání, a možnostech zlepšení této strategie zvláště s ohledem na oblast zahradního vzdělávání. Teoretická část se zaměřuje na vysvětlení základních konceptů v rámci dané problematiky. Následující část pak představuje výsledky interních a externích analýz komunikační strategie Lipky. Tato část též poukazuje na možné nedostatky a navrhuje alternativní řešení pro vylepšení efektivity komunikace. Práce se zaměřuje na pedagogy z jihomoravského kraje a jejich přehled o aktivitách Lipky a také jejich zájem o nabízené kurzy.

## **KEYWORDS**

Non-profit sector, promotion, public relations, green care, garden education, pedagogues

## **KLÍČOVÁ SLOVA**

Neziskový sektor, propagace, public relations, green care, zahradní vzdělávání, pedagogové

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## **DECLARATION OF ORIGINALITY**

I declare that the submitted master's thesis is the original and has been written independently. I also declare that provided list of references is complete and copyrights are not violated (pursuant to Act. No. 121/2000 Coll., on Copyright Law and Rights Related to Copyright Act).

Brno, 19<sup>th</sup> July 2017

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Bc. Kristýna Dvořáčková

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## INTRODUCTION

The nonprofit sector used to have a long tradition in the Czech lands. During the totalitarian regimes it has faced serious challenges. However, today it is again becoming an important part of not only social life. In the context of demographic challenges, especially the ageing of the population and other problems of modern times, non-profit organisations are yet again becoming more relevant. Their main role is among other things to gain support from the public in order to be able to offer its services. Special attention is therefore required with regards to defining an effective strategy of promotion.

The South Moravian contributing organisation Lipka, a school facility for environmental education, belongs among the organisations trying to reach the support of general public with help of public relations (PR). This organisation was chosen intentionally by the author of the thesis as the author worked there as a PR assistant. Therefore, the whole work is mainly based on author's own experiences and interviews with the staff. Apart from the analysis of current communication strategy of Lipka, the author also focuses on the area of garden education. The garden education is one of the disciplines under the concept of Green care. In a nutshell, it is a learning in the garden about the garden. According to the author, the area of garden education has a great potential for the future of Lipka and the aforementioned problems of the 21st century a great potential. The analysis also focuses on the target group of pedagogues as they are the ones who educate and thanks to them the ideas of living in harmony with nature are shared faster and more efficiently. However, unlike in many Western European countries, there is not so much information about green care and garden education in the Czech Republic.

The thesis is structured as follows. The theoretical part will first define the basic concepts (notions) this thesis works with. The practical part will then focus on the analysis itself. In the practical part following methods were selected in order to achieve set goals: a detailed description of the current situation, SLEPTE analysis,

questionnaire survey and SWOT analysis. Based on the synthesis of knowledge from the analytical part, there are proposed suggestions and recommendations to improve the current situation in the final part of the thesis.

## **AIMS AND OBJECTIVES OF DISSERTATION**

The main aim of this thesis is to analyse the current level of communication of contributory organisation Lipka and to formulate suggestions for increasing its effectiveness, especially in orientation towards a specific target group of pedagogues. Another goal is to formulate indicators that will assess its effectiveness of communication strategy. This diploma thesis, in addition, aims to introduce and describe Lipka's garden education that belongs, together with other disciplines, into the concept of green care. To achieve the goal of the thesis, a detailed analysis of the current situation, SLEPTE analysis, questionnaire survey and SWOT analysis were chosen. Among other things, the author draws from own experience and the unstructured interwies with PR employees of Lipka. Based on the results of the analysis, a solution is proposed to improve the current situation.

# 1. THEORETICAL BACKGROUND

The non-profit sector has begun to develop in the Czech Republic since 1989. The main difference between the profit and non-profit sectors lies in the objectives of these sectors. As the name of the two sectors implies, the main goal of a profitable organisation over non-profit organisations is to achieve a certain profit. Non-profit organisations are primarily based on the provision of services of general interest, humanitarian aid, health care, sport, education, environmental protection, monuments, etc. As Drucker (1994) viewed, the important thing is how to bring the service to the customer and how to place it on market. This is a marketing function of promotion. Promotion is – together with price, product and place – a part of a marketing mix. Promotion is a communication to an existing or potential customer. The integral part of the promotion is public relations, especially in the non-profit sector.

The following theoretical part does not aim to be an exhaustive description of the nonprofit sector, marketing, PR and green care field. The following part will rather try to outline the areas that are later related to the whole master's thesis.

## 1.1 Nonprofit sector

After a long period of totalitarian political regimes in the Czech Republic that was rather challenging for the non-profit sector has now begun to be a part of Czech society. There is no doubt that non-profit sector is becoming more popular among Czech citizens. Indicators of the number of non-profit organisations, the number of employees and volunteers working for them continue to grow annually.

As stated (Neziskovsky.cz), at the end of September 2016 there were 128,000 non-profit organizations in the Czech Republic. These do not only provide free time activities but they also ensure necessary services.

Moreover, as argued by Čepelka (2003) there is no operational approach of the state institutions to the legislation regulations. It can be said that although the Czech non-profit sector does not reach such densities of civic participation as in

some other states of the European Union, the state considers this sector as an important social phenomenon.

### **1.1.1 Nonprofit organizations**

Non-profit organisations, as the name suggests, are part of a nonprofit sector. However, the characteristics of nonprofit organisations are not clearly defined in the Czech literature. It is based on the definitions of many legal regulations (Chobotova, 2013). The most important legal regulation, which is used in the context of non-profit organisations, is Act No. 89/2012 Coll., The Civil Code from 1 January 2014. This is one of the most important rules of the private law of the Czech Republic. Within the non-profit sector, this legal regulation deals with legal entities and with majority of legal forms of nonprofit organisations. Other laws for non-profit organisations as Vít (2015) stated include basic regulations, accounting and tax regulations or the law about lotteries and volunteering such as:

- Act No. 90/2012 Coll., Business Corporation Act
- Act No. 248/1995 Coll., On Public Beneficiary Corporations
- Act No. 262/2006 Coll., Labour Code
- Act No. 586/1992 Coll., On Income Taxes
- Act No 202/1990 Coll., On Lotteries and other similar Games
- Act No 198/2002 Coll., Volunteer Service Act

According to Rektořík et al. (2010) an organisation that have not been set up for business purposes can be considered as the nonprofit organisation. There is a different interest in their activities, such as the interest of the state, society or certain groups of people. Nonprofit organisations are established for the purpose of operating in favour of those who have an interest in their establishment. Typical characteristic of nonprofit organisation is a greater emphasis on the importance of the outcome of the main mission rather than the profit. However, it does not mean that they can not achieve a profit. Merlíčková Růžičková (2011) maintained that nonprofit organisations are founded on different legal regulations and are subject to registration in the places which is determined by law. List of nonprofit

organisations can be found in the list of economic subjects of the Czech Statistical Office.

### 1.1.2 The division of non-profit organizations

There are many criteria for the division of non-profit organizations. The author of this diploma thesis chose one of the most used ones: according to the legal norm, financing and ownership.

**Table 1: The division of non-profit organizations**

By legal norm	By financing	By ownership
<ul style="list-style-type: none"> <li>- Interest groups of legal entities</li> <li>- Civic Associations</li> <li>- Political parties and political movements</li> <li>- Registered churches and religious societies</li> <li>- Foundations, foundation funds</li> <li>- Community services</li> <li>- Public high schools</li> <li>- Public research institutions</li> <li>- School legal entities according to a special legal regulation</li> <li>- Municipalities</li> <li>- Organizational units of the state</li> <li>- Regions</li> <li>- Contributory organizations</li> <li>- State funds and bodies, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Completely financed from public budgets</u> (organizational units of the state, territorial units)</li> <li>- <u>Partly financed from public budgets</u> (contributory organizations)</li> <li>- <u>Financed from various sources</u> (gifts, collections, ...)</li> <li>- <u>Financed from the results of its realization</u></li> </ul>	<ul style="list-style-type: none"> <li>- <u>Governmental non-profit organisations</u> (state, public): contributory organisations, organisational units of state, region, municipality.</li> <li>- <u>Non-governmental non-profit organisations</u> (non-governmental, civic, private): civic associations, foundations and foundation funds, churches and religious societies, ...</li> </ul>

Source: Act No. 586/1992 Coll., On Income Taxes; Rektořík et al. (2011) and Škarabelová (2005)



### **1.1.3 Contributory organization**

As mentioned above, contributory organisations are part of the non-profit sector belonging to the government sector through which the Czech Republic and the territorial self-governing units ensure the fulfilment of their obligations. As Prokúpková (2009) pointed out, contributory organisations do not produce a national income but receive funds to cover their needs in the form of contributions and allowances. These institutions are among entities that have not been set up for business purposes because their activities are not able to cover their own income. Contributory organisations work primarily in the fields of science, research, health, social care, culture, education, defence and security and other areas. According to Prokúpková and Morávek (2015), the contributory organisations are a very large group of non-business legal entities. For these organisations, it is very characteristic they are subjected to very strict regulatory rules in the budgetary and financing areas.

The contributory organisations are distinguished into two basic types according to the founder,

- State contributory organisation
- Contributory organisation of territorial self-governing unit

#### **State contributory organisation**

State contributory organisation is a legal entity established by a central government body. In the study investigating the Functioning of contributory organisations in the Czech Republic and selected European countries, Lovětínský and Mylková (2011), reported that State contributory organisation are regulated by Act No. 218/2000 Coll., On Budgetary Rules and on Amendments to Certain Related Acts. These state contributory organisations are established on the basis of the law of the founder's decision, which is in most cases the ministry.

#### **Contributory organisation of territorial self-governing unit**

As Reškořík et al. (2010) observed, contributory organisation of territorial self-governing unit is a legal person established in a region or municipality pursuant to Act No. 250/2000 Coll., On Budgetary Rules of Territorial Budgets. It is

established and ceased by the decision of the founder and must be registered in the Business Register.

## **1.2 Marketing**

Marketing is a highly creative and dynamic discipline that can be – and in many ways is – very beneficial. There are many definitions of what marketing really is. Hooley's (2004) explanation is common to many of those definitions.

- Marketing serves to satisfy customers
- Marketing should be able to find customers for a particular product or service
- Marketing can find a product or service for the customer at the right time, at the right place and at the right price

The pace of development of this discipline is largely influenced by advances in communication technology as also new opportunities for interconnection between businesses and customers are emerging. According to Kozel (2006), marketing is a business concept that seeks to strike a balance between customer interests and business managers. It focuses on searching and meeting customer requirements. The goal of marketing is also to make a profit which allows the business to function and enables its further development. According to Kotler and Keller (2007), the primary goal of marketing is to meet customer needs in all areas of its product demands. Today, marketing undoubtedly plays a key role in combating competition. It can be said that it is an indispensable tool for breaking into new markets and maintaining the position in existing ones. In the same view continue Tybout, Calder and Kotler (2010) who noted that no successful company can do without its own model of marketing and marketing communications.

### **1.2.1 Marketing strategy**

Horáková (2003) characterised the marketing strategy as a strategy aimed at achieving promising marketing goals within a specific marketing environment. According to Horáková, the main features of the marketing strategy concept are the conscious orientation on the market, the customer, the maximum satisfaction of customer's needs and the current assessment of the capabilities and possibilities

of the company with regard to its objectives. The marketing strategy is primarily targeted at the customer, wishes and needs in a corporate strategy. From a long-term perspective, the satisfied customer has an invaluable contribution to the business notably by generating continuous profits and expanding the customer spectrum based on their satisfaction and good experience with the products of the company. A quality and flexible marketing strategy helps the company to increase sales and gain competitive advantage.

As stated by Greyser (1997), marketing has changed from discipline to the business strategy. Moreover, it is not only a tool for the big marketing and commercial companies but also for non-profit organisations or political parties.

The good marketing strategy should ensure the company success not only for particular action, but should stay as a long-term strategy. Therefore, it is essential to ensure that company can compete with its capabilities on the market. This according to Hooley (2004) means that effectiveness is more welcome than efficiency. As part of the marketing strategy of the company, the focus is concern on a part of the marketing mix that deals with the promotion. This is the most important for a company within a competitive environment and a differentiation from numerous competitors in the current economic situation.

### **1.2.2 Marketing mix**

In 1992, Kotler and Armstrong described that the marketing process is generally the same for non-profit organizations as it is in the commercial sector. The basic functions of marketing management are: analysis, planning, implementation and control. Individual features blend together during the whole marketing process. The key marketing tool is then a marketing mix.

Different theories exist in the literature regarding the marketing mix. In 1964, McCarthy first used marketing mix, often referred to as 4P, to transfer marketing strategy and planning from theory to practice. To create this framework, he used four tools that bear the name 4P: product, price, place, promotion (Bennett, 1997). His view is supported by Palmer (2004) who claimed that marketing mix is more of a framework than theory which could help the company to develop long-term or short-term marketing strategy. Möller (2006) argued that the crucial marketing

mix aspect is a product, however, Kotler and Keller (2007) observed that the fourth “P” (promotion) should be of the biggest concern as it is an element to use for communication with company's clients.

However, there is also criticism of marketing mix concept. Rafiq and Ahmed (1995) and Booms and Bitner (1980) highlighted that thanks to global and economic changes, there is a need to replace 4P framework by 7P framework (adding People, Processes, Physical Evidence). Möller (2006), maintained the main points of criticism such as that the framework does not include customer behaviour and the relationship is too passive. This also raises the problem of targeting marketing activities to specific customers.

### **1.2.3 Communication mix**

When talking about marketing mix and communication mix it is necessary to pay more attention to the last “P - promotion” of marketing mix. The communication mix represents all the promotional tools, which means they all are part of the fourth "P". As noted by Todorova (2015), communication mix represents different tools of promotion that are used by company to communicate with its clients to start to build connection. According to McCarthy (1964) these marketing tools are: advertising, personal selling, sales promotion, public relations and direct marketing.

Properly developed communication mix builds the brand and strengthens the market position of the company. As part of the marketing mix, the communication strategy must work in well-thought-out co-operation with other marketing "P's". Nevertheless, when discussing communication mix, it is very important to make a distinction between advertisement and public relations as these two tools of promotion are quite often mixed up. According to Němč (1993), advertising and PR often complement each other. Both Advertisements and Public Relations (PR) use the same media, require the same systematicity, work with target groups and contribute to a creation of an image of the company. However, their focus is different. The goal of the advertisement is to achieve greater sales volume in the

shortest time possible. Advertisement campaign results are usually measurable. On the contrary, PR works with a wider public that may not be considered as future client. Their action has a longer-lasting character and their purpose is above all to provoke confidence, understanding, sympathy, goodwill and harmony of interests. These are values that are hard to measure. Nevertheless, these activities pay off mainly because their activities are long-lasting. Similarly, Ftorek (2007) found that advertisement campaigns are relatively short. On the other hand, PR's action must be permanent. Advertising is usually a massive, impersonal communication through a variety of mass media while working with the public is often based on a personal approach.

#### **1.2.4 Public relations**

The term PR is often understood as a literal translation from English as public relation. However, as Frotek (2007) argued, the translation does not reveal its full span and activities involved in the process. In general, PR is a set of techniques and activities that influence judgment. To a great extent it determines how the institution or person is perceived by the public or by some interest group.

This view is also supported by Key and Czaplewski (2017), who wrote that the whole PR is based on building relationships and public acceptance. Pozzi (2012) demonstrated that in the 21st century public relations are more and more important thanks to the power of social media, internet and democracy. In addition, PR has a different function from marketing and therefore stands separately. Additionally, nowadays there exists a new approach called MPR – marketing public relations. As noticed by Pappasolomou et al., (2014) this new approach does not differ from marketing, rather the opposite. The main goal of the MPR is to work with another promotional element to better understand the behaviour of potential clients and become more effective.

#### **1.2.5 The goal of public relations**

The goals of public relations are linked to the organisation's goals. These are resources how to achieve them. The main objectives of public relations are therefore to gain public support for their activities, to expand and maintain volunteer participation, to promote their programme and services to reach those

who need them. According to Čepelka (1997) other goals can be to manage the company's reputation and image and to support advertising and marketing activities. PR goals obviously vary according to type and focus. Keywords for PR goals are therefore understanding, trust, image, public, and target groups.

As Němec (1996) noticed, the most important concepts in PR are primarily public and target groups. The public is a group of individuals or organisations that are brought together by common interest. The target group is the kind of public that is interested in the organisation, for example at a particular event or project. Identifying target groups has a key role in PR because it enables effective addressing to avoid time and financial losses. Moreover, Čepelka and his keywords are followed by Šedivý and Medlíková (2012) who added that if the image and visibility is high, that means PR has been effective.

### **1.2.6 Tools of public relations**

According to the marketing and communication mix, the pressure to choose the right communication way is sometimes very difficult but crucial. Moreover, when many potential clients use multiple channels at the same time it is not enough to concentrate only on the company web pages. Čepelka (1997) highlighted that to gain the trust it is important to use many different channels. The most important thing is constantly informing and not concealing the situation in the organisation. The following section-dealing with PR tools is divided into prints, events, media relations, personal communication and elements of organisational culture. The following part is processed according to Čepelka (1997).

#### **Prints**

Brand and company image is also an integral part of prints. Prints can be divided into internal (header papers, contracts, etc.) or external materials (promotional leaflets, magazines, publications) (Šedivý and Medlíková, 2012).

## **Posters**

Posters are usually printed in larger sizes than flyers. They can not contain so much text. The poster must be designed to attract attention from a greater distance and to prompt the reader to read the rest. It can be a prominent word, password, graphic or colour element. The necessary part of the poster is the so-called banner. This is the main message, abridged to the form of few words. Because of higher costs, poster printing is more affordable for large organisations.

## **Leaflets**

A leaflet is a non-periodical printed material that briefly informs about the current action or project, about the services offered, or about the organisation's mission and contacts. It is not known in advance who will read it. Even the leaflet should attract attention.

## **Letters**

Bulk letters are the basis of direct mailing. Letter can be sent as thanks to participants of a past social event, invite them to the next one or inform about the results of the project addressees contributed to. As it is aimed at a specific person, it is important for the letter to have a personal character.

## **Annual Reports**

An annual report is now considered as a significant tool and in some cases a necessary document through which organisations present their work to the public. The purpose of an annual report is mainly to represent the organisation and to show the results of its work.

## **Brochures**

A brochure is a print of more than two sheets holding together. It may include detailed explanation of the organisation's activities, its outcomes and intentions, a description of a major event or a printed advice for the organisation's clients. Brochure preparation takes a lot of time and creativity. It is necessary to realise

what is the purpose of the brochure, who will read it and how extensive it should be.

### **Newsletters and magazines**

Unlike flyers, a newsletter requires more complex preparation, a concept, editorial service, and printer collaboration. The newsletter is usually easier to print and intended primarily for the public. Its graphic design should be simple and with a neat style. Even more demanding are the magazines which require more time, money and technical skills.

### **Invitations**

An invitation is part of the social press, which at the same time invites and informs and promotes. It should contain the name of the event, the name of the organiser, the invitation, the date and time of the event, the names of the important guests, the sponsors of the event and the contact information of the organiser. The graphic layout should correspond with other press releases of the organisation and should come across as one part of well thought design strategy.

### **Events**

Events are channels of communication designed to create and maintain relationship with target groups. Events have a dual purpose in non-profit organisations. The first is to understand what they are doing, for example, to have proceeded from the event. Another effect is always publicity (Čepelka, 1997). In addition Šedivý and Medlíková (2012), mentioned that any organized event is an opportunity to work on new contacts and relationships or to continue working on already established ones.

### **Social and benefit events**

These are various social gatherings, vernissages, dinners, picnics, banquets, receptions, balls, cultural festivals, concerts and artistic or sports competitions. The purpose of organising these events is not primarily entertainment but the establishment of new confidential sponsorship and other relationships.



### **Educational and presentation events**

These are mainly seminars, conferences, exhibitions, fairs and open days. A seminar is an event that combines the exchange of information with the organiser's presentation. The seminar makes sense to arrange if the organisation has contact with other experts who would like to present themselves. The conference has an even stronger social aspect than a seminar. It is a more formal. Therefore, it attracts attention from the media as many people from different places will attend the conference. Exhibitions and fairs are an opportunity to present yourself through advertising and PR. Open days are another event that serves to present the organisation and the public's lessons. The goal is to increase the public's awareness of the organisation and its facilities and to gain a better understanding of the organisation's work.

### **Media relations**

Media relations is a key discipline of the public relations based on the fact that the public can be influenced in particular by mass media. There is a wide range of tools used to build long-term good relationships with journalists reporting on the institution or its field of activity. As reported by Ftorek (2007) these tools can be distinguished into printed (newspapers, magazines) and electronic media (radio, television, internet).

#### **Printed media**

The press is the most important medium for press relations. This is due to its wide diversification in the number of emerging titles that affect the various social and interest groups of the population. On the other hand, radio or television do not have this advantage. However, as pointed out by Svoboda (2006), in the Czech Republic, there is quite high level of newspaper readability and the numbers and costs of newspapers and magazines are relatively high compared to other European countries.

#### **TV**

The television as an electronic mass media can convey image and sound. It enjoys maximum popularity and influence among all media. The biggest investment into

advertising goes through the TV. However, due to high financial costs, TV advertising is primarily commissioned by large companies.

### **Radio**

The radio has been discovered by the public in the 1920s and has been demonstrating enormous strength and potential since the beginning of its existence. The advantage of radio is that it is not expensive, it is available for a wide range of listeners, which means that radio is one of the most effective ways of disseminating information.

### **Internet**

The internet is a relatively new mass media that fundamentally changed the global media world, by removing the traditional time and space barriers in the transmission of information, destroying the traditional mechanism. Last, but not least it creates space for an open public debate. The internet is now used by almost all companies to promote themselves.

### **Press conference, press release and statement**

A press conference is particularly suitable for public announcements of new facts at the same time. A press conference is also a good opportunity to introduce a major project or an action that can not ~~produce~~ attract media interest itself. The advantage of a press conference is that it saves time. At the same time a press release, which contains important information is also published. A press statement is published only when it is necessary or appropriate (Verčák, Girgašová and Liškařová, 2004).

### **Personal communication**

Working with the public has two levels: institutionalised – in which the organisation presents as a whole, and individual – in which the organisation acts as an individual.

### **Personal letters**

Personal letters are letters which are personalised, written specifically for a particular addressee. They are an important element of communication.

### **Public appearances**

Such performances include opening speech at benefit events, performances on radio or television, speech during the reception, public presentation of the organisation, introductory speech in front of journalists at a press conference etc.

## **Organisational culture**

### **Name**

The meaning of the organisation's name for its image is obvious. The name of the organisation is the first business impression. The name should, therefore, be easy to remember and pronounce. It is good when it is related to the subject matter of the organisation. The name should not be interchangeable with the name of another organisation or provoke negative associations.

### **Logo**

The logo serves to uniquely identify the company. The logo should act on a long-term basis and represent the company as a whole at the first glance. The logo can be purely pictorial, verbal or combined. A successful logo should be clearly distinguishable and memorable.

### **Slogan**

The slogan expresses in a few words the condensed mission of the organisation. In any case, the organisation does not have to have a slogan. However, the slogan should be activating, inviting and a little mysterious.

### **Environment**

The architecture of office buildings and equipment contribute to the overall image of the organisation in public. The environment employees work affects not only

the visitor of the organisation but also it greatly affects the work performance of employees.

### **1.2.7 Metrics of measuring PR effectiveness**

The importance of measuring the effects of PR is generally recognised, as well as is the need for a universal method that can be used to achieve the right result. As stated by Macnamara (2015), to find out how and when to apply PR was explained in 5 basic research models. Some of these models are still used today and include:

1. The PII Model
2. The Macro Model of PR Evaluation (the Pyramid Model of PR Research)
3. The PR Effectiveness Yardstick
4. The Continuing Model of Evaluation
5. The Unified Model of Evaluation

However, despite some effort, the perfect method still does not exist. Effective measurement of PR has become one of the core topics for those involved in communications. In recent years the Barcelona Principles (2010,2015) have included recommendations on how to measure the effectiveness of PR. These seven principles include:

1. The importance of goal setting and measurement.
2. Better than measuring outputs is to measure the effect on results.
3. The impact on business results can be measured and should be measured whenever possible.
4. Media measurements must be both quantitative and qualitative.
5. AVE does not express the value of public relations.
6. Social media can be measured.
7. Transparency and repeatability are paramount for serious measurement (Wynne, 2016).

Today, especially the measurement of online communication (the efficiency of communication on social networks) becomes the most important item for PR effectiveness and requires a completely different approach (Záhorová, 2010).

However, despite the missing formula for calculating the effectiveness of PR, there are several metrics that can be considered:

PR remarks: Counting publications, Quality assessment, Viral Impact - Over to the Online Environment

Social Metrics: Engagement vs. Coverage - quality vs. quantity, Community development

PR results: Impact on customer behaviour (buying, recommendations, responses, attendance), Growth (Sales, Service, Traffic, Subscribers (Jilka, 2017).

As noticed by Němec (1996), the objective of PR is to create confidence, understanding and consistency of interests. These are therefore values that are difficult to quantify. Although there is still no mathematical formula available as a universal metric for evaluating PR's success, all of the above-mentioned aspects bring a realistic picture of how can be PR measured.

### **1.3 Green care**

This thesis is concerned with garden education it is necessary to describe the field to which it belongs - green care.

According to Hine, Peacock and Pretty (2008), the green care concept covers a wide range of health-promoting disciplines such as animal-assisted therapy, therapeutic horticulture, care farming and many others. However, the objective of green care is united as it promotes and helps of helps social, mental, physical and educational well-being of people. This view is supported by Sempik, Hine and Wilcox (2010) who added that what connects all these disciplines is the fact that they use nature as part of their framework. Nature is, therefore, the foundation for these disciplines, but it does not mean that everything that is associated with nature can be classified into green care. It is necessary to describe in detail the impact of these disciplines and their appropriate use so that all clients can benefit from their approach in the same way. The first step was made during the conference in Norway called COST Action 866. The goal of that action was to bring all reports and analyses together to make a systematic framework used by all European

countries. However, as each European country is unique and had different historical development, each has a different attitude and notions connected with green care (Haubenhofner, 2010). To read more detailed analyses and description of the green care see the analytical part of this thesis.

### **1.3.1 Garden - bridge between man and nature**

There are many studies and hypotheses about the relationship between human and nature in the academic literature. As Fitzpatrick and Tebay (1997) noticed man has an inherent emotional connection to all living things. Therefore, if a man wants to stay healthy then he must be in contact with nature. If a man stops to interact with nature, biofilm rules are not replaced by new ones. The positive influence of nature is proven in many dimensions such as nature-socialisation, nature-housing. The last dimension nature-housing is very important to a man as it is the main criteria for finding a place to live and feel comfortable. Traditionally, it has been argued that the junction between the man and nature is a garden. The garden remains one of the oldest heritage of a mankind thanks to which his / her attitude to nature is shown but also attitude to himself or herself (Niepel and Pfister, 2010). The man began to build gardens at the beginning of his / her settling. Throughout their history their functions have gradually changed. In the beginning, they served mainly as the supply of raw materials. Later they started to fulfil a recreational, aesthetical function. Just as their function changed, their appearance changed too. From the first gardens around the human dwellings, across the gardens in Egypt, the Far East, ancient Greece and Rome, the monastery gardens, Versailles gardens to the English parks or garden colonies. Nowadays the gardens are built for the purpose of carrying out various social integration activities, education or can be very beneficial in the field of health and medicine (Dvořáčková, 2013).

## **2. CURRENT SITUATION ANALYSIS**

The following section deals with a detailed analysis of Lipka's current communications strategy. As mentioned earlier, Lipka uses PR tools in particular for its promotion. However, it is important to mention that the author of this work focused mainly on the more effective promotion of garden education from the entire communication strategy of the organisation. This discipline falls within the framework of Green care, which will be described in more detail at the beginning of the analysis. There are many reasons why the author focused on the garden education. Nowadays, many people are looking for rest in nature or in the garden. In addition, the interest in information such as self-sufficiency, nature care or how to start composting, etc., is continuously a matter of interest. Therefore, today's 21st century is directed towards nature and gardens also on the passive side (for therapy, relaxation, treatment). One of the workplaces of Lipka - workplace Kamenná wants to specialise in this direction in the future. All the projects that are being created are focusing on outdoors education - in the garden. Garden education has a great potential for Lipka and therefore the whole analysis is moving in this direction. In addition to the description of the current situation, SLEPTE analysis will be used, comparison of the promotion with the Slovak organisation Sosna, questionnaire survey and SWOT analysis.

### **2.1 Green Care**

The following section is proceeded according to Haubenhofner et al. (2013).

The Green Care as a concept comes from the English-speaking environment, specifically from the Great Britain. Between the years 2005 to 2009 The Cost Action 866 was held. The term COST means European Cooperation in the field of Scientific and Technical Research, which was an action of the EU to support the development of green care concept. The Cost Action 866 was initiated by Norway and established in the framework of Food and Agriculture by European Union. The main goal in this statement was to improve scientifically based knowledge about the effects of Green Care in agriculture and gardening. During

the four-Cost Action 866, terminology and definitions were collected and discussed to establish a uniform model.

However, Green care is a complex concept connecting many individual measures. These measures follow individual goals, are oriented to various segments, and include specific methods. Despite this they all share key criteria:

1. All of them work with ELEMENTS OF NATURE, which could be “alive” (plants, animals) or lifeless (stones). The programme can not ~~suecess~~ succeed without water and other materials.
2. All of them have BASIC MOTIVE, to support physical or mental health of a person, and improve social conditions or pedagogical development.
3. Measures must be based on structured PROGRAMME with PREDEFINED GOALS. The effort to reach particular goal (therapy / care / rehabilitation), the effort to teach something or personal development must be controlled.
4. The measures of Green Care are various while they can be ADAPTED to everybody’s needs.

It is important to realise that not every contact with nature elements is automatically taken as a Green Care. First of all the above mentioned criteria have to be followed. Another important factor is the fact that Green care is not suitable to everyone. The Green Care should not be any substitute for other forms such as the therapy of body and soul or school education but Green Care has filled in the gap on the market. The whole concept covers therapeutical / care / rehabilitation, pedagogical and social integration for humans. It remains a framework all the disciplines fit into.

The following list shows disciplines that are the most wide-spread in Europe:

- Farm education
- Care farming
- City farming
- Green exercise
- Healing gardens and landscapes
- Natural playgrounds, outdoor / forest / garden or experiential education
- Therapy in the wild, forest therapy



This list is not complete as each country has its own variants with different names. There is also the concept of Garden therapy. Models and definitions about garden therapy and green care are unfortunately not established well enough in the scientific research or even in praxis which means that it is impossible to present it to the general public.

Thanks to the introduction of the Green concept, there has been the willingness for several years to try to reach out to different disciplines and bring them along to create a common framework, as in the case of garden therapy.

### **2.1.1 Green care in Europe**

In Europe, the key points of Green Care has been determined by the history, unique culture, structure of social and health care system and geography of different countries. In this way, it can be said that Green Care disciplines represented in the country are the mirror of the country and represent its uniqueness.

#### **The Netherlands and Belgium**

The Netherlands and especially Flemish part of Belgium are typical for its well-developed agriculture. In the Netherlands there are around thousand Care farms and there are 10 000 clients taking advantage of their offers. There has been reforms thank to which clients or patients could pay for Care Farming through insurance associations Hassink (2006). However, in the Netherlands „Zorgboerderijen“ is the more used term when talking about Green Care (Píchová, 2016).

The case of farm education is quite similar. There is a wide range of opportunities for education and training providers, as well as the amount of certification and networks at regional and national level, which also coordinates supply and demand.

#### **Great Britain**

For centuries gardening played an important role in Great Britain. It is therefore understandable that Green Care disciplines that have to do with plants and gardening are particularly widely represented. Together with healing gardens, city

farming, green exercise and garden therapy, we can also find social and therapeutical gardening in Great Britain.

### **Scandinavia**

In general, Scandinavian countries are characterized by untouched nature. Their offer in the area of Green Care at the university level belongs among the most developed in Europe. The most common disciplines of Green care are farm education, outdoor education and forest education.

### **The Switzerland and Italy**

In these two countries, therapy using different kinds of animals plays a major part. Moreover, in Switzerland it is possible to encounter garden therapy. Italy on the other hand has a long tradition of breeding and use of donkeys for therapy purposes. In Italy, the importance of healing gardens was recognized already in the 80's. Nowadays, they are concentrating on the development of healing spaces connected to healthcare houses such as hospitals. This country has many historical roots connected with gardens and very good Mediterranean weather conditions for horticulture. That is why the decision to improve and develop its healthcare system by building therapeutic gardens and horticultural spaces was the best possible investment (Markus and Valente, 2015).

### **Germany and Austria**

Neither one of these countries neither one of these countries shows attention to one or another discipline of Green Care. In Germany, it is caused due to an extensive size, and related geographical, cultural and social differences. Therefore, the national links and contacts between actors of Green care are difficult to create. There are only regional networks. Similarly, Austria has many geographical differences as well. Based on the rich history, many aspects mingle there. There arose various disciplines at one time such as garden therapy, therapy with pets and social agriculture. However, there are missing regional or national networks, and therefore many individuals or organizations are working separately without cooperation.

## **2.1.2 Green Care in the Czech Republic**

During the analysis of Green care, the author realized there was no relevant literature to be found in the Czech Republic. The reason might be that this concept is still quite new and especially in the Czech Republic it is more connected with the green farming than with pedagogy or therapy. However, there are some theses or short articles about garden therapy in the Czech Republic. As Koubová (2012) noticed, more and more Czechs are interested in nature, gardening and horticulture instead of spending money on a vacation abroad. The importance of community gardens is growing in the cities as people want to be closer to nature. Nevertheless, it is necessary to mention that advertisement plays a crucial role. In addition to the beneficial effects of gardening on the regeneration of humans and thanks to the increasing living standard of the population, it is getting popular again. Rich people generally seek a healthier lifestyle. In addition, cooking from biosurfs is very trendy. For example, Dvořáčková (2013) saw garden therapy in the Czech Republic as a completely new kind of therapy. Thanks to the complicated history of the Czech Republic a new therapeutical concept connected with today's green care appeared after the revolution during the 90's.

## **2.2 SLEPTE analysis**

### **2.2.1 Social factors**

In 2016 the population in the Czech Republic increased to 10.6 million (ČSÚ, 2017).

The current lifestyle is not only in the Czech Republic characterised by a higher level of stress, a consumerism and a lack of exercise. Nevertheless, according to (OECD, 2017) the Czech Republic is ranked above the average in terms of sickness and dignity, personal safety, well-being and the balance between private and working life. On the other hand, it is below average in terms of income, housing, general health and civil interests. In addition, the length of life and the lifestyle of the population has changed. Together with these factors, health problems developed. The most serious problems are mainly circulatory diseases, diabetes mellitus, mental disorders or allergies. The sickness rate is increasing and

the population of the Czech Republic still underestimates the prevention (Ministerstvo pro místní rozvoj ČR, 2013).

In addition, more and more people are looking for relaxation in the gardens. According to Vítková (2015), about 43 % of the population is taking care of their own garden in the Czech Republic. Czechs throughout different classes are devoted to gardening. However, it is the most popular among middle-class people. These people often have their own land and enough time to spend taking care of it. Also people from the cities or entrepreneurs grow their own vegetables and fruits. In Prague, it is done even by every fifth inhabitant.

The encouraging factor is that the Czechs are becoming increasingly educated. There are now 1.3 million university graduates (134 % more than twenty years ago). More than half of university students are women. On the other hand, the number of people with basic education and apprenticeship decreased which is causing problems on the labour market (ČSÚ, 2016). Even though the number of university graduates is growing, teachers in the Czech Republic have one of the lowest salaries among OECD countries. A teacher with 15 years of experience in the Czech Republic earns \$ 23 per hour compared to \$ 50 in other countries (OECD, 2014). In addition, as can be seen from the reports, the share of public expenditure on education is decreasing. The share of funding devoted to education was 15 % in 2014 and 14 % in 2015 (ČSÚ, 2016).

### **2.2.2 Legislation factors**

In the Czech Republic, as is the case for the EU, it is necessary to comply with all laws, both those given by the state and the ones given by the EU. During the preparation for accession to the EU between 2000 and 2004, the most intense transposition of European law into domestic legislation took place. This transposition was in line with the principles of EU law which are divided into primary law, secondary law and jurisprudence (JMK, 2013). However, as stated by Ministerstvo pro místní rozvoj ČR (2017) the quality of institutions still remains a problem in the Czech Republic. The Global Competitiveness Index, for example, shows the Czech institutions as the weakest point among the prosperity

assumptions. This is confirmed by the OECD (2016), which at the same time characterises quality of institutions as relatively inexpensive.

### **2.2.3 Economic factors**

The Czech Republic is currently experiencing an economically strong period. The economy is on the rise, GDP and wages are rising steadily and unemployment is declining. It is predicted that the economy should grow by 2.6 % in 2017 (Ministerstvo financí ČR, 2016). Private and public investments are recovering and growing in the Czech Republic. However, due to the lack of workforce, OECD assumes that inflation is expected to be sustained in 2018. This means that monetary policy will tighten. A high influx of foreign investment means that the Czech Republic is now strongly linked to global business. Previously investors were attracted by low wages but this is changing over the time (OECD, 2017).

As far as non-profit organisations are concerned, in 2015, they received about 16.5 billion Czech crowns (CZK) from the state, regions and municipalities. The non-profit sector contributes to the economy and gross domestic product roughly 0.7 percent (CZK 31 billion). Out of that number, around six billion came from volunteer work. There is also a growing number of job offers in the non-profit sector.

However, average earnings in the non-profit sector are lower than the national average wage. While in the Czech Republic the average wage was CZK 25,753 in 2014 in the non-profit area it was CZK 20,376 (Neziskovsky.cz, 2016).

What is also positive is that the environmental expenses are rising. The total expenditure in 2014 were CZK 91 billion (2.1 % of GDP) which is almost the same as the EU average. The reason for higher investment in the Czech Republic is the necessity to meet EU legislative standards (Ministerstvo pro místní rozvoj ČR, 2017).

### **2.2.4 Political factors**

From an international political point of view the position of the Czech Republic in Europe is significantly influenced by its involvement in the activities of transnational communities and European territorial cooperation. Since 1991, the Czech Republic has been part of the Visegrad Group and joined the EU in 2004.

The South Moravian Region, where Lipka operates, is characterized by political and regional stability. An important part of regional cooperation is especially the support by the Regional Authority of the South Moravian Region. However, changing leadership of independent regional units and occupying council functions for the non-profit sector and education can make a major turnabout. This change may be particularly evident in the approach of allocating the allowances and subsidies to non-profit sector (JMK, 2013).

### **2.2.5 Technological factors**

Research and development expenses reached CZK 88.7 billion and the number of researchers increased considerably in 2016. Year to year expenditure on research and development increased by CZK 3.6 billion. More than half of the total expenditure was paid by businesses from their own resources, less than one third went from the state budget and the remaining part from EU budget (ČSÚ, 2016). According to the report of Ministerstvo pro místní rozvoj ČR (2017), the Czech Republic excels in physics, material science, analytical and inorganic chemistry. The most important basic research of the Czech Republic is in the field of natural sciences (59 % of all articles in the Czech Republic). Another technological factor is the fact the number of internet users in the Czech Republic is growing. In 2016, the internet was used by 6.7 million inhabitants of the Czech Republic over the age of 16 (76.5 %). An increasingly popular connection to the internet is through a mobile phone (ČSÚ, 2017). However, as the OECD states, to attract more foreign investors to the Czech Republic there is a need to invest more in research and development in the lifelong learning of company employees (OECD, 2017).

### **2.2.6 Environmental factors**

The emphasis on ecology is now very relevant. States are members of various organisations that commit themselves to complying with environmental measures, standards and limits. In the Czech Republic, the uncoordinated development of economic activities including the ecological deficits of the past decades is improving now. Surface pollution is still pronounced in part of the Moravian-Silesian region and the Usti region where the poor conditions of the environment seriously threatens the health of the population. These two regions were formerly

the largest mining areas. Mining of majority of the minerals was in many cases limited or terminated in the region. However, it can be said that the conditions of the environment have improved significantly in the long-term in most relevant areas. The biggest environmental issues are the largest part of ESIF funds to support the environment in the 2014-2020 period (e.g. improved waste water treatment, rising share of municipal waste recycling, emission reduction and energy performance of the economy). Positive development can be observed in the use of more environmentally friendly technologies and changes in the behaviour of Czech citizens. The state also contributes to the environmental as it provides fairly big budget to be spent on environmental protection (Ministerstvo pro místní rozvoj ČR, 2017).

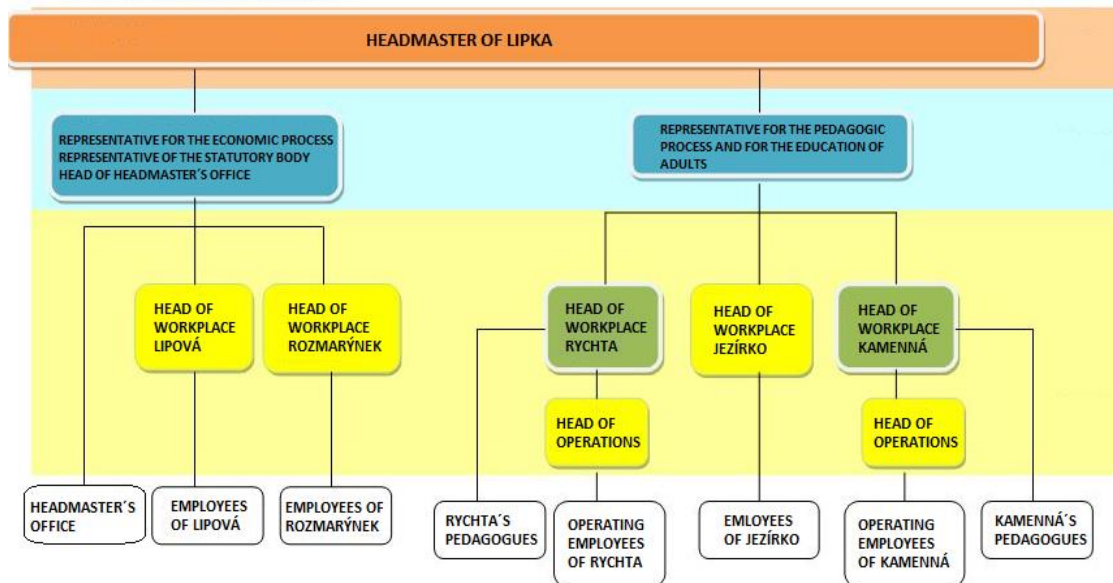
### **2.3 Lipka, school facility for environmental education**

Lipka is one of the largest and oldest organizations offering environmental education in the Czech Republic. When Lipka was founded in 1991 there was only one workplace functioning, that was Lipová.

Initially, Lipka focused primarily on environmental education programmes for schools, kids clubs and teacher's (pedagogue's) education. However, over time, it has expanded its activities to university education, clubs for adults, environmental consultancy, awareness raising events for the public, as well as the creation of conceptual materials for the South Moravian Region or the Czech Republic. Lipka has also expanded to other workplaces: Rozmarýnek in Brno-Jundrov, Rychta in Krásensko at Dražanská vrchovina, Jezírko in Bílovice nad Svitavou and Kamenná - Ales Závěský Education Center in Old Brno.

Hundreds of people interested in environmental education are visiting Lipka workplaces every day. Lipka cooperates closely with South Moravian schools as well as with many non-regional schools, educational organizations and several universities. The organization has the status of a faculty school facility of the Faculty of Education of Masaryk University. Moreover, Lipka is a member of the National Network of Environmental Education Centers. The mission of Lipka is environmental education, education and edification of children, youth and adults aimed at adopting environmentally-friendly lifestyle.

In accordance with the current Concept of Environmental Education, Education and Edification of the South Moravian Region, Lipka is set up to fulfill this mission with status of a contributory organization (Lipka, 2015).



**Figure 1: Organization structure**

Source: Own-proceed

Lipka is governed by statutory representative (director) who has his / her statutory representative: a representative of the statutory body, a head of Headmaster's office, a representative for the pedagogical process and a representative for the economic process.

For each form of management, managers or co-ordinators are entrusted. Managers / heads of workplaces set up their subordinate goals they must meet and create the appropriate conditions for their fulfillment. The Head of workplace checks and evaluates the achievement of objectives, tasks and parameters and sets corrective actions if necessary. The workplaces of Lipová, Rozmarýnek and Jezírko are managed by the Head of workplace. The pedagogical staff, administrative staff, assistants, administrators and cleaners are also involved in their operation.

Kamenná and Rychta workplaces are managed by Head of workplace, who is in charge of a group of pedagogical staff. In addition, head of operations and operating employees as administrative staff, cleaners / cooks, assistants, etc., are responsible for the operation of the entire workplace. There are 70 employees in



Lipka and 28 pedagogues in total. There is a significant help from external staff at all Lipka's workplaces (Lipka, 2015).

### **2.3.1 Forms of education at Lipka**

The following section is proceed according to Lipka (2015) and author's experience.

#### **Environmental education programmes**

Environmental education programmes are interactive, creative, educational lessons with the goal to enrich the programme of schools about the environmental dimension. These programmes usually take place outside the school (in nature or at one of the workplaces of Lipka). Most often these are half-day programmes. These programmes are prepared for natural science, biological, ecological and environmental topics. These programmes are popular both among the students and teachers and are rated as high quality ones. Lipka usually organises 3 to 7 programmes during one school day for kindergartens, elementary and secondary schools. The offer of environmental education programmes is usually distributed in August to kindergartens, primary and secondary schools in the South Moravian region and at the same time placed on the website of Lipka. Lipka offers around 70 different themes of environmental education programmes. Schools can order the selected programmes for a specific date by phone.

#### **Environmental education camps**

The environmental education camps are multi-day stays taking place at workplaces Rychta and Jezírko. The schools are provided with accommodation and food and ecological educational programme for a few hours per day or the whole day. The most common camps are for 4-5 days, usually from Monday to Friday. A special case of the camps are the schools in nature with an environmental programme, where the camps do not take place in Lipka workplace, but in another place in the Czech Republic suitable for organising schools in nature. The target group of these camps are children from primary and secondary schools. The camp's programmes generally run each week of school

(except some winter weeks), usually two camps per week. Lipka offers around 10 different themes of environmental educational camps. The offer of the environmental education camps is usually distributed in August to primary and secondary schools in the South Moravian region and at the same time placed on the website of Lipka. Schools can afterwards order the selected programmes from the specified date by phone.

### **Camp activities**

Camp activities cover mainly suburban, residential or backpacking camps organised during the school holidays. They have a scientific, recreational, experiential, craftsmanship and expeditionary character. Each of these camps is organised with an environmental dimension.

The regular length is around 5 days (Monday to Friday). The target group varies from children, students and adults to parents with children or seniors. Lipka organises approximately 45 camps in a school year. The offer of camps is placed on the website of Lipka in the first half of the calendar year.

### **Leisure groups**

Lipka offers natural, creative, tourist and many other leisure activities. Like other forms of educational activities in Lipka, these are also focused on the environment and lead to fulfilling the mission of Lipka. The activities in these groups direct their members towards more respectful environmental behaviour, the use of natural materials, and their stay in the countryside. The target group again varies from children, students and adults, to parents with children or seniors. There are approximately 35 leisure activity groups at Lipka, meeting once a week. Around 1000 meetings are held annually. The offer is published at the beginning of the school year on the website of Lipka.

### **Weekend activities**

Within the weekend activities, one-day and multi-day events with overnight stays are organized. These can be trips, excursions, competitions, etc. Weekend activities take place occasionally. The programme of these events is focused

mostly on science, creativity and tourism with an environmental background. The target group again varies from children, students and adults, to parents with children or seniors. Around 60 events take place during the school year.

### **Further education of pedagogical staff**

The activities for pedagogical staff in the field of Environmental Education, Education and Edification take place in the form of seminars, excursions, tours, trainings, conferences, consultations, courses, etc. The specialised form of further education of pedagogical staff is a multi-day course of repertorium, as well as a specialisation study for specialisation activities in the field of environmental education. Further education of pedagogical staff also includes training of own employees of Lipka. The target group is teachers/pedagogues, eco-educators. The offer of events for the further education of pedagogical staff is regularly sent to schools in the South Moravian Region in August and is also posted on the website of Lipka. Annually Lipka offers around 50 different educational events for teachers.

### **University education**

Lipka provides education focused primarily on environmental education, didactics of environmental education, applied ecology and cultivation for the Pedagogical Faculty of Masaryk University in Brno, Mendel University in Brno and the Faculty of Science and the Faculty of Education at Palacky University in Olomouc. This educational activity is occasionally provided on other universities including foreign ones. Part of the university preparation for future graduates is also the management of the final papers, the writing of the review reports and internships. The offer of university education is distributed to the participants through the universities where Lipka's lectors teach.

### **Education of the public and raising awareness**

The educational activities for the general public also focus on the environment. These events take place occasionally in the form of lectures, discussions, handicrafts and courses, relaxing activities for parents with children, excursions,

festivals, seminars, workshops, game activities, organization of the Earth day, open days at workplaces, brigades etc. Usually, these events take place once a week. However, this category includes a wide range of many other activities. An overview of public events can be found in the information materials and on the website of Lipka.

### **Other forms of education**

Other forms of education include the distribution of environmental materials, the effective transmission of information and the transmission of the offer of other institutions. Furthermore, Lipka provides ecological advice and consultancy in the field of environmental education. An integral part is the organisation of competitions, co-operation with schools in the framework of the implementation of projects supported by the EU, preparation and publishing of educational materials by the Publishing Center of Lipka. Other forms of education include environmental counselling, electronic and postal distribution of materials to the Mrkvička and Mrkev networks, the organisation of these competitions, cooperation with schools and other partners in the creation of new training modules in the field of environmental education.

### **2.3.2 Economic conditions of Lipka**

Lipka is a contributory organization with multi-source financing. Its main financing sources are:

- Contribution of founder (South Moravia Region)
- State budget (The Ministry of Education, Youth and Sports of the Czech Republic)
- Own sources from main activities (charges from participants)
- Grants and projects (European, Crossborder, Regional, City)
- Own resources from additional activities (publishing and sales of publications, accommodation services, catering etc.)
- Contracts with other entities (mainly from education and lecturing)
- Sponsorship gifts

The South Moravia region is particularly involved in financing Lipka. The public contribution covers the personnel costs of some pedagogical and non-pedagogical staff. The subsidy from the founder and the state covers an average of 50 - 60 % of the cost of Lipka. To cover the energy costs, Lipka uses a grant from the Department of Education of the City of Brno. It also receives contributions for the implementation of teaching programmes and educational programmes for teachers from the Association of Ecological Education Centers - Pavučina. Significant financial resources come from European funds (European Social Fund, European Regional Development Fund, etc.). European projects cover an average of 10 – 25 % of the cost of Lipka. Own resources include revenues from environmental education programmes, revenues from camps, courses and leisure activities, sales of own goods (e.g. literature), income from food preparation and accommodation, rental income and others. Revenues from its own activities cover approximately 20 – 35 % of the organization's costs.

However, as the target group for this thesis are pedagogues it is also important to mention that they have a better price for courses compare to the public. The Act No. 235/2004 Coll., On Value-Added Tax (VAT), paragraph 57, lists all school services that are exempt from VAT. These include pedagogues working only in a

school facility that is enrolled in the register of schools. Moreover, only those courses which the organisation (for example, Lipka) has accredited to the Ministry of Education, Youth and Sports, are exempt from VAT for pedagogues (Dvořáčková, 2017).

### **2.3.3 Workplaces of Lipka**

As mentioned already, Lipka has currently five workplaces in Brno and its surroundings. Their main activities will be described in the following part.

#### **Workplace Lipová**

Workplace Lipová concentrates on environmental education through work with natural materials, traditions and handcrafts (Lipka, 2015).

Other important activities of Lipová include of Lipová also include care for its trainees, those who are interested in practice, consultations and eco-counseling. The environmental education programmes, natural science and creative clubs are taking place during the week. In addition, there are seminars for university students and teachers from the South Moravian Region. In the evenings and at weekends the workplace is open to the public (Lipka, 2017).

#### **Workplace Rozmarýnek**

Rozmarýnek is the second oldest workplace of Lipka. The building was renovated and expanded to the present style of Ecodom in 2014 (Lipka, 2017).

This workplace is unique for its specialization in ecological architecture, healthy housing and permaculture. The students have a possibility to learn more about the nature in local garden during the educational programmes. Rozmarýnek also specialises in organizing week-long camps for schools (Lipka, 2015).

#### **Workplace Rychta**

Rychta workplace is located in a historical building in the village Krásensko in the Drahan highlands (30 km from Brno). Rychta is the oldest ecological center in Moravia since 2002 (Lipka, 2017). Rychta focuses primarily on the theme of the landscape and offers residential programmes for schools, excursions and

project days in beautiful surroundings. Among other things, they also organize the regional round of the Ecological Olympics.

Teachers coordinate various projects, offer consultations and internships for students and take active role in nature protection. Furthermore, Rychta organizes events for the public, clubs and camps for childrens and works closely with Krasensko and other organizations in the region (Lipka, 2015).

### **Workplace Jezírko**

Jezírko workplace lies in a beautiful forest environment near Brno-Sobesice. The main activities are one-day and residential environmental educational programmes for schools mainly from the South Moravian Region (Lipka, 2017). The workplace mainly focuses on education about water and forest and most often organizes the programmes in the woods. Jezírko also organizes very popular events for the public (Lipka, 2015). The workplace is equipped with special teaching elements. In addition, all visitors of Jezírko can go through the Forest nature trail to explore and experience some natural phenomena and patterns.

### **Workplace Kamenná**

Kamenná (the Education center of Aleš Závěský) is the youngest workplace of Lipka. It bears the name of Aleš Závěský as an honour to the creator of the Czech concept of eco-pedagogy (Lipka, 2017). Kamenná focuses on education of adults, especially pedagogical staff which is unique for Lipka and for the whole country. There are also number of educational events focused on gardening (Lipka, 2015). Kamenná develops a system of teacher's education from long-term specialization studies for environmental education coordinators in schools, to individual thematic seminars for teachers in various fields at all levels. Kamenná coordinates school networks which are interested in environmental education, provides advice on how to incorporate environmental issues into teaching (Lipka, 2017). Compared to the other workplaces, Kamenná offers various kinds of seminars and activities for seniors or various bio cooking courses. Nonetheless, specific kind of education of Kamenná workplace is garden education. Which is also the main interest of this part of the thesis. Thanks to the newly built community garden,

gardening and other components will be developing faster. The garden at Kamenná can be considered the primary educational tool.

### **2.3.4 Garden education**

As mentioned above, the garden education is linked to workplace Kamenná, where all in this area are taking place. The concept of garden education is not entirely appropriate for this area and there is no definition at this time. This is the current overall term (for Lipka), however, within the framework of new projects and the creation of new websites it is quite possible that this area will soon be renamed. However, it can be said that the garden education is named according to outside education, where the garden serves as the main tool for education. The following part describes all kind of activities in the framework of garden education at Lipka (Lipka, 2017).

#### **The Garden minimum**

Once per month there are different practical seminars at workplace Kamenná, which are organised in the framework called Garden minimum. At individual meetings, participants learn how to for example cut trees, how to compost, how to make a vertical garden, etc. Based on the author's experience the greatest interest has been so far in the seminars about herbs and their use.

#### **Seminars and workshops for schools**

Lipka offers accredited seminars by the Ministry of Education, Youth and Sports of the Czech Republic, called School gardens for environmental education, education and edification V. and VI. They also organize bespoke seminars such as as School garden as a natural classroom, Edible school garden or The garden is not just a game.

#### **The garden therapy**

The Natural Gardens of Lipka are suitable place for the implementation of garden therapy – a healing method that helps people to improve both their mental and physical health. There are number of different elements useful for garden therapy



in the gardens of Lipka such as – Elevated plant beds, relaxation zones with seating areas, haptical walkways for barefoot walks, natural lakes and other haptic elements. Moreover, Lipka prepares a series of events for everyone interested in garden therapy, where people can try everything connected with this special kind of therapy. At these events, people not only spend time in the gardens, they are working with plants and their products, they make hand-made products from natural materials or products of nature that they could take and then process or use at home. However, Lipka also organizes or will organize seminars about The Garden therapy which will be teaching how to use the garden for active healing, such as:

- Space for the garden therapy (educational cycle, four days blocks including excursions)
- One-day seminars for specific target groups (Principles and methods of garden therapy in the environment of schools and school facilities, Garden therapy for workers in health and social services, Garden therapy for state administration staff)

### **FLORAMOBIL**

The organization has been active in the development of garden therapy for a long time. Nowadays, Lipka would like to make this therapy available for bedridden people as well. For this purpose, they developed a unique prototype of a mobile flowerbed - Floramobil. Thanks to the Floramobil it is possible to transfer a piece of garden directly into the client's room and use the garden therapy in the interior. Lipka's goal is to develop indoor garden therapy in social and healthcare facilities in the Czech Republic. For this purpose, Lipka would like to start selling the Floramobil in the future. With the help of questionnaires and personal meetings with the managers of these social and healthcare facilities managers they are currently trying to find out if floramobil is interesting enough for them and if it would be viable to offer it as a service (Dvořáčková, 2017).

### **Garden Pedagogy**

At Lipka the Garden pedagogy is also called “Education about garden right inside the garden”. Additionally, in the context of the later detail describe project EDUGARD, Lipka is preparing several workshops for autumn 2017. Previously there was no name for garden pedagogy at Lipka. The exact definition of the garden pedagogy/education is still being developed within the EDUGARD project.

### **Excursion**

Lipka organizes a one-day excursion of so-called “Wandering around special therapeutic natural gardens” in the Czech Republic and abroad (Lower Austria), where participants have a possibility to get acquainted with proper utilization of garden therapy (Lipka, 2015).

### **Course of permaculture design**

The course of permaculture design takes place every year at Rozmarýnek workplace. Participants have the opportunity to learn how to design a garden, farm or other ground according to the principles of permaculture design. The course is available to all interested parties. The principles of permaculture are universal and can be successfully applied to all types of land (Lipka, 2017).

### **Garden counseling for schools**

In the area of garden design, Lipka offers advice to schools and nurseries on how to take care of their gardens in a natural way and how to modify them in order to make them the best teaching place. Additionally, Lipka certifies school nature gardens and helps schools to get the title of Exemplary natural garden.

### **Natural gardens**

Natural gardens are a phenomenon now and Lipka can be proud to have four certified natural gardens at their workplaces. Natural garden is a unique way of symbiosis between people and nature, where the space in the garden is shared among people, animals and plants that belong to this place. Lipka uses the gardens of all workplaces in Brno (Lipová, Rozmarýnek, Jezírko and Kamenná) for

teaching, exploring and observing nature and its actions, as a great place for games and as a source of natural materials. Moreover, there is a new community garden coming together near Kamenná workplace. The conferences about Therapy by nature and Garden therapy are being prepared for the future (autumn 2017).

### **2.3.5 Lipka and its projects**

Lipka is actively engaged in the implementation of national and international projects. It carried out projects from calls of the Ministry of Education, Youth and Sports of the Czech Republic, The Ministry of Regional Development of the Czech Republic or by The State Environmental Fund of the Czech Republic. There are also contributions and grant from the city of Brno or from South Moravia region in use (Lipka, 2017).

#### **2.3.5.1 Lipka as a project implementer**

##### **CIVIS**

Project CIVIS, which focused on the development of civic and social competencies, taught pupils how to responsibly behave in the framework of social and environmental education. With the use of social experience and action research, this project aims to support sharing of experience between the teachers and academics. The main goal of the project is to develop civic and social competencies of students of primary and secondary schools, develop teacher's competencies and to support the implementation of effective methods for development of these aspects into school practice.

##### Partners:

Středisko ekologické výchovy SEVER Horní Maršov, o.p.s.

TEREZA, vzdělávací centrum, z.ú

Člověk v tísni, o.p.s.,

Univerzita Hradec Králové;

Přírodovědecká fakulta Masarykovi univerzita;

Fakulta sociálních studií MU;

NaZemi, z. s.

The project is implemented in the period from 1. 10. 2016 to 30. 9. 2019.

## **Support for development of environmental education in the Svaljavske region in Carpathian Ukraine**

Lipka has cooperated with Ukraine primary school in Rosoš since 2013. It is also gradually getting new contacts with other schools in the Transcarpathian regions of Ukraine. The goal of the project is to support the development of environmental education and edification in schools of Transcarpathian region and promotion of South Moravia region. This should be done through methodical and material assistance. Furthermore, the awareness of South Moravian teachers and particularly with the help of their students, the conditions and perspectives of living in the Transcarpathian region should be strengthened, as this region was a part of the pre-war Czechoslovakia. The Czech-Ukraine relations are developed on basic pillars as environmental education, education, and edification, elimination of language barriers, together with learning about the local traditions and also the uniqueness of own nation's identity.

### Implementers:

Lipka – school facility for environmental education, contributory organization; Office of the South Moravian region for interregional cooperation; ZŠ a MŠ Podomí (Vyškov region); ZŠ Rosoš (Ukraine, Transcarpathian region)

## **Therapy by nature and for nature**

Natural therapeutic gardens represent a huge and unexploited potential. Their main advantage is that they combine the interests of nature protection, user, and educational function. Through their development, Lipka supports the creation of green lands, which have a potential to become regional biocentres.

The main goal of this project is to create suitable conditions for the creation of new natural therapeutic gardens. Furthermore, another goal is to create a comprehensive offer of short- and long-term education in the field of the establishment of natural therapeutic gardens and garden therapies for educational, health and social facilities staff. The last goal is to integrate the topic of natural

and therapeutical gardens into the state programme of environmental education, education and edification or to the other programmes and by this prepare the space for future development of other healing gardens

Partners:

Domov pokojného stáří Brno, Kamenná; Speciální škola Velká Bíteš

The project is implemented in the period from 1. 11. 2015 to 31. 10. 2017.

**Erasmus +, Towards mutual understanding with nature**

Activities involved in the project Towards mutual understanding with nature enable mutual exchange of study, cultural and working experience. Nonetheless, based on new experience gained on each meeting, partners would be able to inspire other organizations in their countries and introduce them to the usefulness of garden therapy and therapy by nature. The goal of the project is the creation of network of organizations focusing on the usage of nature (gardens) as a communication tool by working with the target group of socially and physically disadvantaged. The intention is to gradually create a common European platform of educational gardens / natural therapists. Last but not least, it is an extension of the offer of methods of working with target groups and gaining the possibility of involving other organizations to work with. The first meeting took place in Brno (2-9 May 2017). Next meeting will be held by Italian partner in July 2017.

Partners:

Henry Doubleday Research Association, England

SOSNA, Slovakia

Co.M.P.A.S.S. Social Cooperative Society ONLUS, Italy

UNIVERSIDADE NOVA DE LISBOA, Portugal

The project is implemented in the period from 31. 12. 2016 to 29. 6. 2019.

### **2.3.5.2 Lipka as a project partner**

#### **EDUGARD - Education in Plant Growing and Regional Sustainable Development**

Project EDUGARD is focusing on the use of school grounds, areas and gardens as places suitable for education and science education as well as practical activities. An integral part of the project is also the exchange of experience between Czech and Austrian partners. Activities in this project involve the education of pupils, teachers, and students of tutorship. The project aims to increase pupils' motivation for science education, support practical activities and increase children's manual skills. Nonetheless, it also aims to overcome cross-border barriers and strengthen the common identity of project partners in the field of education. In project framework, Lipka ensures these activities such as building a new garden at Kamenna, cooperation on development of Common Framework for Education, internships for university students, the creation of 2 new educational programmes for schools etc.

#### Implementer:

Chaloupky, o. p. s.

#### Partners:

Lipka – školské zařízení pro environmentální vzdělávání Brno, příspěvková organizace; Jihočeská univerzita v Českých Budějovicích; Hochschule für Agrar- und Umweltpädagogik; Přírodní zahrada, o. s.; Natur im Garten

The project is implemented in the period from 1. 9. 2016 to 31. 8. 2019.

#### **The South Moravian Regional Centre to Support the Integration of Foreigners II.**

Lipka – school facility for environmental education is participating in the project of the South Moravian Regional Centre supporting the integration of foreigners.

The project called AMIF/10/01 is organized with financial help from Asylum, Migration and Integration fund. The project provides services aimed to improve the social, legal, linguistic and cultural situation and the status of foreigners in the South Moravian region. Within the framework of the project, the center provides professional counseling focused on the labor market and entrepreneurship. Lipka also prepares activities for parents and their children such as creative meetings, Brno excursions, cooking seminars etc.

Partners:

Lipka – školského zařízení pro environmentální vzdělávání;  
Statutární město Brno;  
Organizace pro pomoc uprchlíkům;  
Diecézní charita Brno;  
ZŠ a MŠ Staňkova;  
Komixxx projekt z. s. a;  
Střední škola stavebních řemesel Brno-Bosonohy,

Period of implementation: 1. 7. 2016 - 30. 6. 2019.

**Masters of college support in the field of natural graduation**

The project is intended for teachers of primary and secondary schools from all regions of the Czech Republic, focusing not only on college support in the field of natural science teaching, but also on the development of mentoring skills. There are ~~formed~~ teams of teachers formed in schools who ~~together~~ plan together, attend meetings and reflect on teaching, ~~develop~~ gain ~~their~~ experience with active teaching methods and develop their skills for leading and mentoring their colleagues. Through the work with teachers there is also the support and development of natural literacy among pupils, their interest in nature and the study of natural sciences.

Implementers:

TEREZA, vzdělávací centrum, z.ú.

### Partners:

Lipka – školské zařízení pro environmentální vzdělávání Brno, příspěvková organizace; Středisko ekologické výchovy SEVER Horní Maršov, o.p.s.

The implementation period of the project is from 1. 12. 2016 to 30. 11. 2020.

### **2.3.6 PR of Lipka and its workplaces**

At each Lipka workplace there is a employee involved in PR and promotion of the workplace. The task of this person is to ensure, in cooperation with the guarantors of the event, there are enough participants at different events. The propagator also guarantees the correctness of the materials published and that Lipka is well presented at events that are not taking place at Lipka's facilities. The following section is proceed according to own experience of author and unstructured email communication with PR team of Lipka.

#### **Tasks of workplace propagator:**

- Takes care of the prints that are published by the workplace.
- Takes care of the appearance of the workplace's noticeboard and updates it.
- Places invitations to events on given sites.
- Ensures distribution of leaflets of a respective workplace, if needed (to surrounding schools, mailboxes, message boards, etc.).
- Ensures further promotion of workplace's activities.
- Regularly updates the web (especially the calendar of events and news).  
In addition, once per month, he / she goes through the websites to check them and uploads photos from events in the photo gallery.
- Takes care of the photo gallery of the workplace.
- Provides photos from events.
- Once in 3 months, participates in a promotion group meeting.
- Ensures the performance of Lipka at the events of the workplace and at the big events attended by the workplace (providing banners, leaflets, etc.).



- Prepares monthly reports for the newsletters published by Lipka.
- Takes care of social sites of the workplace (Facebook).

However, it is really important to mention that PR employees within the scope of their work do not specialize in the promotion of the workplace. Usually they also do other activities (such as projects or educational activities etc.).

**PR manager:**

PR manager is in charge of organizing the outside communication of Lipka. Manager prepares full-size promotional materials – prints and articles, communicates with the media, takes care of the presentation of Lipka on the web and on social networks. All activities are cooperated and consulted with the assistant.

Manager is the head of the PR department of Lipka, which consists of PR managers, PR manager assistant and members of the KOKOS (working group - one employee from each workplace).

**Task of PR manager:**

- Carries out the organization's communication strategy.
- Prepares a promotion plan and budget for each calendar year.
- Regularly participate in the management meetings of Lipka.
- Cooperates with individual KOKOS working groups.
- Manages the PR group.
- Supervises for the correct use of Lipka's logo and other Lipka identification elements.
- Prepares promotional materials, cooperates with the graphic designer, the printer, ensures the distribution of prints.
- Communicates with the media (publishes press releases and statements in the regional press, collaborates with TV and Radio, manages contact list, carries out press monitoring).
- Actively searches for new target groups of Lipka.
- Ensures the promotion of Lipka towards the founder.

- Takes care of the Websites (E-Applications, Updates, Website feedback, Google Analytics).
- Takes care of the main Facebook profile of Lipka.
- Educates employees in communication and promotion framework (Dvořáčková, 2017).

### **2.3.7 Lipka's promotion with a focus on garden education**

The ways of Lipka's promotion has already been outlined in the part of Forms of education activities. Nevertheless, specific promotion and the promotion of individual events depend on the agreement with the guarantor of the event. Some events are very popular for the participants and are usually are interested after the event is published on the website in the section Event Calendar (eg. Herb's course). When the event seems not to attract that much attention, there come number of promotional ways such as the Newsletters, website section News, Facebook, Database of contacts or random promotions like in TV shows or newspapers. Next part describes several communication ways that Lipka uses with focus on promotion of garden education based on own experience and written communication emails with PR team (Dvořáčková, 2017). This section contains the most important promotional tools that Lipka use. Therefore, the folder organisational culture is missing as it is not a priority for this analysis.

#### **Leaflets and Flyers**

For every event, there is a flyer prepared in the form of invitation. The flyer is automatically put in the event calendar in the form of pdf, on webpages and on workplace notice boards. According to the event, these flyers or leaflets are printed and distributed to other notice boards in the city (e.g. Rebio restaurant, Family point, Firefly, schools, etc.), or distributed at conferences and other events Lipka participates. Further information about all services is mentioned in overall Lipka leaflet, which is distributed to all schools in the South Moravian Region. All the workplaces of Lipka are represented in this leaflet. All services are described there in the form of detailed annotations together with the offer of out-of-school interest activities and long-term projects for schools. There are also

special promotional leaflets created for particular events (the Earth Day). Leaflets or flyers connected with garden education have their own format and style.

### **Noticeboards**

Each workplace has its own noticeboards where leaflets are posted in forms of invitations for its own or the overall Lipka events. There are also presentations of employees of workplaces or business cards. In addition to the invitations, there is also so-called public event list, which presents all events for the given month at Lipka, where garden events are also presented. However, this way of promotion is evaluated by employees as not very effective.

### **Webpages**

As confirmed by Šedivý and Medlíková (2012), the non-profit organization without a website can not work properly. The website of Lipka is organised with references to all workplaces, where people can find contacts for individual employees, it also offers programmes and price lists, news, calendar of events, photo gallery, building and surroundings description, projects and links to other websites related to activities of Lipka.

Almost all events connected with garden education are published in the events calendar section (with the exception of some events that are sent directly to given group of people, e.g. excursions for participants of garden therapy course).

Subsequently, the selected events go to the news section. The current information on garden education on web sites is considerably out of date and for people not oriented in this field, perhaps unclear. Nevertheless, the great deal of attention is dedicated to editing and actualization of web sites. A further overview of the events is in the section gardens of Lipka. To further promote garden education, there is a plan to create a new website called Therapy with nature.

### **Facebook**

Almost all Lipka's workplaces have their own Facebook pages, which primarily promote their own events and big joint Lipka events. Posts are added up almost everyday when the most potential online clients and followers are online. If the

event fails to attract a sufficient number of participants, the posts are shared on other Facebook educational groups or the PR manager publishes them on the main Facebook profile of Lipka. In the field of garden education, the systematic sharing of Lipka's posts to other groups focused on gardening is planned in the future. In total Lipka has around 3040 followers (Kamenná – 637, Rychta – 603, Jezírko – 519, and Lipka as the whole organization has 1277 fans).

### **Press releases**

These reports are published mostly after bigger events such as conference events, the Earth Day, etc. All of them are available on the website section Media. Press releases about gardening are published only rarely.

### **Roll-ups and banners**

The workplace Kamenná has a 1 roll-up and a 1 banner about garden therapy available for gardening events, conferences and the Earth Day. Currently, the new roll-up about garden education is being created. In total Lipka owns around 7 roll-ups and each workplace has two banners (one bigger and one smaller). In these days, a huge banner with offer of all garden activities is being produced. This banners will be placed to the new community garden near to workplace Kamenná.

### **Interviews in local media**

For a long time, Lipka has been trying to attract the media to enhance interest in Lipka's activities. Sometimes Lipka's activities do attract media attention and other times it does not work. More interest in Lipka's activities can be followed in local newspapers and Brno TV.

From time to time, Lipka cooperates with the television programme called Wave from Brno (Brno TV) for which garden therapy is very interesting topic.

Articles in local newspapers appear only randomly if it is not a bigger event within a city or region such as the Weekend of Open Gardens or the opening of new therapeutic gardens with the help of Lipka.

### **Annual reports**

All annual reports are published on the website of Lipka. These are clear reports systematically summarising the entire academic year. However, garden education does not have its own section there for now.

### **Special events**

Special events of promotion include conferences, an opening of new therapeutical gardens but also events such as the organization of the Earth Day or cooperation on Health Day. Afterwards these events are the most often mentioned ones in the press releases. At these events, Lipka can be very well promoted which means that garden education can be as well. The only limit, for example, for the promotion during the Earth Day is its date (April 22). Of course, all Lipka's activities are promoted here but mention only specific events that fall within a given school year are presented (only May, June and holiday events).

### **Newsletters**

Lipka's newsletters for the teachers and for the public falls within this communication channel. This is a targeted distribution of email newsletters to the loyal participants who have shown interest in getting news about Lipka's activities. When filling out an application form for one of the offered seminars, there is a possibility for participants to get this newsletter every month.

### **Print**

The new attachment of the environmental magazine *Bederník*, called *School Garden*, is published quarterly. An overview of garden events and garden education can be found there. Lipka publishes this magazine together with Chaloupky and other partners. However, there is a problem with the co-ownership of the site. The magazine is co-financed from the project EDUGARD, where Lipka participates. However, the web (which originally was planned to be used only for electronic version and archiving) is managed by Chaloupky with contacts for its employees. The consequence for Lipka is that potential clients will not be

able to find any link to their organisation apart from its logo. Lipka is aware of this issue and is trying to solve it at the moment.

### **Brochures**

As was already mentioned before, Lipka sends out brochures year in advance, mostly in August. However, there are some garden events missing due to unavailable information at the time of publishing (they are usually organised later in the year). Sometimes during the year there are attachments created to this brochure (such as for the One World festival). These brochures are mainly for pedagogues or there are brochures about environmental education programmes. Approximately around 100 of these programmes are taught in the garden.

### **Personal contacts**

Lipka has among its employees many well-respected people in their field / specialization. These professionals create and distribute good name of Lipka. Many of them lecture at faculties or conferences related to environmental education. Their contacts and experience then contribute to easier promotion of specific events to target groups.

### **Database of contacts**

For two years Lipka has been using the so-called Database of contacts. Lipka's goal was to create a comprehensive database of contacts of teachers in the South Moravian Region for a more target reach of people interested in Lipka's events. From the pages of the South Moravian Region a list of all school facilities has been taken and contacts for individual pedagogues are gradually being completed with the help of Google questionnaire. The questionnaire identifies the institution the teacher comes from, what subjects he / she teaches and what kind of courses offered by Lipka is he / she interested in.

Approximately one week before an event takes place, the guarantor sends a short information email to the participants, to which the link of questionnaire is attached for voluntary completion. The whole database is divided into pedagogues of kindergartens, elementary schools, secondary schools and special needs

pedagogues. Nowadays it contains more than 500 addresses and contacts are steadily being added. The database of contacts is managed primarily by PR assistant of workplace Kamenná. Nevertheless, this is a newer tool of promotion which is still used occasionally so the goal for the future development is greater use of it.

### **Process of sending and publishing**

The articles are sent to the news agencies at the beginning of the month, (deadlines for sending differ, usually from 1st to 12th of the month). The 15th of the month is usually the deadline for newsletters. These are then sent around 25 days a month, but the date of submission is updated according to current events (for example, before the Earth Day (April 22) it is sent earlier to dispatch the current invitation). Around the 25th, one of the PR staff members prepares, distributes and sends electronically a flyer with a monthly overview of the events (sometimes it is distributed around places in the centre of Brno). Further promotion is in individual workplaces. Event guarantors arrange everything by talking directly with promoters. Each promoter of the workplace has different deadlines, but no later than 3 months before the seminar, the invitation and the application should be posted on the website in the events calendar section. The same should happen in the case of garden events, but it does not work well.

The registration for clubs starts on June 1 and on January 20 registration for summer camps starts. Until May 31, the PR manager receives detail annotations from workplaces for brochures with an offer of Environmental education programmes, which is then distributed in August.

### **2.3.7.1 Metrics of Lipka's promotion**

#### **Number of views on Facebook**

From the number of views on Facebook a larger report is made usually before the meeting of all Lipka's propagators. In most cases the immediate impact is evaluated and then the Facebook statistics are checked every week. Thanks to this tool Lipka can evaluate which posts were successful and why. In general, videos and pictures showing the life in the workplace have usually the highest number of

views. The more interesting and original the post is, the more viewings it receives. Beside this Lipka uses interest groups on Facebook to share its posts. It is of course important to see what success these posts had and how many people were reached. Last but not least, the organisation checks the numbers in the case of a paid advertisement on Facebook so that it is correctly set up, targeted, and the payments can be optimised. Although Lipka tries to evaluate all posts there are still gaps and space for improvement. As PR manager mentioned, the promotion team visited two marketing trainings during the last year to learn more about the evaluation of Facebook statistics.

### **Google analytics**

This tool from Google, which allows getting statistical data about the users of your websites, is managed by Lipka's PR manager. However, even the management team sees an importance of this metric. However, there is a huge gap in the evaluation. As PR team states, there is a need for more systematic concept, but at the same time, there is not enough time for the team to work on it. PR team usually only follows, from where the participants of Lipka are coming from, so they can trace the various links that could lead Lipka to be more efficient (such as some articles about Lipka, blog posts, etc.). The Google Analytics is connected with Lipka web pages. In practice, the number of registered users through web pages shows how big the interest in offered events is. The other promotional activities are managed, depending on the occupation of particular events. The system of registered participants is afterwards accessible for guarantors of the seminars. After the new participant signs up for the seminar, the guarantor is reminded of a new sign-in. Their task is to monitor the occupancy of seminars together with PR employee. If the occupancy is still low, guarantor resolves other promotional steps with the PR of a given workplace.

### **Print monitoring**

Twice a year, press monitoring should be done. This means that all Lipka reports are searched, stored on the server, sorted into tables, scanned, and classified into folders. Most often, the anopress database is used for this purpose. Nevertheless,



thanks to work overload of PR employees (that usually do not work only on promotion but are also members of project teams) this metric is not done according to timeframe plan. As searching for all information about Lipka is so time-consuming there is not enough space to go through it and therefore evaluated as it should be. The print monitoring is mainly done to see Lipka's success in imprinting articles which were sent to the local media. Another factor is naturally the curiosity of Lipka's media image or where the public can get to know about Lipka's events. The PR manager is particularly interested in what is the response to some topics (such as garden therapies). Among other things, it serves to add new contacts for journalists. However, also this metric has its drawbacks. Unfortunately, in Anopres one cannot find everything. For example, in June 2017, Proglas, Czech Radio, and other smaller Brno radio stations played trailer for the Slunovrat event at Lipka. However, nothing appeared in the Anopress database afterwards. Monitoring is just one of the ways to measure the promotion.

### **The questionnaire**

In the applications or after the events / seminars, Lipka uses a questionnaire to find out where the people got to know about the event. The questionnaire is a part of the application form and the promoters should work with the results. As the promotion of specific events is their responsibility. For pedagogic events, most of the answers are newsletters and personal recommendations, however there is a little doubt about the relevance of these data. Depending on what people write in their responses, it is obvious that some of the options are confusing. Therefore, it is necessary to work on the structure of the questionnaires and make it clear for participants (for example, the web page is the same source as Facebook – both can be found on the Internet).

### **Informal feedback**

Personal feedback from participants after the event / seminar or so-called oral feedback for the guarantor of the event can be considered as another metric. Participants occasionally turn to Lipka with their feedback. Criticism is taken into account, and is further communicated to satisfy these people with the solution.

Overall, there is more positive feedback. This is subsequently used in articles and newsletters. However, it is often experienced that the guarantor of the event does not send a good or bad feedback to the promotional team. It means that this feedback can not be used as a promotion for further seminars. PR team has an overview of this praise or criticism they receive to try to overcome similar situations in the future.

Other measurements of efficiency are rather coincidental. For example, PR employees are trying to report interest about offered educational programmes in the first days after sending brochures to the schools in South Moravia region to see if people are interested.

## **2.4 Comparison of Lipka's promotion with Sosna, o.z. (the Slovak Republic)**

The author of this thesis decided to choose Sosna, o.z. as it is involved as project partner of Lipka in the project Erasmus+, Towards mutual understanding with nature. This organisation is not as big as Lipka and their relationship and collaboration is very close. The following section is proceeded according to written email communication with Silvia Szabóová, manager of Sosna.

The Slovak's ecological education center SOSNA is located 12 km from Košice. Sosna is a civic association established in 1992. Its center serves as a functional demonstration of an ecological, healthy, aesthetic, low-energy and low-budget building with a natural garden (Sosna, 2017). The aim of this association is to work with people to jointly improve the environment, ecological awareness and self-sufficiency. Sosna prepares protective and educational projects, festivals, exhibitions, educational programmes, workshops, seminars and various other events. The whole offer is designed for people, who are interested in nature, like to travel through the countryside and have a desire to do something for the benefit of their health and environment. There is also an offer for those who grow their own vegetables etc. and are interested in gardens.

Sosna's programme includes: environmental education, experiential education, natural gardens, ecological engineering, natural-art festivals and other public events (Sosna, 2015).

### **Promotion of SOSNA**

There are currently two employees and volunteers working in Sosna, so the ways of promotion are really basic. The PR of the company is managed by these two employees with the help of their family members.

#### **Leaflets and flyers**

According to Sosna, flyers have not been very effective tool of promotion. The leaflets were published in the past only for the project purposes. The promotional leaflets were distributed to selected places in Košice (teabars, bio food shops, bookshop, etc.). Among others, promotional materials are sent to regular addresses where Sosna's invitations are published on their sites (e.g. Self-governing region Košice, online newspapers Zajtrajšie Noviny, website Košice dnes).

#### **Noticeboards**

Sosna does not have public noticeboards. There are only small noticeboards in the management office.

#### **Webpages**

The programme of Sosna, important information, foto gallery and information about publications are only published on webpages. This tool of promotion is used a lot by Sosna (together with Facebook). The family members of employees and volunteers are taking care of publishing pictures that are very professional and attractive. Publishing and sending invitations to events is done about one month or half a month ahead.

#### **Facebook**

The most important way of promotion for Sosna is its Facebook page. Sosna has around 4300 followers and for a promotion of its activities, this is the most

effective way how to easily and quickly address and attract attention of people, especially the youth. Sosna has approximately 1000 Facebook followers more compared to Lipka.

### **Press releases**

Press releases are only written in the case of large and significant events such as conferences or festivals. Afterwards, they are sent to small media.

### **Roll-ups and banners**

Sosna rarely produce these promotional tools (only for larger projects).

### **Interviews in local media**

This form of promotion is used a lot, especially for the promotion of programme items (Natural gardens, Idea in the Forest, festivals etc.).

### **Special events**

Special events include festivals or conferences that take place only as a part of major projects. So far Sosna has organized 4 conferences that have been successful. Sosna sometimes produces cheap promotional items from its own expenditures such as badges, magnets etc. These items are intended mainly for visitors to remember the eco-centre.

### **Brochures**

Brochures are published time to time as a part of Sosna's projects. However, they not only pay attention to what will be printed, but also that it will be done in an ecological friendly manner (i.e. paper etc.).

### **Own relationships**

As a part of the volunteer activities (preparation of festivals, assistance and help in the garden and around the Ecocentre) Sosna has a long-established network of friends and volunteers.

### **Database of contacts**

This is an important way of communicating with a target group that is not active on Facebook (older people), Sosna has a large database of such people to whom information and invitations are sent by e-mail.

## **2.4.1 Metrics of Sosna's promotion**

### **Number of views on Facebook**

Sosna uses Facebook statistics the most out of all metrics of promotion. One per week they check statistics created by Facebook to know which post were the most popular one. Publishing contributions to Facebook are done intuitively. It can be noticed that when organising events, festivals, courses, the views increase. This is the same after posting photos and comments on the events that have already taken place. Sometimes Sosna just adds a photo and comment updating people on new developments. It is verified that people prefer pictures of everyday life rather than professional things or invitations. To attract the people and whole strategy is therefore adapted to observed trends. Facebook is the number one between promotion tool for Sosna and therefore the metric that is used the most. As was already mentioned and pointed out by employees, it is necessary to post on Facebook regularly and not just occasionally.

### **The number of registered by application form**

Occupancy is solved according to applications sent to email guarantors. For courses, the application is only valid after sending a deposit to a bank account number. Otherwise it happened in the past that people did not come even when they registered. Therefore, it was not a metric which Sosna could follow. Whether the course is interesting or not is evaluated by postal attendance or odds. However, Sosna does not always adapt to it. Why? According to management opinion, sometimes it is enough just to change a promotion way and then there is also an interest in course that was not popular before. Remarkably in the case of Sosna, it is more about improving the form of promotion and targeting the group that may be interested in it.

The Sosna evaluates itself as there is still something to learn about promotion. The biggest problem is that the eco-centre does not have its promoter but everything is made by guarantors of the events in their free time. There is a need for young people with good and creative ideas. The future of the promotion is seen in the development of its website and the possible distribution of newsletters. With the increase of project activities, it will be also necessary to create new brochures and leaflets.

## **2.5 Competitors of Lipka**

Lipka is one of the biggest and most known school facilities with a focus on environmental education in the Czech Republic. However, the biggest direct competitor and at the same time project partner is Chaloupky o.p.s. In overall, their historical development and the offer is quite similar. These two organisations even often work together. However, especially in the field of gardening, Chaloupky is the biggest competitor who is now one step ahead of Lipka. Talking about other competitors offering services or seminars connected with garden education, Mendel University showed up in last years with the offer of courses connected with garden therapy course. The other competitors are not considered as direct ones but might grow in importance in the future.

### **2.5.1 Chaloupky o.p.s.**

Chaloupky is currently the largest competitor for Lipka, especially in the field of gardens (school and garden therapy). As far as school environmental programmes are concerned, until now there was quite clearly divided territory by region (Chaloupky - The Vysočina Region, Lipka - The South Moravian Region).

In 1998, the Czech Society of Nature Conservation in Kněžice founded the community "Chaloupky - Centre for education and edification in nature, o.p.s. which was registered in 1999 by the Regional Court in Brno. However, since 1991, environmental programmes have been prepared for schools and teachers (Chaloupky, 2014-2015). Chaloupky is engaged in environmental education.

Their education system is based on traditions but also on inspiration from abroad (especially from Great Britain and the Netherlands). Chaloupky is the largest center of ecological education in the Vysočina Region and the Kněžice ecocentre is one of the largest centres of ecological education in the Czech Republic (Chaloupky, 2017). Workplaces of Chaloupky: Brtnice, Kněžice, Baliny, Horní Krupá, Krátká, Velké Meziříčí, Zašovice. As a school facility, Chaloupky offers a range of one-day and weekly training programmes for schools. The programmes are set up to be used in environmental education subjects. Chaloupky focuses on the further education of pedagogical staff, especially in the field of environmental education, education and edification. In addition, they organize regular activities in sections and clubs. Like Lipka, it offers consulting services to schools and individuals interested in environmental education and natural gardening. In addition, it publishes its own methodical materials and publications for environmental education (Chaloupky, 2017). Chaloupky also takes part in some environmental based projects. For example, from 2016 till 2019 it cooperates with Lipka on project EDUGARD that was described earlier. Chaloupky together with Lipka publishes an attachment of magazine *Bederník*, called *School Garden* which is published quarterly. As already mentioned this magazine is co-financed from the project EDUGARD, however, there is a problem with the co-ownership of the web pages.

The analytical part of this thesis focuses primarily on garden education. In general Chaloupky are the main competitor of Lipka because their concepts, visions, and goals are very similar. However, in the framework of natural gardening or garden education, they are a step ahead especially at the workplace Baliny.

### **Workplace Baliny**

The Ecocentre is located in a farmhouse in the middle of the natural park *Balinské údolí* which is not far from Velké Meziříčí. Visitors have the opportunity to use the barrier-free facilities made up of the classroom and the hall as well as the unique experience and therapy garden adapted to the handicapped. This social centre provides garden therapy for people with disabilities. Baliny also offers

programmes for adults and seniors and runs regular activity of social rehabilitation through the club Lebeda (Chaloupky, 2014-2015).

Lebeda is a registered social rehabilitation service that is designed for clients with a health, mental or combined disability. These include, for example, those who have already completed their education in a practical or special school and find it hard to find jobs on the labour market. For their clients Lebeda Club offers a suitable programme. All activities use experience and sensual activation through nature and plant contact. This means taking care of plants, crop processing but also the creation from natural materials and woodworking. A part of the programme is also reserved for relaxation in the garden. All activities are offered for free. The service is available three times in their life or three times a week/or upon agreement (Chaloupky, 2017).

### **2.5.2 Mendel Univerzity in Brno and other potential competitors**

Faculty of Horticulture at Mendel University together with pedagogues of Masaryk University and Czech Society for Horticultural Science organize an accredited educational course of Garden Therapy. The course is designed for ergotherapists, health care professionals, special pedagogues, social workers, community activities managers, gardeners, farmers and foresters interested in therapeutic work. According to the description, this training course includes 120 teaching hours divided into four modules according to its focus. Upon successful completion of the final exam, students receive a certificate of completion of the course (Mendelova Univerzita v Brně, 2016). At this moment, the accreditation of the course has ended. However, a new application was sent in May 2017 in order to gain new accreditation of the Garden Therapy course (Dvořáčková, 2017).

Of course, there are also many small organisations or individuals offering similar programmes. Often these are not well known and Lipka does not consider them to be direct competitors. In many cases, these individuals are former participants of the garden seminars and courses of Lipka which also used consultations from



Lipka garden expert employee. Just to show an example there is an organisation called the Grand Garden, which deals with the implementation of therapeutic gardens in the homes for the elderly. Apart from their websites, nothing is known about their activities. There are small entrepreneurs such as Markéta Jindřichovská who is engaged in courses of garden therapy and ergotherapy mainly in the South Moravian region. These small operators, however, do not even have in most cases their official web pages or Facebook pages.

## **2.6 Questionnaire**

With a help of a questionnaire the factors that are the most relevant to the issue will be verified. Based on the achieved results and the logical comparison the outcome will be compiled. To see the original questionnaire and introductory letter see Appendix 1. and 2.

### The goal of the questionnaire

The aim of this questionnaire is to analyse the promotion of Lipka in general, but also to find out how much are pedagogues informed about courses and seminars related to garden education at Lipka.

### The questionnaire was specifically compiled to determine the following:

1. To which category of pedagogues, do the respondents currently belong?
2. To express on a scale from 1 to 5 their awareness about garden education at Lipka (school gardens for environmental education, gardening minimum, excursions to therapeutic gardens, permaculture design course, school gardens, nature gardens, counselling, etc.)
3. To get to know from which sources do they commonly learn about garden education at Lipka?
4. If they wish to learn more about garden education in the future?
5. If they have ever visited any course about garden education realised organized by other organisation than Lipka?
6. Where did they learn about this course?

7. To evaluate this course on the scale from 1 to 10 (organisation, awareness about the course, professional level, etc.).
8. To get to know where do pedagogues most commonly learn about activities of Lipka (other than those about gardens)?
9. To express their agreement with following claims:
  - a) Lipka provides enough information about its courses and activities (time, place, programme, content).
  - b) Lipka provides enough information about courses and activities focused on garden education (time, place, programme, content).
10. What is their preferred way of obtaining information about activities?
11. Whether they use any of these social media and discussion portals (multiple choice)?
12. If so, how often do they use them?
13. What do they consider to be the most important for choosing a particular course (multiple choice)?
14. How do they evaluate following aspects?
  - a) Lipka as an organisation
  - b) Lipka's promotion
  - c) Promotion of garden education
15. Whether they miss some other ways of promotion (suggestions how to improve Lipka's promotion)?
16. Would they recommend Lipka to their colleagues in the future?

#### Creation of the questionnaire

The questionnaire consists of structured questions. The first part of the questionnaire focuses on the knowledge and experience of pedagogues in the area of garden education. The second part contains issues related to the promotion of Lipka in general. The final part of the questionnaire is then dedicated to suggestions and proposals. In total, the questionnaire contains 16 questions, of which question number 15 was open for writing recommendations. At the same time, question number 15 was among the optional questions together with the questions related to attending a garden seminar at another organisation number 5,

6 and 7. For questions 11 and 13, the respondent could indicate more answers. The remaining questions were closed with the choice of only one answer.

To obtain the largest number of respondents possible, the electronic form of the questionnaire was chosen – Google forms.

#### Characteristic of target segment

The selected target group of this survey was the pedagogues of the South Moravian Region. These are pedagogues who have previously visited one of the lectures or seminars of Lipka and provided their e-mail address to the database of contacts. For more effective targeted addressing of the services offered by Lipka these pedagogues are further divided into pedagogues of nursery schools, elementary / secondary schools and high / grammar schools. Altogether, 346 of pedagogues were approached (84 from nursery schools, 197 from elementary / secondary schools and 65 from high / grammar schools).

#### Timeframe of questionnaire

The questionnaire was created during the month of May 2017 with the help of PR management team of Lipka and other professional assistance. Pilot research, in which the author was trying to discover how well the respondents understand the questions, took place in the last two weeks of May. The questionnaire survey was conducted between 5th and 25th of June and the evaluation at the end of June / beginning of July.

#### Way of addressing (approaching) the respondents

Lipka's database of contacts, described earlier, was used to get as many answers as possible. The introductory letter (see Appendix 1) with the attached link to the questioner was sent by PR assistant of workplace Kamenná.

#### Method of analysing the data

Methods were used logically, especially analysis and synthesis. Subsequently, basic descriptive statistics were used. The Google forms was used to process data,

followed by Microsoft Excel which is one of the most widely used programmes for data evaluation, graph and spreadsheet processing.

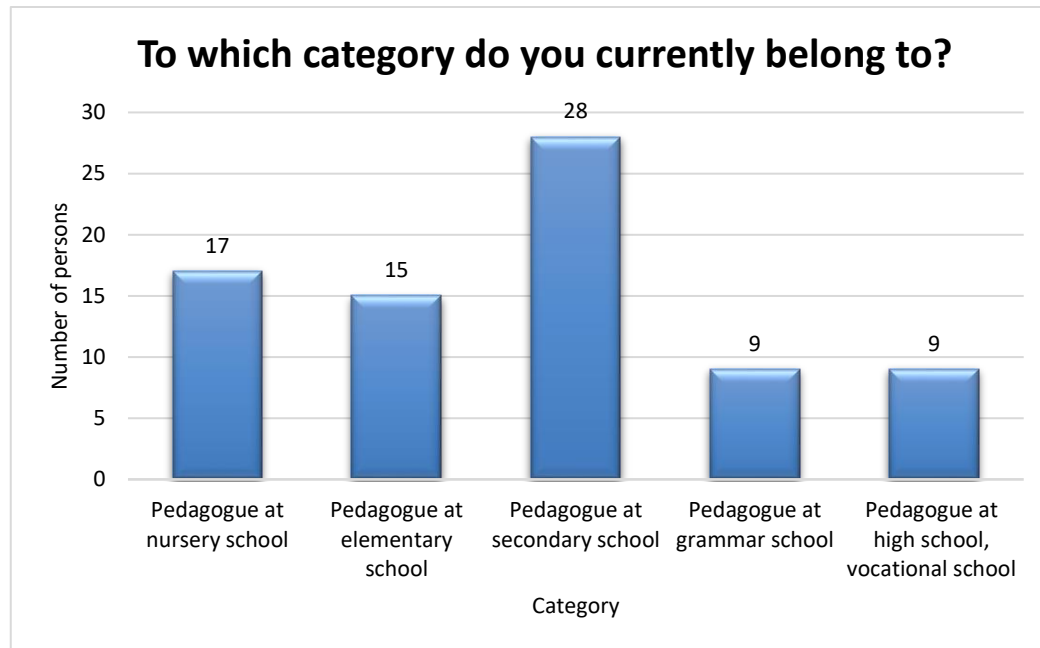
At the beginning the questionnaire survey informs respondents and explains the purpose of the questionnaire (see Appendix I).

At the end, the total number of respondents was 78 from 346 addressed pedagogues (the return rate was 22.5 %).

The author assumes that the low rate of return was possibly caused by the deadline and dissemination of the questionnaire. Another explanation might be the lack of interest in the theme of garden education. The possible limitation of the questionnaire may be the confusion of the pedagogues with school assessment as they are accustomed to 1 representing the best grade, 5 the worst one.

## 2.6.1 Evaluation of questionnaire

Question No.1: To which category do you currently belong to?



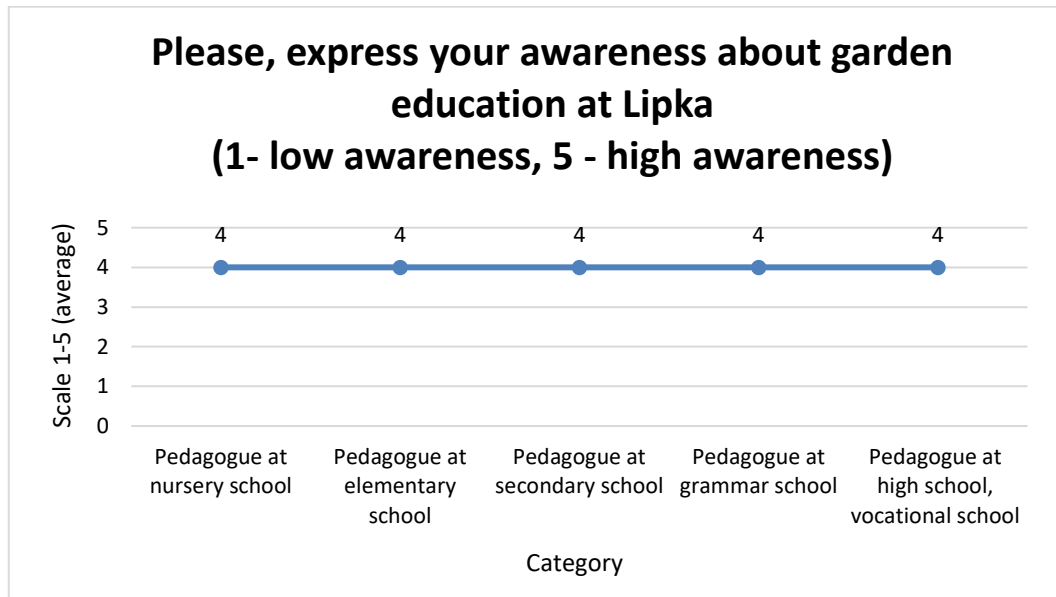
**Chart 1: To which category do you currently belong to?**

Source: Own-processed

The pedagogues were divided into more detailed groups for purpose of accurate assessment of the results, better future use and more targeted addressing: pedagogues at nursery school, pedagogues at the elementary school, pedagogues at secondary school, pedagogues at grammar school and pedagogues at high school (vocational school). There was also a chance that the questionnaire could get to the tutors at the after-school centres, the leisure time pedagogue and others. At the end however, that was not the case. It is clear from the graph that the largest number of respondents were pedagogues at secondary school. Those were addressed the most together with the pedagogues at elementary school (out of the total of 197 these two groups consisted of 42 respondents.) The return from these two groups was around 21 %. Answers from pedagogues at nursery school and pedagogues at grammar / high school were almost the same. The return from pedagogues and nursery school was around 20 % and the return from grammar / high school was about 28 %. It can be said that the grammar / high school pedagogues were most willing to fill in the questionnaire. However, as the

evaluation of other responses has shown, the responses of these categories have not been very different from each other.

Question No. 2: On a scale from 1 to 5, please express your awareness about garden education at Lipka (school gardens for environmental education, gardening minimum, excursions to therapeutic gardens, permaculture design course, school gardens, nature gardens, counselling, etc.)

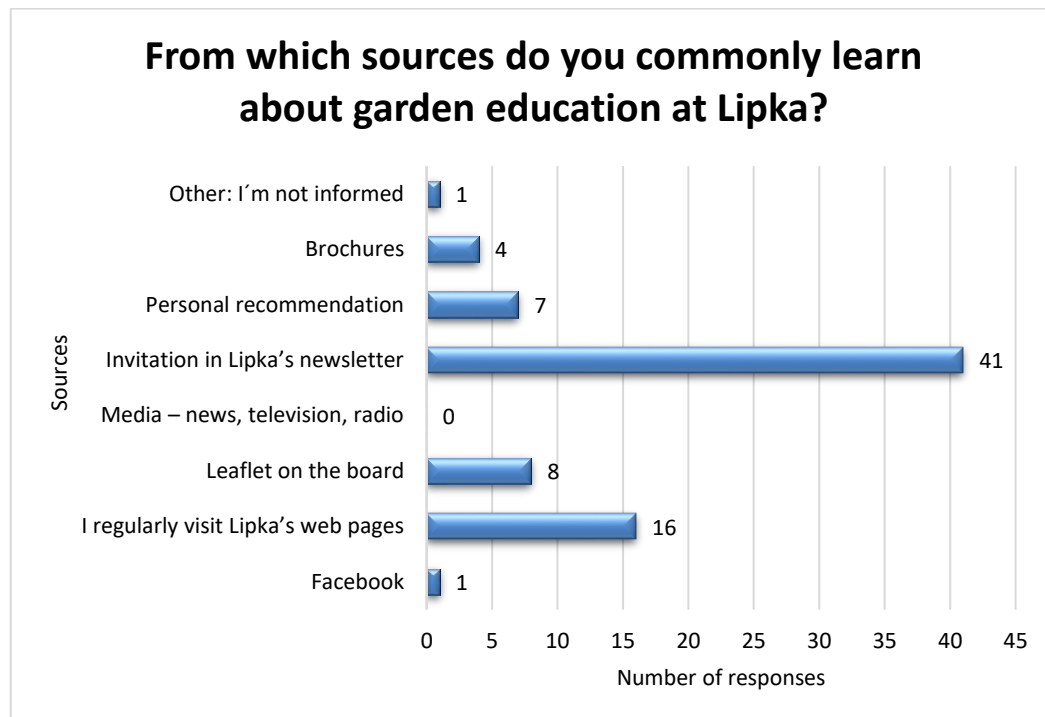


**Chart 2: Express your awareness about garden education at Lipka**

Source: Own-processed

Question No. 2 aims to find out on a scale 1 (low awareness) and 5 (high awareness) how much are respondents familiar with garden education at Lipka. Interestingly, the score 4 was on average selected by all categories, which means a great deal of awareness. The author of this work was pleasantly surprised with a familiarity of respondents with the garden education. The author considers that it is quite possible that the result was influenced by the introduction letter of the questionnaire, which already raised questions on the subject of garden education at the very beginning. Therefore, it can be concluded that this questionnaire was filled mainly by those interested in this topic.

Question No.3: From which sources do you commonly learn about garden education at Lipka?

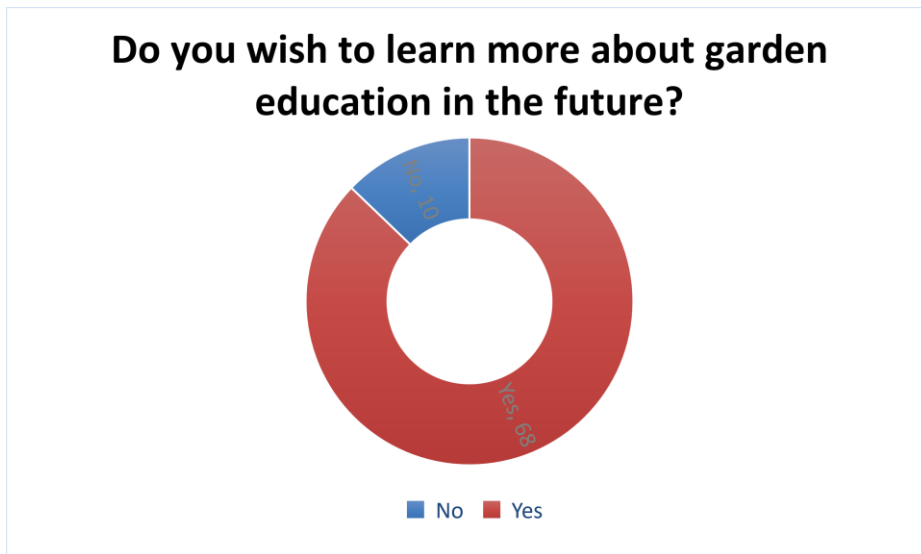


**Chart 3: From which sources do you learn about GE at Lipka?**

Source: Own-processed

The question No. 3 investigated from which sources pedagogues commonly learn about garden education at Lipka. More than 50 % of respondents answered that it is via Lipka's newsletters. This newsletter is sent via e-mail which refers to the electronic way. The same it was in the case of the second most common answer – visit of Lipka's web pages. The third most frequent answer – the leaflet on board – shows that these pedagogues who visit Lipka are also following the information on the bulletin boards. In addition, out of the total number of respondents, 7 answered that they were most likely to learn about the garden education of Lipka from personal recommendations. On the other hand, brochures or Facebook did not receive many answers. The low number of responses marking brochures is not such a surprise as they still do not contain enough information about garden education. However, most of the information, invitations, etc. about gardens are published on Facebook. The justification may be that this question offered only one possible answer, the most common one.

Question No. 4: Do you wish to learn more about garden education in the future?



**Chart 4: Do you wish to learn more about GE in the future?**

Source: Own-processed

The question whether respondents would like to learn more about garden education in the future has also received negative answers. In overall, 13 % of respondents selected this possibility. It is difficult to judge whether the respondents looked at this question from a personal or professional perspective. For example, pedagogues of mathematics, physics or chemistry are probably not interested in this topic from a professional perspective or their specialisation.



Question No. 5: Have you ever visited any course about garden education carried out by other organisation than Lipka? If so, please write down the name of this organization.



**Chart 5: Have you ever visited any course about GE by other organisation?**

Source: Own-processed

This question was open and optional for filling the name of the organisation. Finally, this question has received 21 answers. However, one respondent did not add the name of the organisation and one only added irrelevant answer ‘*only seminars*’. Overall, this means that 27 % of respondents attended a seminar of gardening organised by other organisation. Among these organisations there were two South Bohemian centres: Dřípatka environmental education centre (Prachatices) and a civic association Nature Gardens. Both organisations are well known to Lipka. Dřípatka is known for their ecological stays for schools and it seems like they start to practice outdoor education as well. Lipka works regularly with the employees of the Nature Gardens for example on the excursions around Garden Therapy. However, their gardening activities would require more detailed analysis. Among the other organisations there were the above-mentioned competitors of Lipka, namely Chaloupky and Mendel University. Chaloupky is currently the biggest competitor for Lipka, especially in garden education. This organisation was the most often mentioned one. Among others, there were two

organisations from Brno – Nadace Partnerství and Veronica, ecological institute. Both organisations are engaged in advice on natural gardens and more friendly approach to nature. Similarly, the analysis of their gardening activities would require further analysis.

Question No. 6: Where did you learn about this course?

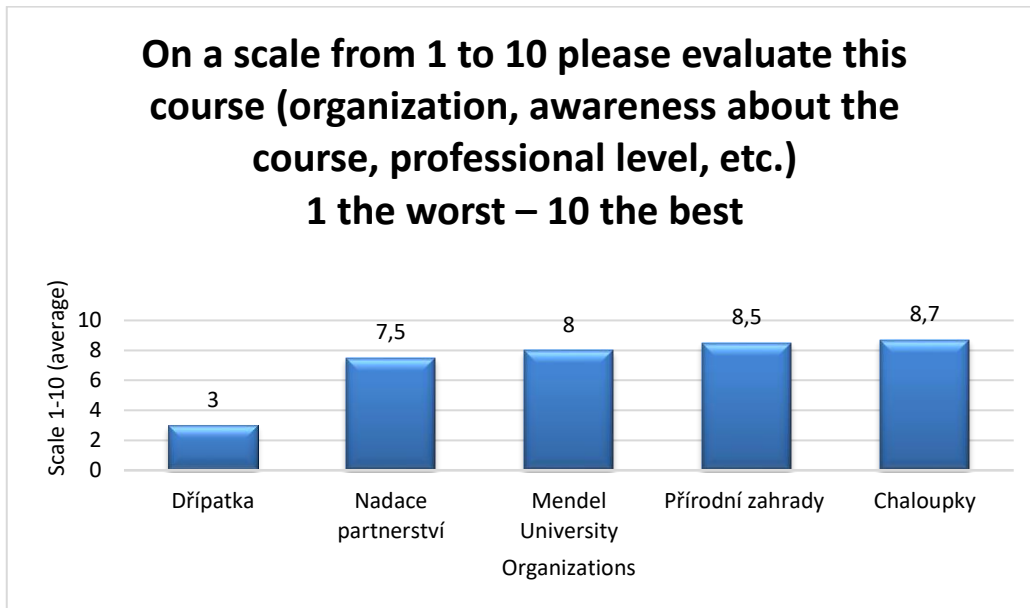
**Table 2: Where did you learn about this course (for each organisation)?**

Organisations (number of responses)/sources	Number of responses by each source
<b>Dřípatka (1)</b>	
I regularly visit web of this organization	1
<b>Chaloupky (9)</b>	
I regularly visit web of this organization	6
Newsletter, brochure	1
Personal recommendation	2
<b>Mendel University (1)</b>	
Personal recommendation	1
<b>Nadace partnerství (2)</b>	
Personal recommendation	2
<b>Only seminars (1)</b>	
Media – news, television, radio	1
<b>Přírodní zahrady (4)</b>	
Newsletter, brochure	2
Personal recommendation	2
<b>Veronica (2)</b>	
Leaflet on the board	1
Personal recommendation	1
<b>Yes (name of organisation unknown -1)</b>	
From my friend	1

Source: Own-processed

The question No. 6 in addition investigated where the respondents learned about this seminar. Out of the 21 respondents, 9 picked the answer *personal recommendation*. Another 7 respondents learned about this course/seminar *from the web of this organisation*. The option *newsletter, brochure* received 3 answers and *media (news, television, radio) and leaflet on the board* had each 1 answer.

Question No. 7: On a scale from 1 to 10 please evaluate this course (organization, awareness about the course, professional level, etc.) 1 the worst – 10 the best.

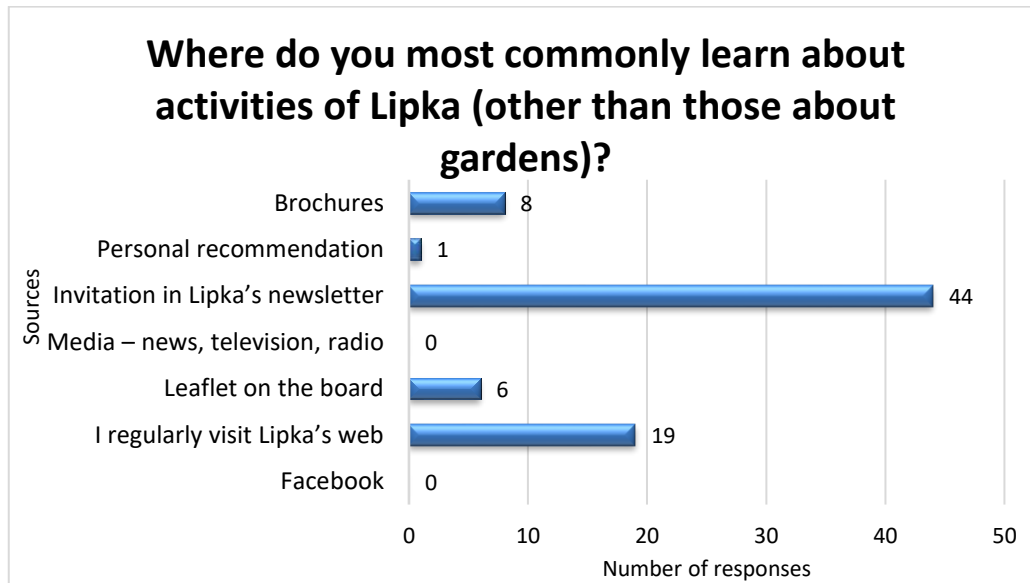


**Chart 6: On a scale from 1 to 10 please evaluate this course**

Source: Own-processed

Respondents had the opportunity to rate attended course on a scale 1 - 10, 1 (the worst) to 10 (the best). The result is then based on the average rating. Garden courses organized by Chaloupky received the highest score (8,7). Besides, other seminars of other organizations did not receive a bad evaluation. Only tree points scored Dřípatka. It was suggested by the author that either the seminar was really poor or there was only a confusion with the traditional school rating (1 being is the best mark).

Question No. 8: Where do you most commonly learn about activities of Lipka (other than those about gardens)?

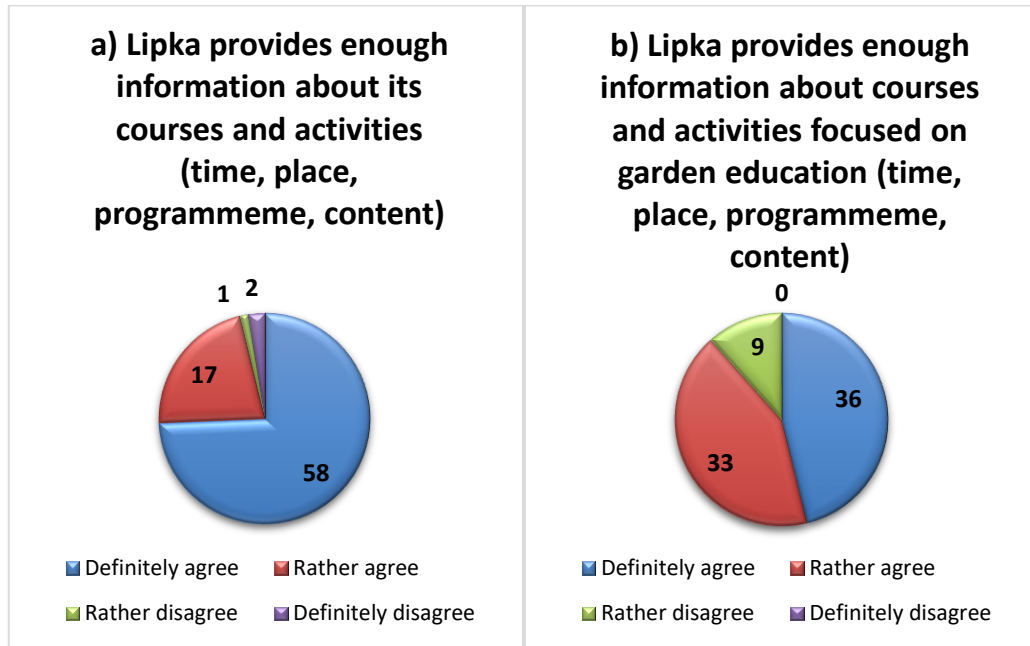


**Chart 7: Where do you learn about activities of Lipka?**

Source: Own-processed

For the question No. 8, majority of respondents (56 %) chose the option *from the invitation in Lipka's newsletter*. This is an important aspect of Lipka and its promotion as these pedagogues are taking the most information from newsletter created directly for them. Another option *I regularly visit Lipka's web* was chosen by 24 % of respondents. As can be seen from the chart above, brochures that are mostly sent with a full offer for schools during the month of August received 8 answers (10 %). According to the author the most interesting aspect of this graph is the number by answers *Leaflet on the board*. This is an interesting result because Lipka's board are little bit underestimated by Lipka employees and not taken seriously. Interestingly, there was not even one answer for Facebook or other media such a news or television.

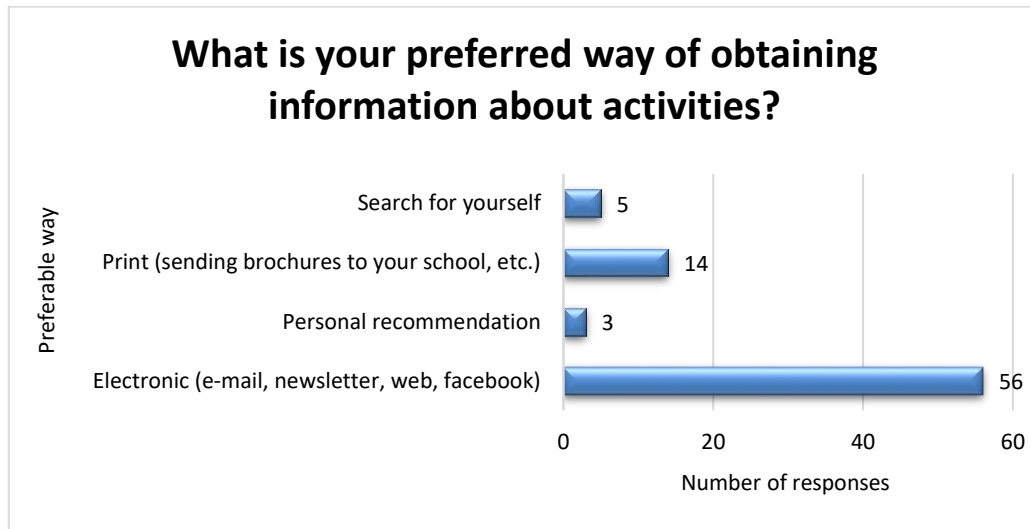
Question No. 9: Please express your agreement with following claims



**Chart 8 and 9: Express your agreement with following claims a) and b)**  
 Source: Own-processed

The charts above compare two claims. Claim a) is asking if Lipka provides enough information about its courses and activities. In addition, claim b) is asking if Lipka provides enough information about courses and activities related to garden education. Comparing the two results, it can be seen that while in the first chart almost 75 % of the respondents definitely agreed, the second chart was different. Answers definitely agree 46 % and rather agree 42 % received almost the same number of answers. Moreover, 12 % of respondents that rather disagreed is negligible aspect. It is evident from a chart b) that respondents are not entirely convinced that Lipka provides enough information about garden education courses. This finding is very important for improving the effectiveness of Lipka communication, especially within garden education.

Question No. 10: What is your preferred way of obtaining information about activities?



**Chart 10: What is your preferred way of obtaining information?**

Source: Own-processed

This result logically follows up the results of the previous questions. More than 72 % of respondents preferred to obtain information electronically. This links to question No. 8 in which the newsletter (sent via e-mail) was chosen as the tool of the most frequent learning about Lipka’s workshops. Another 18 % of respondents would like to receive information in the printed form.

**Table 3: What is your preferred way of obtaining information?**

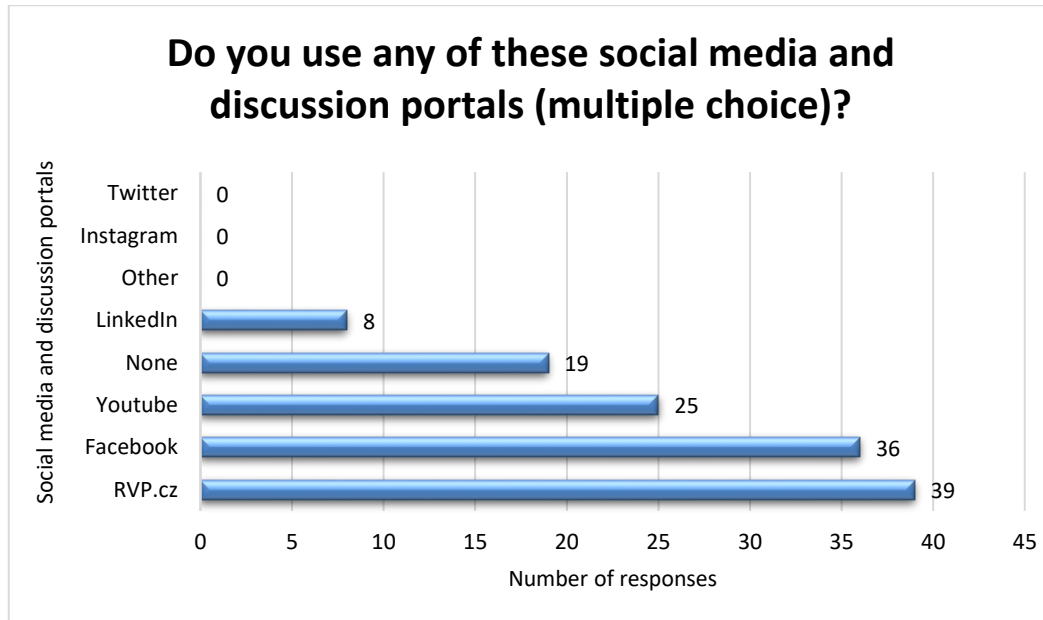
What is your preferred way of obtaining information about activities?	Pedagogue at elementary school	Pedagogue at grammar school	Pedagogue at high school, vocational school	Pedagogue at nursery school	Pedagogue at secondary school
<b>Electronic (e-mail, newsletter, web, facebook)</b>	8	6	6	13	<b>23</b>
<b>Personal recommendation</b>	2	0	0	1	0
<b>Print (sending brochures to your school, etc.)</b>	<b>5</b>	2	3	1	3
<b>Search for yourself</b>	0	1	0	2	2

Source: Own-processed

The table above demonstrates that those who prefer the electronic way of obtaining information the most were pedagogues from secondary schools. On the

other hand, the ones who preferred prints are pedagogues from elementary schools.

Question No. 11: Do you use any of these social media and discussion portals (multiple choice)?

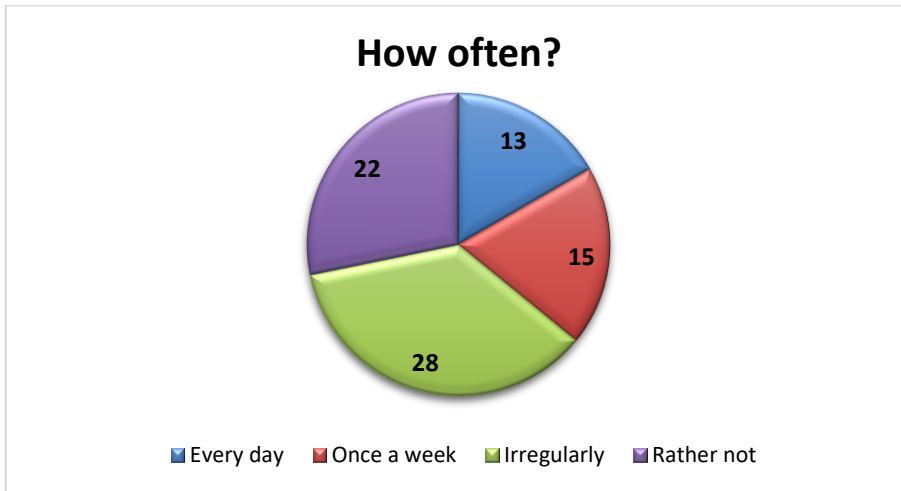


**Chart 11: Do you use any of these social media and discussion portals?**

Source: Own-processed

This question with multiple choice was constructed with the purpose of knowing if pedagogues are using any social sites or discussion portals for future communication development. RVP.cz was mentioned as the number one between the discussion portals (50 %). RVP.cz is a methodical portal that functions as the main support for pedagogues. Its goal is to create an environment where pedagogues can inspire and inform others about their experiences (RVP.cz, 2017). Although Facebook did not appear in the answers in the question No. 3 or 8, nearly 46 % of respondents use it. About 32 % even uses Youtube. However, there is also 19 respondents (24 %) who do not use any of the suggested sites. If Lipka thinks about setting up an Instagram account for the future, it should be aware that pedagogues do not seem to be a group that would use it.

Question No. 12: How often?

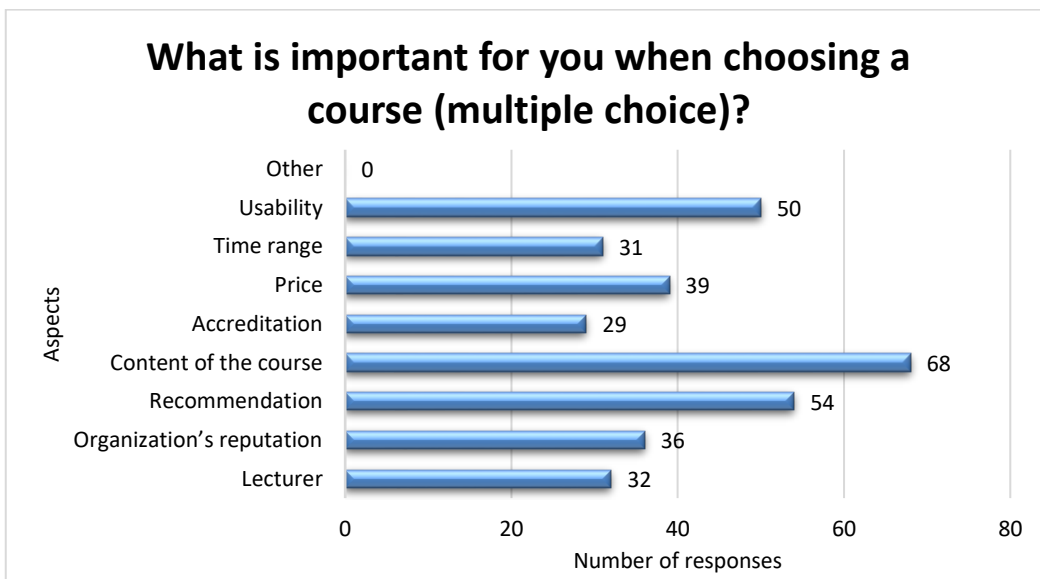


**Chart 12: How often?**

Source: Own-processed

Question No. 12 showed that when respondents are visiting some of the social media or discussion portals, about 36 % does it irregularly. On the other hand, 28 % of the respondents do not visit these portals at all. The answer *once a week* obtained 20 % and only 17 % of the respondent do visit the websites every day. The results of questions No. 11 and No. 12 show that pedagogues are not too accustomed to using social media, let alone look up information online.

Question No. 13: What is important for you when choosing a course (multiple choice)?



**Chart 13: What is important for you when choosing a course?**

Source: Own-processed



More than 50 % of respondents answered that the content of the course, recommendation, usability and price was the most important for them. On the other hand, the lowest importance in selecting the course for them had the accreditation (37 %) and time range (39 %). As was already mentioned in section of Lipka's economic conditions, pedagogues have a better price for the courses that have an accreditation. However, the result shows that accreditation does not play such a crucial role for respondents' choice.

Question No. 14: How do you evaluate following aspects? (5 = the best, 1 = the worst)

**Table 4: How do you evaluate following aspects?**

How do you evaluate following aspects?	Evaluation in average (5 = the best, 1 = the worst)
<b>Lipka as an organization</b>	4,7
<b>Lipka's promotion</b>	4,2
<b>Promotion of garden education</b>	3,9

Source: Own-processed

Table no. 4 shows an overview of question No. 14. The average result of Lipka's promotion and promotion of garden education can be compared with the result of question No. 9 which confirms that promotion and information of garden education are struggling a bit compared to overall Lipka's courses and promotion. However, the score by Lipka as an organisation can be very pleasing for the organisation, as it is very high. In addition, in the previous question (No. 13), almost 43 % of the respondents replied that the reputation of the organisation is one of the most important aspects in selecting a course.

**Table 5: How do you evaluate following aspects (in each category)?**

How do you evaluate following aspects? (5 = the best, 1 = the worst)	Lipka as an organization	Lipka's promotion	Promotion of garden education
Pedagogue at nursery school	4,65	4,17	3,86
Pedagogue at elementary school	4,67	4,21	3,86
Pedagogue at secondary school	4,68	4,22	3,88
Pedagogue at grammar school	4,67	4,19	3,84
Pedagogue at high school, vocational school	4,68	4,22	3,89

Source: Own-processed

As can be seen from the table above, all groups of pedagogues rated these aspects by almost the same score. Overall, these results indicate that there is no group which would be more 'satisfied' than the other.

Question No. 15: Do you miss other ways of promotion? Do you have any suggestions how to improve Lipka's promotion? Let us know how to improve our services.

This question was open for writing a suggestion or recommendation. Nonetheless, only 20 pedagogues responded. In all of these cases, the respondents reported that they do not know how to improve it or in their opinion, it is good enough. The results of this question were little disappointing for the author-as a higher return of suggestions for improvements was expected.

Question No. 16: Will you recommend Lipka in the future to your colleagues?



**Chart 14: Will you recommend Lipka in the future to your colleagues?**

Source: Own-processed

The overall response to this question was very positive as 100 % of the respondents would recommend Lipka to their colleagues. It is very pleasant because it seems that Lipka has a very good name and reputation among its visitors. The question No. 14 and its score of Lipka as an organisation just confirms this result.

## **2.6.2 Summary of questionnaire's results**

According to the author, the conclusions drawn from the questionnaire survey are quite favourable. Although higher return than 22.5 % was expected, together these results provide important insights into Lipka's promotion. Although the division of pedagogues was defined as an identification factor, their responses at the end did not differ in most cases. The question No. 2 has already highlighted the fact that the majority of respondents have a great deal of awareness about garden education, which is very pleasant. The results also showed that pedagogues are most likely to learn about Lipka's courses, as well as those about garden education, from Lipka's newsletter. This points out newsletter's importance among the communication tools of Lipka. The survey also found that 72 % respondents preferred obtaining the information in an electronic way, which logically points to the previous fact of gaining information from the newsletter.

When asking whether some of the social networks or portals are being used, it was found that 46 % of respondents use Facebook and 50 % use the methodological portal for pedagogues RVP.cz. However, a significant number of respondents (24

%) does not use anything. In addition, the other results of the question – how often – showed that it is more than 35 % that use those sites irregularly. And 28 % of them do not visit these portals at all. Therefore, it can be concluded that social networks are not a suitable tool for addressing this target group.

Questions asking for competition just confirmed that Chaloupky is very strong competitor for Lipka within the area of garden education. In addition, its courses were ranked on a scale of 1 to 10 with a high score of 8.7. Nevertheless, the results highlighted other possible, not just South Moravian, organisations involved in garden education.

Pleasant sign is that Lipka as an organisation (as well as its promotion) were rated very positively. However, the questionnaire survey has shown through questions No. 9 and No. 14 that promotion or information about garden courses compared to the promotion of Lipka as such, is lacking a bit. This fact should become a challenge for systematic work especially in the framework of garden education.

## **2.7 Lipka SWOT analysis**

Subsequent SWOT analysis is focused on the promotion of Lipka and also on the promotion of garden events. This analysis is based on the results of the previous questionnaire survey, the author's own experience and the unstructured interviews with the PR team. The table below is constructed in the bullet points. A detailed description of each element can be found below the table.

**Table 6: SWOT analysis**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>+ Know-how</li> <li>+ Reputation of the company</li> <li>+ Cooperation with foreign entities</li> <li>+ Activity on social networks</li> <li>+ PR team</li> <li>+ Quality newsletter</li> <li>+ Database of contacts</li> <li>+ Loyalty of pedagogues</li> <li>+ Links to environmental coordinators</li> <li>+ Contacts via South Moravia Region</li> <li>+ Registration system on the web</li> <li>+ Quality publications (even about gardens)</li> <li>+ Good relations with editors in local newsletters</li> <li>+ E-shop</li> </ul>	<ul style="list-style-type: none"> <li>– Price setting</li> <li>– Business / Strategic Thinking</li> <li>– Financial dependency on projects</li> <li>– Unclear roles</li> <li>– Missing academic literature on green care in general</li> <li>– Unconstitutional work with the media</li> <li>– Unconstitutional work with analyses</li> <li>– Bad organization</li> <li>– Overloading of PR staff</li> <li>– Lack of investment into promotion</li> <li>– Magazine Bederník</li> <li>– Lipka’s web pages about garden education</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>+ New services</li> <li>+ New international and regional cooperation</li> <li>+ Subsidies / grants</li> <li>+ Increasing interest in the environment and garden issue</li> <li>+ New publications</li> <li>+ Support from founder</li> <li>+ Facebook, Instagram (paid advertising, guerrilla marketing)</li> <li>+ Better and consistent communication with school headmasters</li> <li>+ Growing demand from the public</li> <li>+ Volunteers</li> <li>+ Garden therapy (floramobil)</li> <li>+ New community gardens</li> </ul>	<ul style="list-style-type: none"> <li>– The emergence of new organizations with the same offer</li> <li>– Current competition (Chaloupky)</li> <li>– Disinterest of local media</li> <li>– Little money in education</li> <li>– The end of European subsidies / grants</li> </ul>

Source: Own-processed

### **2.7.1 Strengths**

As the results of the questionnaire have pointed out, Lipka has a high-quality newsletter with a large number of pedagogues and the general public subscribed. In addition, a large group of pedagogues have long-term relationships with Lipka. This also corresponds to the links with the environmental coordinators at schools. These coordinators have completed some of the specialisation studies organised by Lipka and are still in close contact. Moreover, Lipka published very interesting publications for pedagogues some even specifically about gardens. Pedagogues can purchase these publications directly at one of the workplaces or via an e-shop. Another strong point that can not be overlooked is the corporate know-how, the reputation of the company and good relationship with editors in local newspapers. The strong element is also a very creative and experienced PR team. Thanks to the PR team quality-newsletters are created, social networking is growing and new contacts are added into databases. The support from the South Moravian Region is also essential. Besides, Lipka has a structured and clear registration system that is easy to work with.

### **2.7.2 Weaknesses**

As one of the weaknesses, the author of this thesis would point out the lack of strategic thinking. Lipka has an unclear concept and above all does not know how to appropriate set a price. Lipka has lower prices than other organisations preparing courses and events in the same area of expertise and therefore can not adequately determine the market demand. In addition, most employees are required to perform tasks that would normally belong to various professional positions. That not only creates a bit of a chaos within the organisation but also means these employees are overloaded with tasks and responsibilities and cannot focus steadily on one are. With regards to Lipka and other contributory organisations, the problematic area is usually finances. In addition, without the support of the city of Brno nebo South Moravia Region and various financial funds, Lipka could not function.

The analysis of the green care earlier showed that this are unfortunately lacks the necessary academic literature, that would describe the area as a whole and present

clear definitions. The lack of Czech literature on the topic of garden education and teaching is unfortunately even worse. Unlike in the case of quite successful cooperation with local media, Lipka has troubles to work successfully with media of wider reach (such as national newspaper or TV) or specialized media interested in garden education. Similarly, it is unfortunately missing the skills to work continuously and effectively with analyses and statistics.

Furthermore, a very important aspect is the lack of time to promote events or in other words bad organisation. The information is received by the PR team at the very last time. Sometimes they have too many tasks, therefore the promotion of individual events is sidelined. Moreover, the investment into promotion is really low. A separate chapter is an issue with Chaloupky and magazine Bederník (explained in the analytical part). Due to this problem, Lipka is wasting very demanding contacts mainly within garden education. Besides, the current web pages about garden education are somewhat confusing and outdated.

### **2.7.3 Opportunities**

The demand for new services (e.g. floramobil or building of natural gardens for large / multinational companies) has a great potential for the future. In addition, new projects can bring new finances, subsidies or grants into the sector. Nowadays, the interest in environmental problems and therefore in natural gardens is increasing. It can be said that it is even a phenomenon. This trend is connected with the constructions of community gardens into which cities has invested considerable sums in recent years. A major challenge for the future is the presentation of events for the general public such as Weekend of open gardens, Earth Day or various other events organised by the city or other organisations. Another opportunity is also consistent communication with school headmasters. More and more of them are interested in why garden education is important and why they should support their employees in the training.

Larger support from the founder or the state is of course another option for improvement. The other element that plays a big role in promotion is Facebook and its work with interest groups. Among other things, there is the possibility of

paid advertising or presentation of guerrilla marketing. The same applies to Instagram. While the questionnaire survey has shown that these media do not play a vital role for pedagogues, more and more young people are registered on this site. It would be bad to undermine the interest of volunteers as the importance of volunteering has been increasing in terms of future employment possibilities of the young candidates and the recognised value of volunteering experience.

#### **2.7.4 Threats**

For sure, there are also several threats for Lipka. However, most of them are driven by finance. This may be a little investment in education or the end of European subsidies / grants. The threat for Lipka is also the disinterest of local media or the emergence of new organisations with the same offer. An important threat which Lipka should not forget is also the growing influence of Chaloupky in garden education but also in the influence of its activities in the South Moravian region.

The overall analysis, questionnaire survey and SWOT analysis to some extent confirmed the confirmed author's presumptions and ideas about some issues related to the promotion of Lipka. The next chapter, therefore, moves to the discussion and recommendations for the future development of the organisation.



### **3. RECOMMENDATIONS AND PROPOSALS FOR FUTURE DEVELOPMENT**

The main findings and the information gathered from analytical part will be used in this chapter to highlight possible shortcomings in the area of communication. In this part, the author will propose her own solutions and proposals which will also include recommendations for increased efficiency of Lipka's promotion and promotion of garden education.

Lipka is a small contributory organisation trying to get awareness of the public via the methods of public relations. However, like other contributory organisations, Lipka is also dependent on the financial resources and support from founder.

The area of garden education has an incredible potential for Lipka but many employees might not be aware of it. Unfortunately, as mentioned above, garden education is not a theoretically and practically well-described area. Many people are still unaware of the potential of gardens and the possibilities of their use. Nevertheless, the trend of return to the nature is increasing. The Czech Republic still draws inspiration from abroad and in other words, the hunger for information is noticeable. Lipka has something to improve on promotion. Regarding the promotion of garden education and promotion of Lipka's activities as such there are several points the organisation should focus on. The following section will list some of them.

#### **More time for the PR team to prepare promotion of events**

As the questionnaire survey showed, awareness of respondents about garden education seminars was not very satisfactory. Some garden events and their promotion would greatly improve if the PR employees would receive information about the seminars and courses in time. This would give more space to promotion not only of garden seminars but could also focus on the larger visualisation of leaflets etc.

This would improve the whole organisation which is inadequate in this case. Every guarantor should follow the manual set up by the PR staff of each workplace. For example, in the manuscript of workplace Kamenná, where most of the garden education courses take place, it is at least three months in advance. If this basic principle is not followed, the whole promotion can not work well. According to the author's experience, in the case of garden education, timely promotion is more than necessary.

### **New websites – Therapy by nature**

Following the previous point, there is a further suggestion on the current unclear gardening websites of Lipka. The idea is to create a new website dedicated to gardens called Therapy by nature. Its main component should be the current garden blog, but the launch and proper functioning of the new site will be possible only if there is a sufficient base of contributors or so-called administrators. According to the structure of the new site, the site should look like this:

- About us (Lipka, Team, Contact)
- Events (Calendar of events, Invitations)
- Education (Garden consistent to nature, Garden therapy, Garden education, Excursions)
- Consultancy (Certification, Garden advice)
- Inspiration (Examples of good practice, Your gardens and experience)
- Garden by the River - New Community Garden (description, layout)
- Blog (probably the most important part)
- Photogallery
- Media (Press, Articles about us)
- E-shop

The main contributors to the blog should be the PR manager, the guarantor of gardening events at Kamenná and other employees of Lipka knowledgeable in the area of garden education. However, as the employees are overloaded with additional tasks, new contributors (administrators) would have to be recruited. These contributors may consist of volunteers and trainees who could gain experience in, for example, journalism studies or environmental studies. Only one

or two people should take care of the administration of these sites. They should be experienced in the editing of web pages (such as texts, graphics, photo editing, etc.). These people could then be paid out of the new garden therapy projects that are approved and will fully run from autumn 2017. This website would not only be specifically targeted for teachers but would serve all those interested in the subject. They could also use garden consulting and have e.g. the opportunity to send photos of their gardens to get feedback or advice on improvements. It would serve as a platform where people share their experiences and ideas. Currently a domain has already been purchased for this project. According to the author, a great attention should be paid to this recommendation. In addition, 20 % of the respondents in the analysis showed that they most often learn about garden education events from Lipka's website. The new web pages would make the topic more transparent and increase effectiveness.

### **Increasing financial support**

As another very important point, the findings of the analysis proved the overloading of PR staff and lack of focus on promotion. It is true and analyses also confirmed that majority of PR employees does not only engage in the promotion of the workplace and its activities but usually have additional roles in the organisation. Sometimes it means that PR responsibilities go aside as for example project issues need to be completed. As is stated by Šedivý and Medlíková (2012), if a non-profit organisation is not sufficiently involved in PR and does not give enough space to it in its strategic plan, the entire organisation can not be successful. This is especially important for the management of Lipka. The PR employees can not be paid only from one activity - promotion. All employees mostly have to fulfill other tasks on the side of their PR responsibilities. It is hard to find the solution. A viable option seems to be greater financial support from the EU, the state or the founder for the possible recruitment of new employees. Nevertheless, this is easy to say, but harder to implement. Moreover, this issue is not only a financial issue but also stems from the inability of management to adequately delegate work. Therefore, Lipka should realise that its

success is based on the promotion and make it one of the top priorities in their strategic plan.

### **Higher involvement of the management in the area of promotion**

The chapter for itself is the website [skolnizahrada.cz](http://skolnizahrada.cz), which was created for the promotion of the magazine *Bedernik*. As already mentioned in the analytical section, contacts on these web pages only lead to Chaloupky. Its use would be an excellent platform for the promotion of garden education. Unfortunately, not a lot of attention is paid to this issue and the problem of missed opportunity for promotion. It is an issue that could be very unfavourable for Lipka in the future. In author's opinion, it would be very good to start engaging in this collaboration to create a database of contacts and not to let other organisations take over everything. Especially if it is known that this organisation is a huge competitor of Lipka. If the changes are meant to happen after all it will be a long and complicated journey. Therefore, engagement of competent people and support for leadership on this topic is more than needed.

One of the goals was to formulate indicators that would assess the effectiveness of the promotion.

### **Work with the current metrics**

PR activity has a longer-lasting character and above all, brings values that are hardly measurable (Němec, 1996). One of the key aspects of how Lipka could assess its effectiveness are the Barcelona principles, which have been described in the theoretical part and which some organisations do not pay attention. Based on the theoretical as well as the analytical part, it can be said that Lipka focuses on all the points that have been already mentioned. However, to measure efficiency it would be useless to use complex research models. As a small organisation, it needs something simple to use.

That is why the author decided to suggest working on existing metrics such as print monitoring. This is very important metric if Lipka wants to work more systematically with the media in the future and analyse it better. As mentioned above, this indicator of efficiency is not assessed properly due to overloaded PR staff. The solution is to ask for help of volunteers. This is a job that is not difficult to delegate. However, due to the regular recording of Lipka articles and the updating of contacts of journalists the sphere of coverage and the frequency of contributions can be further enhanced. It would be also perfect to present these print successes during the whole-party meetings. This would show to employees how Lipka is presented in the media to get closer to the contact with corporate culture. The basic point for a well-functioning print monitoring should be to keep the timetable, so to do this monitoring twice a year.

More systematic work also requires informal feedback. First of all, it is necessary to focus on the work between guarantors and promoters. Many times, this information stops with the guarantor and will no longer be available to other people. Therefore, each PR employee of a given workplace should require these feedback from the guarantors and the guarantors should then forward this written feedback to the promoter.

Informal feedback can be used primarily by PR employees to promote - especially in newsletters. In addition, a simple, anonymous form could be created that would be distributed at the end of events or sent back again as an anonymous link to an email address with an opportunity to comment on the seminar and its evaluation. According to author's own experience, newsletters and Facebook followers will appreciate the feedback from some of the previous participants the most. This is a metric that can be measured only by higher attendance. This proposal is closely related to the timely promotion of the courses mentioned above. Both suggestions call for increased cooperation of all groups with the PR team.

These recommendations may help Lipka to increase its effectiveness in promotion and awareness of its activities. Some of the recommendations do not require special financial support. They are only proposed on the basis of the analytical

part and Lipka can start to work on them immediately. The SLEPTE analysis has shown that pedagogues' salaries are below average in Europe and investment into education is low in the Czech Republic. This is for Lipka but also for the other non-profit organisations an issue they have been dealing with since their establishment. Anyway, thanks to European funds and other support, Lipka can implement many projects which after approval go in one hand with their promotion and monitoring. In these projects, usually, the part of the budget is allocated for the promotion. As mentioned above, proposed websites could work based on this money or new PR employees can be hired. The South Moravian Region as its founder should play a key role in bigger financial support but also in raising awareness of Lipka and its activities. To sum it up, the benefits of these proposals are financially incalculable but in the context of greater awareness of future or current participants, they are very valuable. Especially for the discipline of garden education, the raising of awareness about the benefits that it brings would be very efficient.

### **3.1 Possible future development**

Perhaps a future challenge for the promotion of Lipka could be to launch a so-called Floramobil package. This project of Lipka ended at the second place by the Impact First Acceleration Project, organised for non-profit and social enterprises in June 2017. It has been a great success and it of course motivated Lipka to pay more attention to this kind of service. However, it would require the creation of new brochures, roll ups, new web section or the organisation of events for the public or the directors of the therapeutic facilities where which floramobil would be presented. On the other hand, it also brings greater demands on staff.

Another possible future development is consultancy provided by Lipka within the building of therapeutic gardens for bigger companies such as multinational ones or even universities. The trend of gardens is exploring as employers are trying to provide their employees with the best working conditions. So far this area did not receive too much attention in promotion which might change with the growing demand.

## CONCLUSION

As a main goal, the author of the thesis has determined to analyse the current level of communication of contributory organisation Lipka, school facility for environmental education. Another goal was to formulate indicators that would assess its effectiveness and to formulate suggestions for increasing promotion effectiveness, especially with regards to the target group of pedagogues. In addition, the thesis aimed to introduce and describe Lipka's garden education that belongs into the concept of green care.

Based on wide range of academic literature the first theoretical part clarified key terms and concepts related to the given issue. This chapter did not aim to be an exhaustive theoretical explanation but mainly focused on issues related to the non-profit sector, marketing, public relations and green care.

In the section on current promotion analysis, the area of green care was analysed first. In the next part, the external environment was analysed by SLEPTE. This part followed the description of the current communication strategy of Lipka and a short comparison with the promotion of the Slovak organisation Sosna. The questionnaire focused on pedagogues visiting Lipka to found out how they view and evaluate the promotion of Lipka in general. The goal was also to find out how much they have been informed about courses and seminars related to garden education. At the end of the analytical part, a SWOT analysis was carried out.

From the evaluation of the overall analysis of the current promotion methods, the questionnaire survey and the SWOT analysis, the author came to the conclusion that the pedagogues get to the contact with Lipka mainly throw Lipka's newsletter sent by email. The results also showed that this target group prefers to obtain the information electronically. An interesting result was also that not many of the respondent are using social networks or forums and if they are, it is only irregularly.

The results also show that Chaloupky is very strong competitors for Lipka and their courses are evaluated positively. Besides, they use the magazine Bedernik to create new contacts. The results proved that Lipka may have new competitors, however, this would require further analysis. Nevertheless, the biggest issue as shown in the questionnaire survey is that the awareness about the garden education seminars was not very satisfactory. It also suggests that the existing websites are not completely up-to-date and clear.

In the last part containing recommendations and proposals for future development, the author suggested improvements that could solve current problems within the organisation. Among these suggestions there was a proposal for creation of a new website, complying with given schedules and plans regarding promotion, increasing financial support both from the state and the founder and last but not least higher involvement of the management in the area of promotion. With regards to effectiveness measurement of promotion, it was proposed to work with the current metrics and improve the cooperation of other teams with the PR group. To sum it up, the non-profit sector is part of the economy of every developed country. This is also the case of the Czech Republic. Despite all the advances in post-revolutionary years, a large number of non-profit organisations face a lack of financial resources. The contributing organisation Lipka – school facility for environmental education – faces the same problem. In addition to other non-profit organisations, PR is the most important tool of communication mix which connects the organisation with the general public. In addition, without proper PR, non-profit organisations can not succeed on the market.

The topic of the diploma thesis and interest in the promotion and garden education at Lipka was based on the author's experience with the work as the PR assistant at one of the workplaces of analysed organisation. Therefore, the author of the thesis evaluates the results of the research as quite adequate to the given issue and also as a suitable basis for the future effectiveness of promotion of Lipka and its measurement.



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## **APPENDICES**

### Appendix 1: Introductory letter

Dear pedagogues,

I would like to ask you by e-mail for cooperation on the diploma thesis of our former employee.

Part of the completion of her studies is the final work on "Analysis of the current level of communication of the Lipka school facility for environmental education". The aim of this questionnaire is to analyze the promotion of Lipka in general but also to find out how much you have been informed about courses and seminars related to garden education at Lipka.

The questionnaire is divided into two parts. The first part focuses on your knowledge and experience in garden education. The second part contains issues related to the promotion of Lipka in general. The conclusion of the questionnaire is then dedicated to your suggestions and subjects.

The expected time to complete this completely anonymous questionnaire should not exceed 5 minutes. You can find the link here:

[https://docs.google.com/forms/d/e/1FAIpQLScNNewOdVtQhyyhujvry1dfoBkpEZpJfDEHskxHe4x0FMS9gw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLScNNewOdVtQhyyhujvry1dfoBkpEZpJfDEHskxHe4x0FMS9gw/viewform?usp=sf_link)

Data collection will take place until June 25, 2017. If one of your colleagues is interested in gardening or has already attended some of the courses / seminars (or other organizations) focused on this topic, we will be very grateful for its dissemination.

Thank you in advance for your willingness and time.

Best regards

## Appendix 2: The questionnaire

### Promotion of Lipka and garden education

Dear Madam/Sir, my name is Kristýna Dvořáčková and I study Master's degree programme European Business and Finance at Technical University in Brno. During my studies I worked as PR for Lipka – school facility for environmental education. In my master thesis I focus on promotion of Lipka and garden education (<http://www.lipka.cz/zahrady?idm=281>). I would like to ask you to fill the short questionnaire (max. 5 minutes). This questionnaire is anonymous and the data will be used in my master thesis. It will also help Lipka to improve current promotion. Thank you in advance for your answers.

\*Povinné pole

#### 1. To which category do you currently belong to? \*

*Označte jen jednu elipsu.*

- Pedagogue at nursery school
- Pedagogue at elementary school
- Pedagogue at secondary school
- Pedagogue at grammar school
- Pedagogue at high school, vocational school
- Tutor at after school centre
- Leisure time pedagogue
- Other:

#### 2. At a scale from 1 to 5 please express your awareness about garden education at Lipka (school gardens for environmental education, gardening minimum, excursions to therapeutic gardens, permaculture design course, school gardens, nature gardens, counselling, etc.) \*

*Označte jen jednu elipsu.*

	1	2	3	4	5	
low awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	high awareness

#### 3. From which sources do you commonly learn about garden education at Lipka? \*

*Označte jen jednu elipsu.*

- Facebook
- I regularly visit Lipka's web pages
- Leaflet on the board
- Media – news, television, radio
- Invitation in Lipka's newsletter
- Personal recommendation
- Brochures
- Other:

4. Do you wish to learn more about garden education in the future? \*

*Označte jen jednu elipsu.*

- Yes  
 No

5. Have you ever visit any course about garden education realized by other organization than Lipka? If so, please write down the name of this organization.

\_\_\_\_\_

6. Where did you learn about this course?

*Označte jen jednu elipsu.*

- Facebook  
 I regularly visit web of this organization  
 Leaflet on the board  
 Media – news, television, radio  
 Newsletter, brochure  
 Personal recommendation  
 Other:

7. At a scale from 1 to 10 please evaluate this course (organization, awareness about the course, professional level, etc.)

*Označte jen jednu elipsu.*

	1	2	3	4	5	6	7	8	9	10	
the worst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	the best

8. Where do you most commonly learn about activities of Lipka (other than those about gardens)? \*

*Označte jen jednu elipsu.*

- Facebook  
 I regularly visit Lipka's web  
 Leaflet on the board at my job/school  
 Media – news, television, radio  
 Invitation in Lipka's newsletter  
 Personal recommendation  
 From the school leaders  
 Brochures  
 Other:



**9. Please express your agreement with following claims \***

*Označte jen jednu elipsu na každém řádku.*

	Definitely agree	Rather agree	Rather disagree	Definitely disagree
Lipka provides enough information about its courses and activities (time, place, programme, content)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lipka provides enough information about courses and activities focused on garden education (time, place, programme, content)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. What is your preferable way of obtaining information about activities? \***

*Označte jen jednu elipsu.*

- Electronic (e-mail, newsletter, web, facebook)
- Print (sending brochures to your school, etc.)
- Personal recommendation
- Search for yourself
- Other:

**11. Do you use any of these social media and discussion portals (multiple choice)? \***

*Zaškrtněte všechny platné možnosti.*

- Facebook
- Instagram
- Twitter
- Youtube
- LinkedIn
- Rvp.cz
- None
- Other:

**12. How often? \***

*Označte jen jednu elipsu.*

- Every day
- Once a week
- Irregularly
- Rather not

13. What is important for you when you are choosing a course (multiple choice)? \*

*Zaškrtněte všechny platné možnosti.*

- Lecturer
- Organization's reputation
- Recommendation
- Content of the course
- Accreditation
- Price
- Time range
- Usability
- Other:

14. How do you evaluate following aspects? (5 = the best, 1 = the worst) \*

*Označte jen jednu elipsu na každém řádku.*

	1	2	3	4	5
Lipka as an organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lipka's promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotion of garden education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Do you miss and other ways of promotion? Do you have any suggestions how to improve Lipka's promotion? Let us know how to improve our services.

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16. Will you recommend Lipka in the future to your colleagues? \*

*Označte jen jednu elipsu.*

- Yes
- No