

# The Manual

**FORMAL** *meets*



**NON-FORMAL**

## **editors**

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## **disclaimer**

The opinions expressed in this publication, conclusions and recommendations do not necessarily coincide with the position of the European Commission.



Erasmus+



# The Manual

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**NON-FORMAL**

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# About the PROJECT

In the recent years education is in a compromised position: numerous forms of education (formal, non-formal, informal, extra curriculum), wide variety of education providers (schools, art schools, NGOs, youth centers, independent educators, etc.) makes it difficult for young people as well as the whole society to understand what is what and how does the system work. The problem with lots of options for education is that often different actors in the education field are aiming for the same goal (with different methods and/or approaches) and it would make it a lot easier and would have a bigger impact if they'd join their forces. This is why we

wanted to carry out this project: to create a platform where formal and non-formal educators meet and discuss possible cooperation, create common grounds and would understand each other and each other's realities better as well as learn from each other best and worst practices.

We also understood that only to meet is not enough. Other 2 issues need to be addressed: 1) motivation to learn in formal environment is quite low and young people often find the subjects irrelevant and methods boring (Study on Alternative education, 2010); 2) youth activities and youth work has a big part

of education dimension. Although not all the youth workers or youth leaders realize their educational mission and do not have necessary competencies to support young peoples' learning. Both issues can be addressed by improving educators' competencies - deepen and broaden knowledge on challenges for education in contemporary society, non-formal education principles, reflection based learning and implementation of activities that would be interactive and more attractive for young people as well as including the learning dimension.

The aim of the project was to foster cooperation between formal and non-formal education fields. The aim was achieved by following these objectives:

- To analyze formal and non-formal education settings and the possibilities (as well as pros and cons) for cooperation;
- Develop understanding of non-formal education methodological principles and cross-sectorial cooperation principles;
- To encourage participants to use non-formal education methods and tools in the

formal education setting;

- To improve participants' competencies to plan, run and evaluate non-formal education workshops;
- Develop understanding of importance of reflection in educational activities and provide participants with the competence of guiding reflection process of youngsters: designing reflection questions and running the process.
- To improve participants' competencies to adjust, adapt and create new methods based

on non-formal education methodology;

- To create space for future Erasmus + projects development and ensuring the quality of the projects through developing common understanding of Youth project quality criteria: non-formal education;
- To encourage integrated and holistic approach to education;
- Create a manual on how to use non-formal education methods in formal settings.

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The issues to be addressed with this project were:

1. Education is still based on the teaching-learning paradigm and lacks input from the learner himself, rarely asks what the learner wants to learn, how to do it and to reflect on what they learned;
2. Students do not have reflection competencies (Study on Internships implementation at the university studies, 2012), are unable to plan their own learning, reflect on the experiences that they get and to learn from them;
3. Methods used in schools are not well accepted by young people (Study on Alternative education, 2010)
4. Lack of mutual understanding between different actors in education field - educational institutions are rather closed and rarely organize joint activities.

With this project we were aiming to provide educators with competencies that would allow them to improve education process and to improve the level of key competencies of young people, with particular regard to their learning to learn competence that is one of the key competencies in the contemporary society which requires people to be self-sufficient and take responsibility of their own success and improvement. Also to improve the quality of education, foster innovation (creating new methods that could be used both in formal and non-formal education settings), collaboration between formal and non-formal education fields as well as international cooperation among European countries.

Inevitably the project will raise awareness of Lifelong Learning paradigm and it's importance in European context.

The project was carried out by 7 partners from Latvia, Poland, Romania, Italy, Macedonia, Croatia and Lithuania. 28 participants (4 participants from each country) with different educational and occupational backgrounds (youth workers, youth leaders, teachers, educators working according to the non-formal education principles, etc.) were involved in the training programme and were great contributors to the project.



# FORMAL, NON-FORMAL, INFORMAL

“All individuals are engaged in learning experiences at all times, from planned, compulsory and intentional to unplanned, voluntary and incidental.”<sup>1</sup> The Lifelong Learning movement suggests that all people should be learning through life and one of the main measures to ensure this is to not limit the understanding of education to institutionalized (formal), but look into other forms of education or other situations where learning happens even if it is unexpected and unplanned. There are obvious differences in how people learn in different situations, the levels of provision,

of involvement, control, etc. Because of these significant differences (and the almost natural need to categorize and explain things in models or diagrams) there has been several various classifications suggested for education while the most popular one was developed by Coombs and Ahmed in 1974, who claimed that education can be explained by dividing it into 3 categories: formal, non-formal and informal. “Formal education is linked with schools and training institutions; non-formal with community groups and other organizations; and informal covers what is

left, e.g. interactions with friends, family and work colleagues. (See, for example, Coombs and Ahmed 1974).”<sup>2</sup> There are of course critics of this division, as Graham-Brown (1991: 64) says, dividing formal education from out of school education or so-called non-formal education is artificial in many ways. But in some countries, this division reflects the gulf between government provision through the school system, on the one hand, and the needs and interests of marginal populations who are most alienated from the system on the other.<sup>3</sup>

1 | Thomas J. La Belle “Formal, nonformal and informal education: a holistic perspective on lifelong learning“. International Review of Education XXVIII (1982), 159-175. DOI 10.1007/BF00598444

2 | Smith, M. K. (2001). ‘What is non-formal education?’, the encyclopaedia of informal education. [<http://infed.org/mobi/what-is-non-formal-education/>. Retrieved: 2016 01 23].

3 | Smith, M. K. (2001). ‘What is non-formal education?’, the encyclopaedia of informal education. [<http://infed.org/mobi/what-is-non-formal-education/>. Retrieved: 2016 01 23].

In the European youth work context (mainly coordinated by Council of Europe and European Commission) the division formal – non-formal – informal is broadly used and can be found in almost each and every manual for any kind of educational activities, e.g.: Compass: Manual for Human Rights Education with Young People, Manual for Facilitators in Non-Formal Education, T-Kits, etc. In order to better understand the concepts, let's look at them more closely.



## **FORMAL**

Formal education is the most recognizable form of education because of its compulsory nature. As most of the people (with very small percentage of exceptions in European countries) were obliged to be part of the formal education system, formal education is also well understood by all the generations, there are no discussions on

what formal education is or what constitutes formal education. “Formal (school) education is taught in institutions (schools) by permanently employed teachers within the framework of a fixed curriculum. This type of education is characterized by uniformity and a certain rigidity, with horizontal and vertical structures (age-

graded classes and hierarchical cycles), and universally applicable admission criteria. Such education is intended to be universal, sequential, standardized and institutional, guaranteeing a certain measure of continuity (at least for those who are not excluded from the system).”<sup>4</sup>

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4 | Ali Hamadache „Non-formal education: A definition of the concept and some examples“. Prospects, vol. XXI, No. 1, 1991.



# NON-FORMAL

“Non-formal (or out-of-school) education, which encompasses all forms of instructions that the teacher and learner consciously promote. <...> **Coombs et al. (1973)** proposed a definition for non-formal education “*Any organized educational activity outside the established formal system ... that is intended to serve identifiable clientèles and learning objectives.*” This definition has the advantage of setting out the main characteristics of non-formal education:

- a) it consists of organized, structured activities (otherwise would be classified as informal);
- b) it is designed for an identifiable target group;
- c) it is organized to achieve a specified set of learning objectives; and
- d) these non-institutionalized activities are carried out outside the established education system and are intended for learners who are not officially enrolled in school (even if in some cases learning takes place in a school setting).”<sup>5</sup>



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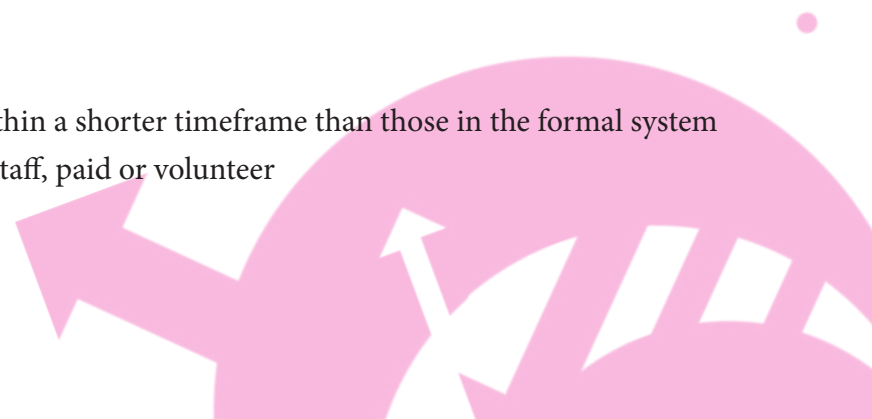
5 | Ali Hamadache „Non-formal education: A definition of the concept and some examples“. Prospects, vol. XXI, No. 1, 1991.

“In many northern countries the notion of non-formal education is not common in internal policy debates – preferred alternatives being community education and community learning, informal education<sup>6</sup> and social pedagogy.”<sup>7</sup> According to the Youth Partnership glossary that took the definition developed by L. Chisholm, “non-formal learning is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be intermittent or transitory, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are most often not structured according to conventional educational rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways.”<sup>8</sup>

“Non-formal education was designed to compensate for shortcomings and contradictions in the traditional school system and to satisfy the often urgent needs overlooked by formal education.”<sup>9</sup>

Distinguishing features of non-formal education:

- Specific objectives – often short-term – confined to one area, context or group; it’s curricula designed to meet specific, pre-established needs centering on the learner.
- Flexibility in its implementation
- Activities that can be organized and systematic but never routine
- Activities that are often organized on a one-off basis or performed within a shorter timeframe than those in the formal system
- Use of volunteer or part-time educators and use of non-professional staff, paid or volunteer
- Self-sufficiency and participation.<sup>10</sup>



“The range of initiatives and programmes that have adopted the title ‘non-formal’ are many and various. They include literacy and basic education for adults and young people, political and trade union education, ‘catching-up’ programmes for school drop outs, pre-school education for young children, political and trade union education and various kinds of educational work linked with development initiatives including agricultural extension and training programmes and health education. They also shade over into various examples of both state and private vocational training programmes.”<sup>11</sup>

In the youth sector non-formal education is based on the principles of NFE that are also considered to be the quality criteria for non-formal education activities. The principles are very well explained in a “Handbook for people working with youth groups. Non-formal education practice in Lithuania” that was prepared

by Žilvinas Gailius, Artūras Malinauskas, Donatas Petkauskas and Laimonas Ragauskas:

“The principles of non-formal education that we provide here are a result of our personal constant understandings and reactions on work with youth groups. <...> These NFE principles basically coincide with the general principles of youth work, where free will is the basis of any process of non-formal education. It is only after we have implemented these principles, that we can expect young people to be conscious, active (proactive), involved.

**Voluntary participation.** The educated are free to choose a preferred conveyor and programme of education, participate in activity based on their free will and choose the type of non-formal educative activity, its form and duration.

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6 | It is important to note that in the European context informal education is considered to be a non-systemic, non-planned education that happens in everyday life.

7 | Smith, M. K. (2001). ‘What is non-formal education?’, the encyclopaedia of informal education. [<http://infed.org/mobi/what-is-non-formal-education/>]. Retrieved: 2016 01 23].

8 | Chisholm, L. (2005) Bridges for Recognition Cheat Sheet: Proceedings of the SALTO Bridges for Recognition: Promoting Recognition of Youth Work across Europe, Leuven.

9 | Ali Hamadache „Non-formal education: A definition of the concept and some examples“. Prospects, vol. XXI, No. 1, 1991.

10 | Ali Hamadache „Non-formal education: A definition of the concept and some examples“. Prospects, vol. XXI, No. 1, 1991.

11 | Smith, M. K. (2001). ‘What is non-formal education?’, the encyclopaedia of informal education. [<http://infed.org/mobi/what-is-non-formal-education/>]. Retrieved: 2016 01 23].

**Specific environment.** Non-formal education takes place in a specific environment, which has to have certain autonomy (separateness), so that people are safe to experiment and test themselves without any greater chance of harming themselves or others. It should also be an environment where people can take full responsibility for their actions. Even failure or an unjust decision can have negative consequences, which could influence the rest of a young person's life. It means that young people have to have a possibility to test themselves. Testing yourself enables you to collect more authentic experiences which is crucially important at this age.

**Active participation in the learning process.** People who take part in non-formal education reach certain results firstly through active participation.

Activeness is achieved by devoting time to name and perceive one's personal experience. If necessary, it can be achieved by creating artificial situations to acquire new experience and by providing theoretical material for active discussion, creating conditions to question and think of possibilities of application.

**Holistic principle.** This principle means adopting a holistic attitude towards people, educative goals and work methods. Neither feelings, nor mind, nor physiology are ignored and attention is paid to a single person, as well as to the group and the subject. The goal is to relate experience gained during the educative process to reality. Non-formal education combines emotional, physical, intellectual methods that ensure all-round development of a personality.

**Learning through experience.** The process of non-formal education is based on experience, which only becomes meaningful when it is well perceived and consciously realized. Therefore experience is discussed (reflected on) and named, conclusions are made, given sense and applied in real life (for a more detailed discussion on learning from experience refer to Kolb, D. A., 1983).

**Open and non-formal communication.** Non-formal education is a safe process, where people can be themselves by sharing their life experience, revealing their weak sides without fear of making mistakes and acknowledging them. It is also a space for learning from one's mistakes and learning from each other, for the mutual growth of both educator and the learner.

### **Creating a non-competitive environment.**

The activity of non-formal education is an area where artificial competitive tension is highly avoided. Competition is what drives the contemporary society. Results (implementing a plan or a task) are a constant demand. Young people are often required to do more than they are capable of, or encouraged to be seen as something they are not. When do they get a chance to just be themselves? In order to meet the expectations of society (or adults) most young people learn to adapt and

survive this way. However at the same time they may hate this society yet, sadly, they neither have strength, nor wish to change it. Therefore non-formal education refuses artificial competition and formal control of results. The experience of process is considered valuable in itself and can be treated as a result.

This principle allows creating a space where participants are not compared to each other, but rather they can assess themselves and how far they have come

in their desired way. Here the only comparison that can occur is the one where people compare themselves to themselves – how was I at the start of the educative process and how am I now at the end of the educative process? This process of internal maturity cannot be evaluated in a formal way, because the results may not be visible straight away, but only after a certain amount of time has passed. (This amount of time is highly individual). Therefore we often speak about the results of NFE as well as the effects of NFE.



**Group oriented learning.** A group in non-formal education serves as a means, as a particular model of society (mini society). A group serves as a setting for solving interpersonal relations, making common decisions, sharing work and responsibilities. Individual learning also intensifies in a group. The need for individual learning programmes in Western European countries rapidly increases. So far there has been very little discussion on this topic, and if there was, it was only about young people's learning in voluntary service. We often speak about

education of volunteers, or work with volunteers. We agree that the task is long and requires consistency. Therefore in our opinion, organizations that, as usual, want to 'harness' young people but fail to devote resources and funds for work with their volunteers, engage in something, which is definitely not youth non-formal education.

Those organizations that do engage in educating volunteers know how much effort, time and money this work requires. Apart from the individual learning, volunteer groups, group activities, seminars

and meetings are being organized for working with volunteers. Spaces are being established, where groups of volunteers can reflect on their experience, learn from one another, solve difficult situations, assess personal growth and realize acquired competences. The EU programme 'Youth in Action Programme' has worked in Lithuania towards this direction in the most qualitative, quantitative, organizational and financial sense so far.<sup>12</sup>



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12 | Gailius et al. (2014). Handbook for people working with youth groups. Non-formal education practice in Lithuania. Vilnius: Flexi print.

# INFORMAL

According to Hamadache (1991) can also be called “Random” (or supplementary, informal, spontaneous, etc.) learning which includes non-structured educational activities, categorized by Evans (1981) as follows:

*Incidental* education, when there is neither a conscious attempt to promote learning on the part of the source nor a conscious attempt to learn on the part of the receiver. Neither the teacher nor the pupil sets up a “learning situation”.

*Informal* education resulting from situations where either the learner or the source of information has the conscious intention of promoting learning, but not both (in which case it would be classified as non-formal education). <...> It has been established that most of the knowledge and skills an individual accumulates over his or her lifetime are acquired in a non-structured environment through this very type of education. This applies to learning one’s language, cultural values, general

attitudes and beliefs, and the behavior patterns of a given community, which are transmitted by the family, the Church, associations, prominent members of society, social communication, the mass media, museums, games, and all other cultural institutions in an environment. To a large extent, such education is obtained through a combination of observation, imitation and emulation of specific members of society.”<sup>13</sup>

The word "INFORMAL" is written in a bold, black, hand-drawn font. It is surrounded by a vibrant splash of colors, including yellow, pink, and blue, which radiates outwards from the text, creating a dynamic and energetic visual effect.

13 | Ali Hamadache „Non-formal education: A definition of the concept and some examples“. Prospects, vol. XXI, No. 1, 1991.

# RELATION?

Fordham<sup>14</sup> (1993) adapts Simkins' (1977: 12-15) thoughts on ideal types of formal and non-formal education and proposes the following table for comparison:

	FORMAL	NON-FORMAL
<b>purposes</b>	Long-term & general Credential-based	Short-term & specific Non-credential-based
<b>timing</b>	long cycle / preparatory / full-time	short cycle / recurrent / part-time
<b>content</b>	standardized / input centred academic  entry requirements determine clientele	individualized / output centred practical  clientele determine entry requirements
<b>delivery system</b>	institution-based, isolated from environment, rigidly structured, teacher- centred and resource intensive	environment-based, community related, flexible, learner-centred and resource saving
<b>control</b>	external / hierarchical	self-governing / democratic

14 | Fordham, P. E. (1993) 'Informal, non-formal and formal education programmes' in YMCA George Williams College ICE301 Lifelong Learning Unit 2, London: YMCA George Williams College.



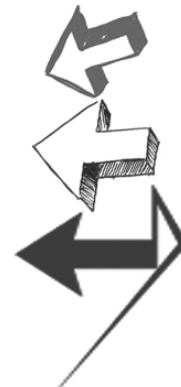
Undeniably understanding clear or ideal types of formal and non-formal education makes it easier to recognize them and further reflect on the changing relation between the two. “**The borderline between formal and non-formal is not always clear cut:** there are non-formal aspects in formal learning structures such as *the use of non-professionals as teachers*, distance teaching, the *participation of parents* or *members of the community in the educational process* or in school administration, the introduction

of productive work into the school, and so on. Similarly experiments have been conducted outside schools using different methods and at different speeds that those used in traditional schools but whose objective is to teach the same curricula as that used in the formal sector. **This interpenetration, far from being harmful, can be highly beneficial when both sides can “borrow” ideas from the other.**”<sup>15</sup>



### Questions for reflection:

- How is non-formal education understood in your country?
- Is classifying (formal, non-formal, informal) still relevant?
- Can you name practices when formal and non-formal education interconnects?



15 | Ali Hamadache „Non-formal education: A definition of the concept and some examples“. Prospects, vol. XXI, No. 1, 1991.



# Cross-sectorial COOPERATION

Cross-sectorial cooperation is often mentioned in the laws and governmental resolutions in social areas such as healthcare, family, education and youth policy. Furthermore, the term Cross-sectorial cooperation often can be found in the areas under the jurisdiction of the Ministry of Internal Affairs such as state border protection, documents on crime prevention policies, as well as

health and social security. Other institutions such as State Tax Inspection under the Ministry of Finance and the Labor Exchange, base their activities on the principles of cooperation. Thus this mean of **communication is important and effective governance form of the state.**

# What is Cross-sectorial cooperation?

During the implementation of certain public policy areas (e.g. culture, education) it is impossible to purely depend on tradition framework from a single area as other areas include relevant implementation preconditions, which would complement initial objectives. This is core assumption of Cross-sectorial cooperation. For example, it is very difficult to identify the differences between the objectives of cultural and educational sectors. Thus it is very unlikely that one sector would be purely responsible for group gatherings while other for leisure activities. Hence the questions for the

reader: **who is responsible for organizing first day at school event, school or the center of culture?**

In different countries and sectors use rather different terminology too: cross-ministerial cooperation, cross departmental, cross institutional cooperation is used as a synonym with the term cross-sectorial cooperation. Also often terms such as collaboration, partnerships, cooperation networks, and cooperation systems are used. Other synonyms would be agent cooperation, inter-organization

interaction, central and local government relations (hub and spoke approach).

***Cross-sectorial Cooperation* is a coordinated activity of two or more institutions, which are responsible for different areas of public policy, on a specific topic/area (e.g. education or youth policy) with a common objective.** The core feature of Cross-sectorial cooperation is different and independent institutions coordinating their activities.



Word cooperation means work together with other, communicating and having common affairs. Thus the nature of the term is simple, yet the implementation of it is difficult. Successful implementation of Cross-sectorial cooperation is difficult and the evidences are visible in a number of countries as different institutions struggle to create strong sense of strategy especially when all institutions want to take the coordinating role and have different working culture and are differently exposed to competition.

Each institution has its unique features: specific working culture, peculiar vocabulary (terminology), traditions, and a

typical behavior of their specialists. Therefore, to some extent, this explains the differences in the employee behavior from the municipalities, schools and youth centers. If the institutions lack flexibility, willingness to understand each other and adjust, cooperating will be challenging.

**Cross-sectorial cooperation** - a complementary cooperation, which include representatives from different sectors such as government, government institutions (healthcare, education, environment, culture, sports and etc.), public, NGO, business and the media.

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## Why do institutions cooperate?

It is challenging to meet all the needs and requirements of individuals and organizations, because of numerous constraints such as time, funding, human resources, and limited state and municipal budgets. Therefore, in order to optimize the resource usage and process management, principles of Cross-sectorial cooperation can be utilized due to its special features. **Cross-sectorial cooperation helps a) to see broader issue area (out of the box); b) to avoid funding duplication; c) to minimize the number of competing or conflicting programs and activities.**

# Reasons for cooperation and partnership

*Common priorities (common policy or ideology):* objective to optimize the use of the budget, the efforts of institutions are merged, alternatives are sought by looking into nongovernmental and business sectors. Led by the theoretical assumption that NGOs and the business sector are more cost efficient than public sector and that these sectors can achieve similar results with fewer resources. The joint effort or merge actions of various institutions or sectors indicate the importance of certain public policy area or the importance of the issue. Let by this principle civic inclusion and participation in solving current issues is being implemented. Furthermore, with implementation of cooperation, public policies become consistent with the needs of target groups and their interest is being represented.

*Financial reasons:* optimizing the use of financial resources through the reduction of administrative costs, merging institutions with similar objectives and programs. Their material and human resources and political connections are being utilized. An example from this section could be initiatives by the municipalities to merge institution which have similar objectives or engage in similar activities in order to reduce expenses.

*Inevitability:* institutions, which operate in similar or the same areas, sooner or later start cooperating because in the long term they identify their similarities. Both sides notice that they have common objectives and follow similar principles and in this manner opportunity to cooperate occurs. This refers to two aspects:

a) *Common issues* - which are tackled by different organizations. The most common example at the local level is children protection rights. In order to tackle the issue on a timely manner forces are being united. For instance, policy, educational institutions and institutions focusing on children protection cooperate in order to solve issues such as violence in families, juvenile delinquency and school absenteeism;

b) *Functional dependency* - when competencies and functions of institutions coincide. Seldom in practice certain function duplicate, although in many cases they are similar, peculiar in certain manner.

*Actions of institution have an impact on overall system:* an institution operating in adjacent area/sector can play a key role, which has an effect on the overall operation efficiency of the entire system. Lack of available information can be significant in this situation. Thus cooperating with partners, consulting with them and sharing information can address the lack of information issue. For instance, one of the youth policy priorities is tackling youth involvement and youth unemployment. On a local level this

issue is tackled by vocational training institutions, youth information centers (partners of *Eurodesk*), youth centers, schools, territorial job centers and youth job centers. These institutions at a local level organize common activities and can utilize the broad information resources of youth job centers.

*Public awareness about institution and a positive public image* is another important aspect. Institutions cooperate for personal gain. Cooperation becomes a public

relations (PR) tool. The communication channels of the partners are being utilized and the information about partners and their activities is obtained. It created a positive or repaired rocky institution image. Hence several risks are being created in particular that partners might seek cooperation only in order to gain public awareness and their contribution would be minimalized. For instance, institutions sign a cooperation contract, this is being publicly advertised, however, no common activities are being implemented.



## Cross-sectorial cooperation forms

Cross-sectorial cooperation can be split according to the forms a) non-formal, cooperation based on personal relations and b) a contract based cooperation. The first one (a) occurs when representatives from different institutions or sectors communicate informally: share information, opinions, insights, and together seek solutions to the issue. The second (b) - formalized cooperation, based on a formal agreement outlining the common objectives of different organizations and (or) departments. The second method is more advantageous in

a situation when there is low retention of experts, because written agreement has outlined the cooperation conditions, objectives, areas of cooperation, communication forms and frequency. The document can also list the responsible people. This form is more effective in states with high bureaucracy levels, especially in statutory organizations, police. The most common Cross-sectorial cooperation forms are working group, commissions, committees, advisory councils, Cross-sectorial group and funds.

**Formalize commitments help to bypass the internal barriers of hierarchy, but non-formal cooperation is a more dynamic and less constrained by established procedures or restrictions.** Non-formal cooperation requires time in order to maintain relationships with colleagues from other institutions or organizations, yet there is a risk that sometimes it becomes difficult to distinguish between personal and professional relationships. Therefore, partners can be invited to cooperate when there is a need, and assign them particular role and responsibility.



## Questions for reflection:

- Which forms are more appealing to you?
- What kind of events would be more appealing to the young people?
- What forms of cooperation are present in your municipality?
- How are educational institutions involved in it?



## Elements of Cross-sectorial cooperation

Core element of Cross-sectorial cooperation is the added value, which is created by inviting other organizations or institution sharing similar interests. During the process of cooperation effective coordination skills are required in order to coordinate activities of different institutions, organizations and social groups. When we seek efficiency in areas of time, human and financial resources, institutions coordinated with each other's activities and plans. In order to ensure effective communication managing partner designates a coordinator.

Cross-sectorial cooperation is based on commonly defined objectives, which form a systematic, coherent and effective interaction. **Cooperation is a voluntary action, thus the main**

**condition for cooperation to happen- is seeking common objectives without competition among the partners.** Due to this reason the results of Cross-sectorial cooperation are more effective than an independently operating agency, institution or organization.

After reviewing the reasons, forms and elements of Cross-sectorial cooperation it became clearer that cooperation is necessary. As a matter of fact, in many cases it is inevitable, because interests of institutions and organizations can sometime match or even oppose each other. Therefore, in order to fully understand specifics of cooperation, it is important to review the principles of implementation.

# Principles and specifics of Cross-sectorial cooperation

1. *Planning* – representatives of different institutions pursuing a common objective tend to create common plans, programs and measures.
2. *Division of roles and functions* – institutions contribute to Cross-sectorial cooperation within their area of expertise. In order for Cross-sectorial cooperation to be effective it is important that the roles of the specialist would not duplicate and responsibilities should be aligned with the core competences and qualifications.
3. *Systematic approach* – thoroughly analyzing cooperation situations, from different perspectives. Looking for mutually acceptable solutions to common problems.
4. *Information* – during the process of sharing relevant information, institutions learn about work of other institutions and their area of expertise. This principle addresses one of the largest obstacles of public policy implementation – lack on information.
5. *Resource optimization* – coordinating activities and setting priorities, mobilization and efficient use of material and human resources.



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When institutions cooperate they broaden their scope of activities, in turn, focus on a greater result, because they adjust their strategies with strategies of other institutions, and tend to align it more with the sector wide or even state wide strategies.

The following measures help to focus on the pursuit of change. The focus is on short-term objectives, activities or individual priorities. Following measures assist in securing common actions:

- *Creation of a common vision* – all partners list their priorities, expectations and needs of partnership. This allows aligning a common position of partners and seeking common objectives.
- *New communication channels are created and utilized* – after linking the partners together, an effective method of communication is being sought. Hence new channels of communication are sought and often new technology is utilized. Therefore, it is important to take into account the different cultures of communication across institutions;
- *Agreement to plan and cooperate* – agreeing to seek a common objective, optimizing their competencies, share costs and utilization of common resources;
- *Risk and result sharing* – institution are willing to share the risk, yet not willing to share the final result and recognition.



## IMPLEMENTATION PROCESS OF CROSS-SECTORIAL COOPERATION

Cross-sectorial cooperation is a complicated process. It is affected by internal process such as organizational culture, and external factors such as Cross-sectorial plans and strategies. In order to better understand the peculiarities of cooperation it is important to analyze the implementation process. The implementation process is displayed in the following chart (Chart 1).

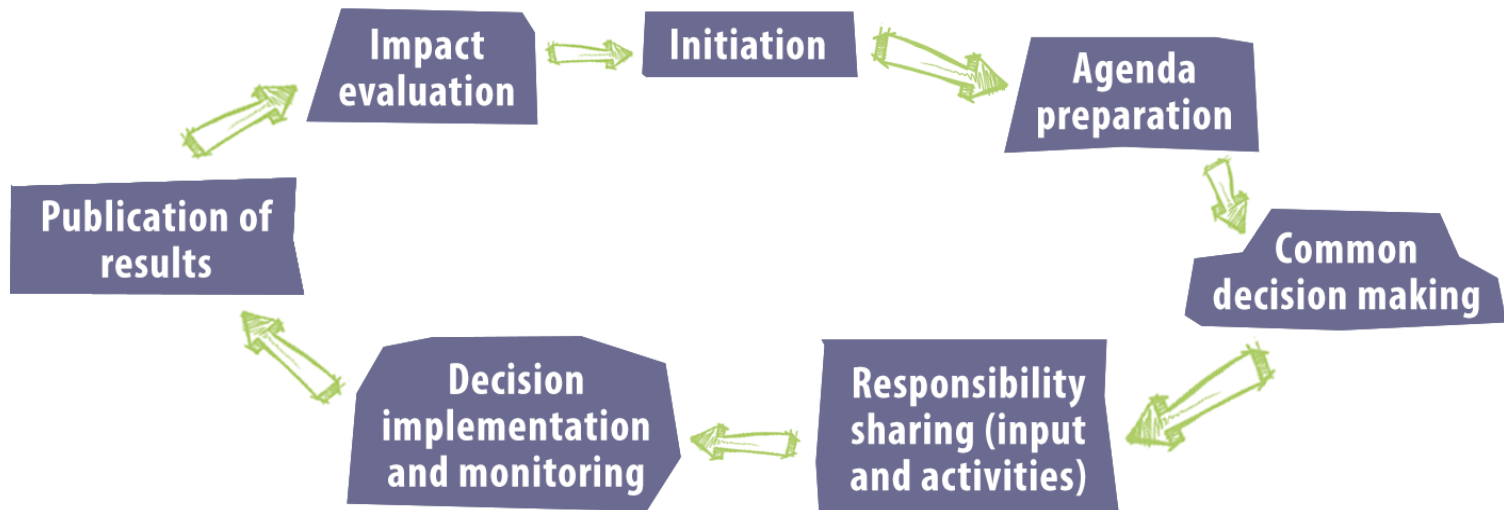


CHART 1 - IMPLEMENTATION PROCESS OF CROSS-SECTORIAL COOPERATION

*Initiation* – the different sides understand the need to cooperate. The initiative can emerge from one agency, which later involves other partners. While implementing the policy, the so-called cooperation appears to be a simple task allocation or conduction of the allocated task/role.

*Agenda preparation* – at this stage it is important to define which organization or person holds the power to propose new issues to the agenda. In practice, there are known cases that agenda is prepared by either a leading partner or by all parties.

*Common decision making* – a prerequisite requirement to agree how the decisions are made: unanimously, based on consensus or by the majority vote. We highly suggest that all parties have equal voting power.

*Responsibility sharing (input and activities)* – A common decision making is a difficult task and as a rule of thumb it comes with a pressure. Hence at this stage the parties share the pressure. This helps to identify how many resources each partner can contribute to the objective. It could be the case that partners only participate in the process i.e. tokenism (Hart, 1992).

*Decision implementation and monitoring*– the coordinating partner, however could involve all participants, administrate the process implementation. Hence, it is important to pre-define if the partners have the rights to urge other participants

*Publication of results* – the input of all partners is acknowledgement of the publication of results. Partners have to decide who is responsible for the result publication.

*Impact evaluation* – upon completion of work it is recommended to devote time for impact evaluation. The goal of this phase is to reflect on positive experience and learn from mistakes encountered in the process. At this phase it is advisable to design alternatives, identify new and more effective decision making methods. Prior to starting phase 7 it is important to pre-set evaluation scale.

In the process of Cross-sectorial cooperation there are two very important aspects - *inputs* and *outputs*. The inputs show how individual institutions contribute to the project, what resources they allocate. This test helps evaluate how much a partnership is important to a particular organization partnership is important. On the other hand, the result shows the effectiveness and success of cooperation i.e. if the objectives were achieved, what positive change it made. The implementation process of Cross-sectorial cooperation can be characterized by all of the project phases.

Cooperation in specific fields has a specific start and end of the phase. Different agencies can cooperate with each other on a number of issues and to continue cooperation in the long run, yet reviewing and updating the existing agreements. The literature highlights the planning, monitoring and evaluation phases as extremely important for a successful partnership. Allocating enough time for these phases' results in efficient implementation of projects, saves time, human and financial resources.

## **Cross-sectorial Cooperation Challenges**

The common vision is the main challenge for cooperating institutions. Institutions vary in terms of their work focus area, different objectives and goals, and finally envision the final result differently. Yet these aspects may partially overlap. For example, interest of target group focusing on youth and target group focusing children rights overlap partly and only on definition matter. Children fall under the age range from 0 to 18 year, while a young person's age range is 13 - 30 years.



Another possible challenge for Cross-sectorial cooperation is the territory of their activities. When institutions work at the same level (municipal or national) the territory of activities often overlap, however, the priority regions may differ. Thus there is often an issue that the regional partner involvement in matters of national level is only symbolic.

**Cross-sectorial cooperation challenges often are:**

1. Cross-sectorial Cooperation lacks legal regulations;
2. Inability to understand common objectives and prioritization of personal goals over it;
3. Inability to understand the importance and principles of implementation of partnership or cooperation;
4. Precondition for manipulations remains in case of absence of legalization of cooperation agreement;
5. Cooperation is implemented in a formal manner without application of creative tools;
6. Ignoring the principle of equivalence;
7. Absence of coordinating partner;
8. Differing organizational culture, specific jargon, communication channel, action processing speed and role delegation peculiarities;
9. Being close to a political party could also impede cooperation.

# FORMAL + NON-FORMAL

(insights from participants/trainers)

The stricter the division between formal, non-formal and informal, the more fragmented the development of a young person becomes. If we take a school that is completely closed within the activities that are traditionally implemented in schools (classes and extra-curriculum activities run by teachers) and an NGO that is running non-formal education activities with young people and does not take into consideration what is done in school, we can face a serious problem here. First of all,

it is a well-known secret that what we don't know, we fear. So the schools that are not in cooperation with any NGO's where their pupils are volunteering or spending their time after school do usually have negative impressions about the later. Likewise, members of NGOs do sometimes have negative opinions about schools and teachers that are in NGOs standards too strict, irrelevant, etc. "There is a certain resistance, if not hostility, towards it [non-formal education – JG-J] on the part of

education specialists concerning what they consider to be an intrusion on the part of non-professionals into what they feel is their territory. The inertia of traditional education system is a factor in this attitude. <...> all these criticisms of non-formal educational experiments use the standards of the formal system as their point of reference, when it was in reaction against these very standards that the non-formal approach was created in the first place."<sup>16</sup>



“Government authorities are often unfamiliar with non-formal education projects, especially if they are organized by non-governmental organizations or local associations. The latter usually do not welcome government intervention as they do not wish to lose their decision-making authority. <...> The authorities are often not keen to do this [plan or coordinate – JG-J] in any case, as the management of a subsystem of this sort is not subject to the classic structure of rules and procedures of educational planning and management. At the same time, planning bodies are in theory responsible for examining the problems of linking formal and non-formal structures. It is no doubt difficult to co-ordinate two subsystems of which one is unified, homogeneous, centralized and hierarchical and the other multi-purpose, diversified, decentralized and self-supporting (Furter, 1984).”<sup>17</sup>

Ali Hamadache, based on examples and experiments in USA, gives some ideas for cooperation: “Existing school buildings can be used (and made cos-effective) through non-formal educational activities conducted outside normal school hours and days. “ The participants of the training course “Formal meets Non-formal:

cross-sectorial cooperation in the Educational Field” also gave insights on how to improve the situation:

- **Create common grounds:**
  - o It is very important to find common grounds on the values / attitudes level: support, respect, patience, trust, motivation, communication and professionalism are essential in order to ensure positive cooperation between organizations and educators from different fields;
  - o Both teachers (schools) and NGOs should keep an open mind for suggestions, be approachable and willing to cooperate;
  - o Teachers and NGO representatives should have same aims and similar experiences so that they would see cooperation in a more positive way;
  - o Both parties should be able to give active feedback in order to keep improving the cooperation and to not give up after less successful experiences;

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16 | Ali Hamadache „Non-formal education: A definition of the concept and some examples“. Prospects, vol. XXI, No. 1, 1991.

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- **Maintain (non)formalized partnerships:**
  - Teachers could become part of an NGO so the pupils can become volunteers and take part in different activities;
  - To build formal partnerships between schools and NGOs;
  - Maintain good connections between the fields;
  
- **Spread information about possible activities and cooperation**
  - The examples of good practices of cooperation should be shared more widely;
  - Organize events like career days, but to promote NGOs and their activities in schools;
  - Familiarize teachers with the work of NGO;
  - NGOs should present more information about themselves and their activities more actively;
  - Cooperation between formal and non-formal education should be discussed more often. For that trainings, seminars, meetings, projects, presentations, congresses, conferences could be organized;
  - Make seminars on how to work together;
  
- **Organize common projects or events**
  - Training courses for teachers in non-formal education activities;
  - Teach the teachers about new approaches for presenting their knowledge / bringing the topics of the class closer with new methods;
  - Use competencies of teachers to work in an NGO as trainers;
  - Internships for teachers in NGOs;
  - Introduce non-formal education manuals for teachers to address young people's issues and topics in a non-formal way;

- o Summer schools for teachers and pupils;
- o Teachers and NGOs could implement projects that are more linked to the curriculum;
- o Implement youth exchanges in cooperation between teachers and NGOs;
- o Parents training could be done in cooperation between formal and non-formal fields to promote holistic approach to education;
- o NGOs and teachers could prepare a research together to find out their student's needs in order to address them with common activities;
- o Teachers could invite EVS volunteers from local NGOs to tell pupils about their culture;
- o Project management skills could be transferred from NGOs to schools and common projects could be organized;



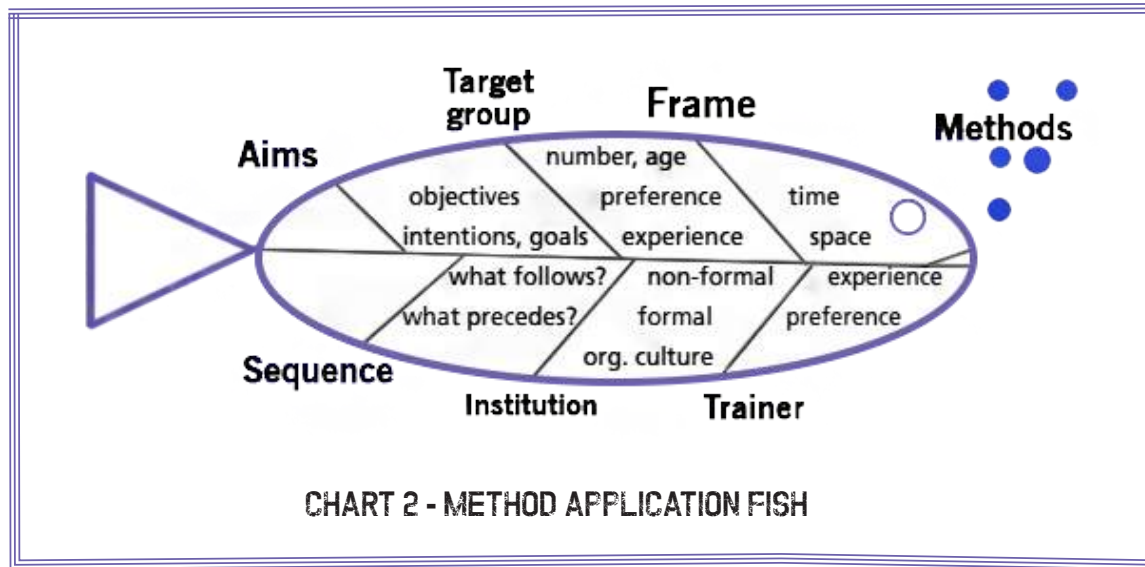


# Ready to use **METHODS**

## **How to choose the most suitable method?**

You can learn more about training methodology application from the Journal T-Kit.6. “Training Essentials”  
<http://pjp-eu.coe.int/documents/1017981/1667921/tkit6.pdf/459e262b-11f9-4af8-834f-c10c4cf4d30a>.

The next image (Chart 2) suggests what should one focus on when planning activities and choosing the methods.



## Icebreakers

Can be used with new groups or classes in order for them and you as an educator to feel more at ease, to have a few laughs or, on the contrary, to concentrate and focus on the upcoming workshop or day of activities. Icebreakers are also a good idea if you are the one who showed cross-sectorial cooperation initiative and took over coordinating work of different actors. As these people coming from different organizations and environments not only don't know each other but also can have negative prejudice about each other, it is valuable to break the ice and create a joyful atmosphere.

# 1-2-3-JUMP-CLAP-STEP

## OBJECTIVES

energizing the body  
and the brain

## TARGET GROUP

any

## GROUP SIZE

any

## TOOLS NEEDED

none

## DURATION

5-10 minutes

## SETTING

enough space to  
move freely

## COURSE OF ACTION

1. Participants form couples and are asked to count to 3 in this order: 1<sup>st</sup> participant says “one” 2<sup>nd</sup> says “two”, 1<sup>st</sup> says “three”, 2<sup>nd</sup> says “one”, 1<sup>st</sup> says “two” and so on. Counting has to be repeated many times and as fast as possible.
2. After some time, facilitator asks to replace “one” with a jump without words. It goes like this: 1<sup>st</sup> participant jumps, 2<sup>nd</sup> says “two”, 1<sup>st</sup> says “three”, 2<sup>nd</sup> participant jumps and so on.
3. After couples have mastered the previous stages, “two” is replaced with a clap. 1<sup>st</sup> jumps, 2<sup>nd</sup> claps, 1<sup>st</sup> says “three”
4. After couples have mastered the 3<sup>rd</sup> stage, “three” is replaced with stepping the foot: 1<sup>st</sup> participant jumps, 2<sup>nd</sup> claps, 1<sup>st</sup> steps the foot, 2<sup>nd</sup> jumps and so on. No words are said.

## COMMENTS

Movements can be changed to any other movements that you find relevant. It is important to encourage couples to do the counting in pairs as fast as possible.

# FAST FINGERS

## OBJECTIVES

energizing the brain,  
focusing

## GROUP SIZE

any

## TOOLS NEEDED

none

## DURATION

5-10 minutes

## SETTING

enough space to  
form a big circle

## COURSE OF ACTION

1. Participants stand in a circle, put their right hand with a finger up more on the side, shoulder high. Put the left hand above the neighbors' right finger several centimeters up so the hands would not touch.
2. The aim is to try to catch neighbors' finger and to move your own finger so that another neighbor would not catch it.
3. The facilitator gives the command to start on the count of 3.
4. Do several attempts to catch then switch hands – left finger up and catching with right hand.

## COMMENTS

It is important to mention to the participants to not hurt each other. Be creative in counting to 3 (make breaks, count in different pace) so that the participants could check their reaction and concentrate better.

# COUNTING TO 20

## OBJECTIVES

energizing the brain,  
focusing, feeling the  
group

## GROUP SIZE

any

## TOOLS NEEDED

none

## DURATION

5-10 minutes

## SETTING

enough space to  
form a big circle

## COURSE OF ACTION

Participants stand in a circle and are given the task to count to 20 without agreeing on a strategy first.

## COMMENTS

Be patient as it might take a while for the group to feel each other and complete the task.



## DRAWING IN CORNERS

### OBJECTIVES

getting to know each other

### GROUP SIZE

any even number of participants

### TOOLS NEEDED

sheets of paper, drawing materials (colourful pens, pencils, crayons, paint, etc.)

### DURATION

20 min to talk and draw, 25 min to present

### SETTING

enough space for the couples to find a comfortable corner for sharing and drawing

### COURSE OF ACTION

1. Ask the participants to form couples with the group members that they know the least;
2. When the pairs are formed, present the task: couples get an A4 paper each. Everyone writes the name of their partner in the middle of the paper and talk about 4 different topics:
  - a. About their family or closest friends
  - b. About their hobby
  - c. About their future aspirations
  - d. About something that other people would not expect from them
3. Each of the topics discussed needs to be presented as a drawing in different corners of the A4 page. While person A is talking the person B makes a drawing about person A.
4. After the couples are done with drawing, invite all the participants back to the circle and ask them to tell shortly what they have learned about their partners.

### COMMENTS

You can choose whichever topics you think it would be interesting for the group to know about each other. You can also ask the group to decide the 4 topics they want to talk about, but make sure that you have enough time to finish the activity.

# WHEN IS THE DATE?

## OBJECTIVES

getting to know each other

## GROUP SIZE

any even number of participants

## TOOLS NEEDED

sheets of paper, drawing materials (colourful pens, pencils, crayons)

## DURATION

10 min to arrange the dates, 30 min for the dates

## SETTING

any

## COURSE OF ACTION

1. Ask the participants to draw an old fashioned mechanic clock on a sheet of paper
2. When the pairs are formed, present the task: couples get an A4 paper each. Everyone writes the name of their partner in the middle of the paper and talk about 4 different topics:
  - a. About their family or closest friends
  - b. About their hobby
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## CROSSMINISTRY ASPECT DISCLOSURE: POWER-BRAINSTORMING

### OBJECTIVES

Method aims to encourage creativity and to break the traditional cooperation boundaries of institutions. Also to find different ways to initiate cooperation and its improvement.

### TOOLS NEEDED

Desks, large paper sheets, markers (as many as participants), music.

### GROUP SIZE

14-28 people

### DURATION

90 minutes

### WORKSHOP PROCESS

Desks are aligned in a big que, lage paper sheets are placed on the desks. Participants surround the desks and stand at opposite sides of the sheets. Each participants receives a marker. They are given 90- 120 seconds to think about the questions which is written in front of them on the big sheets of paper. Loud and intense music is played on the background, this ensures that the participants will not disturb each other. Afterwards the participants switch. The must be twice as many participants as there are questions.

*Continued on next page...*

## WORKSHOP PROCESS (CONTINUED)

### **Possible questions:**

1. In which areas would you like to collaborate with other institutions?
2. Which youth related issue you/ your organization could not solve alone?
3. Elections are due next month, and you want to receive more support for youth project. How do you put pressure on municipality?
4. You collect signatures for a petition on youth involvement in decision-making. Where would you go first?
5. You need to meet the City Mayor and discuss certain issues. Where would you search him/her?
6. What are the strengths of your institution? What insights could you share with others?
7. You want local media coverage on young people? What would you do?
8. You participate in an open Municipal Council meeting. How would you present youth opinion, interest, point of view and their suggestions without voicing your comments out loud during the meeting?
9. How can you find out young people's views and opinions, needs and suggestions?
10. If you want to encourage Municipal Youth Council to be more active and transparent. What will you do?

## COMMENTS

The brainstorming session can take up to 30 minutes. Afterwards the group would require some time to get to know the results better, walk around, relax and have a better read on results. Depending on time there are two alternatives:

- a. Participants walk around and read the results. In each of the paper sheets they can mark up to two ideas which they find the most appealing. Afterwards they come back to the paper where they finished the brainstorming session. They review the results and identify which ideas were the most popular. They prepare to present 7 most popular ideas to their group. Afterwards presentation takes place and each listed question is shortly discussed, numerous alternatives are revealed.
- b. right away start work in pairs. The pairs without “voting” select the most appealing suggestions.

## EVALUATION QUESTIONS

- Which ideas have surprised you the most?
- Which ideas can you realize in your workplace?
- Who should take initiative in order to improve cooperation among institutions?

# COOPERATION EVALUATION TASK

## OBJECTIVES

To discuss activities conducted in cooperation with partners. Identify possible cooperation improvements with your partners in the future.

## GROUP SIZE

Group size is unlimited. The task is conducted in small groups of 3-5 people.

## TOOLS NEEDED

Tools are not required

## DURATION

30-45 minutes

## WORKSHOP PROCESS

Groups are introduced to 3P model- Product, Process and Persons. This is depicted in a triangle. Each angle of a triangle is equally important. Product defines the way persons understand the common objective. Did you reach that objective? Process or processes how did you reached your set objectives and identify where partners had difficulties. Person defines how each person felt during the task.

Participants have to conduct individual evaluation. How did they vision the common objective utilizing the 3P from all the mentioned perspectives (Product, Process and Persons)? Afterwards in they own group they present their individual evaluations. Then within their group they discuss the differences in the individual evaluation. The groups are expected to identify the ways of improving group work.

## COMMENTS

It is advisable that prior to this task group members would have experience in working together prior to this task (worked on different task in the same group, had a common activity or worked on a project and etc.)

## EVALUATION QUESTIONS

After the completion of this task participants are invited for task evaluation. During the evaluation the participants are asked to share their experiences during their task and present their group's finding on how group work could be improved in the future.

## WHAT'S NEXT?

After this task you can work on new topics and plan future activities.

# BUILDING THE BRIDGE

Task sheet for participants on p. 50

## OBJECTIVES

Focus on the important features of team work.  
The task focuses on cooperation and partnership.  
Creation of a common vision and mutual understanding among the partners.

## GROUP SIZE

15–30 participants.  
Groups size 5-8 people.

## DURATION

60 minutes – action  
30 minutes – evaluation

## TOOLS NEEDED

From 2 to 3 different venues, depending on the number of groups (group size can vary from 5-8 people).  
2 cardboard sheets, 6 sheets of A4, 1 sheet A3, 1 glue, 1 pair of scissors, 1 thread ball, 1 magazine, 2 markers, 1 pencil.

**WORKSHOP PROCESS**  
*on next page...*

## COMMENTS

If the groups have participants, who already have conducted this task before, we recommend asking them to take the role of observers, rather than participate in it. They could observe the task and once the task evaluation starts they will be asked what they have seen.

## EVALUATION QUESTIONS

How did you feel?  
How did the group work go?  
How did the communication and cooperation with partners go?  
The conclusions, recommendations for the future.



## WORKSHOP PROCESS

Group is divided into smaller groups. Each group receives a tool (groups receive different tools) and instructions.

### **Instructions:**

Three teams are building a bridge. Each team must build one part of the bridge so that when three parts are combined, the bridge would be suitable for use, i.e. the thread ball must roll across the bridge. The teams can only use the given tools and materials for construction of the bridge.

### **Bridge parameters:**

- The length of the bridge must be 9 cm, height - not shorter than a bottle;
- Bridge should be as creative as possible, a stable and aesthetic;

The bridge can only be built in one of the three venues where groups work.

### **Teams can communicate:**

1. Send a letters - each team is required to send at least 6 letters (workshop leader works as a postman, letters can only be posted through them);
2. During the meetings - one representative of each team will have the opportunity to meet in the preparatory meeting. The meeting has to take place in the venue where the bridge will be built. The meeting duration - 3 minutes, languages of conduct- English, German, Russian or French. The participants are not allowed to bring parts of the bridge or a model to the meetings.

There are 50 minutes given for planning and preparation (including preparatory meetings). Additional 5 minutes are given for connection of three parts of the bridge and finalizing the construction of the bridge.



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# WHO DEALS WITH YOUTH IN YOUR COMMUNITY?

## OBJECTIVES

To assess participants' knowledge about youth policy actors.

Introduce participants to different actors working with young people.

## GROUP SIZE

unlimited

## DURATION

30-45 minutes to complete the task and the same time to discuss it.

## TOOLS NEEDED

Conference sheets, writing tools (markers), drawing tools.

Additional tools to create collage (magazines, scissors and glue).

## WORKSHOP PROCESS

Participants are divided into groups of 3-5 members. Participants draw a young person in the center of the conference sheet. Afterwards, around the drawing of a young man, participants list the names of all known actors and organizations, which work with a youth.

## COMMENTS

This task is designed to show that the different organisations and institutions are targeting (working with) the same young people. Often these institutions compete to attract more young people to their activities.

## EVALUATION QUESTIONS

Who is working with youth in your community?

Which organizations/ institution are missing in your community?

Do these organizations cooperate or compete?

# X AND Y COOPERATION TASK

Task sheet for participants on p. 54

## OBJECTIVES

Introduce participants to cooperation topic.  
Discuss the important of agreements.

## GROUP SIZE

12-30 people

## TOOLS NEEDED

Pens, paper, stickers and printed task sheet.

## DURATION

20-45 minutes

## WORKSHOP PROCESS

- 1) The participants are split into 4 groups, Each group has the same number of group members;
- 2) The participants receive instruction sheets. Each group has to read the instruction carefully, presenter devotes time to thoroughly explain the task;
- 3) Each group has to decide what to choose for each stage - X or Y. The score depends on the choice of each group;
- 4) Groups have to decide what to select X or Y. Complete 2 -3 rounds so that participants would have a better grasp on scoring system. Each group has to count their own points. The workshop host counts scores of each group separately, however, does not reveal them till the end of the task;
- 5) Conduct a 2 minute meeting where one representative of each group should meet with other groups in order to decide cooperation strategy. Representatives return to their groups and tell the decision that took place in the meetings;
- 6) Additional 2-3 rounds are played;
- 7) Then repeat point 5.

## TASK SOLUTION

If all groups write the Y, you can score the most, because only when all groups select Y the total score is greater than 0. The main idea of the task- the groups start to compete with each other in order to get a higher score. The overall benefit of cooperation is often ignored and agreements tend to be broken.

## EVALUATION QUESTIONS

How did you feel after the task?  
Was it easy to cooperate?  
Was it easy to reach a common group decision?  
Reach agreements during meetings?  
Was it easy to follow agreements?  
Did you cheat?

## COMMENTS

In order to provoke the participants, the leader can increase the round number after the results of 3 round and making public that 4 round is special. The results of 4th round will be multiplied by 10. If there are participants who have experience in participating in this task before they are asked to become observers.

## WHAT'S NEXT?

After this task you can introduce the participants to the theoretical aspects of cross-sectorial cooperation, identify the main obstacles for cooperation of cooperation. Possibly, discuss the importance of agreements.



## Rules:

1. Objective: You have to earn as much as possible
2. We are working in 4 groups.
3. The game will last from 8 to 12 rounds.
4. Groups have to make decision for each round and write it down on a post it. Pass the post it to the trainers.
5. Your choice has to be either X or Y.
6. Each group can win or lose at the end of each round.
7. After each round the results are calculated. The results depend on choices of all 4 groups as presented in the table below.

## Score table

4 groups decision, possible options	Score table	
	X	Y
4X	-10	
3X+1Y	+10	-30
2X+2Y	+20	-20
1X+3Y	+30	-10
4Y		+10

8. After some of the rounds you receive **additional information**. The additional information doesn't have any impact for the structure of the game, but will have an impact on the score.
9. Each group has to make notes on their score balance after each round (how much you gained or lost). This will help to see the final result at the end of the game.

# POWER MAP

## WORKSHOP PROCESS

### OBJECTIVES

Name the groups of interest, organizations and institutions which can support various interests or oppose them.  
Enhance the analytical skills of the participants.

### GROUP SIZE

Several groups of 4–6 people

### TOOLS NEEDED

Conference sheets, colored paper, scissors, magazines, glue, sticky tape and drawing tools.

### DURATION

45-60 minutes

This method should be the second task analyzing a specific topic.

Groups receive the required tools. Each group should have their own tools and separate venue for task competition, paper sheets and drawing tools are required too.

Participants in their groups have to create maps, which would portrait various actors, who would support their ideas and help to solve their issue. Also they have to picture who could oppose to their ideas. How these actors are linked together, which external people and actions do affect the people pictured in the power map. Discuss what you could offer to the actors supporting your ideas. Which people take neutral stance on you issue? What needs to be done in order to appeal them and to receive their support?

On the middle of the conference sheet (rather it could be a wall) a symbol is attached, which represents your topic, questions or issue. Around this symbol place all the mentioned actors, their arguments and motives.

The method is completed by highlighting the steps you need to do in order to incorporate people with power, appeal to the neutral audience and avoid the opposition.

## EVALUATION QUESTIONS

Was it easy to analyze power relations?

Why did you choose these persons or organizations that will support your objective or help solving the issue?

Who are your potential opponents?

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