Social Inclusion through Sport in the Balkan Region

Planning Seminar on Local Sport for Inclusion Networks


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GIZ

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SPIN Sport Innovation
1. PROJECT CONTEXT
As a federally owned enterprise, GIZ supports the German Government in achieving its objectives in the field of international cooperation for sustainable development.

GIZ promotes international cooperation for sustainable development and international education work.

GIZ operates in Germany and over 120 countries around the globe.

GIZ employs around 20,000 persons worldwide. 3,500 of its employees are based in Germany while some 16,500 work locally with and within the partner countries.

GIZ’s programmes and initiatives in „Sport for Development“ are mainly commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ)
HOW DOES GIZ WORK?

- We develop capacity in individuals and organisations.
- We provide advisory and practical services, built on a wealth of regional and technical competence and tested management expertise.
- We work across a wide range of sectors.
- We provide customised and innovative solutions by using a wide range of instruments and networks
- We empower people to shape development
We work to shape a future worth living around the world.
WHY DOES GERMAN COOPERATION EMPLOY SPORT AS A TOOL FOR DEVELOPMENT?

- Because sport imparts core topics of German development policy
- Because sport is an important enabler of sustainable development & as a means to promote education, health, development and peace’ (UN 2015)
- Because sport can be used as a tool and door opener
- Because sport reaches out especially to young people
- Because sport can convey values like fair play, team spirit, tolerance, and respect
- Because sport enables and promotes dialogue

WHY DOES GERMAN COOPERATION EMPLOY SPORT AS A TOOL FOR DEVELOPMENT?

More and more governments, international organisations, NGOs and enterprises recognise that sport is a cost-efficient tool that has great potential in playing an important role in national and international development policies and in creating social change.

However, in order to ensure sustainability of „Sport for Development“ we need...

- Evidence
- Advocacy
- Commitment

.. at all levels

https://www.sport-for-development.com/home
https://www.giz.de/expertise/html/9911.html
WHAT DOES GIZ TO PROMOTE SPORT FOR DEVELOPMENT?

- GIZ provides advisory services
- GIZ engages in academic cooperation
- GIZ promotes networking and multi-stakeholder-cooperation
- GIZ links S4D with major sport events
- GIZ implements S4D programmes in various countries
WHICH TOPICS DOES GIZ APPROACH WITH S4D?

- Health & Wellbeing
- Education / Vocational Education
- Gender Equity
- Promoting Dialogue
- Conflict Management and Violence Prevention
- Social Inclusion
- Good Governance
WHO ARE GIZ’s PARTNERS IN S4D?

PUBLIC SECTOR
- Ministries
- Local Authorities
- Public Agencies
- Schools

CIVIL SECTOR
- NGOs / CBOs
- Foundations
- Sport Organisations

PRIVAT SECTOR
- Companies
- Trade Unions
- Professional Sport Teams

ACADEMIC SECTOR
- Academic Field Experts
- German Sport University
HOW DOES THIS PROJECT LINK TO OTHER GIZ ACTIVITIES IN THE BALKAN REGION?

Social Rights for Vulnerable Groups Programme
(Western Balkan)

Kick-off: Sports activities for potentials development
(Western Balkan, 2017)

Sector Programme Sport for Development
(Worldwide)
PROMOTING SOCIAL RIGHTS FOR VULNERABLE GROUPS (SORI)
HOW WILL SPORT CONTRIBUTE TO THE INCLUSION OF VULNERABLE GROUPS?

GIZ’s SoRi Programme wants to improve the conditions for ensuring equal social rights for vulnerable groups in selected municipalities in the Western Balkan.

Sport is expected to contribute to this process because of its potential for improved...

- Education
- Life skills
- Participation
- Outreach
- Equality
SPORT FOR INCLUSION IN THE WESTERN BALKANS-TIMELINE

**July 2017**
GIZ Social Rights for Vulnerable Groups & Sport for Development + interested stakeholders

**Dec. 2017**
1st regional experience exchange

**Sept. 2017**
Initiation: four national workshops on sport for social inclusion

**Nov./Dec. 2017**
Implementation of local S4D/Inclusion projects

**March 2018**
2nd regional conference: best practice, political backing and needs analysis

**Sept. 2018**
Piloting local network structures on sport for social inclusion

**Oct. 2018**
Ongoing sport activities in the region for refugees

**Nov. 2018**
Thematic S4D workshop for practitioners

**Spring 2019**
Strengthening regional networking and political backing

**Recommendations:**
- further support S4D activities in the Balkan
- build up on existing SORI structures and establish local S4D networks
- action plans and funding scheme
- training concept for practitioners

**2019**
Implementation of S4D activities linked to local action plans
WHICH SPORT-RELATED ACTIVITIES ARE PLANNED FOR 2018/19

- Local Sport for Inclusion Networks
- Training of Trainers
- Regional Exchange
- Local Sport for Inclusion Action Plans
- Funding of Local Sport for Inclusion Projects
2. SEMINAR OBJECTIVES
WHAT ARE OUR SEMINAR OBJECTIVES AND ENVISAGED OUTPUTS?

- Embedding Sport for Inclusion within the region in order to support SoRi programme objectives
- Piloting a local network approach
- Activating local hubs for easier implementation of future sport for inclusion activities

Expected Outputs:

- First drafts of network concepts and action plans
- Input for regional follow-up activities
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<thead>
<tr>
<th>Day</th>
<th>Schedule</th>
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</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Introduction / S4D concept and theory</td>
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<tr>
<td>Day 2</td>
<td>Local context /needs assessment / practical session</td>
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<td>Day 3</td>
<td>Planning objectives and impact of local S4D activities / networking at local level</td>
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<td>Day 4</td>
<td>Sport for Inclusion action planning / networking at regional level</td>
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<td>Day 5</td>
<td>Presentation and discussion of working group outcomes / planning of next steps / feedback</td>
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3. SPORT FOR DEVELOPMENT (S4D) / SPORT FOR INCLUSION
WHAT WAS OUR POINT OF DEPARTURE?

Social Exclusion

- Poverty
  - Poor Health
  - Discrimination
  - Lack of Education, Jobs, Housing...

What are the consequences of Social Exclusion?

- Illness
- Poverty
- Crime
- Violence
- Dependence on Social Security
- Unemployment

Rights
Resources
Opportunities
Privilege
HOW DOES SOCAL INCLUSION RELATE TO OTHER SIMILAR CONCEPTS?

“A society is “cohesive” if it works towards the well-being of all its members, fights exclusion and marginalization, creates a sense of belonging, promotes trust, and offers its members the opportunity of upward social mobility” (OECD, 2012)

→ Social cohesion is built around 3 key values with social inclusion being one of them.
HOW CAN SPORT HAVE AN IMPACT ON DEVELOPMENT AND SOCIAL INCLUSION?

How can Sport for Development help to reduce Social Exclusion and build Social Cohesion?

1. Empower and strengthen the individual

2. Strengthen sense of community and belonging

Poverty

Poor Health

Discrimination

Lack of Education, Jobs, Housing...
HOW CAN SPORT HAVE AN IMPACT ON DEVELOPMENT AND SOCIAL INCLUSION?

(Gilbert and Bennett, 2012)
WHAT’S THE DIFFERENCE BETWEEN SPORT DEVELOPMENT AND SPORT FOR DEVELOPMENT?

**Sport Development**
- Activity to enhance participation and performance in sport

**Sport for Development**
- Activity to use sport as a tool to achieve a range of other social, economical and political goals
WHAT ARE KEY BUILDING BLOCKS OF S4D INTERVENTIONS?

![Diagram showing key building blocks of S4D interventions]

- **Activities**
- **Target Group**
- **Needs**
- **Assets**
- **Place and Time**
- **Objective(s)**
- **People**

**PROJECT ESSENTIALS**

**PEDAGOGIC APPROACH / THEORIE OF CHANGE**
### HOW CAN SPORT HAVE AN IMPACT ON DEVELOPMENT AND SOCIAL INCLUSION?

<table>
<thead>
<tr>
<th>Sport for the sake of sport</th>
<th>Sport as a specific learning environment</th>
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<tbody>
<tr>
<td>Sport for health promotion</td>
<td>Sport as an instrument for strengthening self-confidence and self-efficacy</td>
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<tr>
<td>Sport for stress- and trauma relief</td>
<td>Sport as a field of action in which inclusion and a sense of belonging can be experienced</td>
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<td>Sport as a tool for teaching life skills</td>
<td>Sport as diversion</td>
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<td>Sport as an outreach tool</td>
<td>Sport as a replacement or alternative</td>
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<tr>
<td>Sport as an instrument for influencing attitudes and values</td>
<td>Sport as incentive or reward</td>
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<tr>
<td>Sport as an everyday life structure</td>
<td>Sport as a tool for teaching life skills</td>
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<tr>
<td>Sport as an instrument to generate attention and awareness for a topic</td>
<td>Sport as a tool for developing or influencing identity and identification</td>
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<tr>
<td>Sport as an instrument for creating visability for marginalized groups and individuals</td>
<td>Sport as an instrument to inspire</td>
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<tr>
<td>Sport as an instrument for reclaiming public spaces</td>
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</table>

**Sport for health promotion**

- Sport for stress- and trauma relief
- Sport as a field of action in which inclusion and a sense of belonging can be experienced
- Sport as a specific learning environment
- Sport as an instrument for strengthening self-confidence and self-efficacy
- Sport as an instrument to generate attention and awareness for a topic
- Sport as an instrument for creating visability for marginalized groups and individuals
- Sport as an instrument to inspire
- Sport as an instrument for reclaiming public spaces
WHAT ARE THE FUNCTIONS OF SPORT IN S4D? - EXAMPLES

<table>
<thead>
<tr>
<th>Sports Activity</th>
<th>specific function of sport</th>
<th>Desired Outcome</th>
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</table>

**Sport as an Outreach Tool**

For many people, sport is an attractive pastime or a field of action that is of interest to them.

Through sports-related content, you can thus get the attention of target groups that would otherwise be unavailable to an organization.

You can lead your target group to a certain location, get into contact with them, build trust, etc.

Depending on the development goal, sports-related activities can then be linked to development-related activities.
WHAT ARE THE FUNCTIONS OF SPORT IN S4D? - EXAMPLES

**Sport as Incentive or Reward**

Sport as an attractive pastime can also be used as an incentive to reward individuals for desired behaviours.

Regular schooling entitles you, for example, to participate in a sports program.
WHAT ARE THE FUNCTIONS OF SPORT IN S4D? - EXAMPLES

Sport as an instrument to generate attention and awareness for a topic

Sport creates attention.

As a result, one can almost always attract attention to any topic by e.g. linking it to a sports event or sports activity.
Mechanisms of S4D

Sport as Diversion

Sport can be used to divert a target group from "unwanted behaviours". In this case sport does not have a lasting effect, but only works as long as it is played.

A sports program can e.g. be used to get kids off the streets on weekends although learning or value development is not actively pursued.
WHAT ARE THE FUNCTIONS OF SPORT IN S4D? - EXAMPLES

**Sport as an Instrument for Influencing Attitudes and Values**

In sport, rules, attitudes and values play an important role.

Through targeted creation of situations and reflection of these situations, values and attitudes can be influenced and developed (in children and adolescents)
WHAT ARE THE FUNCTIONS OF SPORT IN S4D? - EXAMPLES

Sport as a Tool for Teaching Life Skills

By deliberately creating specific situations in sports or play and then reflecting them, a variety of life skills can also be conveyed.

Obviously there is an overlap with value education.
WHAT ARE THE FUNCTIONS OF SPORT IN S4D? - EXAMPLES

Sport for Stress- and Trauma Relief

Sport and play are basic human needs. While playing we often succeed to be completely in a state of "here and now".

In the short term, this can help alleviate traumatic stress for children and adolescents in particularly difficult life situations or living conditions.

Although sport is not able to solve the actual problems or heal from post traumatic stress, it can at least create short emotional breaks.
WHAT ARE THE FUNCTIONS OF SPORT IN S4D? - EXAMPLES

Sport as an instrument for strengthening self-confidence and self-efficacy

In sports one can experience self-efficacy much better than in other areas of life.

Training leads to an improvement of individual abilities at least in the beginning.

This can be used to specifically strengthen the self-confidence of vulnerable people.
WHAT ARE THE MOST SUITABLE SPORTS IN S4D?

- Most sports can be used for Sport for Development and Social Inclusion, however to meet the development goals competitive sports need to be adapted

⇒ It’s less important which sport is played. The question is rather how the sport should be played in a S4D context
POTENTIAL AND LIMITATIONS OF S4D

Limitations

- The positive potential of sport does not develop automatically

- A professional and socially responsible interventions are required which must be tailored to the social and cultural context and led by experienced instructors

- A competitive approach to sport is often counterproductive

- "Footballism“ can damage the local movement culture

- Without advocacy and commitment projects often lack sustainability

- Projects are often also financial dependent and donor driven

- Sport based interventions often favour men over women and youth over older people
POTENTIAL AND LIMITATIONS OF S4D

Limitations

- The role of sport should not be overstated (e.g. sport as a panacea to cure all social problems)

- Sport can not replace a holistic strategy which addresses the root-causes of social exclusion
POTENTIAL AND LIMITATIONS OF S4D

Potential

Despite the aforementioned limitations, sport can play a role in tackling social exclusion if,

- … one chooses the right instrument.
- … one use the right setting.
- … it’s planned in a sustainable way.
- … all different stakeholders want it.
- … it has a participatory, actors driven approach.
- … local structures are integrated
- … it’s based on the principle of partnership!
DISCUSSION

- Questions
- Feedback
- Experience you want to share
4. EVALUATING THE LOCAL CONTEXT
Methodology:

- In order to analyze and describe the local context each working group defined the territorial scope of its activities in a first step.

- In a second step the most vulnerable local target groups were identified and prioritized.

- Then the most pressing social needs / problems were identified and prioritized before the results of both steps were brought together.

- Finally already existing social policies and sport based activities were identified in order to avoid double work and find other matching network partners.
## Vulnerable Groups in the Local Community

<table>
<thead>
<tr>
<th>Vulnerable / Social Excluded Groups in Community (All)</th>
<th>Level of Exclusion / Discrimination / Social Problems</th>
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<tbody>
<tr>
<td></td>
<td>highest</td>
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<td>lower</td>
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<td>lowest</td>
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</table>
# SOCIAL PROBLEMS / CHALLENGES IN THE LOCAL COMMUNITY

<table>
<thead>
<tr>
<th>Social problems / social challenges in community</th>
<th>impact on community / urgency</th>
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<tbody>
<tr>
<td>highest</td>
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<td>higher</td>
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<td>lowest</td>
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</table>
### TARGET GROUPS ↔ SOCIAL NEEDS / PROBLEMS (OVERVIEW)

<table>
<thead>
<tr>
<th>Target Groups</th>
<th>Social needs / social problems / social challenges (keywords only, highest priorities first)</th>
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### TARGET GROUPS ↔ SOCIAL NEEDS / PROBLEMS (DETAILS)

<table>
<thead>
<tr>
<th>Target Group 1</th>
<th>Need 1</th>
<th>Need 2</th>
<th>Need 3</th>
<th>Need 4</th>
<th>Need 5</th>
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<tbody>
<tr>
<td>Description of TG</td>
<td>Description of social need or social problem</td>
<td>Description of social need or social problem</td>
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<tr>
<th>Target Group 2</th>
<th>Need 1</th>
<th>Need 2</th>
<th>Need 3</th>
<th>Need 4</th>
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</table>
# RELEVANT SOCIAL POLICIES / SERVICES / PROJECTS

<table>
<thead>
<tr>
<th>Policy / Service / Project</th>
<th>Description</th>
<th>Target Groups</th>
<th>Responsible Organisation</th>
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</table>
# RELEVANT SPORT BASED PROJECTS / ACTIVITIES

<table>
<thead>
<tr>
<th>Project / Activity</th>
<th>Description</th>
<th>Target Groups</th>
<th>Responsible Organisation</th>
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Results:

- Each local working group could identify at least one target group for which…
  (a) all network partners could agree, that there is need for better social inclusion
  (b) the network partners can build on previous experience and activities

- Fier / Albania: Girls and young women from rural areas
- Fushe Kosove / Kosovo: Youth from RAE Community
- Kriva Palanka / Macedonia: Pupils from rural areas living in school dormitories during the school term
- Novi Beograd / Serbia: Children and youth with special needs (physical and mental impairments)
5. PLANNING OF IMPACT AND OBJECTIVES
Methodology:

- In order to facilitate planning processes at local level which
  
  (a) are focussing on real target group needs
  
  (b) are contributing to long term social change and real social impact…

- … 2 methodological approaches were introduced

  (a) Problem- / Solution Tree
  (b) Impact Model
PROBLEM / SOLUTION TREE

Impact

Issue

Causes

Source: viva, children in emergency toolkit

Source: phineo, social impact navigator
PROBLEM / SOLUTION TREE
IMPACT MODEL

Inputs
- Resources
  - “What we invest in the project”

Outputs
- Services and products
  - “What we do or offer in our project, and the people we reach”

Outcomes
- Results at the target-group level
  - “What we want our project to achieve within our target groups”

Impact
- Results at the societal level
  - “The contribution we want to make with our project at the societal level”
IMPACT MODEL

**Input**
- Boys are engaging in open sports programs for boys and girls
- Regular open programs for boys and girls are offered in 3 rural communities
- Girls are trained as a sports coach for other girls
- Girls participate in boys sport camps for empowerment

**Output**
- What we are doing in our project

**Outcome**
- Boys and girls learn about human rights and understand why they are valuable
- Boys are aware of the competencies and abilities of girls
- Girls and boys are included in society together with others
- Women participate in the labor market
- Girls and boys respect each other in strong, informed networks and stand up for their rights
- Girls lead and have strong communication skills

**Impact**
- What we want to change in society in the long term
6. PLANNING FOR LOCAL ACTION
Methodology:

- Based on the previous methodological steps, the process of creating local action plans on „sport for inclusion“ was initiated.

- It was agreed that „sport for inclusion“ would be a better term than „sport for development“ because it would be easier understood within the regional context.

- The 4 working groups also agreed on a basic common structure for their local action plans with two main levels:
  
  1. Equal opportunities to participate in sport and physical activity for the identified target groups
  2. Sport as an instrument to tackle other aspects of social exclusion of these target groups

   The latter aspect was further divided into 3 approaches (awareness raising, capacity building and networking).
Methodology:

- The action planning process was already started during the seminar in order to identify methodological or content related challenges.

- Working groups will continue their planning activities. The groups will present and discuss their progress during an upcoming support meeting in Durres/Albania (09.11.2018).

Important note: *Sport for Inclusion* is rather a *means* of social policy than a social policy of its own. ➔ We are not trying to open a totally new policy field and we are not trying to develop an action plan that just wants to promote *sport for inclusion* as a method. Instead, we are looking for action planning that can help to make better and more efficient use of *sport for inclusion* in already existing areas of social policy.
1. Equal opportunities to participate in sport

2. Sport as an instrument to tackle other aspects of social exclusion

2a. Awareness
2b. Capacity Building
2c. Networking

- Public
- Self-awareness
- Target group
- Those working with target group
## ACTION AND ACTIVITIES

### ACTION FIELD 1:

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Description</th>
<th>Target Group(s)</th>
<th>Expected Outcomes</th>
<th>Timeline</th>
<th>Responsible Organization</th>
<th>Required Resources</th>
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### ACTION FIELD 2:

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7. PLANNING FOR LOCAL SPORT FOR INCLUSION NETWORKS
Methodology:

- Prototypical descriptions of informal networks, communities of practice and formal networks were presented and discussed.

- It was explicitly mentioned that these concepts overlap and that the envisaged local networks for „sport for inclusion“ may include elements from all three types of networks.

- Potential partners and potential tasks of the envisaged „sport for inclusion“ networks were also identified.

- Finally the management of the envisaged networks and the potential inclusion of additional partners was briefly discussed.
Informal Networks

Informal networks consist of individual, personal and amicable relations between businesspeople, peers or friends.

Typically, informal networks have no deliberately defined purpose. They grow organically and, in most cases, are not actively planned and managed.

They play an important part in daily private and working lives: they are recreational, can yield information, ideas and experiences and render assistance in times of need.

They form the basis on which communities or formal networks are built.
WHAT TYPES OF NETWORKS?

Community of Practice

A community of practice refers to a group of people with a common interest in a specific area of knowledge or competence and who are willing to learn together over a period of time, to develop and improve their practice and expertise.

It usually emerges from a work-related field, and members volunteer to join it because they have common activities and the motivation to share experiences, insights, knowledge, best practices and solutions to common problems.

They are focused on enhancing their professional capabilities and, in the process, strengthening their organisations or institutions.
**WHAT TYPES OF NETWORKS?**

**Informal Network**
Informal networks consist of people or organisations that interact informally and spontaneously.

**Communities of Practice**
Communities of practice are groups of people who share a common interest and engage in regular interaction and exchange of knowledge.

**Formal Network**
Formal networks are defined as interrelated groups of people or organisations that are established according to a specific design or need. The members of the network share a common vision, objectives and rules, and they carry out a set of common activities.

In contrast to communities, formal networks do not only respond to the needs and interests of members. Rather, they also have the goal of achieving changes in their own contexts (communities).
WHICH PARTNERS? WHICH TASKS?

- understand and support the concept of SfD
- use SfD to strengthen their own services and activities
- promote the concept of SfD within the local community
- evaluate the impact SfD can have for social inclusion
- develop a strategy/set priorities/create and follow an action plan to make the use of SfD more effective
- link their SfD strategies/activities to other relevant policies
- serve as a contact point for regional exchange and activities
- (.....)
HOW TO MANAGE AND GROW A LOCAL NETWORK?

starting point

How is the network organised (facilitator?)

How will the network grow?
8. NEXT STEPS
Next Steps:

- Depending on the availability of project funding beyond 2018, next steps and activities were defined

- For now, the focus of activities will be on the last quarter of 2018
9. PRACTICAL SESSION
Practical Session / Content:

(1) Ball Game of 4 Teams on 4 Goals (changing coalitions)

(2) Roller Coaster Ride

(3) Jugger light

(4) Transportation of a water filled bucket (use of hands/arms not allowed)
Practical Session / Reflections:

(1) When playing with 4 different balls on 4 goals, the players often lost their orientation and even scored numerous own goals ➔ It is difficult to follow many objectives at the same time, therefore cooperation needs a clear scope and focus

(2) The teams where a player announced the choreography of the rollercoaster ride made fewer mistakes during the “test ride” ➔ Even in cooperation with equal partners some kind of management and leadership are required

(3) No player could remember all the turns of the roller coaster ride alone. Teams in which different players have memorized different route sections have been more successful ➔ If a certain task or workload is too big for one person or organisation, the workload must be shared to be successful as a group

(4) The defenders of the catching game first had to learn how to prevent the other team from moving before they were able to give their own ball carrier free rein ➔ In a complex environment it takes time to understand how a partnership should cooperate to successfully manage a task
Practical Session / Impressions: