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ELCSEE
EMPOWERING LOCAL COMMUNITIES THROUGH SOCIAL ECONOMY EDUCATION

Educational Guidebook

EMPOWERING LOCAL COMMUNITIES THROUGH SOCIAL ECONOMY EDUCATION

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SECTION 1 — INTRODUCTION



1.1 Purpose of the Guidebook

This guidebook has been developed within the framework of the Erasmus+ project “Empowering Local Communities through Social Economy Education” (ELCSEE), implemented in Greece, Cyprus and Bulgaria. Its purpose is to provide educators, youth workers, community leaders, and local civil-society actors with a structured, practical resource on how social economy approaches can strengthen local resilience, improve employability, and support inclusive community development. Across rural Europe — and especially in the North Aegean, Cyprus, and Gotse Delchev — communities face challenges such as unemployment, youth outmigration, limited access to training, and reduced civic participation. The social economy offers tools to address these gaps through cooperation, democratic governance, community ownership and socially oriented entrepreneurship.

This guidebook supports stakeholders to:
- Understand key concepts and European frameworks
- Explore national ecosystems and practical local examples
- Acquire tools to design, implement and manage community initiatives
- Use digital tools effectively for visibility, collaboration and education
- Engage young people and vulnerable groups in participatory processes

It functions as both an **educational manual** and a **practical toolkit,** supporting participants in the training activities carried out across the project (Agiasos, Nicosia, Gotse Delchev).

1.2 Target Audiences

The guidebook is designed for four core groups:

Educators
Teachers, VET trainers, and adult educators who wish to introduce concepts of social economy, sustainability and community engagement into their learning environments. They need accessible learning materials, activities, case studies, and digital tools that can be integrated into lessons or workshops.

Youth Workers
Professionals working with young people, especially in rural or low-opportunity areas, who need methods to inspire youth participation, entrepreneurship, and civic engagement.

Local Leaders & Civil Society Organisations
Representatives of municipalities, cultural associations, cooperatives, NGOs, and informal community groups that seek practical ways to design social initiatives, mobilise volunteers, create partnerships, and promote inclusive development.

Young People (18–30)
Rural youth with ideas and motivation but limited opportunities, who benefit from structured guidance, examples, and tools to design their own community projects or social enterprises.

1.3 How to Use this Guidebook

The guidebook is structured in modular format. Each section can be used independently or as part of a full learning programme.

- **Sections 1–3** provide conceptual foundations (definitions, frameworks, national ecosystems).
- **Sections 4–6** offer practical methods, tools, and templates for designing and managing social economy initiatives.
- **Section 7** presents real cases from Greece, Cyprus, and Bulgaria, illustrating good practices.
- **Section 8** provides ready-to-use workshop outlines and local activities.
- **Section 9** contains templates, worksheets, and assessment forms.

Educators may use it as a curriculum component, while community organisations can use it as a handbook for planning local actions. Workshops in the project (Cyprus, Bulgaria, Greece) incorporate several exercises contained here.

1.4 Structure of the ELCSEE Learning Programme

The guidebook follows the structure and logic of the ELCSEE training cycle, which includes:
- **Kick-off training** in Agiasos (foundations of social economy, participatory methods).
- **Partner exchanges** in Cyprus and Bulgaria (digital tools, entrepreneurship models).
- **Online training** (digital collaboration, remote peer learning).
- **Local workshops** in Agiasos, Cyprus, Gotse Delchev (community mapping, project design).
- **Development of 9–12 pilot ideas** by youth and community groups (June–August 2026).

Thus, the guidebook supports both **knowledge transfer** and **practical implementation.**

1.5 Social Economy as a Tool for Local Development

Social economy refers to enterprises and organisations that prioritise social value and community benefit over profit. These include cooperatives, associations, foundations, social enterprises, and other solidarity-based models.

Its relevance to local development lies in:
- **Job creation in vulnerable or low-population areas**
- **Strengthened community participation and democratic governance**
- **Local ownership of economic activity**
- **Enhanced social inclusion for youth, women, migrants, and low-skilled groups**
- **Sustainable use of local resources (culture, environment, tourism, food systems)**

In rural areas, social economy models are proven to:
- Combat depopulation
- Empower local talents
- Preserve cultural heritage
- Mobilise volunteers and intergenerational knowledge
- Stimulate entrepreneurship through shared risk and shared benefit

1.6 Overview of the Project and Partners

ELCSEE brings together four organisations with complementary expertise:
- **Visit Agiasos (Greece)** – rural engagement, cultural heritage, community mobilisation
- **SCE Kalotropio (Greece)** – social enterprise development, cooperative support, business planning
- **ViModo Ltd (Cyprus)** – digital tools, inclusion, innovation in VET
- **Business Incubator – Gotse Delchev (BI-GD, Bulgaria)** – youth entrepreneurship, incubation, regional development

Together they implement a full learning and training pathway to strengthen social economy knowledge and capacity in the three countries.

👉 **It is recommended to complete the reflection exercises included in this chapter before continuing.**

1.7 Reflection exercises

Purpose of the Guidebook
The ELCSEE Educational Guidebook is designed as a **practical working tool,** not just a reading document. Its purpose is to help individuals and groups move from **ideas → action → impact.**

Across many communities—especially in rural and island areas—people often face the same situation:
- They identify a problem
- They have ideas
- But they lack structure, tools, or confidence to act

This guidebook addresses exactly this gap.

It supports users to:
- Understand what the social economy is
- Work effectively in groups
- Design realistic initiatives
- Use available resources
- Create measurable impact

Action Box 1 — What Do You Expect From This Guide?

Before continuing, take 5 minutes (individually or in a group):

Write down:
- What do you want to learn?
- What kind of project would you like to create?
- What is your biggest difficulty right now?

👉 Keep this list — you will return to it at the end.

✓ Quick Checklist — Is This Guide Relevant for You?

This guidebook is useful if:

- □ You want to start a community initiative
- □ You work with youth or groups
- □ You want practical tools (not theory)
- □ You have ideas but don't know how to structure them
- □ You want to improve collaboration in a group

If you checked at least 2 → this guide is for you.

Target Audiences

This guidebook is designed to be multi-user, meaning it adapts depending on who uses it.



For Educators & Trainers

Use this guide to:
- Design lessons or workshops
- Introduce social economy concepts
- Facilitate group work



For Youth Workers & Facilitators

Your role is not to "teach", but to **enable groups to act.**
This guide helps you:
- Facilitate discussions
- Support idea development
- Manage group dynamics

👉 Combine **Section 2 + Section 4 + Section 8** for a full training session.

🔧 Tool — Facilitator Mindset

A facilitator should:
- Listen more than speak
- Ask questions instead of giving answers
- Help the group find its own solutions
- Provide tools, not ready-made decisions

This approach will be used throughout the guide.

For Community Groups & CSOs

Use this guide to:
- Organise your ideas
- Define roles
- Build a plan
- Develop activities

For Young People

You don't need experience to start.
You only need:
- An idea
- A group (even 2–3 people)
- Willingness to try

Action Box 2 — Define Your Role

Ask yourself:

- Am I here as a learner?
- A facilitator?
- A group member?
- A project leader?

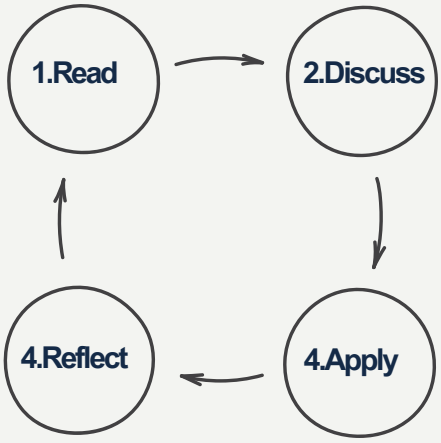
Your role will influence how you use the guide.



How to Use this Guidebook

This guidebook is not meant to be read passively. It is designed to be used actively.

The Core Learning Cycle



Repeat

Tool — How to Use This Guide in Practice

Option 1:
Full Training Programme
Use all sections in order

Option 2: Workshop Mode
Pick:
- One topic
- One tool
- One activity

Option 3: Project Development
Focus on:
- Section 4 (building initiatives)
- Section 5 (management)
- Section 5A (impact)

✓ Quick Checklist — Before Starting a Workshop

Make sure you have:

- □ A clear objective
- □ A group (3–20 people)
- □ Time (at least 1–2 hours)
- □ Basic materials (paper, pens)
- □ A facilitator

Mini Exercise — First Group Discussion

Ask participants:

"What is a problem in our community that we care about?"

Write answers on a board.
Do not analyse yet — just collect.

Structure of the ELCSEE Learning Programme

The ELCSEE learning approach is based on learning by doing.

STEP 1 — UNDERSTANDING
Learn basic concepts.

STEP 2 — EXPERIENCING
Participate in workshops and exchanges.

STEP 3 — APPLYING
Develop your own initiative.

STEP 4 — REFLECTING
Evaluate and improve.

YOUR LEARNING PATH

STEP	WHAT WILL YOU DO?
Learn	
Try	
Apply	
Improve	



Common mistakes



Spending too much time planning



Start small and test early

Social Economy as a Tool for Local Development

The social economy is not just a concept — it is a **practical approach to solving local problems.**

Identify Local Opportunities

Complete the table:

What we have	What we need	Possible idea
e.g. empty space	youth activities	community hub

EXAMPLES



✓ Quick Checklist — Good Social Initiative

A strong initiative:

- □ Solves a real need
- □ Involves people
- □ Uses local resources
- □ Can start small
- □ Can grow over time

Mini Exercise
From Need to Idea

1. **Identify one need**
2. **Identify one resource**
3. **Combine them**

Overview of the Project and Partners

The ELCSEE project is based on collaboration between organisations with complementary roles.

Partnership Mapping

Think about your own project:

Role	Who could do it?
Organisation	
Support	
Communication	
Implementation	

✓ Good Partnership

A strong partnership:

- □ Has clear roles
- □ Shares responsibilities
- □ Communicates regularly
- □ Builds trust

Final Reflection Exercise (End of Chapter)

Return to **Action Box 1.**

Now answer:

1. Has your understanding changed?

2. Do you have a clearer idea?

3. What is your next step?

SECTION 2 — UNDERSTANDING THE SOCIAL ECONOMY



Introduction

This chapter provides a practical and accessible understanding of the social economy.
It focuses on helping learners grasp the key ideas, principles, and real-life applications of the social economy without relying on complex theoretical explanations.
Through simple tools, examples, and exercises, this chapter enables participants to understand how social economy works in practice and how it can be explained to others in a clear and simple way.

What You Will Learn

By the end of this chapter, you will be able to:

- Explain what the social economy is in simple terms
- Identify the key principles that guide social economy initiatives
- Recognise different types of social economy organisations
- Understand the difference between social economy and traditional business models
- Identify basic examples of social economy activities in your community
- Explain the concept of social innovation

How to Use This Chapter

- As an introduction for learners with no previous experience
- As a tool for explaining social economy in workshops
- As a starting point for group discussions

2.1 What is the Social Economy?

The social economy is a way of organising activities, services, or businesses where the main goal is to create value for people and communities, not (just) profit.

Instead of asking:

“How can we make more money?”
the social economy asks:

“How can we solve a problem together and make it sustainable?”



Simple Definition

The social economy is about people working together to meet shared needs, using collective effort, shared responsibility, and sustainable practices.



MINI EXERCISE — EXPLAIN IT IN YOUR OWN WORDS

ASK PARTICIPANTS:
"HOW WOULD YOU EXPLAIN SOCIAL ECONOMY TO A FRIEND IN 1 SENTENCE?"
WRITE ANSWERS AND COMPARE.

QUICK CHECK — IS THIS SOCIAL ECONOMY?



Example	Social Economy?
A group creating a community garden	
A company focused only on profit	
A youth group organising free workshops	
A cooperative owned by its members	

2.2 Why Does the Social Economy Matter?

The social economy is important because it responds to real problems that traditional systems often don't solve.

Common Local Challenges

- Youth unemployment
- Lack of services
- Social isolation
- Underused resources
- Lack of participation



Ask your group:
"What is one problem in our community that affects many people?"
Write 3–5 answers.

Now ask:
"What could we do together to improve this situation?"
This is where social economy starts.



Social economy = collective solutions to shared problems

2.3 Core Principles of the Social Economy

Instead of long theory, use these 5 practical principles:

1. People First

Decisions are based on:
- Needs
- Well-being
- Inclusion

2. Working Together

- Collaboration instead of competition
- Group effort
- Shared responsibility

3. Participation

- Everyone can contribute
- Voices are heard
- Decisions are shared

4. Sustainability

- Activities can continue over time
- Resources are used wisely

5. Local Impact

- Focus on real, local change
- Visible results in the community



MATCH PRINCIPLE TO EXAMPLE

Situation	**Principle**
Everyone votes on decisions	
Project helps unemployed youth	
Activity continues every year	
People work in a team	

2.4 Types of Social Economy Organisations

You don't need to memorise legal definitions. Focus on **how they function.**

SIMPLE CATEGORIES

Type	What it does
Community group	Local activities
NGO / Association	Social or cultural work
Cooperative	Owned by members
Social enterprise	Business with social goal

Identify Local Examples

Ask:

"Do we know any group or organisation in our area that works for the community?"

List them.

Discussion

For each example:
- **What problem do they address?**
- **Who benefits?**
- **How do they operate?**

2.5 Differences from Traditional Businesses

Instead of theory, use comparison.

Simple Comparison Tool

Aspect	Traditional Business	Social Economy
Main goal	Profit	Social value
Decision-making	Owner	Group
Profit use	Private	Reinvested
Focus	Market	Community

Mini debate

Divide group into two:

Team A:

"Business approach"

Team B:

"Social economy approach"

Discuss:

"Which approach is better for our community?"



2.6 The Role of Social Innovation

Social innovation means **new ways of solving problems.**
Not necessarily big or complex.

EXAMPLES OF SOCIAL INNOVATION

- Turning unused spaces into community centres
- Creating shared services
- Using digital tools for local engagement
- Organising new types of events

Exercise — Innovation Brainstorm

Ask :

"What is one thing we could do differently in our community?"

Rules:

- ⊕ No idea is wrong
- ⊕ Focus on creativity
- ⊕ Build on others' ideas



Tip

Innovation is often :

Simple + Practical + Local

2.7 Understanding the Ecosystem Around You

You are not alone — every initiative exists in a network.

ECOSYSTEM MAPPING





QUESTIONS

Who can support your idea?

Who could be a partner?

Who benefits from your work?



Strong initiatives are never isolated — they are connected.

2.8 Explaining Social Economy to Others

One of the most important skills is **being able to explain the concept simply.**

3-STEP EXPLANATION METHOD

1. Start with a problem	2. “In our community, we have...”	**3. Explain the action**
4. “We work together to...”	**5. Show the benefit**	**6. “This helps people by...”**

Exercise — Practice Explanation

In pairs
- Explain your idea in **30 seconds.**
- Switch roles.



2.9 Common Mistakes to Avoid

Too Much Theory	→	Keep it simple
Trying to Start Big	→	Start small, test first
Working Alone	→	Build a group
Ignoring Real Needs	→	Always validate with the community

✓ Ready to Move Forward?

Before going to Chapter 3:

- □ I understand what social economy is
- □ I can explain it simply
- □ I have identified at least one local issue
- □ I have one initial idea

2.10 Final Reflection

Reflection Exercise

Write down:

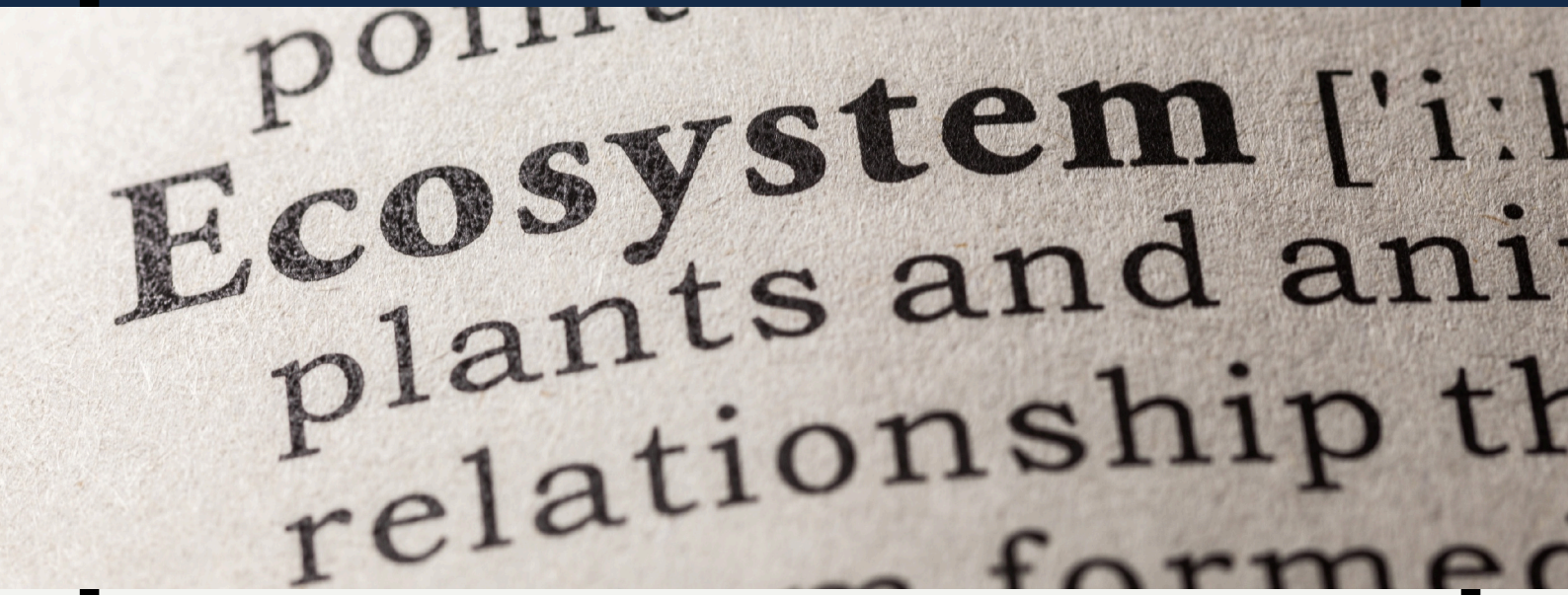
1. **One problem you care about**
2. **One idea you could explore**
3. **One person you could work with**

Chapter 2 final message

✓ You don't need a perfect plan.

✓ You need a starting point.

SECTION 3 — NATIONAL ECOSYSTEMS (GR – CY – BG)



Introduction

This chapter focuses on understanding how the local environment influences the development of social economy initiatives. Instead of analysing legal frameworks in detail, it provides a practical approach to identifying opportunities, resources, and challenges within local ecosystems.
Through real examples from **Greece, Cyprus,** and **Bulgaria**, the chapter helps learners understand how different groups make decisions about structure, partnerships, and development paths based on their local context.

What You Will Learn
By the end of this chapter, you will be able to:
• Understand what a local ecosystem is and why it matters
• Identify key actors, resources, and opportunities in your community
• Recognise how local conditions influence decisions
• Build simple partnerships with local stakeholders
• Identify challenges and adapt your approach
• Make basic decisions about structure (informal vs formal, collaboration vs independence)

How to Use This Chapter
Use this chapter:
• To map your local environment
• To identify potential partners and resources
• To understand realistic opportunities in your area

3.1 Why Understanding Your Local Ecosystem Matters

Every social economy initiative starts with an idea — but it succeeds or fails based on how well it connects with its **local ecosystem.**

Your ecosystem includes:

- People
- Organisations
- Institutions
- Spaces
- Opportunities
- Constraints

Understanding this environment allows you to:

- Avoid unnecessary risks
- Use existing resources
- Build partnerships
- Choose the right structure

Simple Definition

A local ecosystem is the network of actors, resources, and conditions that influence what you can realistically do in your community.



You are not starting from zero — you are starting from a system.

MINI EXERCISE — FIRST ECOSYSTEM SCAN

ASK PARTICIPANTS:

"WHO AND WHAT ALREADY EXISTS AROUND US?"

LIST:

Organisations

Active groups

Available spaces

Key individuals

3.2 Understanding Ecosystems Through Real Examples

EXAMPLE

Greece (Community Activities & Formalisation Choice)

A group of young people in a village wanted to organise regular cultural activities.

They identified:
- A local space owned by the municipality
- Local artists and volunteers
- Interest from the community

They had two options:

1. **Stay informal**
2. **Create a formal structure**

They chose:

to create a non-profit organisation (AMKE)

WHY?

- **Easier collaboration with the municipality**
- **Ability to apply for small funding**
- **Clear structure for organising activities**

RESULT

They organised regular events and expanded their activities.

Key Decision Point

✓ Do you need a formal structure, or can you start informally?

EXAMPLE

Cyprus (Testing Before Formalisation)

A group wanted to support local organisations with digital communication.

They identified:
- Strong digital skills in the team
- Weak online presence of local groups

Instead of registering immediately, they: **started as an informal team**
They:
- Offered free pilot services
- Tested demand
- Built experience

Later, they: transitioned into a formal structure

Key Decision Point

✓ Should you formalise immediately, or test your idea first?

EXAMPLE

Example — Bulgaria (Using Existing Support Structures)

A youth group wanted to develop entrepreneurial ideas.

They identified:
- A local incubator
- Training opportunities
- Mentorship support

Instead of creating a new organisation, they: **joined an existing incubator programme**

Key Decision Point

✓ Should you build something new, or join an existing structure?

3.3 Mapping Your Local Ecosystem

Ecosystem Mapping Table

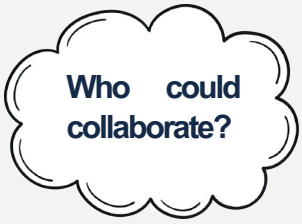
Category	Examples in Your Area
Public sector	
NGOs / Associations	
Businesses	
Youth groups	
Spaces	

Exercise

Fill this table with your group.

Then ask:





Tip:

✓ Focus on active actors, not just existing ones.

3.4 Identifying Opportunities in the Ecosystem

Opportunity Mapping

Observation	Opportunity
Empty building	Community space
Skilled individuals	Training workshops
Local events	Expanded activities

Example — Practical Opportunity

Observation:
- No activities for youth
- Available school space

Opportunity:
Weekly youth workshops

Opportunities are usually hidden inside problems.



3.5 Working with Local Actors

Stakeholder Mapping

Draw 3 levels:

- Core team
- Close partners
- Wider environment

Example — Event Organisation

Actors:

Municipality	→	space
Local business	→	materials
Volunteers	→	organisation

The right partners reduce effort and increase impact.

RESULT **Low-cost, high-impact event**



3.6 Building Practical Partnerships

Partnership Canvas

Partner	Contribution	Benefit

Example — Simple Collaboration

A group partners with:

Café → space

Volunteer → facilitator



Weekly meetings without cost



Partnerships must be mutually beneficial

3.7 Understanding Constraints and Adapting

Challenge Mapping

List:
- 3 challenges
- 3 possible solutions

Example

Challenge:
• No funding

Solution:
Start with free resources and volunteers

Limitations define your strategy.

3.8 Rural and Island Contexts — Turning Reality into Advantage

Example— Small Community Strength

In a village:

- Strong social ties
- Fast communication

RESULT

Quick mobilisation for community action

Example— Lack of Services

Problem:
• No cinema

Solution:
Outdoor movie nights

Constraints often create innovation.

3.9 Connecting Local Actions with Wider Opportunities

Opportunity Scan

Identify:

1. **Local programmes**
2. **National funding**
3. **EU projects**

Example

A local group:

- Starts small
- Gains experience

👉 Applies later to: Erasmus+ project

✓ Growth comes after action — not before.

3.10 Building Your Ecosystem Strategy

Ecosystem Strategy Table

Element	Your Answer
Key actors	
Partners	
Resources	
Challenges	
First action	

Ecosystem Strategy Table

Element	Example
Actors	Municipality, school
Resources	Space, volunteers
Challenge	Low participation
Action	Weekly activity

Simple Strategy Model

1. Start small
2. Use existing resources
3. Build relationships
4. Adapt
5. Grow

3.11 Final Reflection

Reflection Exercise

Write:

1. One opportunity you identified
2. One partner you will approach
3. One action you will take this week

Chapter 3 final message

- ✓ Your ecosystem is not a limitation.
- ✓ It is your main tool.

SECTION 4 — BUILDING SOCIAL ECONOMY INITIATIVES



Introduction

This chapter provides a complete, practical methodology for developing social economy initiatives. It guides users through the process of identifying needs, working as a group, designing ideas, testing solutions, and building sustainable activities. The chapter is highly practical and includes structured tools, step-by-step processes, and real examples. It is designed to support facilitators, youth workers, and community groups in transforming ideas into realistic and implementable actions.

What You Will Learn

By the end of this chapter, you will be able to:

- Identify community needs and available resources
- Apply resource mapping techniques
- Understand the role of facilitation in group processes
- Organise and run a first community workshop
- Develop and structure an idea into an initiative
- Define roles and organise teamwork
- Test and improve an idea through pilot activities
- Build a simple and sustainable operating model

How to Use This Chapter

Use this chapter:

- As a step-by-step guide to develop your own initiative
- As a toolkit for running workshops
- As a reference when working with groups

4.1 The Lifecycle of a Social Economy Initiative

Every initiative follows a path. Understanding this path helps groups move forward without getting stuck.

Simple Lifecycle

1. Identify a need
2. Explore resources
3. Develop an idea
4. Work as a group
5. Test the idea
6. Organise structure
7. Implement
8. Improve

EXAMPLE

A group identifies:

A group identifies:
• No youth activities

They:
• Use a school space
• Organise one workshop
• Test participation

👉 Then expand gradually



Start small → test → grow

4.2 Community Needs & Resource Mapping

This is one of the most important steps.

Resource Mapping

Type	Examples
Skills	cooking, digital, organising
Spaces	schools, cafés, public areas
People	volunteers, teachers
Materials	equipment, tools
Networks	organisations

Example

A group wants to create activities.

They find:
- One teacher
- One empty room
- 5 interested youth

👉 **Enough to start.**



Don't ask "what we need" — ask "what we have"

Fill:
"In our community we have..."

EXERCISE

4.3 The Role of the Facilitator

The facilitator is key.
Not a leader. Not a boss.

Facilitator Role
- Supports the group
- Helps structure thinking
- Encourages participation
- Provides tools

Core Method
The facilitator must:
- Return information to the group
- Return the method to the group

Meaning:
- The group learns how to think and act independently

Example

Instead of saying:

"Do this project"

Facilitator asks:

"What do you think is the best solution?"

Key insight

Strong groups don't depend on the facilitator



4.4 First Community Workshop (Step-by-Step Template)

Workshop Structure (2–3 hours)

Step 1 — Introduction (15 min)

- Who we are
- Why we are here

Step 2 — Needs Discussion (30 min)

- What problems exist?

Step 3 — Resource Mapping (30 min)

- What do we have?

Step 4 — Idea Generation (45 min)

- What can we do?

Step 5 — Selection (30 min)

- Choose 1 idea

Step 6 — Next Steps (15 min)

- Who does what

Example

Workshop outcome:
"Weekly youth activity group"

✓ Checklist

- □ Everyone spoke
- □ Ideas were written
- □ One decision was made

4.5 From Idea to Action (Co-Creation Process)

Idea Development

Question	Answer
What is the idea?	
Who benefits?	
What resources are needed?	
Who is involved?	

Example

Idea:

Community movie night

Needs:

- Projector
- Space
- People

If you can't explain your idea simply → it's not ready



4.6 Governance — Working as a Group

Define Roles

Role	Person
Coordinator	
Communication	
Logistics	
Finance	

Example

Small group:

- One person organises
- One communicates
- One manages space

No roles = confusion

Tip:

Start simple → don't over-structure

DECISION-MAKING METHODS

VOTING

CONSENSUS

FACILITATOR-GUIDED

4.7 Testing Your Idea (Pilot Phase)

Pilot Plan

Element	Answer
What will we test?	
When?	
With whom?	
What do we expect?	

Example

Test:
One workshop

Result:
- 10 participants
- Feedback collected



Always test before scaling



4.8 Building a Simple Sustainable Model

Basic Model

Element	Answer
What we offer	
Who benefits	
How we operate	
What we need	

EXAMPLE

Activity:
Workshops

Support:
• Volunteers
• Space

Optional income:
• Small fees

Key insight

Sustainability = continuation, not profit

4.9 Market & Value Approach (Simple)

TOOL — **VALUE DEFINITION**

ASK:

"WHY WOULD SOMEONE JOIN OR SUPPORT THIS?"

EXAMPLE

Workshop:
• Learning
• Social interaction
• Experience

Focus on benefits, not features

4.10 Common Mistakes

- Starting too big
- No clear roles
- No testing
- No real need
- Lack of communication

✓ Ready to Launch?

- □ We have a clear idea
- □ We have a group
- □ We have resources
- □ We tested
- □ We defined roles

4.11 Final Reflection



Exercise

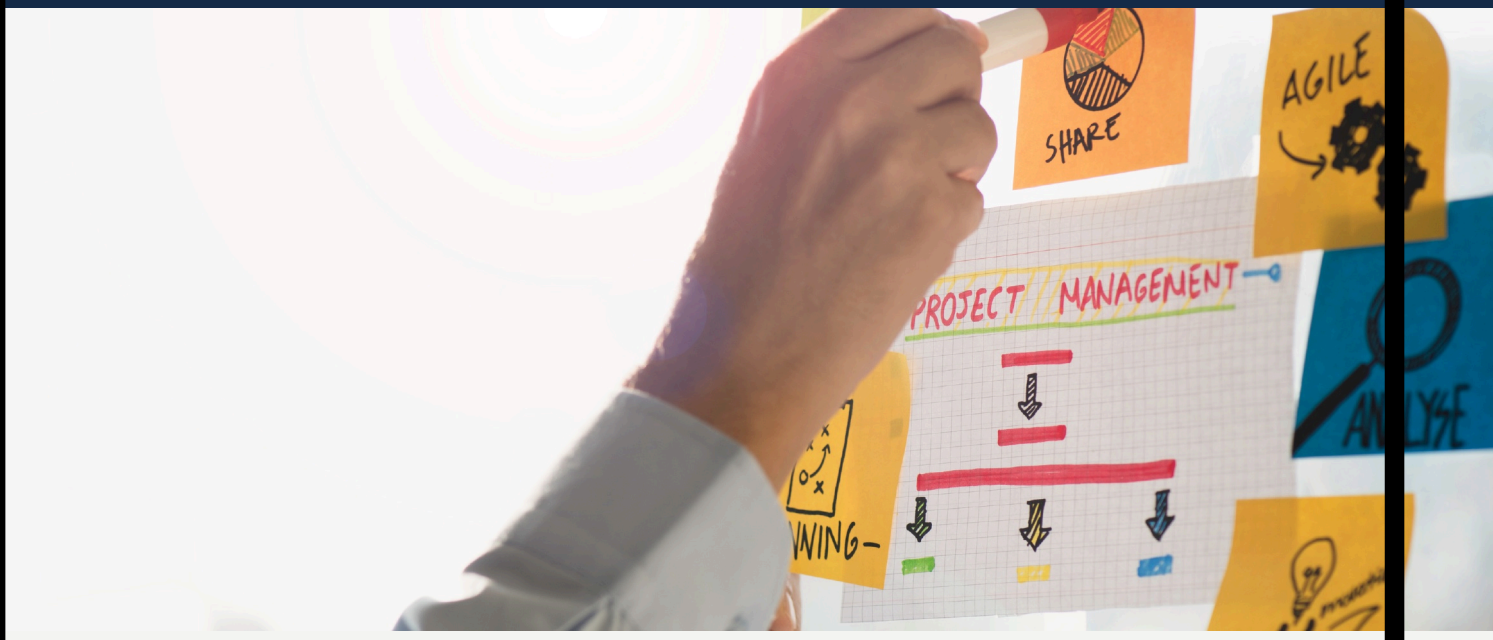
Write:

1. What is your idea?
2. Who is your group?
3. What is your first action?

Chapter 4 final message

- ✓ You don't build perfect projects
- ✓ You build, test, learn, and improve

SECTION 5 — MANAGEMENT, OPERATIONS & IMPACT



Introduction

This chapter focuses on how to organise, manage, and sustain a social economy initiative in practice. While ideas are important, successful initiatives depend on how well they are structured, coordinated, and maintained over time.
This chapter provides simple tools for managing resources, working effectively as a team, organising activities, and handling common challenges. It is designed for groups with little or no previous experience in management.

What You Will Learn
By the end of this chapter, you will be able to:
- Organise basic financial and material resources
- Build and manage a team
- Apply simple monitoring methods
- Ensure basic quality in your activities
- Identify and manage risks
- Maintain continuity and stability in your initiative

How to Use This Chapter
Use this chapter:
- After defining your idea (Chapter 4)
- While organising your activities
- To improve how your group works

Apply the **tools step by step — do not try to implement everything at once.**

5.1 Financial Planning & Resource Mobilisation

You don’t need a complex budget to start.

KEY IDEA
START WITH WHAT YOU HAVE, THEN EXPAND

Item	Cost	Source
Materials		
Space		
Equipment		
Promotion		

EXAMPLE

Item	Cost	Source
Room	0	Municipality
Materials	20€	Group
Promotion	0	Social media

Resource Mobilisation

Think beyond money:
- *Volunteers*
- *Free spaces*
- *Shared equipment*
- *Partnerships*



✓ Checklist

- □ Do we really need money?
- □ What can we get for free?
- □ Who can support us?

5.2 Team Building & Volunteer Management

Your group is your most important resource.

KEY IDEA

STRONG TEAM = SUSTAINABLE INITIATIVE

TEAM ROLES

Role	Responsibility
Coordinator	Organises
Communication	Promotes
Logistics	Handles materials
Support	Assists

EXAMPLE

Small team:

- 1 organiser
- 1 communicator
- 1 support

TOOL — VOLUNTEER MOTIVATION

ASK VOLUNTEERS:

- WHY DO YOU WANT TO PARTICIPATE?
- WHAT WOULD YOU LIKE TO LEARN?



Tips

- Keep communication simple
- Recognise contributions
- Avoid overloading people

5.3 Monitoring & Evaluation (Basic)

You don't need complex systems.

TOOL — ACTIVITY TRACKING

EXAMPLE

Activity	Participants	Notes
Workshop	10	Good engagement

KEY IDEA — TRACK → LEARN → IMPROVE

5.4 Quality Assurance

Quality means:
The activity works well for participants

Tool — Quality Check

After each activity:

- □ Was it well organised?
- □ Did people participate?
- □ Did we meet our goal?
- □ Was the timing good?

Example

Problem: Session too long
Solution: Shorter sessions next time

Tips **Small improvements = big impact**

5.5 Risk Management

Every initiative has risks.

Risk Table

Risk	Solution
Low participation	Start small
No space	Find alternative
Team conflict	Clarify roles

Risk:
People don't come

Solution:
Promote better / adjust topic

Key Decision Point

✓ Identify risks early → reduce problems

5.6 Final Reflection

Exercise

Write:

1. What is working well in your group?
2. What needs improvement?
3. What is your next step?

Chapter 5 final message

✓ Good management is not complex

✓ It is consistent, simple, and clear

SECTION 6 — DIGITAL TOOLS FOR SOCIAL ECONOMY



Introduction

This chapter introduces simple and practical digital tools that can support social economy initiatives. It focuses on helping groups improve communication, visibility, collaboration, and organisation using accessible and free tools.
Digital tools are not the goal — they are support tools. When used correctly, they can help initiatives reach more people, organise activities more efficiently, and build stronger connections within and beyond the community.
This chapter is designed for users with no advanced digital skills.

What You Will Learn
By the end of this chapter, you will be able to:
• Use simple digital tools for communication and promotion
• Create basic visual content for your activities
• Organise collaboration within your group
• Use online tools for learning and meetings
• Apply basic digital safety principles

How to Use This Chapter
Use this chapter:
• When promoting your initiative
• When working with a team
• When organising online activities

Try the tools **directly — learning happens by doing.**

6.1 Introduction to Digital Competencies

You don't need to be an expert to use digital tools.



Focus on usefulness, not complexity

Basic Digital Skills Needed

- **Communication** (messages, posts)
- **Content creation** (images, simple text)
- **Collaboration** (shared work)
- **Organisation** (files, planning)

MINI EXERCISE

ASK:

"WHAT DIGITAL TOOLS DO WE ALREADY USE?"

LIST:

- SOCIAL MEDIA
- MESSAGING APPS
- EMAIL

Tips

Start with tools you already know

6.2 Using Canva for Communication



- Free and easy
- Ready templates
- No design experience needed

What You Can Create:



- Posters
- Social media posts
- Event flyers
- Presentations

Simple Process

1. Choose template
2. Add text
3. Add image
4. Download

EXAMPLE

A GROUP CREATES:
EVENT POSTER FOR WORKSHOP
RESULT:
- CLEAR COMMUNICATION
- MORE PARTICIPANTS



KEEP DESIGNS SIMPLE AND CLEAR

6.3 Social Media Strategy (Simple Approach)



You don't need many platforms — just use one well

Choose One Platform

FACEBOOK → COMMUNITY GROUPS

INSTAGRAM → VISUALS

TIKTOK → YOUTH ENGAGEMENT

SIMPLE CONTENT PLAN

Type	Example
Announcement	Event
Activity	Photos
Story	Behind the scenes
Result	Impact

EXAMPLE

BEFORE ACTIVITY → POST EVENT

AFTER ACTIVITY → SHARE PHOTOS



Tips

Consistency > frequency

6.4 Tools for Collaboration

Recommended Tools

GOOGLE DRIVE → FILE SHARING

WHATSAPP → COMMUNICATION

ZOOM → MEETINGS

SIMPLE COLLABORATION SETUP

Tool	Use
Drive	Documents
WhatsApp	Communication
Zoom	Meetings

EXAMPLE

GROUP USES:
- WHATSAPP → COORDINATION
- DRIVE → SHARED FILES

RESULT **Better organisation**



USE FEW TOOLS, NOT MANY



6.5 Online Learning & Meetings

Basic Setup
- Internet connection
- Device
- Platform (Zoom / Teams)

Tips for Online Sessions
- Keep it short (1–2 hours)
- Encourage participation
- Use simple visuals

Key Insight

✓ Online tools support — not replace — real interaction

EXAMPLE

GROUP ORGANISES:
ONLINE PLANNING MEETING

6.6 Digital Safety and Ethics

Basic Principles

- ✓ **Respect privacy**
- ✓ **Ask permission before sharing photos**
- ✓ **Avoid sharing sensitive information**
- ✓ **Use secure passwords**

✓ Checklist

- □ Do we have permission for photos?
- □ Are we sharing safely?
- □ Are we respectful online?

Tips

Trust is more important than visibility

6.7 Common Mistakes

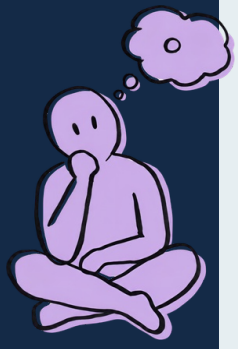


- Using too many tools
- Overcomplicated design
- Inconsistent communication
- Ignoring feedback



KEEP IT SIMPLE AND CLEAR

6.8 Final Reflection



Exercise

Write:

1. What tool will we start using?
2. How will we improve communication?
3. What is our first digital action?

Chapter 6 final message

- ✓ Digital tools are not the solution
- ✓ They are tools that support your work

SECTION 7 — CASE STUDIES & GOOD PRACTICES



Introduction

This chapter presents real-life examples of social economy initiatives from Greece, Cyprus, and Bulgaria. The purpose is not only to showcase successful cases, but to help learners understand how these initiatives were developed, what challenges they faced, and what lessons can be applied in other contexts.
Each case is structured in a practical way, focusing on key elements such as the initial need, the approach taken, the resources used, and the outcomes achieved. The chapter emphasises transferable elements that can inspire and guide new initiatives.

What You Will Learn
By the end of this chapter, you will be able to:
• Understand how social economy initiatives develop in real contexts
• Identify key success factors and common challenges
• Recognise practical strategies that can be applied in your own community
• Learn how to adapt ideas to different environments
• Extract lessons and apply them to your own initiatives

How to Use This Chapter
Use this chapter:
• As a source of inspiration
• To analyse what works in practice
• To identify ideas that can be adapted

It is **recommended** to discuss each case in a group and identify **how it relates to your own context.**

7.1 Greece - Island & Rural Community Initiative

Case Overview

A community group in a rural area identified a lack of structured cultural and social activities for young people. While there were occasional events, there was no continuity or regular engagement.

Initial Situation

- Limited youth participation
- Strong cultural heritage
- Available but underused spaces
- Interest from local community

Approach

The group decided to:

- ⊕ Start small with regular activities
- ⊕ Use available local spaces
- ⊕ Involve volunteers
- ⊕ Collaborate with local stakeholders

👉 **They chose to:**
operate initially as an informal group, and later move to a formal structure to expand activities.

Key Actions

- Organised weekly activities
- Promoted through local networks
- Engaged community members
- Built partnerships gradually

Results

- Increased participation
- Regular community engagement
- Creation of a stable group
- Expansion of activities

Key Lessons

- ✓ **Start small and build consistency**
- ✓ **Use local resources first**
- ✓ **Formal structure can come later**

Transferable Elements

- Applicable to small communities
- Requires minimal resources
- Focus on regularity

Reflection Question

What activity could you organise regularly in your community?

7.2 Cyprus -Youth-Led Digital Support Initiative

Case Overview

A small team identified that many local organisations lacked digital visibility and communication skills.

Initial Situation

- Strong digital skills among youth
- Weak online presence of local organisations
- Lack of structured support

Approach

The group :

- ⊕ Started informally
- ⊕ Offered pilot services
- ⊕ Tested demand
- ⊕ Built experience

👉 **Later, they:**
developed a more structured approach

Key Actions

- Created simple digital content
- Supported local organisations
- Used free tools
- Built relationships

Results

- Improved visibility for local actors
- Increased youth engagement
- Development of practical skills

Key Lessons

- ✓ **Test before formalising**
- ✓ **Start with available skills**
- ✓ **Focus on real needs**

Transferable Elements

- Easy to replicate
- Low cost
- Strong learning component

Reflection Question

What skills does your group have that others need?

7.3 Bulgaria -Youth Entrepreneurship & Incubation

Case Overview

A group of young people wanted to develop ideas but lacked structure and support.

Initial Situation

- Motivation but no clear direction
- Availability of incubator support
- Lack of experience

Approach

Instead of creating something independently, they:

👉 **joined an existing support structure (incubator)**

Key Actions

- Participated in training
- Developed ideas step by step
- Received mentorship
- Tested concepts

Results

- More structured ideas
- Increased confidence
- Better planning

Key Lessons

✓ **Use existing support systems**

✓ **Don't work alone**

✓ **Structure improves outcomes**

Transferable Elements

- Relevant for beginners
- Reduces risk
- Accelerates learning

Reflection Question

What support structures exist in your area?

7.4 Cross-Case Lessons & Good Practice Elements



COMMON SUCCESS FACTORS

Across all cases:

- Starting small
- Using available resources
- Working in groups
- Adapting over time
- Building partnerships

TOOL — GOOD PRACTICE CHECKLIST

A strong initiative:

- ☐ Responds to a real need
- ☐ Uses local resources
- ☐ Involves people
- ☐ Can start small
- ☐ Can grow

TOOL — APPLY A CASE TO YOUR CONTEXT

Choose one case and answer:

- What is similar in our community?
- What is different?
- What can we adapt?

Key Insight

✓ Good practices are not copied — they are adapted

7.5 Final Reflection

Exercise

Write:

1. One idea inspired by these cases
2. One action you can test
3. One partner you need

Chapter 7 final message

✓ You don't need to invent everything

✓ You can learn from others and adapt

SECTION 8 — SOCIAL IMPACT



Introduction

This chapter focuses on understanding and designing social impact in practical terms. Social impact is at the core of any social economy initiative, but it is often misunderstood or described in vague ways.
Instead of using complex terminology, this chapter provides simple tools to help groups define what change they want to create, who benefits from their actions, and how their activities lead to real outcomes. The focus is on making impact clear, intentional, and achievable.

What You Will Learn
By the end of this chapter, you will be able to:
• Understand what social impact means in practice
• Identify different types of impact
• Define who benefits from your initiative
• Design activities with clear outcomes
• Connect actions with results
• Avoid common mistakes in defining impact

How to Use This Chapter
Use this chapter:
• When designing your initiative (Chapter 4)
• Before implementing activities
• When clarifying your goals

8.1 What Social Impact Means in Practice

Social impact is the change that **happens because of your activity.**

Simple Definition

Social impact is what improves in people's lives, in the community, or in the environment as a result of your actions.



MINI EXERCISE —
ASK PARTICIPANTS:
"WHAT WILL BE DIFFERENT AFTER OUR ACTIVITY?"

Key Insight

✓ Activity ≠ Impact
Impact = change

EXAMPLE

Activity:
Youth workshop

Impact:
Increased participation
New skills
More confidence

8.2 Types of Impact

MAIN CATEGORIES

Type	Example
Social	Inclusion, participation
Educational	Skills, knowledge
Economic	Local income, opportunities
Environmental	Awareness, actions

EXAMPLE

Community garden:

- **Social** → people meet
- **Educational** → learn skills
- **Environmental** → greener space



Tip

One activity can create multiple types of impact

8.3 Who Benefits and How

BENEFICIARY MAPPING

Group	Benefit
Youth	Skills
Community	Activities
Organisations	Visibility

EXAMPLE

Group	Benefit
Participants	Learning
Community	Engagement



8.4 Designing Activities with Impact in Mind

IMPACT-ORIENTED PLANNING

Step	Answer
Need	
Activity	
Result	
Impact	

EXAMPLE

Step	Example
Need	No youth activities
Activity	Weekly workshops
Result	Participation
Impact	Engagement



ALWAYS CONNECT ACTIVITY → RESULT → IMPACT

8.5 Simple Impact Pathway

TOOL — IMPACT FLOW

Need → Activity → Output → Outcome → Impact

EXAMPLE

Need → lack of engagement

Activity → workshops

Output → 15 participants

Outcome → skills gained

Impact → active youth



Tip

Keep it simple — clarity is more important than detail

8.6 Common Mistakes



- Confusing activity with impact
- Being too general (“we help people”)
- Not identifying beneficiaries
- Trying to measure everything



CLEAR AND REALISTIC IMPACT IS BETTER THAN AMBITIOUS AND UNCLEAR

8.7 Practical Impact Definition Tool

Exercise

Fill this:

- **Our activity:** .....
- **Who benefits:** .....
- **What changes:** .....
- **Why it matters:** .....



Example

- **Activity:** Workshops
- **Beneficiaries:** Youth
- **Change:** Skills
- **Importance:** Better opportunities

8.8 Final Reflection

Questions

1. What change do we want to create?
2. Is it realistic?
3. Can we explain it simply?



Chapter 8 final message

- ✓ Don’t just do activities
- ✓ Design for impact

SECTION 9 — SUSTAINABILITY



Introduction

This chapter focuses on sustainability — the ability of a social economy initiative to continue over time. Many initiatives start with energy and motivation but stop after a short period due to lack of structure, resources, or long-term planning. Sustainability is not only about funding. It is about people, organisation, partnerships, and the ability to adapt. This chapter provides simple tools and approaches to help groups maintain their activities, strengthen their structure, and ensure continuity.

What You Will Learn

By the end of this chapter, you will be able to:

- Understand what sustainability means in practice
- Identify different types of sustainability
- Recognise the key elements that keep an initiative active
- Build a simple sustainability plan
- Identify risks that affect continuity
- Strengthen long-term engagement

How to Use This Chapter

Use this chapter:

- After designing your initiative (Chapter 4)
- While managing your activities (Chapter 5)
- When planning the future of your group

It is **recommended** to apply the **tools gradually.**

9.1 What Sustainability Means in Practice

Sustainability means: **Your initiative continues over time**

Simple Definition
Sustainability is the ability of an initiative to keep operating, adapting, and creating impact over time.

MINI EXERCISE —
ASK PARTICIPANTS:
“WILL OUR ACTIVITY STILL EXIST IN 6 MONTHS?”

EXAMPLE

One-time event:
Not sustainable

Weekly activity:
Sustainable potential

Key Insight

Sustainability = continuity + adaptation



9.2 Types of Sustainability

MAIN TYPES

Type	Meaning
Organisational	Group continues
Financial	Resources available
Social	Community engagement
Operational	Activities continue

EXAMPLE

Workshop group:

- **Organisational** → active team
- **Financial** → low-cost model
- **Social** → participants return
- **Operational** → regular schedule

Tip

You don't need all types strong at the beginning

9.3 Building a Sustainable Initiative

SUSTAINABILITY FOUNDATIONS CHECK:

□ Do we have a core group?

□ Do people participate regularly?

□ Can activities continue with available resources?

□ Do we have basic organisation?

Example

A group continues because:

- 3 committed people
- regular activity
- low cost



SUSTAINABILITY STARTS SIMPLE

9.4 Financial Sustainability (Simple Approach)



Money supports sustainability — it does not define it

BASIC OPTIONS

- SMALL PARTICIPATION FEES
- DONATIONS
- LOCAL SUPPORT
- PARTNERSHIPS
- GRANTS (LATER STAGE)

EXAMPLE

Activity: Workshop

Funding:

- Free space
- Small voluntary contribution

Tip

Avoid dependence on one funding source

9.5 Organisational Sustainability

GROUP STABILITY CHECK

- ☐ Roles are clear
- ☐ Responsibilities shared
- ☐ Communication works
- ☐ Decisions are made

Example

Problem:
One person does everything

Solution:
Share roles



SHARED RESPONSIBILITY = LONG-TERM SURVIVAL

9.6 Community Engagement & Ownership



If the community is involved, the initiative survives

ENGAGEMENT CHECK

- ☐ People participate regularly
- ☐ People feel involved
- ☐ People contribute ideas

EXAMPLE

Participants become:

Volunteers → organisers

Key Insight

✓ Ownership creates sustainability

9.7 Partnerships for Sustainability

Partner	Role	Long-term value

Example

Municipality:

- provides space
- supports long-term activity

Tip

Stable partnerships = stable initiatives

9.8 Sustainability Risks

RISK IDENTIFICATION

Risk	Solution
Loss of interest	New activities
Team burnout	Share tasks
No resources	Simplify

EXAMPLE

Problem:

Participants stop coming

Solution:

Change format / improve engagement



ADAPT QUICKLY

9.9 Simple Sustainability Plan

IMPACT-ORIENTED PLANNING

Element	Answer
Core team	
Activity	
Resources	
Partners	
Next steps	

EXAMPLE

Element	Example
Core team	3 people
Activity	Weekly meeting
Resources	Free space
Partners	School
Next steps	Expand



Tip

Keep plans realistic

9.10 Common Mistakes



- Starting too big
- No team structure
- No regular activity
- Dependence on funding
- Ignoring feedback



SUSTAINABILITY IS BUILT STEP BY STEP

9.11 Final Reflection



Exercise

Write:

1. **What will keep our initiative alive?**
2. **What is our biggest risk?**
3. **What is our next step?**

Chapter 9 final message

- ✓ Sustainability is not about perfection
- ✓ It is about continuity and adaptation

SECTION 10 — LOCAL WORKSHOPS & PRACTICAL ACTIVITIES



Introduction

This chapter provides ready-to-use workshop formats and practical activities that can be applied directly in local communities, youth groups, and training settings. It translates the concepts and tools from previous chapters into structured learning experiences.
The focus is on participation, interaction, and real engagement. Each activity is designed to be simple, adaptable, and effective, even for facilitators with limited experience.

What You Will Learn
By the end of this chapter, you will be able to:
- Design and facilitate simple workshops
- Use participatory methods with groups
- Apply community mapping tools
- Support idea generation and development
- Organise local actions
- Evaluate workshop results

How to Use This Chapter
Use this chapter:
- To run workshops in your community
- As a facilitation guide
- As a training toolkit

You can **use the activities** as they are **or adapt them to your context.**

10.1 Workshop Design Principles



A good workshop is participatory, simple, and focused

BASIC ELEMENTS

- CLEAR OBJECTIVE
- DEFINED TIME
- ACTIVE PARTICIPATION
- PRACTICAL OUTCOME

WORKSHOP PLANNING

Element	Answer
Objectives	
Participants	
Duration	
Activities	
Outcome	

Tip One clear objective per workshop



10.2 Activity 1 Community Needs Identification

Objective
Identify key local needs

Duration
30–45 minutes

Participants
5–20 people

STEPS

1. Ask participants:
2. “What problems exist in our community?”
3. Write all answers
4. Group similar ideas
5. Vote on top 3

EXAMPLE OUTCOME

- LACK OF YOUTH ACTIVITIES
- LIMITED COMMUNICATION
- UNUSED SPACES

RESULT

Clear understanding of needs



10.3 Activity 2 Resource Mapping

Objective
Identify available resources

Duration
30 minutes

STEPS

Ask: "What do we already have?"

Fill:

Type	Examples
Skills	
Spaces	
People	
Tools	

EXAMPLE

- TEACHER
- SCHOOL ROOM
- VOLUNTEERS



RESULT

Realistic starting point

10.4 Activity 3 Idea Generation Workshop

Objective
Create ideas

Duration
45–60 minutes

STEPS

1. Combine needs + resources
2. Generate ideas
3. Write all ideas
4. Select 1–2

EXAMPLE

Need: No activities

Resource: School

Idea:

Weekly workshops



NO IDEA IS REJECTED INITIALLY

10.5 Activity 4
From Idea to Plan



Objective
Structure an idea

TOOL

Question	Answer
What is the idea?	
Who benefits?	
What is needed?	
Who is involved?	

EXAMPLE

- **Idea** → workshop
- **Participants** → youth
- **Needs** → space

RESULT

Clear action plan

10.6 Activity 5
Role Definition

TOOL

Role	Person
Coordinator	
Communication	
Logistics	



Objective
Organise teamwork



Tip

Keep roles simple

10.7 Activity 6 Planning a Local Action

TOOL

Element	Answer
What	
When	
Where	
Who	



Objective
Prepare implementation

EXAMPLE

- Workshop
- Friday
- School
- Team

RESULT

Ready-to-run activity

10.8 Activity 7 Workshop Evaluation



Objective
Organise teamwork

TOOL
ASK PARTICIPANTS:

- WHAT DID YOU LIKE?
- WHAT CAN IMPROVE?



Tip

Keep evaluation simple

10.9 Facilitation Tips

Key Insight

✓ Facilitator supports — does not control

Avoid

- Talking too much
- Ignoring participants
- Overcomplicating

Do

- Encourage participation
- Listen
- Keep time
- Stay flexible

10.10 Example — Full Workshop Flow

2–3 HOUR WORKSHOP

1. Introduction
2. Needs identification
3. Resource mapping
4. Idea generation
5. Planning

Outcome → One clear idea + next steps

10.11 Final Reflection

Exercise

Write:

1. What activity will we run?
2. Who will participate?
3. When will it happen?

Chapter 10 final message

✓ The best way to learn is to apply

SECTION 11 — ANNEXES



Introduction

This section provides practical tools, templates, and supporting materials that can be used directly in workshops, group work, and community initiatives. The annexes are designed to complement the guidebook by offering ready-to-use resources that simplify implementation.
All tools are presented in a simple format so they can be printed, shared, and applied immediately.

How to Use This Chapter
Use this chapter:
• During workshops (Section 10)
• When developing your initiative (Section 4)
• When evaluating your work (Section 5 & 8)

You can **print these templates** or **adapt them digitally.**

11.1 Worksheet Community Needs Identification



Objective

To identify key challenges in the community

WHAT PROBLEMS EXIST IN OUR COMMUNITY?

1.
2.
3.
4.
5.

WHICH ARE THE MOST IMPORTANT? (CHOOSE 3)

1.
2.
3.

11.2 Worksheet Resource Mapping



Objective
To identify key challenges in the community

Type	What we have
Skills	
Spaces	
People	
Tools	
Networks	

11.3 Worksheet Idea Development



Objective
To structure an idea

- Our idea:
- Who benefits:
- What problem does it solve:
- What resources are needed:
- Who is involved:

11.4 Worksheet Action Planning



Objective
To organise implementation

Element	Answer
What will we do	
When	
Where	
Who is responsible	

11.5 Worksheet Team Roles



Objective
To organise group responsibilities

Role	Person
Coordinator	
Communication	
Logistics	
Support	

11.6 Worksheet Partnership Mapping



Objective
To identify collaborators

Partner	What they offer?	What they gain

11.7 Worksheet Simple Budget Planning



Objective
To organise resources

Item	Cost	Source

11.8 Worksheet Monitoring & Tracking



Objective
To track activities

Activity	Participants	Dates	Notes

11.9 Worksheet Impact Definition



Objective
To define impact

- **Our activity:**
- **Who benefits:**
- **What changes:**
- **Why it matters:**

11.10 Worksheet Sustainability Plan



Objective
To plan continuity

Element	Answer
Core team	
Activity	
Resources	
Partners	
Next steps	

11.11 Worksheet Workshop Evaluation

- What did you like?
- What can improve?
- Would you participate again?



Objective
To collect feedback

11.12 Quick Checklists (Summary Tools)

✓ Project Readiness Checklist

- ☐ Clear idea
- ☐ Identified need
- ☐ Available resources
- ☐ Defined team
- ☐ First action planned



✓ Impact Checklist

- ☐ Clear beneficiaries
- ☐ Defined change
- ☐ Measurable elements

✓ Sustainability Checklist

- ☐ Active team
- ☐ Regular activity
- ☐ Community interest
- ☐ Basic resources

11.13 Glossary of Key Terms (Simple)

- **Social Economy** → Activities that focus on people and community
- **Impact** → The change created
- **Sustainability** → Ability to continue
- **Facilitator** → Person supporting the group
- **Stakeholders** → People involved or affected

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