



STRONGER TOGETHER

*Promoting Women's Economic Independence Through
Cultural Interaction and Education*

TRAINING MANUAL

A Capacity-Building Resource for Women-Led Cooperatives and Civil Society



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ABARKA ONGD (Spain) • Zambul Kadın Kooperatifi (Turkey)
























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
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Introduction

Welcome to the Stronger Together Training Manual — a practical, inclusive learning resource created within the Erasmus+ project “Stronger Together: Promoting Women’s Economic Independence Through Cultural Interaction and Education.”

This manual is the result of a transnational partnership between ABARKA ONGD in the Basque Country (Spain) and the Zembul Kadın Kooperatifi in the Dersim (Tunceli) region of Turkey. It brings together the lived experience of women-led cooperatives, field research carried out in both countries, and the collective expertise of trainers, cooperative members, and community activists.

At its heart, Stronger Together recognises a simple truth: women’s economic empowerment cannot be separated from culture, education, and solidarity. For women navigating intersecting barriers of gender, language, and institutional exclusion, real change happens when economic tools are combined with confidence, community, and intercultural understanding.

The manual is designed for a wide audience — cooperative members and founders, youth and adult learners, trainers, project coordinators, and civil-society organisations. No expert knowledge is required. Each module is written to be approachable, motivating, and immediately useful, and is accompanied by practical toolkits you can adapt to your own context.

How to use this manual

- The ten modules can be followed in sequence or used independently, depending on your needs.
- Each module opens with clear learning objectives and uses real-life examples, reflection points, and activities.
- The annexes at the end provide ready-to-use worksheets, checklists, planners, and glossaries for workshops.
- Throughout, the focus stays practical: every concept connects back to action in your cooperative or community.

“No es un reto, sino una realidad.” — Focus Group Participant, Bidasoa Region, 2025

I. About the Project

Stronger Together is a transnational Erasmus+ initiative that promotes women’s economic independence through cooperative development, cultural exchange, and education. The project connects cooperative networks across Europe and beyond, with active partnerships in the Basque Country (Spain) and the Dersim region of Turkey.

The project idea grew from a long-standing cooperation between organisations that share a common belief: that education and cooperation are among the most powerful tools for inclusion. By bringing women from different cultural and linguistic backgrounds into the same learning space, the project strengthens both individual capacities and collective solidarity.

Project objectives

- Strengthen the economic independence and entrepreneurial capacity of women in cooperatives.
- Build administrative, financial, digital, and leadership skills within women-led organisations.
- Foster intercultural dialogue and mutual learning between the Spanish and Turkish partners.
- Document and share good practices in the social and solidarity economy.
- Promote inclusive, participatory, and democratic governance models in cooperatives.

Research foundations

This manual is grounded in field research conducted within the project: a focus group held in the Bidasoa Region (Basque Country, Spain) in May 2025, in-depth interviews with cooperative members in Turkey (2024–2025), and a needs-analysis survey carried out with the Zembul cooperative network. These complementary methods explored governance and participation, barriers and motivations around economic independence, digital transition, and opportunities for intercultural collaboration — and directly shaped the modules that follow.

II. The Partners



ABARKA ONGD — Basque Country, Spain

ABARKA ONGD is a non-profit organisation based in the Basque Country, Spain, dedicated to fostering social inclusion through educational initiatives that emphasise cooperation and cultural respect. Established in 2015 by Clotaire Ntienou, Naroa Ibarгойen, and Beñat Aranburu, the organisation emerged from collaborative efforts with the Cameroonian NGO WEBDEV Foundation, focusing on education, health, and women's empowerment.

ABARKA envisions a world free from discrimination, where education acts as a catalyst for positive change. The organisation designs and coordinates European projects, non-formal education activities, and community initiatives that bring together people of different ages, origins, and backgrounds. Within Stronger Together, ABARKA leads on capacity-building, intercultural exchange, and the development of inclusive training resources.



Zembul Kadın Kooperatifi — Dersim (Tunceli), Turkey

Zembul Kadın Kooperatifi is a women's cooperative rooted in the Dersim (Tunceli) region of Turkey, a territory known for its distinctive cultural heritage, natural environment, and strong traditions of solidarity. The cooperative brings together women who produce, process, and market local products, while building economic autonomy and collective leadership.

Zembul works to strengthen women's participation in economic and social life, to preserve and valorise local culture, and to create sustainable livelihoods grounded in cooperation rather than competition. Within Stronger Together, Zembul contributes deep practical experience of women-led cooperativism, social cooperativism, and solidarity-based community organising — themes explored directly in Modules 8, 9, and 10 of this manual.

III. Training Modules

The following ten modules form the core of the Stronger Together curriculum. Each can be used on its own or as part of a full training pathway.


Module 1 — Erasmus+ Project Basics

Getting Started with Impactful and Inclusive European Projects

Learning Objectives

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

- Understand what Erasmus+ is, why it exists, and who it's for.
- Identify the main types of projects Erasmus+ funds (KA1, KA2, KA3).
- Know if your organization is eligible and what it takes to apply.
- Explore real-life examples to inspire your own ideas.
- Take the first steps toward designing your own Erasmus+ project.

 *This module is made for you: a motivated adult, curious about how EU opportunities can support meaningful learning, inclusion, and change in your community. No expert knowledge required—just openness to learn and grow.*

1. What is Erasmus+?

Let's start with the big picture.

Erasmus+ is the European Union's flagship programme for **education, training, youth, and sport**. Running from 2021 to 2027, it offers funding and support to help people and organisations **learn, teach, connect, and create** across borders.

But it's more than that. Erasmus+ is **a tool for transformation**. It empowers people of all ages and backgrounds to:

- Develop new skills
- Gain international experience
- Promote inclusion and sustainability
- Work together for social change

Whether you're a teacher in a rural school, a youth worker in an urban neighbourhood, or part of a local NGO looking to grow your impact—**Erasmus+ can open doors**.

 The programme is grounded in key EU values:

- **Equity and inclusion**
- **Environmental sustainability**
- **Digital transformation**
- **Active citizenship and participation**

These aren't just buzzwords—they're the heart of how projects are designed, selected, and evaluated.

A Bit of History

The Erasmus Programme began in 1987 with just 11 countries. It allowed higher education students to study abroad for a few months.

Over time, it evolved. New fields were added. More people could take part—school teachers, apprentices, adult learners, youth workers, artists, even sports coaches.

Now, **Erasmus+ covers 33 programme countries** and works with over 160 partner countries worldwide.

🌐 Over 13 million people have participated since its launch.

📍 Who Is Erasmus+ For?

Erasmus+ is for:

- **Learners:** youth, students, adults, professionals
- **Educators:** teachers, trainers, mentors
- **Organisations:** schools, NGOs, youth centres, municipalities, cultural associations, cooperatives, sports clubs...

It funds **both individuals and teams, mobility and cooperation, local work and transnational dreams.**

✨ You don't need to speak perfect English. You don't need to have EU contacts. You don't need to be big. What you need is a **clear idea, a real need, and the courage to start.**

✨ Erasmus+ is...

Not just a grant	But a learning journey for all involved.
Not just for students	But for adult learners, unemployed people, and volunteers.
Not just about travel	But about purposeful exchange, solidarity, and impact.

Next: we'll look at how Erasmus+ is structured, what kind of actions you can apply for, and how to know where your idea fits.

◆ 2. The Structure of Erasmus+ Explained

At first glance, the Erasmus+ programme can seem like a **complex map**. But don't worry—we'll break it down together in a simple, practical way.

Imagine Erasmus+ as a big house with **three main doors**, each one leading to different types of opportunities. These are called **Key Actions**, or KAs.

🏠 The Three Main Doors of Erasmus+

KEY ACTION	WHAT IT FUNDS	FOR WHOM	MAIN PURPOSE
KA1: Mobility of Individuals	Exchanges, study visits, training abroad	Youth, students, teachers, staff, youth workers	Personal learning & intercultural experience
KA2: Cooperation Partnerships	Cooperation projects, development of tools, shared practices	NGOs, schools, local governments, cultural organisations	Organisational innovation & community impact
KA3: Policy Development & Dialogue	Youth participation activities, networks, consultations	Youth organisations, think tanks, NGOs	Influence policies & support EU values

Let's take a closer look at each.

◆ KA1 – Learning Mobility of Individuals

"Mobility" means helping people move, learn, and grow.

This is where Erasmus+ began, and it's still the most popular action. It's about giving **individuals or small groups** the chance to **go abroad** (or host others) to learn, teach, train or exchange ideas.

Examples:

- A group of young people from rural Spain goes to Finland to explore digital democracy.
- A teacher from Italy attends a course on inclusive education in Sweden.
- A youth worker from Greece joins a job shadowing experience in Portugal.

KA1 is ideal if:

- You want to explore **non-formal education, youth exchanges, or adult learning**.
- You're starting small and want a **manageable first project**.

 *Tip: Even a small NGO or school with limited experience can start with KA1. It's a great entry point.*

◆ **KA2 – Cooperation Among Organisations and Institutions**

This is where real transformation happens at **organisational or community level**.

KA2 funds **projects that develop, test, or share new practices**. It encourages teamwork between countries and sectors (education, culture, youth, social work...).

There are two main types:

- **Cooperation Partnerships** (bigger, strategic)
- **Small-Scale Partnerships** (simpler, ideal for newcomers)

Examples:

- Several community centres in Italy, Slovenia, and France create a toolkit for supporting migrants through language cafés.
- A group of schools and NGOs from four countries design a climate education curriculum for teenagers.
- A network of adult education centres develops a mentoring programme for unemployed adults.

KA2 is ideal if:

- You already work with partners or want to **create something lasting together**.
- You want to **scale your impact**.

 *Tip: If you're new, start with a Small-Scale Partnership (KA210). Less paperwork, same EU impact.*

◆ **KA3 – Support to Policy and Youth Dialogue**

KA3 is less about fieldwork and more about **advocacy, participation and systems change**.

It includes:

- Policy experiments
- Youth dialogue activities
- Capacity-building for networks

Examples:

- A youth organisation organises local consultations with disadvantaged young people and brings their voices to a European youth forum.
- A think tank leads a project on how to integrate sustainability in school governance across Europe.

KA3 is ideal if:

- You are a **network, platform, or policy-oriented organisation**.
- You want to **influence structures and strategies**.

How to Find Where You Fit

Ask yourself:

- ✓ Do I want to send/host learners or staff? → KA1
- ✓ Do I want to create something new with others? → KA2
- ✓ Do I want to influence policy or support civic engagement? → KA3

You don't need to master all three. Start with the one that best fits your **mission, capacity, and vision**.

Quick Recap – Erasmus+ at a Glance

- **KA1 = Mobility** → Learning by doing abroad.
 - **KA2 = Cooperation** → Innovating together across borders.
 - **KA3 = Policy & Dialogue** → Giving voice to people and changing systems.
- ✨ Erasmus+ is not one programme—it's many doors. You just need to choose yours.

◆ 3. Who Can Apply and How?

✨ *"You don't need to be a big organisation to think big. You just need a clear purpose and a bit of guidance."*

Erasmus+ is built to be **accessible**. Whether you're a school in a rural village, a youth organisation in an urban neighborhood, or a group of volunteers with a dream—you **can** apply.

But before diving in, let's get clear on:

- **Who is eligible**
- **What you need to start**
- **How to prepare wisely**

✓ Who Can Apply?

Erasmus+ is open to a wide range of organisations and informal groups.

Eligible Applicants	Examples
Non-profit organisations	Youth associations, NGOs, cultural groups, social cooperatives
Schools and education centres	Primary, secondary, vocational, adult education
Public bodies	Municipalities, libraries, youth councils, local governments
Higher education institutions	Universities, faculties, student organisations
Informal groups of young people	For youth exchanges and participation projects (no legal entity required)
Enterprises (for specific actions)	Especially in VET and innovation-related projects

💡 *Even if your group is not legally registered, you may still apply under some youth-focused actions as an “informal group of young people.”*

🔧 What You Need to Get Started

Before applying, you’ll need to **register your organisation** and complete a few practical steps.

Step	What it means	Where to do it
Get an OID (Organisation ID)	Unique ID needed to apply	EU Funding & Tenders Portal
Have a legal representative	A person legally responsible to sign the application	
Create an EU Login account	To access the application system	
Check deadlines and forms	Vary by Key Action and call	

Some organisations also apply for **Erasmus+ Accreditation**, especially in school, adult and VET education for ongoing mobility projects.

But don’t worry—you **can still apply without it**, especially for KA1 and KA2 short-term or pilot projects.

🔍 Is Your Organisation Ready?

Use this **simple checklist** to evaluate your starting point:

- We have a clear idea connected to a local need.
- We’ve identified who our beneficiaries are.
- We have some experience working with communities or learners.
- We are motivated to collaborate internationally.
- We can manage small budgets and reporting.
- We’re ready to commit time and people to a 6–24-month project.

If you checked **at least 4 boxes**, you’re ready to start preparing your application. If not, no worries—you can **build your capacity first** by partnering in someone else’s project.

🧩 How to Find Partners (if needed)

Erasmus+ projects, especially KA2, require **international cooperation**. You’ll need at least **one partner from another country**.

Here are easy ways to find them:

- **SALTO Platform**: <https://www.salto-youth.net/tools/otlas-partner-finding/>
- **EPALE (Adult Education)**: <https://epale.ec.europa.eu>
- **EU Project Results Platform**: See who did similar projects.
- **Erasmus+ Info Days** and webinars
- **Facebook & LinkedIn Erasmus+ groups**

💬 *“Good partnerships start with shared values, not just shared deadlines.”*

🚀 How to Apply – Step by Step

1. **Choose the right action (KA1, KA2, KA3)** for your idea
2. **Read the Programme Guide** carefully
3. **Register your organisation (OID)**

4. Log in to the EU Funding & Tenders Portal
5. Download and complete the application form
6. Submit online before the deadline


Bonus Tip: Start Small

Many successful Erasmus+ organisations began with a **youth exchange, adult learning workshop, or job shadowing project**.

Starting with something achievable helps you:

- Learn how the programme works
- Build trust with partners
- Gain experience for larger future projects

 *“Big waves start with small ripples.”*

 In the next section, we’ll bring all of this to life with **real Erasmus+ project examples**—what they did, how they did it, and why it worked.

4. Real Project Examples – Stories from ABARKA ONGD


“You don’t have to be big to make a difference. You just have to start where you are, with what you have.”

Erasmus+ is more than funding—it’s a tool for building bridges. These two examples from **ABARKA ONGD**, a small yet active NGO based in the Basque Country, show how local ideas can turn into European impact.

Example 1: AGE-TECH – Digital Inclusion for Elderly Learners (KA210-ADU)

Type of project: KA2 – Small-scale Partnership in Adult Education **Duration:** 16 months **Partners:** Spain (ABARKA), Greece (lead), Türkiye **Funding:** 60,000 EUR

 **The Challenge:** Many older adults across Europe—especially in rural or underserved communities—feel **left out of the digital world**. They struggle with technology and are at risk of **social exclusion** as services and communication become increasingly digital.

 **The Idea:** Train adult educators and youth workers to **better support elderly learners** in acquiring basic digital skills. The aim was not just tech training, but building **trust, empathy, and connection** through learning.

What They Did:

- Kick-off meeting and needs assessment in Thessaloniki.
- Train-the-trainer course in Türkiye on how to work with older learners.
- **Hands-on training with elderly adults** in Spain.
- Creation of “Digital Rooms” – safe, familiar spaces where seniors could learn without fear or shame.
- Development of the **DIGITELD Manual**: a practical guide for educators working with older populations.

Why It Worked:

- It targeted a **concrete, overlooked group** with tailor-made methods.
- Emphasized **intergenerational solidarity** and empathy.

- Involved municipalities to **embed the results locally**.
- It aligned perfectly with Erasmus+ priorities on **digital transformation** and **lifelong learning**.

💬 “We realized that many older people were not digitally excluded by lack of devices—but by lack of human support.”

📖 Example 2: SOIMP – Social Impact Project 3.0 for Youth Workers (KA153-YOU)

Type of project: KA1 – Mobility of Youth Workers **Duration:** 12 months **Partners:** Spain (ABARKA, lead), Italy, Croatia, Moldova, Latvia, Portugal, Bulgaria **Funding:** ~25,000 EUR

🌱 **The Challenge:** Youth unemployment in Spain remains **among the highest in Europe**. Many young people lack not only opportunities but also the **mindset and tools** to create their own paths—especially in under-resourced communities.

💡 **The Idea:** Empower youth workers to guide young people in developing **social entrepreneurship** ideas. Equip them with **real-world tools**, confidence, and connections to inspire youth-led solutions to local problems.

🌟 What They Did:

- Held a **7-day intensive training** in Hondarribia (Basque Country) with 24 youth workers from 7 countries.
- Explored themes like:
 - What is a social enterprise?
 - How do we measure social impact?
 - Marketing and crowdfunding for small ventures.
- Developed a **publication** and a **checklist-based workshop methodology**.
- Each partner ran a **local workshop** post-project to apply the learnings in their communities.

📖 Tools Created:

- “Social Entrepreneurship Toolkit”: a guide with theory + practice + real-life examples.
- Local maps of social enterprises from each partner country.
- Custom business model canvas for youth-run social projects.

🌱 Why It Worked:

- Linked **non-formal learning** with **real economic and social needs**.
- Prioritized **practical, transferable tools**.
- Promoted peer learning and cross-country exchange.

💬 “We didn’t just talk about entrepreneurship. We mapped, tested, and shared real solutions youth could relate to.”

🧭 What Can You Learn from These Projects?

- You **don’t need to be big** to lead a project.
- Start with a **real local need**—digital divide, youth unemployment, etc.
- Choose the action type (KA1 or KA2) that matches your **capacity**.
- Combine **practical activities** with clear impact goals.
- Keep the tools simple, adaptable, and shareable.

📌 In the next section, we’ll get hands-on: you’ll explore your own idea and reflect on where it fits in the Erasmus+ universe.

Practical Activity 1 – “Map Your Idea”

 “Every great project begins with a small but honest question: what do we really need here?”

Objective

To help participants identify a **local problem or need**, link it with **Erasmus+ priorities**, and outline the first elements of a potential project idea.

This activity is perfect for:

- Newcomers to Erasmus+
- Workshops with mixed backgrounds
- Early-stage project brainstorming

Duration

1 hour (individual + group session)

Materials Needed

- Pens and markers
- Printed copies of the “Map Your Idea” template (or editable PDFs)
- Sticky notes (optional)
- A calm, focused atmosphere

Step-by-Step Instructions

PART 1: Solo Reflection (25 min)

Each participant completes the following worksheet. The aim is **not perfection**, but honesty and clarity.

MAP YOUR IDEA – Template

Section	Guiding Questions	Your Notes
1. Local Problem	What is an issue, need, or challenge in your community that really matters to you? (Try to be specific)	
2. Target Group	Who is directly affected by this issue? Youth, elderly, migrants, educators, etc.?	
3. Causes & Consequences	What causes the problem? What happens if nothing is done?	
4. Your Inspiration	What would you like to change or do differently? Any past experiences, role models, or events that inspire you?	
5. Erasmus+ Link	Does this connect to a priority of Erasmus+? (e.g. inclusion, digital skills, sustainability, participation...)	
6. Type of Project?	Would this be a mobility (KA1)? A partnership (KA2)? A youth dialogue (KA3)?	
7. Who Could Help?	What kind of local or international	

	partners would you need? (Schools, NGOs, youth workers, etc.)	
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● PART 2: Group Sharing (25–30 min)

Form small groups of 3–5 participants. Each one presents their idea briefly (max 5 minutes). The others:

- Ask **clarifying questions**
- Suggest relevant Erasmus+ actions or similar projects
- Offer encouragement or connections

💬 *Facilitator Tip: Encourage a “yes, and…” mindset to support creative thinking rather than critique.*

● OPTIONAL – “Idea Gallery Walk” (15 min extra)

Stick each participant’s completed template on the wall. Let everyone walk around, read ideas, and leave comments with sticky notes.

🧠 Learning Outcomes

By the end of the activity, participants will:

- Have a clearer understanding of a **real problem they care about**
- Identify if/how it aligns with Erasmus+ priorities
- Know which **type of project action** (KA1, KA2, KA3) might fit
- Begin forming their **personal Erasmus+ journey**

💡 Real-Life Example from ABARKA

“In our AGE-TECH project, the idea started with one simple observation: older people in our town avoided anything digital. That discomfort wasn’t about skills, it was about fear. From there, we built a whole training programme for educators to change that relationship—with technology, but also with trust.”

📖 Practical Activity 2 – “Who Can I Work With?”

👉 “Great projects aren’t built alone—they’re built with the right people around the table.”

🎯 Objective

To help participants **imagine, identify, y simular** un partenariato Erasmus+ funcional y coherente con su idea de proyecto. Esta actividad desarrolla pensamiento estratégico, trabajo en equipo y visión transnacional.

🕒 Duration

1 hour (can be extended to 1.5h with debrief)

📁 Materials Needed

- Partner Role Cards (pueden estar predefinidas o creadas por los participantes)
- Plantilla “Partnership Builder”
- Papelógrafo / pizarra para trabajo grupal
- Marcadores o post-its

Step-by-Step Instructions

PART 1: Understand What a Good Partner Brings (15 min)

Facilitador/a introduce estas ideas clave:

- Erasmus+ projects are **not just collaborations—they're alliances**.
- Good partners bring: ✓ Expertise ✓ Complementary roles ✓ A real connection to the project topic ✓ Capacity to contribute meaningfully

 *It's not about collecting logos—it's about building a team that makes the project stronger.*

Participants brainstorm:

- What qualities would I look for in a great partner?
- What can **my own organisation offer** in return?

PART 2: The Simulation – Build Your Dream Consortium (35 min)

 **TASK:**

In small groups (3–4 people), each team designs a **consortium of 3 partners + 1 applicant**.

They must:

1. Choose a **project theme** (can be their own or fictional).
2. Define each partner's role, strength, and what country they're from.
3. Fill in the "Partnership Builder" template.

PARTNERSHIP BUILDER – Template

Role	Organisation Type	Country	Strengths	Contribution to the Project
Applicant	(e.g. NGO, Municipality)		(e.g. expertise in youth work)	(e.g. coordination, main activities)
Partner 1				
Partner 2				
Partner 3				

Facilitator can hand out **role cards** if helpful:

- "Youth centre in rural Latvia"
- "Municipality with migrant support experience"
- "Eco-design school in Italy"
- "Digital NGO in Greece"
- "Art-based social enterprise in Croatia"

PART 3: Gallery & Feedback (10–15 min)

Each group presents their partnership in 2–3 minutes. Others can:

- Ask a question
- Suggest a real-life contact or tool
- Rate realism from 1–5 (just for fun!)

Learning Outcomes

By the end of the session, participants will:

- Understand what makes a strong Erasmus+ partnership
- Know how to balance roles and responsibilities
- Be able to **visualise their project as a team effort**
- Identify gaps and next steps in their own partner search

Real Example from ABARKA

“For our AGE-TECH project, we didn’t choose partners because they were famous. We chose them because they had heart—and they worked with the same population we cared about: older adults left behind in the digital world. That shared mission made the collaboration real.”

Final Summary – Your First Erasmus+ Steps

✨ “You don’t need to know everything to begin—you just need to start with something real.”

Over the past few pages, we’ve explored the **essentials of Erasmus+**, from the programme’s foundations to real-life stories and your own first ideas.

Let’s recap the key takeaways:

Erasmus+ is...

- A **European programme** that supports learning, collaboration, and inclusion through **education, training, youth and sport**.
- Built around **Key Actions**: → KA1: Individual mobility → KA2: Organisational cooperation → KA3: Policy and youth participation
- Rooted in **EU values**: equity, participation, digital transformation, sustainability.

You Can Start Where You Are

Whether you're a local NGO, a youth worker, a schoolteacher, or a community facilitator:

- **KA1** can support your learners and staff through exchanges and mobility.
- **KA2** helps you build new tools and partnerships for lasting change.
- **KA3** empowers you to shape youth participation and civic engagement.

… “Big or small, rural or urban, experienced or new—your story matters.”

Real Projects Begin with Real Problems

As seen in the examples from ABARKA ONGD:

- **Digital exclusion among older adults** can become the seed of an intergenerational innovation project.
- **Youth unemployment and disengagement** can lead to empowering entrepreneurship education.

If you see something in your community that needs to change, **that’s where your project begins**.

◆ What You Can Do Next

1. 📖 Revisit your “Map Your Idea” worksheet. Clarify and expand your idea.
2. 🤝 Reach out to at least **one potential partner** this month.
3. 📅 Check the **next Erasmus+ deadlines** on your National Agency’s website.
4. ✍️ Start drafting your idea in simple terms—problem, solution, impact.
5. 🕒 Explore real Erasmus+ projects on the Results Platform

💬 Words to Carry With You

Let’s close with **3 small mantras** to guide your Erasmus+ journey:

- 🌱 **Start small, think European.**
- 🚀 **You don’t have to be perfect—you just have to be real.**
- ❤️ **What you do locally can echo across borders.**

Module 2 — Administrative and Financial Capacity

Tools for Strengthening Cooperative and Social Project Sustainability

Learning Objectives

 *“Without structure, passion gets tired. Without a budget, even the best ideas burn out.”*

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

- Understand the **core administrative tasks** needed to run a small cooperative or community initiative.
- Identify simple ways to **organize meetings, decisions, and internal communications**.
- Use basic tools to **track income, expenses, and cash flow**.
- Build a realistic **budget** to guide your activities.
- Reflect on the role of **financial transparency and trust** in growing social projects.
- Choose from **ready-made templates** to simplify daily tasks.
- Strengthen your capacity to **plan, report, and grow sustainably**—without becoming overwhelmed.

 This module is especially designed for **women’s cooperatives, social entrepreneurs, and grassroots groups** with limited administrative experience but big ambitions.

1. Why Administration Matters in Social Projects

Let’s be honest: most people who start a community initiative, a cooperative, or a women-led project don’t do it because they love paperwork. They do it because they want to help. They see something that needs to change.

But without a clear structure—**even a simple one**—projects start to suffer. Confusion grows. Decisions become unclear. Money goes missing. Volunteers feel lost.

 *Administration is not the enemy of creativity—it’s what gives creativity a home.*

What Is “Administrative Capacity”?

Administrative capacity means your project can:

- Organize its internal work clearly
- Communicate who does what, and when
- Keep track of key decisions and documents
- Report to funders or partners when needed
- Avoid chaos—and burnout

In short, **it means your team can breathe**.

Real Talk: What Happens Without It?

Let’s take two small cooperatives as an example.

- One keeps decisions in WhatsApp messages. After a disagreement, no one knows what was agreed.
- The other one writes short summaries of each meeting and keeps a folder with printed copies in their community center.

Guess which one gets the grant.

 *When trust and clarity disappear, good people leave.*

Why It Matters for Women's Cooperatives

Women-led and community-based initiatives often carry extra pressure:

- Limited resources
- Time divided with caregiving, jobs, and home duties
- Under-recognized work
- Burnout due to emotional investment

A clear administrative system:


- Reduces stress
- Builds shared leadership
- Prepares your group for funding and recognition
- Creates a **sense of safety and professionalism**

Administration as a Form of Care


Think of admin tasks as a **way of caring**:

- Writing things down means you value people's time.
- Budgeting means you value your team's energy.
- Planning means you believe in the future of your initiative.

 "We take care of each other by taking care of the work."

 Up next: We'll break down what you *actually* need to do—no MBA required. Just a willingness to simplify, organize, and adapt.

2. Core Administrative Functions Made Simple

 "You don't need to be an expert—you just need a system that works for you."

Let's remove the fear from the word "**administration**." You don't need expensive software, fluent English, or legal training. You need **clarity, consistency, and tools that feel natural to your way of working**.

What Are the Essentials?

Most small cooperatives and community projects need to manage **4 key admin areas**:

1. **Meetings**
2. **Roles and responsibilities**
3. **Document keeping**
4. **Communication flow**


Let's take each one step by step.

Meetings: What Was Decided?

Without a record, decisions disappear. This doesn't mean writing long reports. It means writing down:

- What was discussed
- What was decided

- Who is doing what
- By when

 **Tool:** “Meeting Notes Template” Includes: Date, topic, decisions, actions, responsible person, deadline.

 “If it’s not written down, it never happened.”


2 Roles and Responsibilities: Who Does What?

Even in small groups, confusion grows when roles are unclear. Define basic roles, even if you switch them later.

Basic structure:

Role	What They Do
Coordinator	Calls meetings, follows up, keeps timeline moving
Treasurer or Money Keeper	Tracks spending and income
Admin Lead	Keeps records, documents, contact list
Communications	Shares updates, prepares reports or emails

These roles can rotate every 3–6 months to avoid burnout.


 *Don’t be afraid of roles—they are agreements, not hierarchies.*

3 Document Keeping: Where Is That File?


You don’t need a Google Drive if you don’t use computers. But you need a **home for documents**.

Options:

- A shared binder or folder in your office
- A WhatsApp group just for decisions and photos of receipts
- A digital folder with backups

 What to keep:

- Project proposals and grants
- Budgets and receipts
- Meeting summaries
- Contact list of members and partners
- Contracts or collaboration agreements (if any)


 *Think like your future self: where would you look for this in six months?*

4 Communication Flow: How Do We Stay Connected?

Many groups fail not because of conflict, but because of miscommunication.

Design a **simple flow of information**:

- How are decisions shared? (e.g. in meetings, WhatsApp)
- Who needs to know what?
- What info is public, and what is internal?

 **Exercise:** Draw your “communication flow” with arrows. Ask: What’s working well? Where do we lose people?

Mini-Checklist: Is Your Admin System Working?

- We know who does what
- We have a place (physical or digital) to store documents
- We take notes from meetings
- We have a way to share decisions
- We know who we need to inform and how

If you said “yes” to 4 out of 5—you're already doing well. If not, no shame—just start small and build forward.

 “Our system doesn’t need to be perfect. It needs to be real and shared.”

3. Financial Capacity: From Survival to Stability

 “Money isn’t the purpose—but it is the oxygen.”

Financial capacity is about more than just money. It’s about knowing how to **manage what you have**, make it **last**, and communicate its value—**without fear, shame, or confusion**.

Whether you’re managing a €300 donation or a €30,000 grant, the mindset is the same: **respect the resources, and use them wisely**.

Why Many Cooperatives Struggle

Most small initiatives don’t fail from lack of ideas—they fail because they can’t answer these questions:


- “Where is our money coming from?”
- “How are we spending it?”
- “Can we survive for the next 6 months?”
- “What happens if something changes?”

This section helps you build simple habits and tools to **answer those questions with confidence**.

Step 1: Understand Where Money Comes From

Start by mapping your **income streams**. Most social projects have a mix of:


Source	Examples
Member contributions	Monthly fees, shared funds
Services or products	Training, workshops, food sales, crafts
Donations	From individuals or local supporters
Grants	Erasmus+, municipality, foundations
Events	Fundraising dinners, raffles, fairs


 Exercise: Draw your “Income Tree”—each branch is a source. Which are strong? Which need watering?

Step 2: Know What You Spend (and Why)

There are two types of expenses:

- **Fixed costs** (rent, staff, insurance, monthly platforms)
- **Variable costs** (transport, printing, meals, event materials)

 “Every euro should have a purpose.”

 Tool: **Basic Expense Tracker** Columns: Date | Item | Category | Amount | Paid by whom | Notes

Tracking doesn't have to be fancy—**just consistent.**


Step 3: Learn to Budget

A **budget** is simply a **plan** for your money. It answers:

- What do we expect to receive?
- What do we plan to spend?
- Will we have enough?

Sample: Budget for a Community Workshop


Item	Estimated Cost	Notes
Venue	€100	1 day rental
Materials	€80	Markers, flipcharts
Food	€120	20 participants
Transportation	€100	Bus for local women
TOTAL	€400	

 A budget doesn't limit you—it gives you freedom to plan with confidence.

Step 4: Communicate Financially

If you can explain your numbers in a **simple and honest way**, people will trust you:

- Funders
- Team members
- Donors
- Community

 Story example: A women's weaving cooperative increased local donations by 40% **after adding a one-page visual budget** to their newsletter.

People love to help when they see:

- **Where money goes**
- **What change it creates**

Step 5: Build Financial Resilience

Ask yourself:

- What if we lost our biggest income source?


- Do we have 2–3 months of savings?
- Could we run a fundraiser quickly if needed?

💬 *“Financial capacity is not how much money you have—it’s how calmly you can adapt.”*

Recap: 5 Tools to Strengthen Financial Capacity

1. **Income Tree** – visualize your sources
2. **Expense Tracker** – know where money goes
3. **Budget Sheet** – plan for events or periods
4. **Financial Storytelling** – build trust through clarity
5. **Resilience Questions** – prepare for uncertainty

4. Practical Tools and Templates

 *“Good tools don’t replace thinking—they make thinking easier to act on.”*

This section is your **starter toolkit**—designed for cooperatives, community groups, and social initiatives with **limited time and resources**, but high motivation.

All templates are:

- Easy to print or use digitally
- Designed for **low-literacy or multilingual teams**
- Fully editable in Excel, Google Sheets or PDF
- Meant to support—not replace—your judgment

Let’s walk through each one.

1. Basic Budget Template

“Before we spend, let’s see what we need.”

A budget is a plan—not a prison. This template helps you break down costs for events, projects, or the year.

Includes:

- Income sources + expected amounts
- Planned expenses (fixed + variable)
- Summary: profit/loss, reserve needs
- Notes column for unexpected changes

Use it for:

- Small events
- Annual planning
- Grant applications

2. Expense & Income Tracker

“Tracking your money means respecting your time.”

This simple tracker avoids surprises. Update it weekly or monthly.

Columns:

- Date
- Description (what was it?)
- Category (materials, transport, etc.)
- Income / Expense
- Paid by whom
- Notes (e.g. “cash from fundraiser”, “receipt attached”)

Optional Add-on: color coding for income/expenses.


3. Admin Document Checklist

“We lose less when we know where things live.”

Helps you build a **paper trail** of your project’s key moments and documents.

Suggested items to include:

- Registration or group agreement
- Meeting minutes
- Budget and tracker
- Partner contracts
- Reports, flyers, press materials
- Photos and quotes from activities

 *Tip: Keep copies both digitally (USB, cloud, email) and in paper if internet is unstable.*

4. Role & Task Planner

“Clear roles prevent silent burnout.”

This table helps define responsibilities over time.


Role	Person Responsible	Tasks	Frequency	Notes
Coordinator	Amina	Schedule meetings	Monthly	Rotates every 6 months
Treasurer	Fatma	Update budget, receipts	Weekly	Backup: Zeynep
Admin Lead	Leyla	Take meeting notes	Every meeting	Shared Google Doc

5. Visual Canvas for Financial Planning

A printable poster that guides your team through planning with **pens and post-its**.

Sections include:

- What’s our goal?
- What do we need to achieve it?
- What will it cost?
- What money do we have?
- Who can help us?

 Designed for use in group sessions with limited literacy. Add drawings, symbols, colours—make it yours.


BONUS: “Finance Glossary for Real People”

A simple, plain-language list of 20+ financial terms:


- Revenue
- Expenses
- Net income
- In-kind contribution
- Cash flow
- Assets / liabilities

With **examples from daily life** in cooperatives. E.g.:

“In-kind contribution” = You borrow chairs from the local café instead of buying them. It’s help, not money—but still counts as support.

 Reminder: Tools are here to serve you—not control you. Take what helps. Leave what doesn’t. Modify what feels wrong.

Practical Activity 1 – “Build a Mini Budget”

 “You can’t build a house without a floor plan—and you can’t run a project without a budget.”

Objective

To help participants understand the **basic structure of a project budget**, build confidence in creating one, and practice thinking through **realistic financial planning**.

This is not about perfection—it’s about **clarity, ownership, and practical experience**.

Duration

1 hour (plus 15 min optional sharing)

Group Format

Can be done **individually**, in **pairs**, or in **small teams** of 3–4 people.

Best used with:

- Community educators
- Cooperative leaders
- Social entrepreneurs
- Adult learners who manage small-scale initiatives





Materials Needed

- Printed or digital copies of the **Mini Budget Template**
- Flipcharts or large paper (optional for group versions)
- Pens, markers, calculators or phones
- Handout: Example Budget (for reference)
- Scenario cards (provided below)

Step-by-Step Instructions

STEP 1: Choose Your Scenario (5 min)

Each participant or group selects (or is given) one of the following **fictional-but-realistic scenarios**:

Scenario	Description
 "Local Community Workshop"	A one-day event for 20 women to learn basic digital tools.
 "Start a Garden"	A small urban garden for youth and elders to grow food together.
 "Solidarity Dinner"	A cooking event to raise funds for refugee families.
 "Art and Identity"	A 3-day workshop on creative expression for migrant women.

Each scenario has a basic description, goals, and context. Feel free to modify based on local realities.

STEP 2: Build Your Budget (30 min)

Using the **Mini Budget Template**, each group fills in:

- List of **expected expenses**
- Estimated costs for each item
- Possible sources of **income or in-kind support**
- A simple summary: → Total Expenses → Total Income → Difference (Surplus? Deficit?)

They can add notes for **where numbers came from** (e.g. "local printer quote" or "based on past event").

Mini Budget Template

Item	Category	Estimated Cost	Notes
Venue	Fixed	€100	Community hall, 1 day
Materials	Variable	€60	Paper, pens, USBs
Food	Variable	€120	Simple lunch + drinks
Facilitator Fee	Fixed	€150	Workshop leader, 1 day
TOTAL	—	€430	

Income (Optional):

Source	Type	Amount	Notes
Local Donation	Cash	€100	From bakery sponsor
Ticket Sales	€10 x 20	€200	Women pay small fee
In-kind	Space	€100	Donated by municipality
TOTAL INCOME	—	€400	€30 deficit to adjust

STEP 3: Share, Compare & Reflect (15–20 min)

Ask each group to present:

- What they chose to prioritize
- Where they found creative savings
- What surprised them

Facilitator asks:


- What was easiest? Hardest?
- Did the numbers feel realistic?
- How would this help your project in real life?



Key Learning Outcomes

By the end of the activity, learners will:

- Understand the **structure of a basic budget**
- Feel more confident about **estimating and planning costs**
- Be able to explain their **financial needs and plan**
- See budgeting as a form of **collective decision-making**

 *“The moment I saw it all on paper, I realized: this is possible.”*



Practical Activity 2 – “Create Your Admin Flow”

 *“If nobody knows who’s doing what—nothing gets done.”*



Objective

To help participants **map out a simple administrative system** for their project or cooperative:

- Identify key recurring tasks
- Define who is responsible
- Clarify the timing and flow of activities
- Visualize where support, gaps, or confusion may exist

This activity turns **invisible work into shared work**.



Duration

1 hour (45 min activity + 15 min debrief)



Group Format

Best done in **project teams, working pairs, or mixed-role small groups** (e.g. admin, comms, coordination).

Facilitator should guide reflection and share examples from real-life small initiatives.



Materials Needed

- Admin Flow Map Template (print or A3 sheets)
- Pens, post-its, markers
- Optional: colored stickers (green = OK, yellow = unsure, red = overload)

- Real case example (optional)

Step-by-Step Instructions

STEP 1: Brainstorm Admin Tasks (15 min)

Ask groups to list everything they do **behind the scenes** to keep their project running.

Prompt with categories:


- Communication (emails, social media, phone calls)
- Coordination (scheduling, follow-ups, planning)
- Documentation (meeting notes, reports, receipts)
- Finance (budget updates, payments, receipts)
- Governance (decision-making, role rotation, elections)
- External Relations (partners, funders, municipality)

 *Tip: Don't just list "big tasks"—include the tiny ones!*


STEP 2: Map the Flow (20 min)

Using the **Admin Flow Template**, each group:

- Places the tasks on a timeline: weekly / monthly / quarterly / yearly
- Assigns each task to a specific role or person
- Uses arrows or color to show:
- Sequence (what depends on what?)
- Overlaps or bottlenecks
- Shared vs. solo responsibilities

 Example Layout (simplified):

Task	Frequency	Person Responsible	Support Needed
Schedule monthly meeting	Monthly	Amina	Admin support
Take minutes	Monthly	Fatma	Backup from Leyla
Update budget tracker	Weekly	Fatma	Needs receipts from all
Post updates on IG	Bi-weekly	Zeynep	Content from coordinator
Prepare quarterly report	Every 3 months	Amina	Financial + activity info

 Use post-its so the map can change! Flexibility is a strength.

STEP 3: Reflect and Adjust (10 min)

Facilitator asks:

- Is anyone doing too much?
- Are there unclear or unassigned tasks?
- Are tasks happening too late or too often?
- What can be simplified or automated?
- Who needs support or backup?

Invite participants to mark:

-  What works well

- ? What needs clarity
- ⚠ What creates stress

Debrief (15 min)

Key questions:

- What surprised you?
- What felt hard to name?
- How could this be shared with your full team?
- What's one task you could **delegate or simplify** next month?

Facilitator reinforces:

“Good admin is not about control—it’s about shared clarity and sustainable energy.”

Learning Outcomes

By the end of this activity, learners will:

- See the **invisible workload** behind projects
- Have a visual map of who does what and when
- Spot gaps, risks and duplication
- Feel more in control of their time and energy
- Be ready to share admin load **without guilt or confusion**


Final Summary – “Strong Roots, Strong Growth”

 *“We don’t need to do everything perfectly. We need to do the essential things with care.”*


Running a cooperative or grassroots project is not only about passion—it’s about sustainability. And sustainability begins with **solid internal foundations**: administration that’s clear, and finances that are trusted.

What You’ve Learned in This Module


You now understand that **administrative and financial capacity** is not a luxury—it’s a lifeline.

 You’ve explored the **core admin areas**:

- Taking simple meeting notes
- Assigning roles with clarity
- Keeping documents in one safe place
- Building communication systems that serve, not overwhelm

 You’ve gained confidence in:

- Tracking expenses
- Building a basic budget
- Mapping your income
- Preparing for financial resilience






 You’ve used hands-on tools to:

- Create a mini budget




- Visualize your admin flow
 - Spot gaps, bottlenecks, and opportunities for support
- ✓ And most importantly: You’ve seen how **financial and administrative practices can reflect your values**—not contradict them.

◆ Final Reflections


Administration is not just about reports. Finance is not just about numbers. They are both about:

-  Trust
-  Clarity
-  Accountability
-  Learning
-  Care

◆ 3 Mantras to Take With You

 *“What we don’t track, we can’t protect.”*  *“When we share responsibility, we share strength.”* 
“A clear budget is a declaration of dignity.”


◆ What You Can Do Next

1. **Choose one tool** from this module and start using it regularly.
 2. **Share your admin flow map** with your team and adjust it together.
 3. **Update your budget monthly**—even if it’s small.
 4. **Celebrate the “boring” tasks** that keep your work alive.
 5. **Teach someone else** one of the tools you’ve learned—this is how we grow together.
-  *“With strong roots in place, your initiative can survive the storms—and bloom across seasons.”*

Module 3 — Digital Visibility and Digital Marketing

Helping Cooperatives and Social Projects Get Seen, Heard, and Supported Online

Learning Objectives

 “If people don’t know what we do, how can they join, support, or believe in it?”

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

- Understand what **digital visibility** means in the context of social and cooperative projects
- Distinguish between **visibility** and **marketing**, and how both serve your mission
- Identify the digital channels that match your **community, culture, and capacity**
- Tell your story in a way that is **authentic, simple, and emotionally engaging**
- Apply the basics of digital outreach: visuals, timing, voice, and consistency
- Create a **mini visibility plan** that promotes your initiative without burning you out

This module is made for:

- Women’s cooperatives
- Social initiatives in local or rural areas
- Community projects with little to no digital budget
- Trainers and educators working with adult learners

1. What is Digital Visibility?

Let’s begin with a simple truth: **If your project is invisible, your impact is limited.** Not because your work isn’t powerful—but because people don’t know it exists.

Digital visibility means:

- People **know** you exist
- They **understand** what you do
- They feel a sense of **connection** or relevance
- They are more likely to **support, join, or recommend** your work

What Digital Visibility Is Not:

- It’s not about going viral
- It’s not about chasing likes or trends
- It’s not about having the “perfect” logo or high-budget design

 *It’s about being findable, understandable, and trustworthy online.*

Why Visibility Matters for Small or Women-Led Projects

Many cooperatives and grassroots groups:

- Do amazing work but struggle to reach beyond their circle
- Rely too much on word-of-mouth
- Miss out on funding or partnerships because they don’t “appear professional”

Digital visibility helps you:

- Show your **credibility**

- Attract **partners, donors, clients, and allies**
- **Document your impact** in ways that can be reused (for reports, funding, recruitment)

💬 *“We used to think visibility was for big NGOs. But when we shared our story online, three women from other cities contacted us. That changed how we saw ourselves.”*

In the 2020s, Visibility = Access

Today, many opportunities, grants, and collaborations begin with:

“We found you online and loved what you do.”

If people can’t find you—or if your last post was from 2018—you may seem inactive or unreachable.

That doesn’t mean posting every day. It means:

- Keeping **one or two active channels** updated
- Sharing your story in **your own voice**
- Being **visible in a way that fits your rhythm and values**

📌 **Coming Next:** We’ll explore how to **choose the right digital channels** for your cooperative or group—without adding stress or complexity.

2. Choosing the Right Channels

💬 *“You don’t need to be everywhere. You just need to be somewhere that matters.”*

Many small groups feel overwhelmed by the idea of digital outreach. Instagram, Facebook, websites, email newsletters, YouTube, TikTok, podcasts... it can feel like too much.

The good news? You only need **one or two well-chosen channels** to create meaningful visibility.

What Is a Digital Channel?

A digital channel is any space online where your initiative communicates with the outside world. That can include:

- Social media (Instagram, Facebook, YouTube, TikTok, Twitter/X)
- Messaging apps (WhatsApp, Telegram groups, Signal)
- Websites or blogs
- Email newsletters
- Online directories or profiles
- Local newspaper websites or radio channels

Each one has its own rhythm, style, and level of complexity. You do **not** need to use them all.

How to Choose the Right Channels for You

Ask these 5 questions:

1. Who do we want to reach? (e.g. young women, local buyers, donors, funders, other cooperatives)
2. Where are they already active online?
3. What kind of content do we enjoy creating? (photos, short texts, videos, voice notes, events)
4. How much time can we realistically dedicate per week?
5. Who in our team feels confident managing it?

Once you answer these, your ideal channel becomes much clearer.

Channel Comparison Guide (Simplified)

Channel	Strengths	Best For	Considerations
Instagram	Visual, popular with young people, hashtags increase reach	Events, crafts, storytelling, behind-the-scenes	Needs regular posts + good photos
Facebook	Good for older audiences, events, and community	Public events, sharing links, visibility with funders	Less engagement from youth
WhatsApp Groups	Easy to use, fast, community-based	Internal updates, reminders, workshop groups	Not ideal for public outreach
Email newsletters	Personal, direct, good for donors/partners	Monthly updates, fundraising, reports	Needs email list, writing time
Website or blog	Permanent home, useful for credibility	About page, past activities, contact info	Needs hosting, updates every few months
YouTube	Video tutorials, interviews, storytelling	Training videos, testimonials, showing results	Requires filming, editing skills

“We started with Instagram and WhatsApp—because that’s what our members and buyers already used.”

✨ Visibility ≠ Activity

Being visible doesn’t mean posting every day.

It means:

- Posting **intentionally** when something matters
- Responding to messages with care
- Keeping your pages **alive**, not perfect

Tip: Even **1 post per week** with a clear photo and a short story is enough to build trust over time.

Coming next: How to tell stories that **connect emotionally, show impact, and move people to support or join you.**

◆ 3. Storytelling for Social Impact

“People don’t remember logos. They remember feelings, faces, and stories.”

In the digital world, storytelling is your superpower. You don’t need a marketing degree to tell a powerful story—you need honesty, purpose, and the courage to show the **people behind the project.**

💡 What Is a Story in This Context?

A story is more than a report. It’s a **real moment, experience, or transformation** shared in a way that others can feel.

It’s when you write:


- “We welcomed Fatma to our workshop today. She said it was her first time using email.”
- Instead of: “We held a digital literacy session with 14 participants.”

One is data. The other is *dignity*.

The 4-Part Storytelling Method

Use this simple structure to guide your posts, articles, or short videos:

1. **The Problem** – What issue are you addressing?
2. **The People** – Who is involved? (protect privacy where needed)
3. **The Action** – What did you do together?
4. **The Change** – What happened, improved, or moved forward?

 Example:

“In our neighbourhood, many migrant women feel isolated and invisible. Last month, we invited 12 of them to a storytelling circle. For some, it was the first time they spoke in front of others. At the end, they asked to do it again. Now we meet every two weeks.”

This is simple, powerful, and emotionally true.

Add a Visual When You Can

A photo. A drawing. A short video clip. Even a scanned note written by a participant.

These are **windows into your work**.

They don't need to be professional. They need to be **real**.

Quotes Add Heart

Ask your participants or team members:

- “What surprised you?”
- “How did this make you feel?”
- “What would you tell others about this experience?”

Then include short quotes like:

“I didn't think I could do this. Now I want to help others.”

You can keep them anonymous, if needed. The voice still matters.

Be Respectful, Not Extractive

Ethical storytelling is about **sharing power**, not using people's pain to look good.

- Always ask permission for photos and quotes
- Never post images that show people in distress without context
- Avoid presenting your group as “saviors”—focus on **collaboration and dignity**
- Lift up voices—not just numbers

 “Don't tell stories about people. Tell stories with people.”

How Often Should We Share Stories?

- Once a month is already great
- Tie them to key events, activities, or personal milestones
- Save your best stories to use again in newsletters, reports, funding proposals

Coming next: we'll explore the basics of digital marketing—without pressure, jargon, or manipulation. Just clear, purposeful communication that helps your work grow.

◆ 4. The Basics of Digital Marketing

💬 “Marketing doesn’t mean selling your soul. It means sharing your voice—with clarity, purpose, and care.”

Many people in cooperatives or social projects feel uncomfortable with the word “marketing.” It sounds corporate, cold, or manipulative.

But here’s the truth: **Marketing is simply communication—with intention.** It’s about helping people understand, support, or join what you do.

What Digital Marketing Really Means

For social initiatives, marketing means:

- Making your activities **visible**
- Sharing your values and **inviting participation**
- Promoting events, products, services, or causes in a **respectful, clear, and creative way**

When done with integrity, marketing is:

- Storytelling
- Invitation
- Connection

It is **not**:

- Fake promises
- Pressure tactics
- Obsession with numbers

What Can You “Market”?

- An upcoming event (e.g. workshop, talk, fair)
- A new product (e.g. handmade goods, training offer)
- A fundraising campaign
- A story you want more people to hear
- Your group in general (for new members, volunteers, or allies)

Start with Your Audience and Message

Ask these two essential questions:

1. **Who do we want to reach?** Local women? Young people? Donors? Neighbours? Journalists?
2. **What do we want them to do?** Join, donate, share, attend, comment, follow?

Now: craft a message that speaks to **them**, not just about you.

💬 Example: Instead of: “ABARKA invites you to its 10th annual event.” Try: “Looking for a safe space to meet, learn and grow? Join 20 women this Sunday for real stories, warm food, and honest conversation.”

The Power of a Mini Campaign

A “campaign” is just a short, focused effort to reach a goal.

It can be 3 days, 1 week, or 1 month.

Basic structure:

- What is the goal?
- Who do we want to reach?
- What messages do we want to share?
- On which platforms?
- What materials do we need? (flyer, post, photo, audio note)

Example: Mini Campaign for a Workshop


Goal: 20 women register for the March workshop **Audience:** Women aged 18–45 in the local area

Channels: Instagram, WhatsApp groups, poster in community space **Messages:**

- Day 1: “Did you grow up feeling like computers weren’t for you?”
- Day 3: Video of last event
- Day 6: “Final 5 spots! Join us for connection, laughter, and real learning.”

Formats You Can Use

- A photo with a short caption
- A voice note (on WhatsApp or Telegram)
- A 1-minute video with subtitles
- A poster shared online and printed
- A personal message to 5 people asking them to share it further

 Tip: People respond best when the message feels *personal and human*, not perfect and polished.

Avoid Burnout

- Choose 1 or 2 channels. No more.
- Reuse your stories and materials across platforms
- Schedule in advance if you can (use tools like Meta Business Suite for Instagram/Facebook)
- Take breaks without guilt

Marketing is not the work. It’s **what helps others discover your work.**

Coming next: let’s turn all this learning into action with a hands-on activity—designing a **Mini Campaign** together.

Practical Activity 1 – “Tell Your Story”

“One story, told with heart, can do more than a thousand statistics.”

This activity helps participants practice the storytelling method from Section 3, using their own experience, memory, or project moment. It’s simple, creative, and empowering—even for those who don’t feel confident with writing or digital tools.

Objective

To build confidence in telling a real, emotionally resonant story about your group, initiative, or impact.

Duration

1 hour (plus 15–20 minutes optional sharing round)

Group Format

Works individually, in pairs, or small storytelling circles

Materials Needed

- Printed or digital **Storytelling Template**
- Markers, pens, paper
- Optional: phone with camera for photo or video
- Real examples for inspiration (from earlier modules or past projects)

Step-by-Step Instructions

Step 1 – Choose a Moment (10 min)

Ask participants to think of a **real moment** in their project that moved them. Not the biggest success—just something real.

Prompt them:

- “When did you feel proud?”
- “Who said something that stayed with you?”
- “Was there a turning point that changed things?”
- “Did someone surprise you—maybe even yourself?”

If they can’t think of a moment, let them choose a past event (e.g. workshop, visit, celebration) that had emotional meaning.

Step 2 – Use the Storytelling Template (25 min)

Participants write or sketch their story using the **4-part method**:

Part	Prompt	Your Story
1. The Problem	What issue or situation were you facing?	
2. The People	Who was involved? What were they feeling or doing?	
3. The Action	What did your group do to respond?	
4. The Change	What happened as a result? What shifted, even a little?	

Encourage them to keep it simple—1–2 sentences per part is enough.

They can write in their own language. Translation can happen later if needed.

Participants may also **draw**, record a voice note, or create a small post layout on paper.

Step 3 – Share & Reflect (15–20 min)

Participants read or describe their story in small groups.

Ask listeners to respond with:

- What did you feel?

- What part stood out?
- Could you imagine this story being shared on your social page or poster?


Optional facilitator feedback:

- “This would work really well on Instagram as a post with a strong image.”
- “That quote could be the opening of a newsletter.”
- “You already have your next flyer text.”

Outcomes

By the end of this activity, participants will:

- Have crafted a usable story about their project
- Feel more confident in telling stories online or in print
- Recognize the emotional value of **their own voices and experiences**

 “I thought we didn’t have anything special to say. But now I realize—we have many stories. And they’re powerful.”

Practical Activity 2 – “Design a Mini Campaign”

 “If you want people to care, you have to invite them—clearly, simply, and in your voice.”

This activity helps learners turn ideas into action through a short, focused campaign plan. It’s low-pressure, visual, and completely adaptable for groups with limited time or digital skills.

Objective

To create a realistic, low-budget digital visibility plan for an upcoming event, message, or project moment.

Duration

1 hour (or split across two 30-minute sessions)

Group Format

Small teams or pairs work together to design one mini campaign

Materials Needed

- Printed or digital **Mini Campaign Planner Template**
- Markers, post-its, pens
- A3 paper or shared Google Docs
- Phone or device to view digital examples

Step-by-Step Instructions

Step 1 – Choose Your Focus (10 min)

Each team picks a **real or fictional campaign goal**.

Examples:

- Promote an event
- Share a success story
- Raise money for a small need
- Celebrate a group milestone
- Recruit new members or participants

Encourage realistic and **emotionally meaningful goals**:

Not: “Get 1,000 likes” But: “Have 20 women register for our workshop” or “Make our work visible to 3 potential donors”

🟡 Step 2 – Fill the Mini Campaign Planner (30 min)

Section	Questions to Guide	Example Entry
🎯 Goal	What do you want to achieve?	“10 new women to register for March workshop”
👥 Audience	Who do you want to reach?	Women 20–40, living locally, using Instagram & WhatsApp
🗣️ Message	What do you want them to hear/feel?	“This space is for you. You are welcome and not alone.”
📅 Timeline	How many days? What dates?	March 1–7, post 3x
📱 Channels	Where will you share?	Instagram stories + poster in community centre
📁 Content	What will you share?	- 1 quote from a past participant - 1 short video - 1 final reminder post
👉 Roles	Who will do what?	Amina: write posts Fatma: take photo Zeynep: share in WhatsApp groups

💡 Encourage drawing! Use arrows, colour, emojis—make the plan visual and team-friendly.

🟢 Step 3 – Present & Feedback (15–20 min)

Each team shares their campaign idea in 3 minutes.

Facilitator and peers respond:

- “What works well?”
- “Is the message clear and human?”
- “Any blind spots or overloads?”

If time allows, do a quick **simulation**: post the image on a whiteboard or chat group and imagine scrolling past—does it stop you?

💡 Outcomes

By the end of this activity, learners will:

- Understand what makes a **clear, achievable digital campaign**
- Be able to **plan content and outreach by roles**

- Have a **reusable format** to promote future events or moments
- Feel capable of sharing their work with intention—not stress

💬 *“Before, I felt invisible. Now I feel like I know how to invite people into what we’re building.”*

✔ Final Summary – “Visible with Integrity”

💬 *“Visibility isn’t about being loud. It’s about being real, consistent, and welcoming.”*

You don’t need to become a digital influencer. You don’t need perfect grammar or expensive design tools. You need to **believe in your story**, know who you want to reach, and find a rhythm that fits your reality.

In this module, you’ve learned that **digital visibility and marketing** are not just for big brands or big NGOs. They are for **cooperatives, grassroots projects, women’s groups, and you.**

◆ What You’ve Learned

- ✔ The **difference** between being visible and being popular
- ✔ How to **choose digital channels** that suit your time, tools, and people
- ✔ How to **tell a true story**—with structure, emotion, and respect
- ✔ The basics of **purpose-driven digital marketing**
- ✔ How to design a **mini campaign** with clear goals, messages, and actions
- ✔ That people don’t just support projects—they support the humans behind them

◆ What You Can Do Next

1. Choose **1 story** from your project and share it in your own words
2. Try **1 post per week**—on social media or a WhatsApp group
3. Involve your team: **rotate roles, collect quotes, take photos**
4. Use the **Mini Campaign Planner** for your next event
5. Say this out loud when you doubt your value: *“Our work matters. People deserve to see it.”*

◆ 3 Closing Mantras

📌 *“Marketing with care is not manipulation. It’s invitation.”* 📌 *“Stories are more powerful than statistics.”* 📌 *“We make our projects visible—so our communities feel seen, too.”*

Module 4 — Gender Equality and Entrepreneurship

Module Topic:

Gender Equality and Women’s Entrepreneurship: Opportunities, Challenges, and Solutions This module explores how gender equality affects the world of entrepreneurship, the obstacles and opportunities women entrepreneurs face, and strategies to develop sustainable entrepreneurship models from a gender equality perspective.

Module Objectives:

1. **Raising Awareness of Gender Equality:** To help participants understand the importance of gender equality and its impact on business, particularly in entrepreneurship.
2. **Empowering Women Entrepreneurs:** To identify challenges faced by women entrepreneurs and develop solution-oriented approaches to increase their opportunities.
3. **Linking Entrepreneurship and Gender Equality:** To present entrepreneurship not only as an economic activity but also as a tool for social transformation and demonstrate its relationship with gender equality.
4. **Social Entrepreneurship and Gender Equality:** To teach participants how to develop sustainable, socially beneficial ventures that prioritize gender equality.

Module Outcomes:

1. **Gender Equality Perspective:** Participants will understand the significance of gender equality in entrepreneurship and its economic and social benefits.
2. **Challenges Faced by Women Entrepreneurs and Solutions:** Participants will identify key barriers faced by women entrepreneurs and develop strategies to overcome them.
3. **Understanding the Link Between Gender Equality and Social Entrepreneurship:** Participants will be equipped with the knowledge and skills necessary to create sustainable social enterprises aligned with gender equality principles.



WHAT IS GENDER?

Gender refers to the roles, responsibilities, and expectations that a society attributes to women, men, and other gender identities. Unlike biological sex (being born female or male), gender encompasses the social rules that dictate how one should behave.

Examples include statements like “Women are emotional” or “Men should be strong.” These are part of gender-based thinking. However, everyone has different talents, emotions, and interests. Gender equality means that women and men have equal rights, opportunities, and freedoms.

Gender roles can create inequalities, such as limited access to education for women or emotional suppression expected from men. These social constructs can hinder individuals from reaching their full potential.



Examples:

- **Toys:** Girls often receive dolls and kitchen sets, while boys get cars and robots. But all children should be free to play with whatever they like.

- **Occupations:** Beliefs like “Women are nurses, men are doctors” still persist. In truth, anyone can pursue any profession.
- **Housework:** In many societies, women are expected to do chores and childcare, while men are not. However, these responsibilities should be shared.
- **Expressing Emotions:** Boys are told “Men don’t cry,” while girls are expected to be emotional. Everyone should be free to express their feelings.
- **Sports and Hobbies:** Football and basketball are seen as male sports, dance and gymnastics as female. Everyone should follow their interests.
- **Career and Leadership:** Women in leadership positions are often seen as “inappropriate” or “troublesome,” while male leadership is normalized. Leadership should be based on skills, not gender.

STORY EXAMPLE

Elif and Ahmet’s Entrepreneurial Dream Elif and Ahmet grew up in a small town and always dreamed of starting their own businesses. Elif wants to blend traditional crafts with modern design; Ahmet is interested in organic farming. Both face discouragement from their families—Elif is told that it’s risky for a woman, and Ahmet is belittled for working the land. Despite the resistance, they launch their businesses. Elif collaborates with local women to produce handmade bags and accessories. Ahmet processes local organic products into healthy snacks. At first, growth is slow and support is minimal. But using social media, they promote their work and attract customers. They apply to a program offering funds for women entrepreneurs and young farmers, gaining the support they need. Eventually, Elif employs local women, and Ahmet promotes organic farming, gaining community respect.

Discussion Questions:

- Would the reactions have been the same if Elif were male and Ahmet female?
- What can be done to include more women in entrepreneurship and men in agriculture?
- How do gender stereotypes affect entrepreneurial decisions?
- Were Elif and Ahmet’s strategies effective? What else could they have done?

WHAT IS ENTREPRENEURSHIP?

Entrepreneurship is the process of developing and implementing a new business idea. An entrepreneur identifies a need or problem and creates a solution, generating economic value.

It includes launching new businesses as well as improving existing models or entering new markets.

Key Characteristics of Entrepreneurship:

1. Risk-Taking
2. Opportunity Recognition
3. Innovation
4. Independence
5. Value Creation

Types of Entrepreneurship:

1. **Commercial Entrepreneurship:** Profit-oriented (e.g., opening a cafe).
2. **Social Entrepreneurship:** Solving social problems (e.g., women’s cooperatives).

3. **Technological Entrepreneurship:** Tech-based solutions (e.g., mobile apps).
4. **Green Entrepreneurship:** Environmentally sustainable ventures.

ACTIVITY

KEYWORDS

Opportunity – Risk – Innovation – Solution – Vision – Independence – Creativity – Growth – Leadership – Value

Prompt: Using the words above, form a definition of what entrepreneurship means to you.

CURRENT ASSESSMENT OF GENDER AWARENESS AND ENTREPRENEURSHIP

- Opportunities are not always equal for women and men. Women may face challenges like limited access to funding, social pressure, and lack of support networks.
- Promoting gender equality enables more women to participate in the entrepreneurial ecosystem.
- Supportive policies, access to financing, and awareness efforts can empower women entrepreneurs.

Data from Turkey:

- **Labor Force Participation (TÜİK 2022):** Women: 28% – Men: 62.8%
- **Business Ownership (World Bank 2018):** Men own 5x more businesses than women.

Main Challenges:

- Gender roles and biases
- Traditional expectations (e.g., domestic responsibilities)
- Limited access to capital, investor interest, and presence of bias in business

Economic Contribution of Gender Equality:

Gender equality promotes social justice and also boosts economic growth, workforce diversity, and women's financial independence.

CONCLUSION

Although progress has been made in gender equality and women's entrepreneurship in Turkey, data shows ongoing inequalities. Strengthening policies and support mechanisms is essential to support women entrepreneurs and promote gender equality.

ACTIVITY: "Gender Equality and Entrepreneurship Poster"

Objective:

Participants visually express what they learned and thought about gender equality and entrepreneurship.

◆ Steps:

1. **Design the Poster:** Use symbols, colors, messages, and slogans related to gender equality and equal opportunities in entrepreneurship.
2. **Presentation:** Share and explain the meaning of each poster in group presentations.
3. **Feedback & Discussion:** Evaluate which visuals and messages were effective and discuss improvements.

🎓 Learning Goals:

- Visual expression of the gender-entrepreneurship link
- Awareness of inequalities and opportunities
- Developing creative solutions for an inclusive work environment

Module 5 — Leadership in Cooperatives

Power With, Not Power Over – Growing Leadership Across Cultures and Teams

Learning Objectives

“In cooperatives, leadership isn’t about leading others. It’s about helping the group lead itself.”

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

- Understand what leadership means inside a cooperative structure—not as control, but as care, vision, and shared responsibility
- Recognize how culture, language, and tradition influence leadership styles, power dynamics, and group participation
- Identify and reflect on your own leadership strengths, fears, and areas for growth
- Support others in developing their own leadership without domination or shame
- Facilitate collective decision-making, manage group energy, and navigate conflict in respectful, culturally sensitive ways
- Differentiate between traditional business leadership models and the values of cooperative, women-led, and community-rooted leadership

This module is grounded in the lived experiences of multicultural teams, intergenerational cooperatives, and grassroots projects. It invites you to reimagine leadership as something deeply human, collective, and sustainable.

1. What is Leadership, Really?

In many cultures, leadership is still imagined as a person in front, holding the flag. Someone strong, confident, educated—someone who “knows what to do.”

But in cooperatives, especially those led by women or rooted in community, leadership looks and feels very different.

Leadership is not about being the loudest or the first to speak. It’s about creating space where others feel heard. It’s about holding the vision during hard moments, not pushing your way through. It’s about noticing what the group needs—sometimes before they even say it.

In Turkey, leadership is often shaped by deep values of respect, age, and responsibility. In Spain, leadership might carry echoes of political passion, collective identity, or charismatic personality. In both contexts, and across many others, cultural history influences how we react to leadership—and how we see ourselves as leaders.

For example, some team members may have been taught to never interrupt, never question authority. Others may have learned to speak boldly, even loudly, to be taken seriously. In multicultural cooperatives, these differences can create confusion or misinterpretation. Silence may be seen as passive in one culture, but as respectful in another. Directness may feel aggressive to one person and empowering to another.

So the question isn’t just: *What is leadership?* The deeper question is: *What does leadership mean to us, here, together, in this group, in this moment?*

In cooperatives, leadership is relational. You don’t become a leader by getting promoted—you become a leader when others trust you, follow your energy, or feel supported by your presence.

Leadership here is:

- Holding space
- Asking better questions
- Naming the unsaid
- Creating safety for others to try, fail, speak, or shine
- Knowing when to step forward, and when to step back

It may be quiet. It may be shared. It may look different every week. But it lives in the group, not above it.

In many cooperatives, especially those led by women, leadership has never been just about titles—it has been about **holding communities together through care, intuition, and quiet strength**. Female leadership often shows up in invisible ways: organizing without credit, listening deeply before speaking, building trust where institutions failed, or staying up late to prepare food for an early morning workshop. In both Turkish and Spanish cultural environments, women have long led in homes, families, neighbourhoods—yet their leadership is often undervalued because it doesn't follow the loud, vertical, masculine model of command. But in cooperative models, this **feminine approach to leadership—nurturing, relational, persistent—becomes a powerful foundation**. Women lead by weaving relationships, by reading the room, by managing tensions without needing to dominate. And when their leadership is named, honoured, and shared, the entire group becomes stronger. Leadership, through a female lens, can mean *not leading alone*. It means growing others, creating collective memory, and ensuring that no one is left behind.

◆ 2. Traditional Business vs. Cooperative Leadership

In most conventional businesses, leadership is structured like a ladder. The higher you climb, the more decisions you make, the more you earn, and the more you control. It's a model built on hierarchy—one person at the top, many below.

But cooperatives work differently. They are built not on command, but on **collaboration**. Not on competition, but on **shared purpose**.

Let's compare:

Traditional businesses often focus on profit, efficiency, and individual achievement. The leader is usually someone with formal authority—appointed or hired. They give instructions. Others follow.

In a cooperative, leadership is much more fluid. It is **earned through trust**, not assigned by position. Decisions are made together. Leadership might rotate, or emerge depending on the situation. What matters most is not *who* speaks—but *how* the group moves forward together.

Take this simple comparison:

Leadership style — Business: Top-down — Cooperative: Horizontal or rotating

Voice in decisions — Business: Management decides — Cooperative: Everyone contributes

Motivation — Business: Individual success, profit — Cooperative: Collective growth, values

Power — Business: Based on status or contract — Cooperative: Based on participation and contribution

This difference can feel unfamiliar, especially for people who have only known rigid hierarchies. In cooperatives, **power is shared**, and this can feel either liberating—or confusing. There is more space, but also more responsibility. It's not always clear who decides. That's why communication, emotional maturity, and trust become essential leadership skills—not just diplomas or years of experience.

Also important: the leadership model in cooperatives is often slower. Things take time because decisions are made **with**, not *for*, the group. And that’s okay. Slowness in a cooperative is not a weakness—it’s a sign that voices are being heard.

Cooperative leadership is not about charisma or perfection. It is about **consistency, coherence, and care**. It means showing up even when you are tired. Being accountable even when it’s uncomfortable. Holding space for disagreement without shutting people down.

It means saying: *I may not have all the answers, but we will find them together.*

◆ 3. Cultural Bias and Power Dynamics

Leadership does not live in a vacuum. It is shaped by **culture, history, language, gender, and lived experience**. How we see leadership—and how we respond to it—depends deeply on where we come from, who raised us, and what we’ve been taught is “normal.”

In many cultures, leadership is still associated with authority, seniority, or masculinity. For example, in both Turkish and Spanish contexts, people may still associate “strong leadership” with someone who speaks loudly, takes charge, or never shows doubt. These expectations are rooted in history—but they can also limit what leadership is allowed to look like.

This creates tension, especially in multicultural cooperatives. Some members may feel that a leader must speak first and decide quickly. Others may feel that listening patiently and building consensus is the true sign of leadership. One may see calm as wisdom; another may see it as weakness. One may see directness as clarity; another may hear it as disrespect.

Power dynamics also show up when certain voices are heard more than others. For example:

- A woman who speaks assertively may be called aggressive, while a man is praised for being decisive.
- A person with limited language skills may hold back, even if they have valuable insights.
- A young team member may be ignored because they are not “experienced enough.”

These invisible rules—based on **cultural bias, age, gender, education, or language**—shape who leads, who follows, and who stays silent.

Leadership in cooperatives must respond to this with **intention and humility**. It means constantly asking:

- Who speaks most in our meetings?
- Whose ideas are always heard? Whose are often skipped?
- Are we making space for quiet leaders? Emotional leaders? Practical leaders?
- Are we open to leadership that doesn’t look like us?

When we honour different kinds of leadership—introverted, emotional, intuitive, relational—we allow more people to step forward. And when we create **safety**, not pressure, people begin to take risks. They share more. They lead more.

This doesn’t happen automatically. It takes **conscious reflection**, support systems, and often, time. But a cooperative where **many can lead**—in their own way—is stronger, more creative, and more resilient.

When you step into a real place like Zembul—and the theory becomes real, living proof.

During the kickoff meeting of this partnership, the ABARKA team spent two full working days inside Zembul’s daily life. What we witnessed was not just inspiring—it was **a lesson in embodied leadership**. We entered a space where more than 27 women work side by side—many of them co-founders—but

not once did we hear a voice raised. Not once did we see a woman “giving orders.” And yet, everything functioned.

Throughout the day, roles shifted fluidly. A woman who welcomed us at the entrance later managed the kitchen, then supported a new member with the sewing machine. Another moved from office to delivery point to community room with graceful urgency. Leadership wasn’t fixed—it was **shared, lived, dynamic**. Gaps were filled not with complaint, but with calm, generous action.

We didn’t even know who was a founder and who wasn’t—until they told us.

That is leadership: a space where **title disappears and care speaks louder**. Where no one needs to assert power because trust is already present.

Zembul’s three-floor working space didn’t just host us—it **welcomed us like a home**. We ended up leaving our hotel early each day just to be there, in that environment. Not because we had to. Because we wanted to. There was no stress, no visible tension. Only women smiling—**real smiles**, not performative. Warmth. Focus. Mutual support. The kind of respect that cannot be scripted or managed—it can only be cultivated.

Power dynamics didn’t disappear—they were transformed. Leadership didn’t need to shout—it *whispered through action*.

This is what it looks like when cooperative leadership is practiced, not preached. And this is what happens when cultural wisdom, feminine leadership, and cooperative values meet in a living, breathing organization.

◆ 4. Skills for Everyday Leadership

In a cooperative, leadership is not a job you apply for—it’s something you **practice**, day by day, in small decisions, hard conversations, shared silence, and acts of care.

It’s not about knowing everything. It’s about being willing to **learn in public**, stay present when things feel uncertain, and help others feel they belong.

Here are some of the most essential—and often overlooked—skills that sustain real leadership in cooperative spaces:

1. Deep Listening Leadership begins with listening. Not just hearing words, but listening with full attention—what is said, what is not said, and how it is said. Deep listening creates safety, trust, and clarity. When someone feels heard, they become more open to participating, resolving tension, and even leading. Listening doesn’t mean agreeing with everything. It means **offering your presence without interruption or judgment**.

2. Facilitating Meetings with Respect Cooperative meetings can easily become long, unproductive, or dominated by a few voices. Leadership in this context means **guiding the energy** of a group. It includes:

- Making sure everyone speaks at least once
- Summarizing what was said to clarify points
- Managing time with grace, not pressure
- Asking: “What do we agree on?” before focusing on disagreements A facilitator is not a boss—they are a **gardener of the group’s attention**.

3. Navigating Conflict with Care Conflict will happen. What matters is how you handle it. In many cultures, especially where harmony is valued, conflict is avoided. But leadership means **naming what’s difficult without blame**. It’s saying: “I feel something is stuck. Can we talk about it?” It’s creating space

where people can speak up **without fear of shame**. Leadership is not avoiding conflict. It is making conflict **safe and constructive**.

4. Giving and Receiving Feedback In many spaces, feedback is only given when something goes wrong. But in cooperatives, we need regular, **gentle, honest feedback** to grow. A cooperative leader might say:

- “I loved how you handled the new volunteer yesterday.”
- “Would you be open to trying another way to do this next time?” It’s not about criticizing. It’s about **helping each other get better with kindness**.

5. Knowing When to Step Forward—and When to Step Back Leadership is also about **reading the room**.


- Step forward when no one else dares to.
- Step back when someone else is ready to shine. This balance builds shared responsibility and prevents burnout.

6. Leading Through Emotion—not Above It You don’t have to hide your feelings to be a good leader. In fact, being open about stress, excitement, or uncertainty helps others feel human too. It’s okay to say: “I’m nervous about this decision.” What matters is that emotion becomes **connection**, not chaos. In cooperative leadership, **vulnerability is strength**—when held with maturity.

7. Supporting Others to Lead One of the most powerful acts of leadership is saying: *“You can lead this next one. I’ll be right behind you.”* Mentoring, co-leading, and rotating roles help others **believe in their capacity**. This is how we **build long-term resilience**, not dependence.

Next, we’ll take these ideas into practice with a storytelling activity that helps participants reflect on how leadership already lives inside them—even if they never claimed the title.

Practical Activity 1 – “Leadership Stories”

 *“We don’t become leaders the moment someone gives us permission. We become leaders the moment we recognize our own voice.”*

This activity invites participants to uncover and share **personal leadership moments**, even if they’ve never called them that. It reframes leadership not as a role for “important people,” but as something all of us carry—and can grow.

Objective

To recognize how leadership already exists in everyday moments
To reflect on cultural and emotional perceptions of leadership
To build confidence in naming and valuing personal leadership experiences

Duration

1 hour (can be shortened to 40 min or expanded to 90 min)


Group Format

Small groups or storytelling pairs (Adaptable for mixed-literacy or multilingual settings)

Materials Needed

- Pens, notebooks, or storytelling cards
- A quiet space with emotional safety
- Optional: printed version of story prompts
- Timer or bell for transitions

Step-by-Step Instructions

 **Step 1 – Individual Reflection (15 min)** Invite each participant to think of a real-life moment when:

- They led something (big or small), even if no one called it “leadership”
- They supported someone in a way that made things move forward
- They witnessed someone else’s leadership and admired it

Prompts to guide:

- When did I feel proud of how I handled a situation?
- When did I keep something going when it could’ve fallen apart?
- When did someone trust me to take responsibility?

Participants write or draw the story—whatever feels most comfortable.

They should include:

- What happened
- Who was involved
- What they did
- What was difficult
- What made it meaningful

This can be done in their first language. Translation can come later.

 **Step 2 – Story Sharing in Pairs or Trios (20–25 min)** Participants share their story in a small group.

Listeners respond with:

- “What did you admire about how they acted?”
- “Did anything in the story feel familiar to your own experience?”
- “Would you call this leadership? Why or why not?”

Facilitator ensures:

- All voices are heard
- Silence is okay
- Emotion is welcome but never forced

 **Step 3 – Group Debrief (15 min)** Ask the full group:


- What surprised you about your own or others’ stories?
- Did you recognize leadership in places you didn’t expect?
- How do culture, gender, or language affect how we tell these stories?

Write key insights on a board or poster. Look for patterns.


Outcomes

By the end of this activity, participants will:

- Understand that leadership comes in many forms—not all of them loud or visible
- Feel more connected to their own leadership journey
- Be able to recognize and name leadership in others
- Begin to shift internal beliefs like “I’m not a leader” into “I lead in my own way”

 *“I never called myself a leader. But now, I think maybe I’ve been one all along.”*

Practical Activity 2 – “Our Team Leadership Map”

 “Leadership isn’t about one person doing everything. It’s about everyone doing something they feel responsible for.”

This activity helps teams or working groups visually map how leadership currently flows within their cooperative—and how they might rebalance it with intention. It’s not just about tasks—it’s about trust, roles, energy, and inclusion.

Objective

To identify where leadership already exists in the group
To spot gaps, overload, or silent contributions
To co-create a more balanced, sustainable leadership model
To reflect on how leadership can be shared across personality, role, and culture

Duration

1 hour (expandable to 90 min with full group presentations)


Group Format

Ideal for teams of 4–12 members
Works best with teams who already collaborate (can be adapted for new groups too)

Materials Needed


Large sheets of paper or a digital whiteboard
Markers, post-its, stickers
Printed “Leadership Domains” cards or list
Tape or magnets (for rearranging roles)
Optional template for quiet/visual learners

Step-by-Step Instructions

 **Step 1 – Define Leadership Areas (10–15 min)** Together, list or introduce key areas where leadership shows up in your group.


Examples: Communication Finance and budgeting External relations Facilitation Emotional support Vision and direction Conflict resolution Event or activity planning Mentoring new members Logistics and coordination

Participants can add more if needed.

 **Step 2 – Place Names (20–25 min)** Give the group space to place names (post-its or initials) under each area.

Prompt: Who usually leads this area? Who steps in when needed? Who has natural skills here but doesn’t lead yet?

It’s okay to place more than one name per role—or no name at all. Color coding can help: green (stable), yellow (sometimes), red (overloaded)

 **Step 3 – Reflect and Adjust (15–20 min)** Step back and look at the map.

Ask the group: Where is leadership concentrated? Are some people doing too much? Are others ready to lead but unsure how? Are some leadership forms (like emotional support) being forgotten or undervalued?

Now—together—rearrange.

Shift one name. Add a support role. Create co-leads. Name someone who needs encouragement. Create an “emerging leader” area.

Tip: Don't try to "fix" everything. Focus on clarity, balance, and agency.

Step 4 – Document Your Leadership Map (10 min) Take a photo or redraw it. This becomes a **living tool** to revisit in the future. It's not a contract—it's a mirror.

Outcomes

By the end of this activity, the group will: See leadership as a **shared ecosystem**, not a pyramid
Recognize hidden or informal leadership (often done by women, migrants, or quieter members)
Reduce role confusion and overload
Identify where to **rotate, support, or grow leadership**
Build trust through transparency—not blame

"Now I see that I've been leading—even when I thought I was just helping."

Final Summary – Leadership is a Circle, Not a Ladder

Leadership in cooperatives is not about rising above others. It's about growing alongside them. It's about holding each other with care, clarity, and shared responsibility—especially in multicultural, women-led, and community-rooted spaces.

What you've learned in this module is not a theory. It's a reflection of something real. Something alive in places like Zembul. Something seen in women who lead without ever raising their voice, in teams that rotate roles without ego, and in members who support quietly from behind while others step forward.

In this model of leadership, there is room for strength and softness. For mistakes and mentoring. For speaking and silence. Power is not centralized—it is distributed, noticed, nurtured.

You now understand that leadership: Does not need a title to exist
Can come from any voice in the room
Is shaped by culture, emotion, and history
Becomes stronger when it is shared
Requires care as much as clarity

You've explored the contrast between traditional business leadership and cooperative leadership. You've seen how cultural bias and gender can limit or expand who feels allowed to lead. You've practiced identifying your own leadership through stories and reflection. And you've mapped leadership in your team with new eyes.

If you remember just one thing from this module, let it be this: *"Leadership is not a ladder you climb alone. It's a circle you grow together."*

Module 6 — Social and Solidarity Economy Practices

Values in Action – Building Alternatives through Cooperation, Care, and Local Power

Learning Objectives

“Another economy is not only possible—it’s already happening, quietly, every day, in places like ours.”

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

Understand what the Social and Solidarity Economy (SSE) is, in plain and practical language
Recognize how SSE differs from both traditional capitalism and institutional charity
Identify the values that guide SSE: cooperation, justice, ecological care, dignity, democracy, and interdependence
Reflect on how your own group already practices SSE, even if you never called it that
Learn to design or adapt daily activities—such as budgeting, roles, events, or decision-making—according to SSE principles
Feel part of a larger global movement of grassroots, feminist, and community-based economic transformation

This module is made for: Cooperatives
Informal women’s collectives
Social projects in neighborhoods and villages
Groups with little formal training in economics, but strong experience in *making things work*

◆ 1. What is the Social and Solidarity Economy?

Most people hear the word “economy” and feel excluded.

It sounds like something for experts, governments, or rich people in suits. But in truth, economy simply means: **how we take care of each other through work, exchange, and resources.**

The Social and Solidarity Economy (SSE) is an approach that puts **people and the planet at the center**—not profit. It’s not just a theory. It’s **a way of living and organizing** based on community, fairness, and long-term care.

SSE is the opposite of an extractive system. It doesn’t treat people as tools or nature as infinite. It asks:

- What do we need?
- What can we share?
- How can we meet our needs without exploiting others or the Earth?

Many of us have practiced SSE without using that name. When we trade services without money. When we fix a neighbor’s roof and they cook us dinner. When we rotate leadership instead of keeping all control. When we run a workshop but leave no one behind, even if they can’t pay.

That is solidarity. That is economic. That is SSE.

SSE is also rooted in histories often ignored by traditional economics. It grows from:

- Indigenous models of shared land and resources
- Migrant-led mutual aid networks
- Women’s unpaid care work and community organizing
- Faith-based and cultural traditions of reciprocity
- Resistance economies under colonization or dictatorship

It is not “new.” It is **deeply ancient and quietly modern.**

Importantly, SSE is not charity. Charity is often top-down: one gives, one receives. SSE is horizontal. Everyone contributes, everyone receives. No one is above. No one is “the helper” or “the saved.”

It is also ecological. Not because it’s fashionable—but because life depends on it. Many cooperatives are already practicing:

- Repair, reuse, and resource-sharing
- Urban gardens and food networks
- Zero-waste production or low-carbon logistics
- Local procurement that reduces transport emissions

These are not just “green” practices. They are **economic resistance rooted in care for land, water, and future generations**.

In this module, you will not only learn what SSE means—you’ll realize: *You’re already part of it.*

◆ 2. Key Principles of the Social and Solidarity Economy

The Social and Solidarity Economy isn’t defined by a legal form or a funding label—it is defined by **values put into practice**.

No two SSE groups look exactly the same. But they share a set of principles that guide their decisions, their relationships, and their way of working.

These principles are not decorations. They are **daily choices**, sometimes hard ones, that shape how people relate to each other, to money, and to the planet.

Here are the core principles most often practiced in SSE spaces:

Democratic Governance Everyone affected by a decision should have a voice in it. This doesn’t mean endless meetings—it means real participation. In cooperatives, this might show up as:

- One person, one vote (not one euro, one vote)
- Consensus or majority-based decisions
- Leadership rotation
- Horizontal team structures

Economic Justice and Equity Fairness isn’t just about access—it’s also about **redress**. About recognizing who has been excluded or undervalued and actively correcting that. Examples:

- Salary transparency
- Redistributing leadership roles
- Prioritizing participation from women, migrants, youth
- Adapting work rhythms to different capacities and care responsibilities

Sustainable and Inclusive Work SSE values **work that supports life**—not work that burns people out. That means respecting limits, taking rest seriously, and refusing toxic productivity. It includes:

- Shared childcare
- Flexible scheduling
- Recognizing invisible labour (like cleaning, emotional support, organizing)

Intercooperation and Mutual Aid Solidarity doesn’t stop at your own project. It extends to other groups, communities, and movements. That means:

- Buying from other cooperatives
- Sharing tools, space, or information

- Responding when a partner is in crisis
- Acting collectively in response to injustice

Ecological Responsibility SSE recognizes that **there is no economy without ecology**. From how materials are sourced to how waste is handled, ecological decisions are not an afterthought—they're built in. Examples:

- Local production
- Minimal packaging
- Circular practices like reuse or compost
- Respect for seasonality, water use, and land

Care and Dignity as Central Traditional economies treat care as “external”—something women do for free, or something to be outsourced. SSE places care at the center. This means:

- Building caring teams
- Valuing emotional intelligence
- Making sure people feel safe, included, and respected
- Recognizing burnout and creating collective systems of rest

💬 *“Our economy should reflect how we want to treat each other—not just how we want to grow numbers.”*

Real-World Examples

In Zembul, roles are not fixed. Women shift responsibilities with trust, not hierarchy. The team holds emotional support as equal to logistical strength. There is a feeling of *we*, not *me*.

ABARKA prioritizes working with underrepresented communities, invites feedback from every team member regardless of position, and actively redirects partnerships if they compromise values.

Both are living the principles of SSE—without needing to name it that way.

These principles are not abstract—they are **visible in the details** of your cooperative life.

◆ 3. Everyday Practices of the Social and Solidarity Economy

You don't need a fancy label or a perfect manifesto to practice the Social and Solidarity Economy. Often, it shows up in the **most ordinary, grounded, human ways**.

The challenge is not inventing new practices—it's recognizing the deep value of what's already being done and choosing to align your systems and habits with your values more consciously.

Here are some of the most common everyday expressions of SSE in real cooperatives and grassroots groups:

Collective Ownership Instead of one owner holding all rights or profits, the project is shared. This can mean: Naming all members as co-responsible in spirit or legally Creating a common fund or decision over how income is used Documenting the project as a collective effort, not individual property

Participatory Budgeting This means that **money decisions are not made behind closed doors**. It doesn't have to be complicated. Groups practicing SSE often: Open the budget for everyone to see Discuss big expenses together Choose to prioritize needs, not wants Distribute financial responsibility with transparency and care

Salary Equity or Role-Based Payment Many SSE cooperatives aim to reduce income gaps. Not everyone is paid the same—but the logic is different. Instead of rewarding position or background, they consider: Time and availability Type of responsibility Needs of the worker Overall fairness across the team

Sharing Tools, Space, or Time This is cooperation beyond your own group. It could look like: Lending equipment to another collective Sharing an office or delivery system Offering a skills exchange instead of charging money Participating in time banks or barter systems

Local and Ethical Supply Chains Instead of buying from the cheapest, SSE-minded groups ask: Can we buy from other cooperatives? Are the working conditions decent? Was this produced with respect for nature? Can we reduce packaging, shipping, or waste?

Community Anchoring A key aspect of SSE is being **rooted, not extractive**. You stay connected to the local reality and uplift those around you. That might mean: Hiring from your neighborhood Hosting open days Co-creating with community members Adapting your services based on feedback

Celebration and Ritual This might not sound “economic,” but it is. Taking time to pause, honor, laugh, and remember together is a **relational investment**. Groups that celebrate together: Tend to last longer Hold each other more gently Recover better from conflict or burnout

These everyday actions are small in scale—but powerful in spirit. They make the economy feel like something you shape, not something that happens to you.

◆ 4. Challenges and Inner Contradictions

Living and working by Social and Solidarity Economy values is deeply rewarding—but it is not easy. Especially when the outside world runs on different rules.

Cooperatives and social initiatives often carry the weight of trying to do things ethically, while surviving in a system that doesn’t reward care, transparency, or slowness.

Here are some of the most common tensions and contradictions that SSE groups face:

Survival vs. Values Sometimes a project needs funding, sales, or visibility—urgently. And suddenly, the pressure arrives. Do we accept a partnership with a company that doesn’t fully align with our values? Do we start charging for something that used to be free? Do we say yes to a donor, even if their approach feels top-down?

These choices are not always black and white. But they require **conscious reflection and collective decision-making**.

Burnout in Caring Teams Many SSE initiatives are born from passion and urgency. But that same passion can lead to exhaustion—especially for women and caregivers. If emotional labour is not named and shared, it becomes invisible again. People give too much. They keep smiling. And slowly, they begin to fade.

This is not a failure of values. It’s a call to create **boundaries, collective rest, and rituals of restoration**.

The Pressure to “Look Professional” Funders, institutions, or partners often expect a certain style: polished reports, perfect branding, formal emails. But many cooperatives are multilingual, community-based, and horizontal. Their strength lies in **honesty and flexibility**, not formality. There is often pressure to hide complexity, or pretend everything is smooth, just to “appear serious.”

SSE practice means asking: *Can we show up as we are—and still be respected?*

Ego and Power Struggles Even in the most values-based teams, ego can creep in. Someone feels unheard and begins to withdraw. Another holds too much responsibility and starts to control. Roles become confused. Small conflicts grow silently.


This is why **conflict resolution, rotation, and check-ins** are not optional. They are essential.

Imperfect Choices in an Unjust System No project can do everything perfectly. You may still have to use a commercial bank. You may still buy products from a non-cooperative source. The goal is not purity. The goal is **intention**. To ask: *Are we doing the best we can with the options we have? And are we committed to keep learning?*

As one woman from Zembul put it: *“We are not trying to be saints. We are trying to be consistent.”*

Recognizing these contradictions does not weaken the SSE model. It makes it **more human**. And it reminds us that every act of coherence, even small, is resistance.

Practical Activity 1 – “Where Do We Already Practice Solidarity?”

 *“We’ve been doing solidarity all along. We just didn’t call it that.”*

This activity helps participants realize that the Social and Solidarity Economy is not something far away, or only for experts—it’s something they are **already practicing**, often without realizing it.

It creates a moment of recognition, confidence, and pride, especially for grassroots groups who may not use formal language, but live the values deeply.

Objective

To recognize existing practices of solidarity and SSE values in the group
To validate informal or culturally-rooted ways of sharing, care, and cooperation
To shift from invisibility to visibility—naming what is already working

Duration

45–60 minutes


Group Format

Ideal for groups who work together or know each other
Can be adapted for mixed-language, low-literacy, or diverse formats

Materials Needed

Large paper, markers, post-its, or chalkboard
Prepared list of SSE values (visual or written)
Optional: objects or photos that represent key practices

Step-by-Step Instructions

 **Step 1 – Introduction (10 min)** Briefly introduce or review the key principles of SSE. Write them visibly or draw them as icons: democracy, care, ecology, equity, solidarity, participation.

Explain: We are not going to invent new practices. We are going to find where they already live in our group.

● Step 2 – Group Mapping (25 min) Create a large space labeled “Our Practices of Solidarity.” Give each participant markers or post-its. Ask them to think about these prompts:

When have we shared something that others sell? When have we included someone, even when it slowed us down? When have we supported another project or person with no expectation of return? When have we made decisions together, instead of top-down? When have we chosen care, even when it cost us time or money?

Each person writes or draws 1–3 examples and adds them to the wall or paper. Clustering is welcome: group similar stories or add drawings/arrows.

● Step 3 – Story Sharing (10–15 min) Invite 2–3 volunteers to tell the story behind one of the examples. Let others respond with: What does this show us about our values? Would you call this economy? Why?

● Step 4 – Group Reflection (10 min) Ask the group: What surprised you? What are we already doing well? What could we recognize and support more?

Optional closing: Each person says one word that describes how it felt to name these practices.

💬 “That moment when someone cooked for us, and we all stayed an extra hour without being asked—that was economy, too.”

Outcomes

Participants see their work through a new lens
Confidence and group pride increase
Unspoken contributions are made visible
The group realizes: *We already belong to the Social and Solidarity Economy*

Practical Activity 2 – “Redesign One Practice the SSE Way”

💬 “We cannot build a new economy with old habits.”

This activity takes the group from reflection to **transformation**. It invites them to choose one current practice—something they do often—and redesign it through the values of the Social and Solidarity Economy.

It could be a meeting format, a pricing system, how they welcome new members, how they handle conflict, or how money is managed. The goal is not perfection—it’s progress, alignment, and shared ownership.

Objective

To put SSE principles into real, local, and everyday practice
To foster group ownership of economic decisions
To translate abstract values into clear, concrete actions
To co-design a more inclusive, fair, and cooperative way of working

Duration

1 hour (or 75 minutes if the group needs more time)


Group Format

Works in small teams or with the whole group Best when participants feel safe and able to speak freely

Materials Needed


Template for redesign process (or large paper) Markers, pens, post-its Printed list of SSE principles as reference Optional timer to help keep pace

Step-by-Step Instructions


 **Step 1 – Choose a Practice (10–15 min)** Ask the group: What is one thing we do regularly that could better reflect our values?

Examples: How we divide tasks How we decide prices or contributions How we organize events How we welcome newcomers How we make collective decisions How we evaluate success

Let each team pick one practice. Write it clearly in the center of a page.


 **Step 2 – Reflect and Analyze (15–20 min)** Ask the team: What values are currently reflected in how we do this? What tensions or problems sometimes arise? Who benefits most from how it's done? Who might feel excluded, overburdened, or invisible?

Now ask: What SSE values do we want to center here? (They can choose from the list or add their own: fairness, care, ecology, transparency, rotation, accessibility, joy...)


 **Step 3 – Redesign (20 min)** Guide them to redesign the practice using this flow:

Name the change: What are we doing differently? Name the reason: Which value does it reflect? Name the impact: How will this make the experience better, fairer, or more caring?

Examples: Old: The same person always cooks and cleans at events New: We rotate roles monthly and offer rest time Value: Shared work, mutual care, dignity Impact: More balance, less burnout, new members get involved

 **Step 4 – Present and Celebrate (10–15 min)** Each team presents their redesigned practice. Let the group respond: Does this feel doable? Would you want to try this in real life? What would we need to support the change?

Optional: Commit to trying one redesigned practice for one month

 “We changed one small thing—and it changed the whole feeling of our meetings.”

Outcomes

The group learns how to turn values into design They create a tangible, specific change—not just a discussion New energy and ownership emerge People begin to say: *This is our economy. We choose how it feels.*

Final Summary – Another Economy is Already Happening

The Social and Solidarity Economy is not something we have to wait for. It is already alive—in kitchens, workshops, sewing rooms, community gardens, WhatsApp groups, and shared toolsheds. It exists

wherever people choose care over competition, sharing over hoarding, transparency over secrecy, and dignity over domination.

You've seen in this module that SSE is not about being perfect. It's about being **intentional**. About making choices—small or big—that reflect your values, your culture, your people.

You've learned that economy is not only about money. It's about **relationships**. How we work. How we include. How we repair. How we redistribute.

You've also seen that solidarity is not charity. It is a practice of **co-responsibility**. It says: We belong to each other. No one gets left behind.

The women of Zembul don't talk about SSE every day. But they live it—through rotating roles, unspoken care, silence that holds respect, and decisions that protect the whole. The team at ABARKA applies SSE when they center people over profit, build intercultural bridges, and design learning that heals.

This is the work. This is the movement.

So if you ever doubt whether your small cooperative matters, or whether your way of doing things is "serious enough," remember:

You are already part of the new economy. You are already the alternative. You are already enough.

Your solidarity, when practiced with consistency, **is more radical than any speech**. And your decisions—each day—are shaping the world we hope to live in.

Module 7 — Essential English for Project Management and Travel around the EU

Language for Confidence, Connection, and Action

Learning Objectives


 “You don’t need perfect English. You need brave English.”

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

Use essential English vocabulary related to EU projects, budgets, meetings, and travel Introduce yourself and your cooperative clearly in English—even with simple words Write short emails, ask questions, and confirm details politely Understand basic travel English for mobility: airport, hotel, city transport Feel more confident speaking during partner meetings, both in person and online Use strategies for **understanding**, **asking for help**, and **expressing uncertainty** with kindness and clarity Translate key terms into your own language (Turkish, Spanish, Arabic, etc.) to strengthen memory Recognize that **fluency is not the goal—being understood is**

This module is especially designed for adult learners in cooperatives and grassroots projects who may have limited English training but strong motivation to participate in European initiatives.

1. Project English – Basic Vocabulary and Expressions

 “Knowing just 20 project words can make you feel 80% more confident in a meeting.”

Below is a table of common English words you will see in European projects—especially Erasmus+, CERV, Creative Europe, and other cooperation-based programs.

Use the second column to **translate these words into your mother tongue**. Don’t skip this step—translation helps the meaning become personal.

English Word	Your Language (e.g., Turkish, Spanish, Arabic)	Simple Definition
partner		another group or organization in your project
coordinator		the person or group leading the project
deadline		last day to finish something
objective		the goal or purpose of the project
activity		a planned event or task in the project
application		a form or process to ask for EU funding
report		written update about what you did
budget		plan for how you will spend the money
invoice		a document asking for payment
reimbursement		money you get back after paying for

		something
advance payment		money you receive before the activity
eligible cost		an expense that the EU will accept or pay for
proof of payment		a document showing you really paid (e.g. receipt)
mobility		travel or exchange between countries
dissemination		how you share the project results with others
impact		the change your project makes
participant		someone who takes part in the activity
supporting document		any file that proves what you say or spend
timesheet		a table of working hours for staff or volunteers
evaluation		feedback and reflection to see what worked

💡 Tip: You don't need to memorize all these at once. Start with the ones that appear most often in your daily work. Post them near your desk. Use them in a sentence. Add one new word each week.

💬 Confidence sentence: *"We are a project partner. Our coordinator will submit the report before the deadline. We are waiting for the reimbursement."*

◆ 2. Useful English Phrases for Meetings and Emails

💬 *"Even one kind, clear sentence can build a strong relationship."*

This section gives you ready-to-use English phrases for real project life: writing emails, joining online meetings, expressing disagreement politely, and asking for support—without stress.

You don't need perfect grammar. Just **clear intention, warm tone, and confidence to speak even with mistakes.**

✉ Email Templates for EU Projects

These templates are short, practical, and respectful. You can copy them, adapt them, and use them often.

1. Introducing Yourself Subject: Hello from [Your Organization Name] Dear [Name], My name is [Your Name] and I work with [Name of Cooperative or NGO] in [Country]. We are happy to be part of this project with you. Looking forward to meeting you soon. Best regards, [Your Name]

2. Confirming Participation Subject: Confirmation of Participation Dear [Name], Thank you for your message. We confirm our participation in the activity on [Date] in [City]. Please let us know if you need anything else. Warm regards, [Your Name]

3. Asking for Clarification Subject: Question about [Topic] Dear [Name], I hope you are well. Could you please explain [specific point] again? I want to make sure we are doing it correctly. Thank you in advance for your support. Kind regards, [Your Name]

4. Deadline Extension (Polite Request) Subject: Request for Extension Dear [Name], We are working on the document but need a little more time. Would it be possible to send it by [New Date]? Thank you for your understanding. Best wishes, [Your Name]

Phrases for Online or In-Person Meetings

Use these when participating in Zoom calls, kickoff meetings, or coordination sessions. Simple, polite, and flexible for any context.

To join the conversation “May I add something?” “Can I share an idea from our experience?” “I would like to respond to that.”

To express doubt or ask for help “I’m not sure I understood—can you say that again, please?” “Could you explain what you mean by [word]?” “I need a bit more time to think—can I answer later?”


To express agreement “We agree with this point.” “That makes sense for us.” “We have a similar situation in our country.”

To express polite disagreement “I see your point, but in our case it’s a little different.” “Maybe we can find a solution that works for both sides.” “We would prefer another option if possible.”

To give feedback or suggestions “Thank you for sharing that—it was helpful.” “One idea could be to...” “Maybe we can also consider...”

Extra Phrases for Online Tools and Platforms

“I think the sound is not working—can you hear me?” “Let me share my screen.” “Can we use the chat for quick answers?” “I’ll write it in the chat to be sure.” “My internet is unstable—I may turn off video.” “We’ll send the link by email after the meeting.”

 Practice Tip: Choose 3 phrases each week. Practice them in front of a mirror. Or send them in a real email. The more you use them, the more they become yours.

3. Presenting Yourself and Your Project

 “You don’t need big words. You need your words.”

Introducing yourself and your cooperative in a clear and warm way is one of the most important skills in EU projects. Whether it’s at a partner meeting, a workshop, or in an email—it helps you build trust and visibility.

In this section, you’ll learn short, flexible phrases to describe:

- Who you are
- Where you’re from
- What your group does
- Why you joined the project

Self-Introduction Template

Here’s a simple structure. You can fill it in and say it out loud.

“My name is [your name], and I work with [organization name]. We are based in [city, country]. We are a [cooperative / association / youth group / NGO], and we focus on [main theme: education, environment, women’s rights, etc.]. I am responsible for [your role: communication, facilitation, coordination...]. We joined this project because [short reason: it matches our values / we want to connect with others / we work on similar issues].”

 **Example:**

“My name is Esra, and I work with Zembul Women’s Cooperative. We are based in Dersim, Turkey. We are a community cooperative focused on women’s work, sustainability, and local solidarity. I help coordinate events and community relations. We joined this Erasmus+ project because we want to share our experience and learn from other grassroots organizations.”

 **Practice Exercise: Your 2-Minute Pitch**

Step 1: Write your own version using the template Step 2: Say it slowly in front of a mirror Step 3 (Optional): Record yourself on your phone or with a friend Step 4: Share it in your group or practice with a partner


 Tip: Use simple, clear words. You don’t need fancy vocabulary. Speak from your real experience.

 **Group Adaptation**

For groups with limited literacy or many languages:

- Use drawings or symbols (house for place, heart for reason, hands for work)
- Let participants write in their own language first, then translate together
- Use gestures, role play, or voice recordings

 **4. Travel English – Practical Language for Moving Around the EU**

 “You don’t need to be fluent to feel free.”

Traveling for a European project—whether for a mobility, kickoff meeting, or training—can be exciting and stressful. New signs. New systems. Fast English. Unexpected problems.

This section gives you the **basic English phrases and vocabulary** you need to feel confident while navigating transport, hotels, emergencies, and city life during your travels in the EU.

All phrases are simple, repeatable, and useful even with low-level English.

 **At the Airport or Train Station**


“Where is the check-in desk?” “Is this the right gate/platform for [City]?” “Can I see your passport, please?” (What they might ask you) “My bag is lost.” “I missed my flight/train—what can I do?” “How long is the delay?”

 Vocabulary:

- boarding pass = ticket for flight
- gate = where you enter the plane
- platform = train stop number
- luggage = your bags
- arrival / departure = when you land / when you leave

At the Hotel or Hostel

“I have a reservation.” “My name is [Your Name].” “Can I have a receipt, please?” “Is breakfast included?” “What time is check-out?”

 Vocabulary:

- booking = your reservation
- ID = passport or national card
- receipt = paper that shows payment
- elevator = lift
- single/double room = for 1 or 2 people

In the City / Using Public Transport


“How much is the ticket?” “Where is the nearest metro station?” “Can I pay by card?” “I’m going to this address.” (Show on your phone or paper) “Which line goes to the city center?”

 Vocabulary:

- stop / station = where you get on/off
- one-way ticket / return ticket
- timetable = schedule
- taxi / bus / tram / metro

Emergencies or Stress Situations

“I need help.” “I don’t feel well.” “I lost my bag/passport.” “Can you call someone who speaks [Turkish/Spanish/etc.]?” “Where is the nearest pharmacy / police / embassy?”

 Tip: Always keep a card or paper with your project contact and accommodation address written down—just in case your phone battery dies.


Cultural Tips for Calm Travel

If you don’t understand, say: “Can you say that slower, please?” “Can you write it down?” “Sorry, my English is not perfect—can you help?”

If someone speaks too fast: “It’s too fast for me—can we go slower?” (with a hand gesture)

If you feel lost or overwhelmed: “Excuse me, I’m here for an Erasmus+ project. Can you help me?”

And always carry: A charged phone Address of your hotel or meeting place A few phrases in the local language (hello, thank you, help, airport, hospital)

 Remember: You are not alone. Ask. Smile. Show confidence even if you feel nervous. Most people will help if you ask with kindness.

Practical Activity 1 – “Meet, Listen, Present”

Building English Confidence Through Repetition and Connection

 “We speak better when we speak with others—not to impress, but to connect.”

This interactive exercise helps participants strengthen their English speaking and listening skills by engaging in short, rotating dialogues. It focuses on **real human connection, vocabulary activation, and active listening.**

At the end, each person presents one of their partners to the whole group in simple English—boosting memory, pride, and public-speaking comfort.

Objective

To practice speaking about real topics with different partners To develop active listening and note-taking in simple English To reduce fear of public speaking in a supportive way To identify and activate stronger English speakers as peer supports

Duration

45–60 minutes

Group Format

Minimum: 6 participants Ideal: 10–20 participants Mixed levels welcome—this activity is **not a test**

Materials Needed

Prepared list of conversation prompts Small note cards or mini notepads Pens Timer or bell

Step-by-Step Instructions

Step 1 – Warm-Up (5 min) The facilitator models one mini-dialogue with a volunteer using a clear, short structure:

- What’s your name?
- Where are you from?
- What do you do in your cooperative?
- What’s something you like about your project?

This shows that **even 4 sentences** can be powerful.

Step 2 – First Dialogue Round (5 min) Participants pair up. Each person asks the 4 questions and listens carefully to the answers. They write down **3 facts** about their partner. Encourage using simple language: “She is from...”, “He works in...”, “They like...”

Step 3 – Rotate Partners (3–4 times x 5 min) After each round, partners switch. They repeat the same questions or add variations:

- What’s one thing you are good at in the project?
- What’s one challenge you’ve faced when speaking English?
- What’s your favorite EU country you’ve visited (or dream of visiting)?

Let them take notes after each round.

Step 4 – Present a Partner (10–15 min) Each participant chooses **one person** they spoke with and presents them to the full group.

Structure:

- “This is [Name]. She is from [Country]. She works on [Topic]. She said...” Optional: use their notes or memory

Encourage short, kind, and honest summaries—not performances.

Role of Strong English Speakers

Before the activity, identify a few confident English users. Ask them to:

- Help with pronunciation or words (quietly during pair work)
- Model the activity if needed
- Encourage and support during the presentation part

They become **peer facilitators**, not “experts”—which strengthens community learning.


Debrief Questions

How did it feel to speak with different people? Was it easier each time? What was the hardest part—listening, remembering, speaking? Did anyone surprise you with their English?

Outcomes

Improved clarity and confidence in speaking Listening skills activated with a clear goal Connection built across levels and cultures Public speaking fear reduced Group sees **each other as resources**, not just the trainer

Practical Activity 2 – “English on the Move”

 *“If you can get through one day in Brussels using basic English, you can do it anywhere.”*

This activity is a fun and practical simulation that prepares learners for **real travel situations** during EU mobilities, training events, or study visits. It uses simple English, teamwork, role play, and creative problem solving.

Participants act out a scenario where things don’t go exactly as planned—just like real life—and they must use English to find solutions, ask for help, and move forward together.

Objective

To apply travel-related English vocabulary in action To build confidence in navigating transport, hotels, and communication To reduce anxiety by practicing common “problems” in a safe and playful space To promote collaboration and laughter while learning

Duration

45 to 60 minutes

Group Format

Groups of 3–5 people With a facilitator or co-trainers playing roles (staff, driver, hotel worker, etc.)

Materials Needed

Printed scenario cards (lost luggage, wrong metro stop, hotel reservation issue...) Map of a European city or transport network Fake travel documents (boarding pass, hotel booking, ID) Optional: signs, bags, props for added realism

Step-by-Step Instructions

Step 1 – Introduction to Scenario (5 min) Facilitator sets the story: “You have just arrived in [City] for your Erasmus+ meeting. You are tired. Your bag is lost. You need to get to the hotel, attend a dinner, and ask for help—all using English.”

Step 2 – Assign Roles and Teams (5 min) Participants are grouped into small teams. Each team receives a **mission card** and 1–2 unexpected problems.


Example: Mission: Arrive at Hotel Aurora by metro before 18:00 Problem: Your luggage is missing. You can’t remember the exact metro stop. Challenge: Ask for directions, file a lost item report, and get to your hotel

Step 3 – Role Play (20–30 min) Participants move through different “stations” (tables, corners of the room) with people playing roles: Airport help desk Taxi driver Hotel receptionist Partner coordinator Police or city help desk

Each role will speak in **simple but fast English**, using real phrases. Participants must listen, speak, and react.

Step 4 – Group Reflection (10–15 min) Groups return to the circle. Each team shares: What happened? Which phrases worked best? What was difficult or funny? What helped you feel calm?

Optional: Each team teaches the group one new phrase they used

 Tip: Give lots of encouragement and celebrate mistakes as learning

Outcomes

Participants gain hands-on experience using English under stress Travel and project vocabulary becomes active, not passive Participants see they can survive and succeed even without perfect grammar Laughter and problem-solving bring the group closer Stronger speakers can support others, building confidence as a community

Final Summary – Speak to Be Understood, Not to Be Perfect

In EU projects, what matters most is not how perfect your English is. It’s whether your words create understanding, connection, and trust.

You’ve learned in this module that you don’t need long sentences or big vocabulary. You need clear, kind communication. A few good words spoken with intention can open a partnership, calm a stressful moment, or help someone feel seen.

You now have the tools to:

Introduce yourself and your cooperative Ask and answer questions in meetings Handle real travel situations Write emails that are simple and respectful Express doubt or difficulty without fear Listen actively and help others understand you

And maybe even more important—you’ve practiced how to be a good partner across languages.

The goal is not to sound like a native speaker. The goal is to **be part of the conversation**.

Some of the best project leaders in Europe speak English with strong accents. They make grammar mistakes. But they move projects forward, resolve conflicts, inspire teams, and get things done.

Because confidence is not the absence of mistakes. It’s the decision to keep showing up.

To close this module, write 3 “I can” statements:

I can introduce myself in English. I can explain my project simply. I can ask for help when I don’t understand.

Your version may be different. But remember:

You don’t have to speak English *like them*. You just have to speak English **like you**—and keep growing from there.

Module 8 — Dersim Culture and Social Structure

Module Topic:

This module aims to introduce the historical background, cultural characteristics, and social structure of Dersim. It explores the region's ethnic and religious diversity and oral cultural tradition. Participants gain a holistic perspective on the social fabric of the region.

Module Objectives:

Participants are expected to understand the cultural and social structure of Dersim. It aims to foster empathy toward different identities, beliefs, and models of solidarity. Concepts such as collective life, justice, and solidarity are evaluated in a cultural context.

Learning Outcomes:

- Participants will acquire basic knowledge about Dersim's historical process and its ethnic/religious composition.
- They will comprehend the role of oral culture (sayings, gülbanks, pilgrimages) in social memory.
- They will develop the ability to reflect on social solidarity networks and the understanding of collective life.

2. HISTORICAL BACKGROUND OF DERSIM

Dersim, known today as Tunceli in Turkey, is a geographic region that has historically hosted many civilizations, including the Hittites, Urartians, Persians, Romans, and Byzantines. During the Ottoman period, Dersim was governed by semi-autonomous tribal structures. In the early 20th century, following the establishment of the Republic, tensions between the state and the people of Dersim escalated, culminating in the tragic 1937–1938 Dersim Massacre. This event profoundly impacted the demographic and social structure of the region.

3. ETHNIC AND RELIGIOUS STRUCTURE

Historically, Dersim's population has been predominantly composed of Zazas and Kurds. Minority groups such as Armenians and Circassians have also lived in the region. Religiously, Dersim is a major center of the Alevi faith in Turkey. Unlike classical Alevism, Dersim Alevism is deeply intertwined with social, ethno-cultural, and local traditions. Core elements include the ocak system, dede-talip relations, cem rituals, and gülbanks.

4. DERSIM CUISINE

1. Nature-Based, Plant-Based Cuisine: Dersim cuisine, shaped by its mountainous geography and semi-nomadic past, emphasizes simple, nutritious, and natural dishes. Meat consumption is limited; legumes, wild herbs (such as heliz, mende, gulik), bulgur, and yogurt are commonly used. Meals prepared with seasonal and local ingredients reflect an economical and sustainable cultural tradition.

2. Prominent Local Dishes: • Zirfet (Zerefet) • Shorbik • Gulik Dish • Siron (Sırın) • Patila (Stuffed Flatbread)/ Oily Bread • Bosmoze


3. Communal Dining Culture: The food culture of Dersim is based not only on nourishment but also on sharing, social unity, and collective labor. Communal meals (e.g., weddings, funerals, cem ceremonies) are highly valued and involve joint preparation. Respecting elders, offering to neighbors, and sharing bites are expressions of Alevi faith and community solidarity.


“A Dish’s Story: Gulik Dish” Activity

◆ 1. Briefing (5 min): “Gulik is a wild herb foraged in spring in Dersim and is cherished by locals. It is typically sautéed with egg, flour, and onion. This dish reflects the bond with nature and communal preparation.”

◆ 2. Task: Tell – Act – Interpret (20 min) Groups act out or narrate the process of preparing the Gulik dish—perhaps as a scene with a grandmother passing down a recipe.

◆ 3. Presentations (5–10 min) Groups present creatively. Styles may include storytelling, role-playing, or dramatization.

 Evaluation Questions: 1. What did you feel while describing this dish, beyond listing ingredients? 2. Why do you think such traditional dishes still matter?

 Learning Outcomes: • Understands Dersim’s nature-respecting life culture • Develops oral expression and creative dramatization • Experiences how culture is transmitted across generations

◆ 5. CULTURAL THEMES

1. Belief and Pilgrimage Culture:
 - Alevism and local belief systems (Raa Haqi, Ocaklar)
 - Dede-talip relations
 - Sacred sites and pilgrimage (Düzgün Baba, Munzur Springs, Khidr visits)
 - Sacrifice, cem, and gülbank rituals
2. Nature and Ecology:
 - Sanctity of nature (trees, water, mountains)
 - Belief in not harming living beings
 - Symbolic bonds with Munzur Mountains and rivers
 - Ecologically appropriate diets and production
3. Oral Culture and Music:
 - Sayings, deyiş, kılam, stran, dilok
 - Storytelling traditions and bards (dengbêj)
 - Mythologies (e.g., Koçgiri, Munzur legends)
 - Traditional instruments (tembûr, erbane)
4. Women's Culture and Role:
 - Women’s role in daily life and production
 - Cultural traits with matriarchal traces
 - Sacred female figures and myths
 - Traditional clothing, hair ornaments, and crafts
5. Migration, Memory, and Identity:
 - Cultural effects of forced migrations post-1937–38
 - Memory spaces and transmission of collective trauma
 - Cultural preservation during exile
 - Reconstructing Dersim identity in the modern era

6. Traditional Clothing and Handicrafts:
 - Women's headdresses, colorful clothes, silver jewelry
 - Carpet and rug weaving
 - Stone craftsmanship and vernacular architecture

Geography and General Characteristics

Dersim, currently known as Tunceli, is located in Turkey's Eastern Anatolia Region within the Upper Euphrates basin. It borders Bingöl (east), Elazığ (west), Erzincan (north), and Malatya (south). Its area is approx. 7,774 km², with a population below Turkey's average.

Mountainous Terrain:

The region's most notable geographical feature is its mountainous and rugged terrain. Munzur Mountains (peak around 3,300 m), along with Mercan and Karasor ranges, form its backbone. This landscape has historically made Dersim a secluded and protected area.

Rivers and Water Sources:

Dersim is rich in water resources. The Munzur, Pülümür, and Peri streams are major rivers. Sacred and scenic springs like Munzur Gözeleri have cultural and geographical importance. These waters support agriculture and play a role in spiritual rituals.

Rural Settlements and Transhumance:

Villages are often located on mountain slopes and organized around mutual aid. Due to transportation challenges, these communities develop strong internal support systems. In some areas, transhumance (seasonal livestock migration) is still practiced.

Climate:

Dersim has a continental climate with cold, snowy winters and hot, dry summers. Even in summer, high elevations remain cool, favoring hardy crops like chickpeas, lentils, and wheat.

Final Activity: Mosaic Panel

1. Each group receives a blank 'Dersim Culture Panel' with six main themes: Belief & Pilgrimages, Nature & Ecology, Music & Oral Culture, Women's Culture, Migration & Identity, and Geography & Life. Each section has 3 blank slots representing information pieces.

2. Info Hunt: Groups roam the classroom or stations collecting "Info Cards" with definitions, images, sayings, or short explanations.

 Example Cards:

- "Sacred mountain in Dersim" → Düzgün Baba
- "Foraged herb sautéed and eaten" → Gulik
- "Hair ornament for women" → Tasselled scarf
- "Term for inter-village mutual aid" → Rêê or destê
- "Cold winters, hot and dry summers" → Climate characteristic

Goal: Find the correct cards and place them in the right panel sections!

3. Complete and Present the Panel: Each group finalizes and presents their panel, explaining why each info card was placed under its heading.

Module 9 – Social Cooperativism

Topic of the Module:

Social Cooperativism: Social Benefit and Economic Sustainability This module aims to teach participants the fundamentals of social cooperativism, its functioning, and methods for generating social benefit. It will explore how social cooperatives can foster change in society and how such cooperatives can be established.

Objectives of the Module:

- **Explaining the Connection Between Cooperativism and Social Change:** Enabling participants to understand how social cooperatives provide solutions to social problems while creating economic benefit.
- **Teaching the Basic Principles of Social Cooperatives:** Informing participants about the establishment stages and management processes of social cooperatives and how they remain sustainable.
- **Creating Social Awareness:** Encouraging participants to become sensitive to social problems and to collaborate in developing projects that benefit society.

Learning Outcomes:

1. **In-depth Understanding of Cooperativism and Social Cooperativism:** Participants will understand the differences between traditional and social cooperatives and comprehend the potential of social cooperatives to create social value.
2. **Social Cooperative Establishment Plan:** Participants will learn about the process of establishing social cooperatives and will develop and present social cooperative ideas in small groups.
3. **Creative Solutions to Social Problems:** Participants will develop concrete solution proposals for social problems through social cooperatives and generate ideas for social change via cooperation and partnerships.

PROGRAM SCHEDULE

Time	Content
10:00-10:30	What is Cooperativism? Definition and History of Cooperativism
10:30-11:00	Types of Cooperatives? Importance of Cooperativism?
11:00-12:00	What is Social Cooperativism? Its Characteristics and Differences?
12:00-12:30	Examples of Social Cooperativism Around the World
12:30-13:30	Lunch Break
13:30-14:30	Activity

WHAT IS COOPERATIVISM?

Cooperativism is a model of economic and social organization where individuals work together in solidarity to meet their common needs. Unlike capitalism, which is based on individual competition, cooperatives emphasize collective solidarity and fair sharing.

Definition and History

Cooperativism emerged after the Industrial Revolution as a means for workers and producers to protect their rights against capital owners. The first successful modern cooperative was founded in 1844 in Rochdale, England by a group of textile workers known as the "Rochdale Pioneers." They established the fundamental principles of cooperativism.

Key Characteristics:

1. **Voluntary and Open Membership:** Open to everyone, participation is voluntary.
2. **Democratic Control:** Decisions are made with the "one member, one vote" principle.
3. **Member Economic Participation:** Members contribute financially, and profits are used for cooperative sustainability.
4. **Autonomy and Independence:** Cooperatives are managed by their members and act independently.
5. **Education and Information:** Continuous education is provided to members about cooperativism.
6. **Social Responsibility:** Cooperatives contribute to community development and promote solidarity.

TYPES OF COOPERATIVES

1. **Consumer Cooperatives:** Provide affordable goods and services (e.g., market co-ops).
2. **Producer Cooperatives:** Support small producers with marketing and cost advantages (e.g., agricultural co-ops).
3. **Credit and Finance Cooperatives:** Offer low-interest loans and financial support.
4. **Service Cooperatives:** Operate in areas such as education, health, and transportation.
5. **Social Cooperatives:** Founded to integrate disadvantaged groups into society and generate social benefits.

IMPORTANCE OF COOPERATIVISM

- **Economic Empowerment:** Provides financial benefits to producers and consumers.
- **Social Solidarity:** Enhances cooperation and reduces inequalities.
- **Local Development:** Strengthens regional economies by supporting local production.
- **Sustainability:** Encourages long-term models that preserve natural resources.

WHAT IS SOCIAL COOPERATIVISM?

Social cooperativism is a cooperative model that prioritizes social benefit alongside economic activity. Unlike profit-oriented businesses, social cooperatives aim to support disadvantaged groups, solve societal issues, and promote social justice.

This model is used to integrate groups such as people with disabilities, women, refugees, and unemployed youth into economic and social life. Social cooperatives are rapidly expanding globally and are seen as important tools in achieving sustainable development goals.

★ **Importance:**

- **Support for Disadvantaged Groups:** Offers jobs and social security to individuals with disabilities, long-term unemployed people, women, and refugees.
- **Social Solidarity:** Encourages individuals to unite around a common goal.
- **Local Development:** Promotes local production and regional development.
- **Sustainable Business Model:** Reinvests profit into society, creating long-term impact.

 **ACTIVITY 1: Role-Based Group Exercise**

1. **Draw a Character Card (2 minutes)** Each participant/group receives a character:
 2. 🧑 Refugee Woman
 3. ♿ Person with Disability
 4. 🙅 Young Unemployed Woman
 5. 🏡 Rural Youth
 6. 🎓 High School Graduate
7. **Receive a Scenario Card (2 minutes)** Facilitator reads a life scenario: *“Unemployment is rising in your city. Social services are insufficient. A group of citizens wants to create a solution through solidarity.”*
8. **"What’s Difficult for Me?" (3 minutes)** Each participant reflects in character: *“The most difficult thing for me right now is...”*
9. **"What Kind of Support Would Change My Life?" (5 minutes)** Participants come up with a socially supportive or entrepreneurial idea (solidarity and sustainability required, not necessarily mentioning cooperatives). 📌 Examples:
 10. “If a daycare center was opened for women, I could go to work.”
 11. “If a workshop was opened for people with disabilities, I could work and socialize.”
 12. “If rural youth grow products together, we can be economically empowered.”
13. **Presentation & Impact Review (5–8 minutes)** Each group presents their solution, followed by responses to:
 14. *“Which idea I heard would make the biggest impact in real life?”*
 15. *“What else could be added to my character’s solution?”*

 **CONTRIBUTIONS OF SOCIAL COOPERATIVES TO LOCAL ECONOMY**

Social cooperatives contribute significantly to both economic growth and social improvement at the local level. Their advantages include:

Criteria	Traditional Cooperatives	Social Cooperatives
Main Goal	Economic benefit for members	Social benefit & support for disadvantaged groups
Membership	Usually a specific profession or sector	Broader base including volunteers and civil society
Profit Sharing	Profits may be distributed among members	Majority reinvested in social projects and sustainability

Governance	Democratic (“one member, one vote”)	Democratic + social responsibility-oriented governance
Focus Areas	Agriculture, trade, production	Social services, education, environment, culture, employment
Public Support	Access to general cooperative incentives	Greater access to grants, social enterprise funds, public-private support

EXAMPLES OF SOCIAL COOPERATIVES

- Italy – Tipo B Social Cooperatives** These cooperatives aim to employ disadvantaged individuals (e.g., people with disabilities, ex-convicts, addiction survivors). They support both economic activity and social integration.
- Turkey – Bademler Village Cooperative** Based in İzmir, this cooperative supports agricultural production and organizes cultural/social activities. Projects such as the village theater and cultural center highlight its social dimension.
- Brazil – Coopa-Roca (Women’s Solidarity Cooperative)** Located in Rio de Janeiro, Coopa-Roca supports low-income women producing and selling handicrafts. This empowers them economically and strengthens social ties in the community.
- Mondragon in the Basque Country** is a federation of worker cooperatives located in Spain’s Basque region. It is renowned for combining industrial production, finance, and education, offering stable employment and fostering community development through democratic management and shared profits.

ACTIVITY 2: DESIGNING A SOCIAL COOPERATIVE

Step 1: Identify the Problem (10 minutes) Each group selects a social issue to address (e.g., women’s employment, disability inclusion, environmental pollution, support for local producers). Groups receive a "Cooperative Plan Template":

Cooperative Plan Template:

- Name of Cooperative:
- Social Issue You Want to Solve:
- Area of Activity: (e.g., agriculture, textiles, recycling, education)
- Who Will Be Members? (e.g., women, youth, people with disabilities)
- Products or Services You Will Offer:
- How Will You Use the Income? (How will it benefit the community?)

Step 2: Presentation (10 minutes) Each group presents their cooperative model in 2–3 minutes.

Step 3: Evaluation & Discussion (10 minutes) The trainer leads a discussion with questions like:

- “What would be needed for this cooperative to be truly sustainable?”
- “Do you think these ideas are applicable in real life?”

Module 10 — Solidarity-Based Municipalism

MODULE TOPIC

Solidarity-Based Municipal Practices: Developing policies by local governments that are sensitive to community needs, promote gender equality, support environmental sustainability, and ensure economic justice.

Municipality and Public Relations: Direct communication between municipalities and citizens, with participatory decision-making processes.

MODULE OBJECTIVES

- To promote a participatory governance approach at the local level.
- To support the development of projects responsive to the needs of local communities.
- To integrate solidarity economy and cooperativism into local governance.
- To enhance the capacity of local governments to implement social justice and equality-based practices.
- To actively involve citizens in decision-making processes.

POSSIBLE OUTCOMES

- Local Participation Models: Emerging new models that enhance cooperation between municipalities and citizens, increasing transparency in decision-making.
- Gender Equality: Policies that promote gender equality and increase women's participation in local governance.
- Sustainable Development Projects: Implementation of eco-friendly, sustainable, and economically accessible projects at the local level.
- Cooperativism and Solidarity Economy: Support for local cooperatives and the dissemination of solidarity-based business models.
- Development of Social Services: Improvement of social services for disadvantaged groups by municipalities.

PART 1 — WHY DO WE ORGANIZE?

Organizing is a vital tool for individuals to come together and form alliances to create more effective social change. History shows us that the most significant transformations in society — from labor rights movements to women's suffrage, from environmental protections to civil rights — did not happen by accident. They were the result of people deliberately choosing to come together, coordinate, and act collectively.

But why does organizing matter at the local level? Because communities are where daily life happens. The quality of your streets, access to childcare, the safety of your neighborhood, the availability of jobs — these are all shaped by local decisions. When citizens are not organized, these decisions are made for them, not with them.

Here are the key reasons why organizing is not just important — it is necessary:

1. To Have a Strong Voice

A single person asking a municipality to fix a broken street light may be ignored. A hundred organized residents demanding a full street lighting upgrade will be heard. Organizing amplifies individual voices into a collective demand that policymakers cannot overlook.

Real-world example: In Barcelona, Spain, the Plataforma de Afectados por la Hipoteca (PAH — Platform for People Affected by Mortgages) organized hundreds of families facing eviction. Through collective action, they pressured local and national governments to enact housing protections that benefited thousands. Their voice became impossible to ignore precisely because it was collective.

2. To Achieve Common Goals

Communities share needs — safe public spaces, quality schools, accessible healthcare, clean environments. Organizing allows people to identify these common goals and work toward them systematically, rather than waiting for institutions to act on their own.

Example: In Mondragón, in the Basque Country, workers in the 1950s organized around a common goal — creating dignified, stable employment in a post-war economy. This collective vision gave rise to the Mondragón Cooperative Corporation, now one of the largest worker-owned enterprises in the world, employing over 80,000 people.

3. Solidarity and Mutual Support

Organizing creates networks of mutual aid. When a neighbor loses their job, when a family cannot afford food, when an elder has no one to care for them — organized communities can respond faster and more humanely than bureaucratic institutions.

Example: During the COVID-19 pandemic, hundreds of neighborhood mutual aid networks emerged across cities like Madrid, Bilbao, and Pamplona. Volunteers organized food distribution, medicine delivery, and emotional support for isolated residents — often faster than official services.

4. Social Justice and Equality

Organizing is a tool for those who are most marginalized to reclaim their rights. Without organizing, inequalities become entrenched — the powerful benefit from the status quo, while the vulnerable fall further behind.

Data point: According to the European Institute for Gender Equality (EIGE), women remain underrepresented in local political decision-making in nearly all EU member states. Organized advocacy groups — such as women's councils and feminist assemblies — have been the primary drivers of change in cities that have achieved gender-balanced governance.

5. To Gain Political and Economic Power

Unorganized citizens are easy to ignore. Organized citizens — who vote, who show up to public hearings, who campaign, who build economic alternatives — hold real leverage over political and economic systems.

Example: In Jackson, Mississippi (USA), the organization Cooperation Jackson built a network of worker cooperatives and urban farms to create economic power for Black working-class communities that had been systematically excluded from the formal economy. By combining economic organizing with political advocacy, they shifted the terms of debate in local governance.

6. Education and Awareness

Organizing is also a space for collective learning. People learn their rights, understand systems of power, develop leadership skills, and build critical thinking through participation in organized communities.

Reflection for facilitators: This is particularly relevant to the EGG project's target groups — migrant women and young people, who often face structural barriers to accessing information about their rights, available services, and civic participation pathways.

7. To Meet Needs

Sometimes the state fails to provide essential services. Organized communities can fill these gaps — creating community childcare, food banks, language training, job matching networks, and more.

Example: In rural areas of Turkey, women's cooperatives have organized informal childcare networks, enabling mothers to re-enter employment while sharing childcare costs collectively — a need the state had not addressed.

8. To Create Social Change

At its deepest level, organizing is about transforming the world. Every social movement that has ever changed a law, shifted a norm, or created a new institution began with organized people deciding that the status quo was not acceptable.

Collective statement: Organizing is not a luxury. It is the engine of democracy. Collective action is essential for the development and progress of communities — and for the survival of a just society.

◆ PART 2 — WHAT IS SOLIDARITY-BASED MUNICIPALISM?

Solidarity-based municipalism is an approach where local governments respond to social needs in an equitable, just, and sustainable way, in active collaboration with the public. Under this model, municipalities are not merely administrative bodies managing roads and permits — they are political actors that work alongside citizens to resolve social issues, redistribute resources, and build democratic power from below.

This model goes beyond the delivery of state-provided services. It enables citizens to develop their own solutions, build alternative economic institutions, and participate meaningfully in governance — paving the way for more democratic, human-centered cities and towns.

Solidarity-based municipalism draws from several intellectual and political traditions:

- Democratic confederalism (as theorized by Abdullah Öcalan and practiced in Rojava/Northern Syria)
- Libertarian municipalism (as developed by Murray Bookchin)
- Feminist municipalism (as practiced in cities like Barcelona and Valencia)
- The cooperative movement (rooted in the Rochdale Principles of 1844)

Key Characteristics of Solidarity-Based Municipalism

Characteristic	Description
Participation and Democracy	Citizens are active co-creators of local policy, not passive recipients
Solidarity and Mutual Support	Community networks of aid are recognized and supported

Local Economy and Cooperativism	Economic decisions serve community well-being, not profit extraction
Social and Environmental Responsibility	Local action is linked to global sustainability goals
Services Oriented Toward Community Needs	Services are designed with and for marginalized groups

Goals of Solidarity-Based Municipalism

- Implementing fair and equitable policies at the local level.
- Encouraging community participation and cooperation.
- Ensuring social justice through municipal institutions.
- Promoting local development and economic sustainability.
- Creating livable cities that are environmentally conscious and gender-inclusive.

PART 3 — THE NINE PILLARS OF SOLIDARITY-BASED MUNICIPALISM

Pillar 1 — Participatory Governance

Solidarity-based municipalism places citizen participation at the heart of all decision-making. Municipalities go far beyond bureaucratic roles — they actively create spaces, tools, and processes for citizens to influence policy.

What it looks like in practice:

- **Participatory budgeting:** Citizens vote on how a portion of the municipal budget is spent. Originally developed in Porto Alegre, Brazil in 1989, participatory budgeting has now been adopted in over 11,000 cities worldwide, including Seville and Pamplona.
- **Citizens' assemblies:** Random selections of residents deliberate on key issues (climate, housing, transport) and make binding or advisory recommendations to local councils.
- **Open council meetings:** Regular sessions where any citizen can speak, propose, and vote.
- **Digital participation platforms:** Tools like Decidim (developed in Barcelona) allow residents to propose, debate, and co-create policies online.

Evidence: A 2021 OECD report on participatory governance found that participatory budgeting increases civic trust, reduces corruption, and directs resources more efficiently toward marginalized neighborhoods. In Seville, participatory budgeting led to the prioritization of accessible infrastructure in neighborhoods that had been systematically underfunded for decades.

Pillar 2 — Equitable and Just Services

This model advocates equal rights for all citizens and equitable distribution of municipal services. Critically, equity is not the same as equality: equity means giving more resources to those with greater needs, in order to achieve fair outcomes.

Priority groups typically include:

- Women, especially survivors of gender-based violence
- Elderly people living alone
- Children from low-income families
- People with disabilities
- Migrants and asylum seekers
- LGBTQ+ individuals facing discrimination

Examples of equitable municipal services:

- Free municipal legal aid for domestic violence survivors — practiced in cities like Bilbao (Bizkaia) and Vitoria-Gasteiz.
- Universal basic school supplies programs in municipalities in Navarra, ensuring no child starts school without materials due to poverty.
- Municipal assisted living programs that combine public funding with volunteer networks to support elderly citizens who wish to remain in their own homes.

Key principle: Services should be designed with the communities they serve, not merely delivered to them. This requires community needs assessments, co-design workshops, and ongoing feedback mechanisms.

Pillar 3 — Social Solidarity and Mutual Support

Solidarity-based municipalism recognizes and institutionalizes the informal networks of care and support that communities already create — neighborhood associations, mutual aid groups, volunteer networks — and provides them with resources, legitimacy, and infrastructure.

Examples:

- Neighborhood solidarity groups (Grupos de Apoyo Vecinal): Municipal grants to neighborhood associations that provide emergency food, utility bill support, and social accompaniment to vulnerable families.
- Time banks (Bancos de Tiempo): Municipal systems where residents exchange services — hours of childcare for hours of gardening, language tutoring for cooking lessons — building economic resilience outside the market.
- Community fridges (Neveras Solidarias): Municipal support for public refrigerators where neighbors share surplus food — reducing food waste while addressing food insecurity. Active in over 40 Spanish cities as of 2023.

Evidence: Research by the University of the Basque Country (UPV/EHU) on mutual aid networks in the Basque Country found that communities with active solidarity networks demonstrated 30% lower social isolation rates among elderly residents and significantly higher reported well-being scores.

Pillar 4 — Sustainable Local Development

Solidarity-based municipalism views environmental sustainability not as a luxury but as a social justice issue. Climate change, pollution, and resource depletion disproportionately harm low-income communities and marginalized groups. Sustainable local development means designing economies and services that can endure long-term — for future generations and for the planet.

Key initiatives:

- Municipal renewable energy cooperatives: Communities collectively invest in solar panels, wind turbines, or biomass energy, sharing both costs and profits. Example: Som Energia, a renewable energy cooperative based in Girona (Catalonia), now has over 80,000 members across Spain.
- Zero-waste municipal programs: Municipalities adopting circular economy principles — repair cafés, community composting, clothing exchanges — reducing landfill waste by up to 40% in pilot cities.
- Community urban agriculture: Municipal support for community gardens, urban farms, and periurban organic agriculture, creating food sovereignty and green employment.

- Sustainable mobility: Car-free zones, cycling infrastructure, and subsidized public transport — particularly important for residents without private vehicles (disproportionately women, youth, and low-income families).

Global reference: The UN's Sustainable Development Goal 11 calls for inclusive, safe, resilient, and sustainable cities. Solidarity-based municipalism is one of the most concrete frameworks for implementing SDG 11 at the local level.

Pillar 5 — Cooperativism and Solidarity Economy

The solidarity economy is an alternative to both state-run economies and exploitative capitalism. It encompasses cooperatives, mutual aid societies, community land trusts, social enterprises, fair trade networks, and other models that prioritize people and planet over profit.

Local governments can actively promote the solidarity economy through:

- Preferential procurement: Giving public contracts to local cooperatives and social enterprises
- Start-up grants and low-interest loans for cooperative businesses
- Cooperative business incubators within municipal buildings
- Legal and administrative support for cooperative registration

Examples:

- Mondragón (Basque Country): As mentioned earlier, the Mondragón Cooperative Corporation remains the world's largest worker cooperative. The city of Mondragón itself developed municipal policies that supported cooperative development — demonstrating that local government can be a critical enabler of the cooperative economy.
- Worker buyouts: In several Spanish municipalities, local governments have facilitated the conversion of failing businesses into worker cooperatives, saving jobs while creating more democratic workplaces. The Basque Government's KONFEKOOP program has supported dozens of such transitions.
- Women's cooperatives in Turkey: In municipalities in southeastern Turkey, women-led cooperatives in weaving, food production, and care services have become major economic actors — with municipal support through space provision, marketing assistance, and training.

Data: According to CECOP (the European Confederation of Worker Cooperatives), there are over 50,000 worker cooperatives in Europe, employing more than 1.4 million people. Regions with strong municipal support for cooperatives — such as Emilia-Romagna in Italy and the Basque Country in Spain — consistently show lower unemployment rates and lower income inequality.

Pillar 6 — Social Services and Community Support

Access to quality social services is a fundamental right, yet municipal social services are frequently underfunded, inaccessible, or designed without input from the communities they serve. Solidarity-based municipalism commits to transforming this.

Priority areas for municipal social services:

- Gender-based violence support: Safe houses, legal aid, psychological support, employment reintegration programs for survivors. The Emakunde (Basque Women's Institute) model of integrated municipal support is recognized as a European best practice.
- Addiction and mental health services: Community-based, non-stigmatizing approaches, embedded in neighborhoods rather than centralized institutions.

- Free or subsidized early childhood education: Critical for enabling women's employment and giving children from disadvantaged backgrounds an equal start.
- Accessible public health services: Including multilingual services for migrant communities.
- Housing support: Emergency housing, anti-eviction support, and affordable rental programs.

Example: The municipality of Vitoria-Gasteiz (capital of the Basque Country, and twice named European Green Capital) operates an integrated social services model that combines proactive community outreach, multi-disciplinary support teams, and citizen co-design of service delivery. This model has significantly reduced chronic homelessness and improved outcomes for vulnerable families.

Pillar 7 — Environmental Responsibility

Municipalities have direct control over many of the most important environmental levers: land use planning, waste management, public transport, building regulations, and green space. Solidarity-based municipalism embraces environmental responsibility as inseparable from social justice.

Key strategies:

- Green procurement: Municipalities committing to buying only sustainably produced goods and services — reducing their carbon footprint while supporting ethical businesses.
- Urban forest programs: Systematic planting of trees in urban areas, prioritizing the most heat-exposed and low-income neighborhoods (which are disproportionately harmed by urban heat islands).
- Energy poverty programs: Ensuring no household goes without heating or electricity — often combining energy efficiency retrofits with social tariff protections.
- Ecological education in schools: Integrating environmental literacy into local school curricula, and creating environmental clubs, urban farms, and nature reserves within the municipality.

Reference: The Covenant of Mayors for Climate and Energy is a European initiative that has mobilized over 10,000 local governments to commit to reducing CO₂ emissions, improving energy efficiency, and adapting to climate change. Municipalities that have joined this covenant and embedded its principles into solidarity-based governance consistently outperform others on sustainability indicators.

Pillar 8 — Community-Based Security

Traditional approaches to public safety focus on policing and surveillance. Solidarity-based municipalism offers a different philosophy: safety is built through community, not control.

Community-based security means:

- Investing in youth centers, sports facilities, cultural spaces, and libraries — reducing risk behaviors and building social cohesion.
- Supporting restorative justice programs that address harm without relying solely on punitive approaches.
- Creating community safety patrols — trained volunteers who accompany vulnerable residents at night, monitor public spaces, and de-escalate conflicts.
- Designing urban spaces that feel safe for everyone: well-lit streets, open sightlines, active ground floors, welcoming public spaces.
- Addressing the root causes of insecurity: unemployment, housing precarity, social isolation, discrimination.

Evidence: A study by the Urban Institute (2019) found that cities which invested in community-based violence prevention programs saw 60% greater reductions in violent crime compared to cities that only

increased policing. Community investment — in people, spaces, and relationships — is the most effective long-term safety strategy.

Pillar 9 — Social Justice and Equality

Every pillar of solidarity-based municipalism ultimately serves a single overarching goal: a just and equal society. This means actively working to dismantle the structures — economic, political, cultural — that produce inequality.

In practice, this means:

- Intersectional policy design: Recognizing that people experience multiple overlapping identities (woman + migrant + low-income + disabled) and designing policies that address these intersections.
- Gender-responsive budgeting: Analyzing the municipal budget through a gender lens to ensure resources are distributed equitably between women and men.
- Anti-racist municipal policies: Creating culturally sensitive services, fighting housing discrimination, supporting multilingual civic participation.
- Disability inclusion: Universal design principles applied across all municipal infrastructure and services.
- Youth participation: Creating structured pathways for young people — including youth councils, apprenticeships in local government, and youth-led projects — to participate in governance.

Quote to reflect upon: "The city is not a problem to be managed. It is a possibility to be imagined — together." — Ada Colau, Mayor of Barcelona (2015–2023), one of the most prominent advocates of solidarity-based municipalism in Europe.

PART 4 — CONCLUSION: THE INTERSECTION OF MUNICIPALISM AND SOCIAL WELFARE

The connection between solidarity-based municipalism and social welfare is not accidental — it is structural. When local governments embrace participatory governance, invest in cooperative economies, and design services around the most vulnerable, they create the conditions for communities where everyone can thrive.

This is not a utopian vision. It is a proven practice — tested in the streets of Barcelona, the cooperatives of Mondragón, the community gardens of Istanbul, the mutual aid networks of Bilbao, and the participatory budgets of Porto Alegre. Solidarity-based municipalism is happening now, built by ordinary people who decided that their communities deserved better.


At the intersection of solidarity, democracy, and ecological consciousness lies the foundation of the society we want to build: fairer, more equal, and more sustainable.

The question is not whether it is possible. The question is: where do we begin?

The answer, always, is here. In this room. With these people. Together.

ACTIVITY 1 — PARTICIPATORY BUDGETING SIMULATION

 Total time: 20–25 minutes

 Objective: To give participants hands-on experience with participatory decision-making, resource allocation under constraints, and the application of solidarity principles to real community challenges.

Step 1 — Group Formation (2 min)

Participants are divided into small groups of 3–5 people. Groups should be mixed — different ages, backgrounds, and genders where possible — to simulate real community diversity.

Facilitator note: If participants know each other well, encourage them to mix beyond their usual friendship groups. Solidarity-based governance requires building relationships across differences.

Step 2 — Scenario Distribution (1 min)

Each group receives the same scenario card:

"Women's participation in employment in your neighborhood is very low — only 32% compared to a national average of 58%. Youth unemployment stands at 45%. Elderly residents report high levels of social isolation. Environmental quality in the neighborhood is declining. You are allocated a *100-unit municipal budget*. Which solidarity-based projects would you prioritize? You cannot spend more than 100 units in total."

Step 3 — Discussion and Planning (7–10 min)

Groups debate, negotiate, and decide together how to allocate the budget. There are no right or wrong answers — but groups must be able to justify their choices using solidarity principles.

Sample project menu (groups can choose, modify, or invent):

Project	Suggested Cost	Solidarity Principle
Women's cooperative (production/services)	35 units	Economic justice, gender equality
Youth employment and training center	25 units	Economic justice, community security
Neighborhood daycare center	20 units	Gender equality, equity
Community garden and urban farm	10 units	Environmental responsibility, solidarity
Educational workshops (rights, skills, health)	15 units	Education and awareness
Volunteer solidarity network	5 units	Mutual support
Elderly companionship program	10 units	Equitable services
Repair café / circular economy hub	10 units	Sustainability, local economy
Community safety lighting and spaces	15 units	Community-based security

Challenge question for advanced groups: "A local developer has offered to fund a new commercial center in exchange for a 20-year tax exemption. Would you accept? What are the trade-offs?"

Step 4 — Sharing (5 min)

Each group presents their allocation plan and the reasoning behind their choices. Other groups listen and provide solidarity points — by clapping, using voting cards, or writing positive feedback on sticky notes.


After all groups have presented, the facilitator leads a brief comparison:


- Which projects were chosen by most groups? Why?
- Which projects were left out? What does that tell us about our priorities?
- Were there difficult trade-offs? How did the group resolve them?

Learning Gains:

- Direct experience with participatory governance and democratic deliberation
- Understanding of trade-offs in resource allocation
- Practice in applying solidarity principles to concrete decisions
- Skills in negotiation, listening, and collective decision-making
- Awareness of intersectionality — different projects serve different communities

ACTIVITY 2 — ONE IDEA, ONE COMMUNITY

 Total time: 15–20 minutes

 Objective: To stimulate creative thinking about solidarity-based solutions, and to practice collective evaluation of ideas through democratic voting.

Step 1 — Preparation (1–2 min)

Each participant receives a small card and pen (or the activity is done orally in a circle). The facilitator sets a warm, open atmosphere — this is a space for imagination, not judgment.

Step 2 — The Question (1 min)

The facilitator poses the challenge:

"If you could design and implement just ONE project to simultaneously support women's employment, improve youth well-being, and protect the environment in your neighborhood — what would it be?"

Participants are encouraged to think freely. Remind them: there are no bad ideas in this round.

Step 3 — Individual Responses (5 min)

Each participant writes their idea on their card or shares it verbally. The facilitator writes all ideas on a flipchart or whiteboard. Some examples drawn from previous trainings:

- "I'd create a crafts market run by women, with childcare provided on-site so mothers can participate."
- "I'd transform an empty lot into a community garden where unemployed youth are trained as urban farmers and sell produce at a local market."
- "I'd open a community repair workshop where young people learn technical skills while fixing and reselling donated goods — reducing waste while creating jobs."
- "I'd launch a women-led catering cooperative that provides affordable hot meals to elderly neighbors and schools."
- "I'd build a community center with a library, a co-working space, a daycare, and a community kitchen — all managed as a cooperative."

Facilitator tip: Validate each idea enthusiastically. The diversity of responses reflects the richness of community knowledge.

Step 4 — Solidarity Voting (3 min)

Each participant has 3 votes (they can give all 3 to one idea or distribute them across multiple ideas). Voting is done simultaneously — by raising hands, placing stickers on the flipchart, or using paper ballots.

The results are counted aloud, creating a moment of collective anticipation and engagement.

Step 5 — Results and Deep Reflection (5–7 min)

The most-voted idea is discussed in depth. The facilitator uses the following questions to guide the conversation:

1. Why did this idea receive the most support? What values or needs does it reflect?
2. Which pillars of solidarity-based municipalism does it align with? (refer to the nine pillars)
3. Who would benefit from this project? Are all groups of the community included?
4. What resources would be needed to implement it? (people, money, space, partnerships)
5. What obstacles might arise? How could the community and municipality overcome them together?
6. What would the first concrete step be? If we wanted to start this project tomorrow, what would we do?

Optional extension: Invite participants to form a "micro-working group" around the winning idea and sketch a one-page project proposal to share with the rest of the group — or even with a real local authority.

 Learning Gains:

- Practice in creative problem-solving within a solidarity framework
- Experience of democratic, participatory decision-making
- Ability to connect individual ideas to collective principles
- Confidence to propose, defend, and refine ideas in a group setting
- Understanding of what it means to take the first step toward community change

 **KEY CONCEPTS GLOSSARY**

Term	Definition
Participatory Budgeting	A democratic process in which citizens directly decide how to allocate part of a public budget
Solidarity Economy	An economic system based on cooperation, mutual aid, and community well-being rather than profit maximization
Cooperative	A business owned and democratically controlled by its workers or members, who share profits and decisions equally
Intersectionality	The concept that people experience overlapping forms of discrimination (e.g., based on gender, race, class) that must be addressed simultaneously
Gender-Responsive Budgeting	Analyzing and redesigning public budgets to ensure equitable resource distribution between women and men
Mutual Aid	Voluntary, reciprocal exchange of resources and services within a community, based on solidarity rather than charity
Democratic Confederalism	A political model emphasizing local, grassroots governance, gender liberation, and ecological sustainability
Urban Commons	Shared resources managed collectively by a community — parks, community centers, shared tools, community gardens
Social Enterprise	A business that prioritizes social, environmental, or community objectives alongside or above financial profit
Participatory Governance	A governing approach that actively involves citizens in policy design, implementation, and evaluation



FURTHER READING AND RESOURCES

- Bookchin, M. (1991). *The Ecology of Freedom: The Emergence and Dissolution of Hierarchy*. Black Rose Books.
- OECD (2021). *Bridging the Participation Gap: OECD Report on Participatory Governance*.
- EIGE (2023). *Gender Equality in Local Politics: Progress and Barriers Across the EU*. European Institute for Gender Equality.
- UN-Habitat (2022). *World Cities Report 2022: Envisaging the Future of Cities*. United Nations.
- Decidim Platform: www.decidim.org — Open-source participatory democracy platform used by hundreds of municipalities worldwide.
- CECOP-CICOPA Europe: www.cecop.coop — European Confederation of Worker Cooperatives.
- Mondragón Corporation: www.mondragon-corporation.com — Case study in cooperative economics at scale.
- Ada Colau / Barcelona en Comú: www.bcnencomu.cat — A living example of feminist, solidarity-based municipalism in practice.

IV. Annexes — Workshop Toolkits

These ready-to-use toolkits accompany the modules. Print or copy them for workshops, planning sessions, and self-assessment.

Annex 1 — Administrative & Finance Toolkit (Module 2)

Basic Budget

Item	Category	Estimated Cost	Notes
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Income & Expenses

Date	Description	Category	Type (Income/Expense)	Amount	Paid By
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Admin Checklist

Document Type	Available? (Yes/No)	Storage Location	Last Updated
Registration or group agreement			
Meeting minutes			
Budget and tracker			
Partner contracts			
Reports, flyers, press			
Photos and quotes			

Role & Task Planner

Role	Person Responsible	Tasks	Frequency	Start Date	Notes
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Stakeholders








Name	Organization	Role	Email	Phone	Preferred Language
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Annex 2 - Digital Visibility Toolkit for Workshops

Storytelling Structure Worksheet

Story Element	Guiding Question	Your Story
The Problem	What issue or situation were you facing?	
The People	Who was involved? What were they feeling or doing?	
The Action	What did your group do to respond?	
The Change	What happened as a result? What shifted?	

Mini Campaign Planner

Section	Guiding Question	Your Plan
 Goal	What do you want to achieve?	
 Audience	Who do you want to reach?	
 Message	What do you want them to hear/feel?	
 Timeline	How many days? What dates?	
 Channels	Where will you share?	
 Content	What will you share (texts, images, videos)?	
 Roles	Who will do what?	

Channel Comparison Cheat Sheet

Channel	Strengths	Best For	Considerations
Instagram	Visual, popular with youth	Stories, updates	Needs regular posting
Facebook	Community-oriented	Events, donors	Less youth engagement
WhatsApp Groups	Fast, informal	Internal updates	Not for public outreach
Email Newsletters	Personal, direct	Donor updates	Needs mailing list
Website or Blog	Credibility	Detailed info	Needs maintenance
YouTube	Video-focused	Tutorials, testimonials	Requires editing

Sample Posting Calendar

Day	Post Idea	Platform	Person Responsible
Monday	Quote from participant	Instagram	

Wednesday	Behind-the-scenes photo	WhatsApp	
Friday	Event reminder	Facebook	

Digital Glossary in Plain Language








Term	Plain Definition
Visibility	Being seen and known online
Digital Channel	Platform where you share (e.g. Facebook, WhatsApp)
Post	A message you share online (text, photo, video)
Story	A real moment told in a short format
Campaign	A short, focused plan to share messages
Hashtag	A word with # to connect your post to others
Engagement	Likes, comments, shares (how people interact)
Reach	How many people saw your message

Annex 2b – Digital Visibility Toolkit: Planners (Module 3)

Storytelling Worksheet

Story Element	Guiding Question	Your Story
The Problem	What issue or situation were you facing?	
The People	Who was involved? What were they feeling or doing?	
The Action	What did your group do to respond?	
The Change	What happened as a result? What shifted?	

Campaign Planner

Section	Guiding Question	Your Plan
 Goal	What do you want to achieve?	
 Audience	Who do you want to reach?	
 Message	What do you want them to hear/feel?	
 Timeline	How many days? What dates?	
 Channels	Where will you share?	
 Content	What will you share (texts, images, videos)?	
 Roles	Who will do what?	

Channel Comparison

Channel	Strengths	Best For	Things to Consider
Instagram	Visual, popular with youth	Stories, updates, behind-the-scenes	Needs regular posting and visuals
Facebook	Community-oriented, event sharing	Events, older audiences, donors	Less popular with youth, needs moderation
WhatsApp Groups	Fast, informal, accessible	Internal updates and coordination	Not for public outreach
Email Newsletters	Direct, personal, good for updates	Donor or partner communication	Requires list and time to write
Website or Blog	Credibility, detailed information	About page, activity archive	Needs maintenance, basic tech skills
YouTube	Videos, tutorials, testimonials	Educational and testimonial content	Requires filming and editing

Posting Calendar

Day	Post Idea	Platform	Person Responsible
Monday	Share a quote or testimonial from a participant	Instagram	
Wednesday	Post a behind-the-scenes photo from your activity	WhatsApp	
Friday	Announce upcoming event or registration deadline	Facebook	


Digital Glossary

Term	Plain Definition
Visibility	Being seen and known online
Digital Channel	Platform where you share (e.g. Facebook, WhatsApp)
Post	A message you share online (text, photo, video)
Story	A real moment told in a short format
Campaign	A short, focused plan to share messages
Hashtag	A word with # to connect your post to others
Engagement	Likes, comments, shares (how people interact)
Reach	How many people saw your message


Annex 3 - Leadership Toolkit for Cooperative Workshops

Leadership Compass – Self-Reflection Tool


Which type of leadership energy do you most naturally embody? Use this compass to explore your strengths, and consider what you might want to develop further.


 Visionary (North)- Brings ideas and long-term thinking- Sees opportunities before others- Inspires the group

Reflect: When do I offer vision? When do I hold back?

 Relational (East)- Builds emotional trust and team harmony- Listens deeply and supports group wellbeing- Good at mediating conflict

Reflect: Do I check in on people’s feelings? Do I help others feel safe?

 Practical (South)- Focuses on tasks, details, logistics- Keeps things organized and moving- Notices what is missing and fixes it
Reflect: Do I ground the group in action? When do I take on too much?

 Reflective (West)- Asks big questions and brings depth- Slows things down for learning and reflection- Helps the group think critically

Reflect: Do I invite reflection? Do I delay action too long?

Balance is not perfection—it’s movement. Where do you lead most? Where could you grow?

Team Leadership Mapping Template

Instructions:

1. List key leadership areas in your group (e.g., finances, facilitation, logistics).
2. Write down who usually leads in each area.
3. Identify who supports, who might be overloaded, and where new leadership could grow.
4. Discuss and adjust together.

Leadership Area	Primary Leader(s)	Support/Backup	Notes / Adjustments

Glossary of Leadership Terms (Plain Language)

Term	Plain Definition
Facilitation	Guiding a group through a process or meeting, without dominating.

Shared leadership	When different people take turns leading depending on the situation.
Power dynamics	The ways in which some voices or roles have more influence than others.
Conflict resolution	Helping a group work through disagreement without causing harm.
Feedback	Giving and receiving comments that help people improve or understand impact.
Trust-building	Creating a space where people feel safe to speak, lead, and make mistakes.
Active listening	Focusing fully on the speaker to truly understand what they are saying.
Emotional intelligence	Being aware of and managing your own emotions, and responding well to others' emotions.

Annex 4 - Social and Solidarity Economy (SSE) Toolkit for Cooperative Workshops

1. Solidarity Practice Checklist

Use this checklist to explore how your group currently puts SSE principles into practice. Mark what you already do, and circle areas to grow.

- We make decisions together (not only by a few leaders).
- We rotate responsibilities when possible.
- We share resources with other groups or neighbors.
- We openly discuss our budget or financial choices.
- We try to source products and services locally or ethically.
- We recognize and value emotional labor and care work.
- We include people from different backgrounds or needs.
- We try to reduce waste and respect the environment.
- We support each other during hard times (illness, stress, burnout).
- We make space to celebrate our work and reflect as a group.

2. Group Self-Assessment Worksheet

Reflect together. Use this worksheet to start a conversation about how your group embodies SSE values. No need for perfect answers.

1. How do we currently make decisions? Who feels heard, and who might feel left out?
2. How do we share roles, responsibilities, and credit?
3. What does ‘fairness’ mean in our team—and do we live it?
4. What are our relationships with other groups, networks, or communities?
5. How do we define ‘success’? Is it only financial, or something more?
6. Do we speak openly about challenges, or do we hide them?
7. How do we care for each other emotionally—not just professionally?
8. How do we consider the environment in our everyday decisions?
9. What is one value we hold that we could express more clearly in action?
10. What is something we’re already proud of that reflects solidarity?

3. Glossary of SSE Terms in Plain Language

Term	Plain Definition
Solidarity	Standing with others and sharing resources, not out of charity, but because we’re

	connected.
Cooperative	A group where everyone owns and runs the project together.
Democratic governance	Making decisions together instead of having one person always in charge.
Care work	Emotional or physical labor that supports others—often unpaid and undervalued.
Mutual aid	People helping each other meet basic needs without formal institutions.
Participatory budgeting	A group deciding together how to use shared money.
Ecological sustainability	Living and working in ways that protect the environment for future generations.
Ethical sourcing	Choosing to buy from producers who treat people and nature with respect.
Shared ownership	No single person owns the project—everyone shares the responsibility and benefit.
Commons	Resources managed together by a group, with rules made by the group.
Feminist economics	An approach that values care, fairness, and dignity—not just money or productivity.

4. Reflection and Action Planning

Use this section to choose one practice you want to improve. Follow the steps and write your group's plan.

Step 1: What practice do we want to redesign?

Step 2: Why does it matter to us?

Step 3: What SSE values do we want this practice to reflect?

Step 4: What will we do differently?

Step 5: Who will take responsibility for each part?

Step 6: When will we check in and reflect again?

Annex 5 - Essential English Toolkit for EU Projects and Mobility

1. Phrase Sheets

Meetings

- May I add something?
- Can you repeat that, please?
- We agree with that idea.
- Can we discuss this later?
- I'm not sure I understand.

Emails

- Dear [Name], I hope you are well.
- Thank you for your message.
- Please find attached the document.
- Looking forward to your reply.
- Warm regards, [Your Name]

Travel

- Where is the check-in desk?
- I have a reservation.
- Can I pay by card?
- My bag is lost.
- I need help, please.

2. Vocabulary Table – EU Project Terms

English Word	Definition	Your Language
partner	another group in the project	
deadline	the last day to do something	
budget	a plan for spending money	
invoice	a request for payment	
mobility	travel between countries in a project	
reimbursement	getting money back after paying	
application	requesting funding	
dissemination	sharing your results with others	

3. Email Templates

Introduction Email

Subject: Hello from [Organization Name]Dear [Name],My name is [Your Name], and I work with [Organization] in [Country]. We are happy to be part of this project with you.Looking forward to meeting you.Best regards,[Your Name]

Participation Confirmation

Subject: Confirmation of ParticipationDear [Name],We confirm our participation in the activity on [Date] in [City].Let us know if you need anything else.Warm regards,[Your Name]

Asking for Clarification

Subject: Question about [Topic]Dear [Name],Could you please explain [specific point] again? I want to make sure we understand correctly.Thank you!Kind regards,[Your Name]

4. Dialogue Prompts

- What is your name? Where are you from?
- Tell me about your organization.
- What do you do in your cooperative?
- Have you ever travelled for a project?
- What do you enjoy most about EU projects?

5. Scenario Cards

Lost Luggage

You just arrived at the airport, but your bag is missing. Go to the help desk and explain your situation. Ask what to do.

Wrong Metro Stop

You took the wrong metro line and are now in the wrong part of the city. Ask a local how to get back to your hotel.

Hotel Reservation Issue

You arrive at the hotel, but they can't find your booking. Explain that you are part of an Erasmus+ project and ask for help.

Missed Meeting

Your flight was delayed and you missed the first day of the meeting. Apologize to the organizer and ask what you missed.

Asking for Reimbursement

You need to submit your receipts. Ask your coordinator how to send them and when you will receive your reimbursement.

6. Self-Assessment Checklist

- I can introduce myself and my project in English.
- I can ask questions during a meeting.
- I can write short, clear emails.
- I can understand basic travel signs and instructions.
- I know how to ask for help if I don't understand.
- I can talk about my work using simple vocabulary.
- I feel confident using English during EU mobility.

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