PlaNET Social ENTERprise
ENTERPRISE YOUR REGION

MANUAL FOR FINANCIAL STRUCTURE

AS

OUTCOME FROM
INTERNATIONAL STRATEGICAL PARTNERSHIP
PlaNET Social Enterprise 2.0

MANUAL FOR FINANCIAL STRUCTURE

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Introduction

This manual is one of the Intellectual outputs of the project PlaNET SOEN 2.0. Intellectual output is an innovative, tangible, deliverable and elaborated material related to the project which also contributes to the general objective of the project. It is compulsory within higher education and shows a potential impact within the organizations involved (NGOs, schools) and within other sectors and levels (local, regional, national, etc.) in order to exploit and to disseminate it to a wider public.

PlaNET SOEN 2.0 is an international strategic partnership among organizations of Slovakia, Poland, Slovenia and Portugal where the lead partner is Agency for Development of Gemer Region from Slovakia. The main aim of this project is to promote entrepreneurship education and social entrepreneurship among young people, putting entrepreneurship ideas into practice with a view to tackling challenges and problems identified within their communities. This project connects non-governmental organizations, schools and local businesses in regions of4 EU countries facing the same problem - the gap in the area of good quality entrepreneurship education and social entrepreneurship education of youngsters with the connection to local labor market and support by local authorities which contributes to the increasing unemployment rate of young people.

The core of the project is based on non-formal education in students´ project development, bringing methodology which helps to support entrepreneurial spirit among students of high schools by the development of an own project in their school. The platform for the development and implementation of these students projects is based on school participatory budget principles, where students firstly identify the needs of a school community, their personal strengths and weaknesses and create a project which combines all this aspects in order to bring positive change to their school and also to improve themselves in personal and professional way. Money for the projects is coming from a school budget, school community (students, teachers, staff, school management and in some cases also from municipalities) votes for the best ones in secret and transparent votingprocess.

School participatory budget is sort of a simulation for civic actions, community projects and socially oriented businesses development in the future. While implementing the student project (in community which they know well and can orientate in it better) youngsters will gain whole range of knowledge, skills and experience which they will easily transfer to a form of public actions or businesses in thefuture.

Manual for School participatory budget implementation in schools you can be found here: https://soen.sk/downloads/?lang=en

Thanks to mentoring and internship youngsters will gain important support which they need during the implementation of the students' projects and direct connection with the business. Mentors will be their personal guides, advisors and consultants in the process of implementation of their projects which ensures their further personal and professional development, local networking and help them to bring their projects to a professional action or event. Internship will connect them directly with local business and provide them the best practical experience in the field ofentrepreneurship.

Through international trainings, students, youth workers and teachers will be able to deep their knowledge,gained during School Participatory Budget, about fundamental topics related with starting a project and become an entrepreneur or social entrepreneur.

We developed this manual, to provide some important content on Financial Structure topic.Contents such as financial structure of project or business, fundraising and external sources of finance, and budgeting, will be approached. It's also our aiming to provide a guide for students in order to provide them support to deliver a Multiplier Event on the topic.

Content

Structure of the manual

This manual starts contextualizing what is a project and how can we define it.

The following chapter is devoted to explore what is project management and all its steps. One by one this steps are explained and clarified in order to provide the students, youth workers and teachers with useful and important information about how should a project run. In this chapter can be found the content to be explored at the multiplier events.

In the third chapter, readers can find some tips of how to train budget management on daily life.

The forth chapter explores different options for fundraising projects. From small to big projects, from private to public funds.

The fifth chapter is about how to deliver the multiplier event. It’s a guide of how students can run their workshop on financial structure to their peers. Also teachers and youth workers can find here information of how to support students with their task.

The manual ends with Annexes where the user can find examples of materials that can be used in the workshop and some alternatives for energizers or icebreakers.

1 What is a project?

Lets pretend for a moment that you are the administrative assistant to the managing director. You might be responsible for coordinating the annual fund-raising drive, but you are still responsible for the day-today activities, such as scheduling appointments, screening mail, writing minutes of board meetings.

The fund-raising drive is a project, because it only gets done once a year and it has a clear end result - the deposit of, hopefully, a large sum of donations in the fund-raising account. The ordinary calls, reports, and letters of your job just keep getting done, over and over, every day. There is no end to this process.

Most ordinary work is repetitive and process-oriented. Projects therefore are usually defined as specific end-results outside the routine job functions. Projects have a life of their own and projects usually operate outside the normal routine.

1.1 Definition of project

A project is a sequence of tasks with a beginning and an end that are bounded by time, resources, and desired results.[1]

This means that a project has
• a specific, desired outcome;
• a deadline or target date when the project must be done;
• and a budget that limits the amount of people, supplies, and money that can be used to complete the project.

There are at least six characteristic features that define every project and make it different from mostordinary work:[2]

1. A project has a defined beginning and an end. Getting from the beginning to the end of aproject typically involves a definable sequence of steps or activities;
2. Projects use resources (time, people, money) that have been specifically allocated to the work of the project;
3. The end results of a project have specific goals of quality and performance;
4. Projects follow a planned, organized approach to meet their objectives;
5. A project usually involves a team of people to get it done;
6. Every project is unique. This does not mean that certain activities have to be unique, but rather because of their different contexts and their particular use of resources, time, and results.

2 Project management

Project management is the process of combining systems, techniques, and people to complete a project within established goals of time, budget, and quality.

Project management is a combination of steps and techniques for keeping the budget and

[1] Manual of Project Management for Development Practitioners
[2] Project Managers' Network. (December 2016). Project Management – Handbook for the Civil Service

schedule in line, its tools help you to avoid frustration over missed deadlines, unclear expectations, and budget overruns.

You will be able to define clear responsibilities and deadlines for activities, you can provide a structure within and across organizational boundaries, and you can allocate specific resources to objectives. This all will help you, and anyone else in your team to meet the project goals better and with less frustration.

2.1 Project management phases

According to various sources, there are five phases or functions to the project management process:

Initiation, Planning, Execution, Controlling, and Closing.[3]

Some project management experts differentiate into phases of conceptualization, feasibility, preliminary planning, detail planning, execution, testing, and termination; others break project phases into conceptualization, planning, deciding, execution, and controlling. However, it all turns out as a cycle of project management phases or functions, that could be visualized as follows:

Initiation

At the beginning of developing a project there is an "**idea of a project**". During a communication process between the different person involved, the idea is transformed, clarified, condensed. This phase is called initiation or identification.Here the baselines for the initiation of the project are drawn.

[3]Manual of Project Management for Development Practitioners

The people involved can be the beneficiaries, project people and others concerned with the problem. They elaborate a first draft of a project plan and discuss it.

Every project starts with an analysis of the given situation and with the <u>definition of Project Goals</u>.
It is important to specify the project's goals. A "fuzzy" defined or unfocussed goal can be unclear and interpreted differently by different people. In this situation, you might not be able to tell whether you successfully finished the project or not. A goal will help following the plan throughout the project, it also may help making decisions and eventually convince others when settlements have to be made.

When defining a project’s goal, it is important to not only keep the final result in mind, but also the goals “on the way”.

To define this goals, we should consider some SMART[4] aspects.
Goals should be:

Specific – they should be precise and clearly defined.
Measurable – it must be possible to measure the success at meeting the goals. This type of goal is also called deliverable, a clearly defined result, goods or services produced during the project or at its outcome. Deliverables have to be measured in quantity, but also in quality.
Attainable – they must be possible to achieve and to pass that perception in order to keep the motivation.
Realistic – It must be possible to realize the goals within your project. It is not helpful if your defined goal is to “stop starvation”, they must be reasonable.
Time Based – the goals must have a time component. Projects must have definitive finish date. If projects are not limited in time, chances are that they may not get finished.

To initiate a project is also very important to define a <u>Project Team</u>.
Projects succeed or fail with the project team. Every person involved with the project influences the realization of its goal. Therefore, it is important to carefully choose a project crew.

The core project team usually consists of the people most involved with the project. The core project team will be associated with the project from the start to the end. In addition to the core team, there might be outside consultants and specialists. These people are usually required for specialized portions of the project, however, once their part is completed, they are no longer part of the team.

2. Project Planning

In this phase we will be structuring the project.
Before it can be planned and implemented, a project must be analyzed and split into manageable tasks that can be assigned, scheduled, tracked and organized.

[4] Vieira, P. (2011). *SPIDER – Como definir objetivos irresistíveis*. Lisboa: Editora Pergaminho, SA.

<u>Task lists</u> are documents that organize and summarize the tasks necessary to complete the project. It might be a simple sequential list of tasks, activities or events, that later gets organized in a hierarchical way.

Dividing the project in simple tasks brings advantages such as:

- Reduces complexity, replacing large tasks for a number of smaller tasks, easier to achieve;
- It allows short-interval scheduling. Putting the work into the most logical sequence for completion helps to determine the best schedule for the project. Work can be broken into pieces of a short duration and each of these can be assigned a definite due date.
- It helps to determine the skills that are needed to complete the work on a project. The number of people and other resources can be defined more easily.
- It allows the Project Manager to communicate the work that needs to be done to other team members without getting into too much detail. A task list can also be used to negotiate necessary changes to the work sequences during the project.
- It allows close monitoring of project progress, prevents problems from building up undetected, and provides increased ability to recover from mistakes and to respond to change.
- Breaking the work into tasks ensures that all the work sequences are identified and understood.

After breaking down the project into smaller work packages, it might be easier to define what has to be done, but still don't know when, in what sequence, or who will be doing them. Therefore, the use of plans, such as bar charts and network diagrams can benefit **<u>planning and scheduling</u>**.

A **network diagram** provides a more powerful method to show all the logical interdependencies between different tasks. It shows the path of the project, starting and completion dates, and names the responsible person or party for each task.

The network diagram also allows you to quantify priorities: those tasks that cannot be delayed without endangering project completion on time are identified as critical, and all other tasks can be raked according to their level of criticality.

- **Five steps to create a Network Diagram**

Step 1.<u>List all tasks</u> - For a network diagram, each task should have a unique identifying number or other code.

Step 2.<u>Establish the interrelationships between the tasks</u> - To determine the sequences and precedencies that need to be diagrammed for the tasks. Think about what tasks must be completed before others start, what tasks can't start until others are complete and what tasks can be worked on at the same time others are being completed.

Step 3.<u>Identify milestones</u> - Milestones summarize a sequence of tasks or specify a key accomplishment during the project. Milestones are not tasks and do not take effort and thus no resources or time. They are just convenient markers for summarizing work that has been performed to that point on the network diagram.

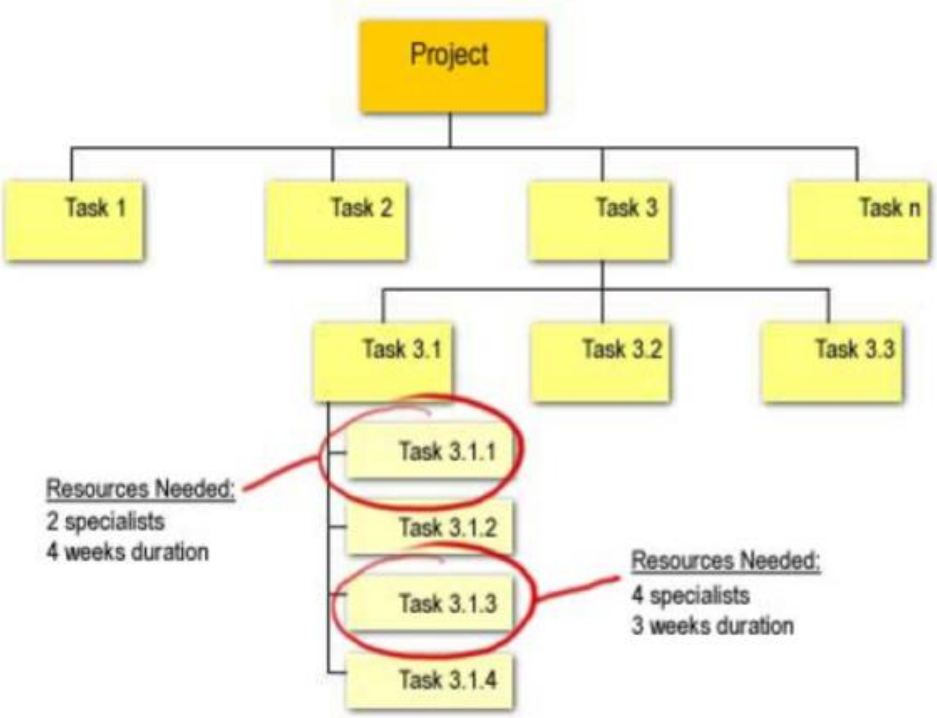
Step 4.<u>Layout the tasks and milestones as a network</u> - Whether you want to start from the end and work towards the start of the project or the other way around is a matter of preference - the outcome is the same.

Step 5. Review your network diagram – It's a good idea to review the logic of your network diagram after finished it.

Resource planning

After the tasks have been defined and a basic network established, a complete list of resources required for your project can be developed. You are in the position to say what and who you need, and when. The goal of resource planning is to schedule all necessary resources on time.

In a first step, **determine the need of resources for each task**. Every task has a certain need for resources, people, money, equipment, information, technology etc. To keep it simple we are looking at people per weeks. The picture below shows an example.



Preparing a budget[5]

Budgeting is one of the most important aspects of planning and directing a project. An accurate estimate of project costs is an essential part of the proper basis for management decisions and control.

When calculating budgets, it is worth taking a look at the application of forms the funders you intend to apply to. They may have items of expenditure that you have not thought of and may want you to arrange the headings in a particular way. If you do this at the budgeting stage then you will have a simpler job to convert your budget into the format they require, including any ineligible costs. If you have run a similar project in previous years, or if you have access to the accounts from a project run by someone else, then this can be a handy starting point for budgeting. Take care, though, not to include items just because others did. You need to be sure that you can justify every item of expenditure and to be able to prioritize items if money

[5]https://www.salto-youth.net/downloads/toolbox_tool_download-file-240/tkit9.pdf

becomes short. You should prepare the budget in the following four stages.

A. Calculate expenditure

Possible headings under expenditure include:

- Travel costs: what costs are you responsible for?
- Hire costs: how much and when do we pay?
- Activity costs: how much will it cost to run the activity?
- Exceptional costs: are there any hidden costs?
- Telephone: what admin costs do we have to pay?
- Expenses: are there likely to be any staff costs?
- Sundries cash make a reasonable judgement about these small amounts.
- Fees including specialist staff, interpreters, etc.
- Food and accommodation – don’t forget travel days and all visitors and guests.

B. Calculate income

Income will be made up of guaranteed income, i.e. income which has already been agreed by a funder or funders, and non-guaranteed income, i.e. income which you plan to raise. Possible headings under income include:

- Statutory funding including the EU
- Corporate gifts
- Private donations
- Personal contributions from participants
- The value of gifts in kind
- Income from fund-raising events

C. Compare income and expenditure

Total income and expenditure should now be compared with each other to establish if there is a surplus or deficit. We recommend that you budget for a surplus of about 5% (i.e. ensure that income exceeds expenditure by about 5%). This should ensure that any unforeseen expenditure can be met. Such a surplus is sometimes known as a contingency fund but you should check that your potential funders allow you to have one. Once the budget shows an adequate surplus, then you have to ‘phase the figures’ or produce a ‘cash flow forecast’; i.e. analyze when the different items of income and expenditure will arise.

D. Phase the budget (produce a cash flow forecast)

Phasing is a most important aspect of constructing a budget. It involves analyzing both income and expenditure month by month (or quarter by quarter, or week by week, depending on the level of detail and the length of your project). This is important because, whilst the total budget for the year may show a surplus, it is quite possible to have sizeable deficits in individual months. If there is a deficit in a particular month, then it may be possible to arrange for funders to pay earlier or to defer expenditure to a later date. If there is a significant surplus in any month then it may be appropriate to invest the money in a higher-interest bank account. It is important to have the budget for the project approved by those responsible for the finances of your organization. Make sure also that you know what will happen if the project makes a loss. Who will meet any obligations to pay bills or repay funders if the project does not go ahead as planned?

Project Execution

After the initiation and the planning phase and once your project has received authorization, it is time to get the project started.

You can start your project with a **kickoff event**. Depending on the size of the project and your organization, during the very first meeting, the team should meet and the organization will be explained to everybody.
The type of event will depend on the size, importance, organization, and budget for the project. You might consider a multimedia presentation of the project in an auditorium with buffet lunch or snacks served afterwards, a pizza and beer party at a local bar or a sit-down dinner with motivational speakers, formal introductions of key project personnel, or something totally different.

The first **project meeting** with all working members of the project team should begin about three days to a week after the project kickoff event. At this point the actual project work begins. In the project meetings it is helpful to:
• Introduce the members of the team to their roles in the project;
• Clarify the project goals, operating procedures, and responsibilities;
• Review the first priorities for the project and repeat briefly the other objectives and overall schedule;
• Review individual plans for getting work started;
• Discuss methods and tools to be used to manage, control and operate the project;
• Deal with objections to the current project plan and work them out if possible.

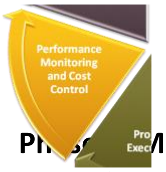
In order to get your project done there must be a **project leader and manager**.
As a **leader** you will command authority and take responsibility for guiding the project. You will also be a trusted and reliable source of information on the project. As a leader, you will be expected to be honest, competent, and inspirational. Your job is to motivate the team and to make sure everybody is moving in the same direction - towards the project goals and its finish.

As a **manager** you will monitor and control the project through to completion. You will review the plan, complete reports, balance the budget, update the plans, fix up the schedule, update the plans again, report on the updates, to complete the project on time and within the budget. You will also do a lot of other administrative tasks that were not thought of prior to the beginning of the project.

About **project documentation**, many people will want information, information about the progress of the project, about the budget, about problems and achievements. The project team, clients, the financing organization, and managers deserve informed communication about the project on a timely basis.

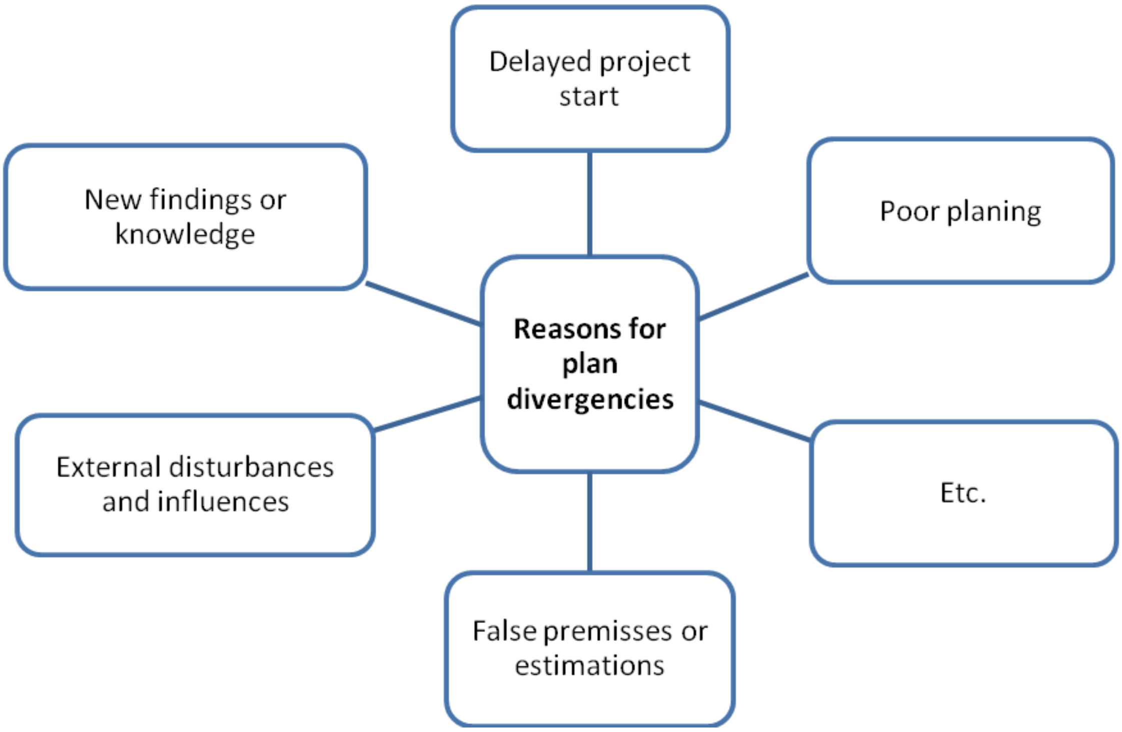
Some information might be bypassed by an informal discussion with the team or managers, others require a written report. If possible, it is best to do the paperwork immediately. The longer you wait, the harder it may become to remember what happened. Putting it off "for a few days" may find you at the end of a project without enough data or notes to write a report.

A complete diary will also help in controlling the project and writing the final project report.



Project Monitoring and Evaluation

Once the project is underway, it takes a life of its own. Your key responsibility now is to keep things going on time and within the budget. After meticulously planning the project, you might assume that team members will simply stick to the plan and get everything done as specified. Unfortunately, this rarely happens. There are many possible reasons for this:



Monitoring is the systematic observation and documentation of the input of resources, achievements of results and impacts. Use the project plan you worked out as a primary guide for coordinating the project. Monitor the progress against the plan on a regular basis. Compare time, cost, and performance of the project to the budget, schedule, and tasks defined in the approved project plan. Communicate with all team members.

Update the plan regularly as changes occur. It should always reflect the current status of the project and any changes that become necessary because of new information, budget changes or other modifications.

Evaluation means objectives-oriented assessment of the information collected in the course of monitoring. This assessment of the expediency of the chosen approach and the attainability of the desired results and impacts forms the basis for the decision on project steering to be taken by the project management.

5. Closing

Whether good or bad, there will be a time when your project must come to an end. To move on to the next project, or go back to your usual work with a sense of satisfaction, or at least without regret, your project has to undergo the closing phase.

Closure is important because it is the point at which you and the project team can say to yourself "It's over". Team members need to be acknowledged for goals that were achieved and to feel that the work is complete. The project manager, as well as the team members, can learn for future projects and "normal" work from techniques, processes, and procedures used in the project and therefore should be analyzed and evaluated in this phase.

In this phase is very important to **document the results**.

The project's results have to be documented and recommendations for the future should be made. The final report is both, a history of the project and a final evaluation of performance. It includes at least:

- an overview of the project including revisions to the original project plans;
- a summary of major accomplishments;
- an analysis of achievements compared to original goals for the project;
- a final financial accounting and explanation of variances from the budget;
- a list of issues and tasks that require further investigation;
- special acknowledgements to team members and a team performance evaluation;
- recommendations for future projects of this type.

3 Six key tips for training budget management[6]

1. **Build and use monthly budgets.** Establishing your budget should involve tracking all of your day-to-day expenses, as well as your school costs from housing to groceries to transportation to textbooks. From there, it's important to be conservative with how expenses add up in relation to income, and then make adjustments as needed.
2. **Understand credit and credit score.** A credit card can be a valuable tool, but it can also be a source of great financial stress if not used appropriately. Do research to find out about fees, limits and interest rates, and how spending and payment behavior impacts your credit rating.
3. **Recognize some important things to look for in a first-time job, beyond salary.** Many employers offer a range of programs and initiatives to help promote a positive work culture, employee engagement and retention, and to support their employees in saving for the future. When applying for or accepting a new position of employment, some key financial aspects to understand are the benefits package and terms, whether the company offers a pension plan and which type it is (a defined benefit plan or a defined contribution plan); if there's an employer-sponsored group RRSP plan, or if they reimburse professional development courses or association memberships that will help you advance in your role and career.

[6]https://www.rbcwealthmanagement.com/ca/en/research-insights/financial-management-among-young-adults-realities-and-strategies/detail/

4. **Focus on saving.** Incorporating it into your budget is an effective way to generate and grow your savings. A good starting point is to direct three to 10 percent of your paycheck to a savings program.
5. **Develop a process for managing your bills and accounts.** Even in a highly digital age when you can arrange for automatic payments and many accounts exist online, it's important to keep track and check these regularly.
6. **Know and make the most of available tax-planning strategies and credits for students.**

4 How to fund your project

- Funding at **local, regional and national** levels

By far the largest amount of funding from government comes from the local or regional level. Funds from both national governments and the European level are mostly devolved to more local level with the intention that they should be used to meet specific needs as identified by local people. In the case of the European structural funds, these needs are described and prioritized in a regional development plan. As with all funds, public funds are provided to meet specific agendas and priorities. The challenge for the fund-raiser is to identify where those priorities match those of her/his project. For those organizations with sufficient time and other resources, there is also the potential to influence these priorities so that when funding becomes available there is more likelihood of a match. This is one more facet of the concept of relationship fund-raising. Public funds cover a wide range of activity and so there are often several "pots" of money – usually held by different departments in local or regional government – which may be used to support a variety of work with young people. There is not always a standard application process for accessing this money and often it is the reputation of your organization which enables you to "open the right doors". Where there is a formal application process there is a clear need to understand the regional and/or local agenda.

- **European Union funding** – transnational European funds. The EU has a large number of funding "programmes" which are managed by the European Commission through its different directorates. You have to distinguish between activities which are "transnational" (involve more than one country) and activities that have no transnational element. The latter may still have a European dimension and qualify for European Union funding under another programme. You should first consider the piece of work you wish to do in some detail and then start looking at potential funders. Prior planning will enable you to target the correct programmes and directorates.

  - Erasmus + Youth in Action - https://ec.europa.eu/programmes/erasmus-plus/
  - European Youth Foundation - https://fej.coe.int/
  - Council of Europe - www.coe.int/youth

- **Private funding:**[7]

1. **Foundations** – This provides a snapshot of independent foundations in Europe today and shows their role in modern philanthropy. It also details the different types of foundations in Europe.
2. **Corporate citizenship programmes** – examines corporate funders (another component of the independent funding community), the long tradition of corporate citizenship and its

[7] https://www.salto-youth.net/downloads/toolbox_tool_download-file-240/tkit9.pdf

current trends across Europe.
3. **Individual philanthropists** – provides several tips on how to approach wealthy individuals.
4. **Crowdfunding** - Crowdfunding is a method of raising capital through the collective effort of friends, family, customers, and individual investors. This approach taps into the collective efforts of a large pool of individuals—primarily online via social media and crowdfunding platforms—and leverages their networks for greater reach and exposure.

5 Interactive workshop in topic Financial Structure

After participating in international training on Financial Structure topic, now is your turn to pass your knowledge to your peers. Through non-formal methods this manual will give you all the support you need to promote a 4-hour workshop on the theme.

First of all, you should promote and advertise your workshop among your peers, motivating them to the opportunity to acquire important skills on how to prepare a balanced budget, how to fundraise their project or business and how to set proper financial structure in their possible future social business or socially oriented project.

To deliver your workshop you will have to have a room with the necessary conditions and materials to receive your participants and promote the activities you've prepared.

Be sure that you asked all the necessary authorizations and that your schedule is the most adequate according to your group.

In the following scheme you can find a proposal of how to deliver your workshop having always present that you should adapt it to your own reality!

Time	(4 hours, according to your school schedule and availability)
Main objectives	:: Define what is a project :: Identify the different steps a project should pass through :: Identify what should be done in each step and how :: Prepare a balanced budget :: Set a proper financial structure in a project :: Name fundraising channels
Equipment/ materials needed	:: Flipchart with the objectives :: Flipchart with the program :: Paper tape :: Markers :: Pens :: Computer :: Projector :: Speakers :: Internet (or download the YouTube videos) :: PowerPoint presentation(Available on YouTube channel?) :: Colored papers with 5 steps of project management (Annex 1) :: Colored post-its :: Flipchart and markers for flipchart :: Papers

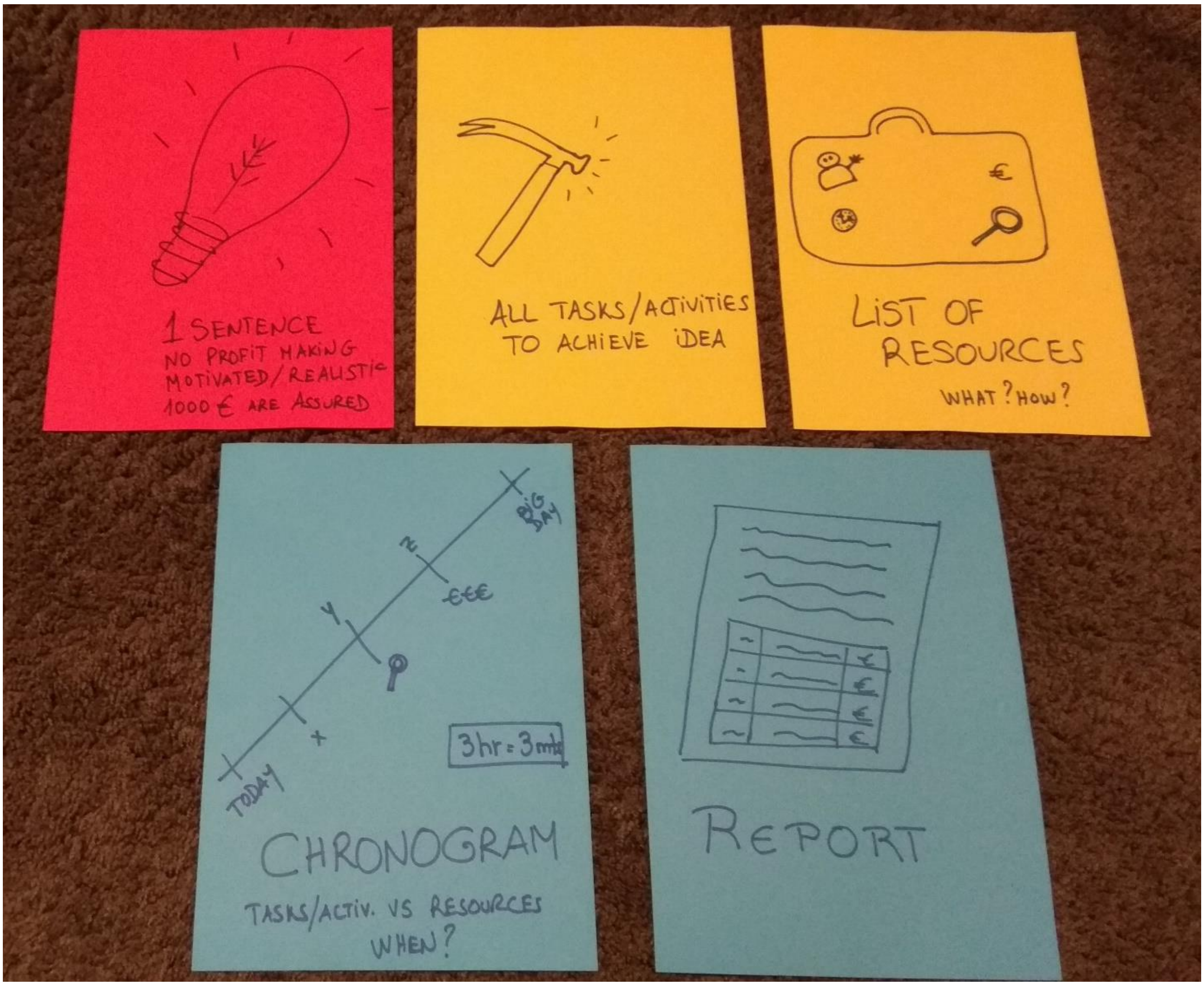
Step by step description	**09.00h | Presentation of the context of the Multiplier Event, Objectives and Program of the workshop–** Talk a little bit ofPlaNET SOEN 2.0 project and its international trainings.A flipchart with the objectives, that should be achieved in the end of the ME, should be fixed in the wall, to be visible for everyone during the workshop. The same should be done with the program (activities, schedule and breaks) **-15min (Video 1 on You Tube Channel)** **09.15h | Energizer–**The group should be all in a circle. They all should look to the eyes of every member of the group, one by one, starting from the right side. At some point the eyes will cross with others, and when that happens people which eyes crossed should change places and make a funny, creative compliment in the process. (If participants don't know each other previously, they can also say their name. In this case they should also use name tags.) **– 10min**(This is a proposal, you can find more in Annex 2) **09.25h | Definition of project** Write in the middle of a board "Project" and ask all group their definition of what is a project, it can also be some key words. You can also ask for them to share previous experiences with projects. After that, complete information with a PowerPoint presentation.**– 15min** **09.40h | A project step by step** (1. Idea – 2. Tasks/activities to achieve the idea – 3. List of resources – 4. Chronogram – 5. Report)**(Video 2 on You Tube Channel)** Divide the big group in smaller groups, with no more than 5 participants each group. Set 5 tables/spaces, each one with a colored paper representing one of each 5 steps of project management. Distribute for each group post-its with different colors (each group should have its own color). During **20min**, each group should discuss, about every steps of the process, and put one or more post-its aside the colored paper with their understanding of what they are supposed to do in each step. After this, review and complete the information on the post-its, together with all group. In this moment you can also add some fundraising solutions available**– 30min** **10.30h | Break – 30min** **11.00h | Experiment the step by step** 1. **Idea** –Brainstorm of interesting activities/projectsto develop in their schools(You can use as reference for budget the one you had to develop your SPB project). Each group should choose one idea to develop, defining in only one sentence a nonprofit making idea. 2. **Tasks/activities to achieve the idea** – Ask participants to list on a paper all the tasks and activities they will need to run in order to achieve their idea. 3. **List of resources** – The participants should list all resources (material or human, and if they are loaned, donated, rented or paid). Aside each resource should be added the expected amount to be spent. 4. **Chronogram** – Which task/activity will be done and when, and what resources will be needed and when. 5. **Report** – Your participants won't have data to the report, but you can ask them to simulate how it should look and its content. In order to create a more relaxed environment, you can put some music while groups work.

	12.30h | Projects presentation – Each group should present, briefly, their project. In this moment you should also give feedback about things that can happen during the process. - **20min(Video 3 on You Tube Channel)** **12.50h | Space for doubts and evaluation** – Ask to all group if they had any doubts and after that draw a pizza in a flipchart with slices for: Learning – Fun – Motivation – Trainers - Methods). Ask participants to put their mark in each slice considering that, as closer to the centre more positive is their opinion. If there are marks far from the centre, ask for feedback for improvement. **– 10min** **13.00 | Thank you and Goodbye!**

Annexes

Annex 1

Colored papers with 5 steps of project management



Annex 2

Energizers and icebreakers:

Who leads the movement?All participants should be in a circle and one is left outside. A volunteer starts doing some movements while music is playing, all the group should follow him/her and the one who was left outside should come in and try to guess who's leading.After guessing who was leading, the one who was leading the movements should go outside of the room and be the next one trying to guess. **– 10 min**

Solitaire All group should be seated in a circle and should fix the place where's seated. To each participant is given a card with different suits. The master starts to show some cards, those who have the same suit as the one master showed, should move one chair forward. If is someone there, they should seat on their lap. They can only move forward when their suit is showed by master and if they're not blocked by other participants. Their aim is to do an entire round seating back at their initial place. Remember that this icebreaker requires some kind of intimacy between the participants. **- 35min**

Pass the pillow The group should form a circle. In the middle should be someone with a pillow trying to get into the circle. To do it, the participant with the pillow should pass it to other participant, directly to the chest. The only way to avoid receiving the pillow it's to give a hug to one of the neighbors (right or left). We can add another pillow to the game in order to increase the challenge. Music is recommended during the energizer. **- 15min**

SOEN 2.0
PlaNET Social ENTERprise
ENTERPRISE YOUR REGION

Lead partner of the project:

Agentúra pre rozvoj Gemera

Project partners - Non-formal organizations:

epi Stowarzyszenie Edukacja przez Internet

yupi Youth Union of People with Initiative

RAZVOJNA AGENCIJA KOZJANSKO

Project partners - schools:

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