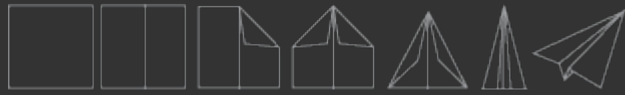


COOPST...RTER



European index of  
resources for  
cooperative mentors  
and ambassadors

CoopStarter 2.0  
Intellectual Output 1

Co-funded by the  
Erasmus+ Programme  
of the European Union



## PROJECT

Name	CoopStarter 2.0
Coordinator	Cooperatives Europe
Erasmus + project	2017-1-BE01-KA202-024764
Project start	01 September 2017
Duration	36 months
Website	<a href="http://www.starter.coop">www.starter.coop</a>
E-mail	<a href="mailto:l.cousin@coopseurope.coop">l.cousin@coopseurope.coop</a>

## DELIVERABLE

Number	IO 1
Lead partner	Cooperatives Europe
Date	28 February 2018 (updated on 14 December 2018)
Author	Louis Cousin, <i>Cooperatives Europe</i>
Contributors	Adonis Meggos, <i>AEGEE-Europe</i> Lisa Mashini, <i>Cooperatives Europe</i> Nathalie Delaunoy, <i>Promo Jeunes</i> Elsa Brander, <i>Kooperationen</i> Fanny Le Brech, <i>YECN-CJDES</i> Lucas Mprechas, <i>KAPA Network</i> Savas Dimitriadis, <i>KAPA Network</i> Paola Bellotti, <i>Legacoop Liguria</i> Sarah Alldred, <i>Co-operative College</i>
Reviewers	Elis Rosenberg, <i>Cooperatives Europe</i> Lorenzo Novaro, <i>YECN-CJDES</i>



# TABLE OF CONTENTS

3	<b>Introduction</b>
4	<b>1. Methodology</b> (1) Defining and framing an indexing structure (2) Testing and gathering European resources
6	<b>2. Sample of pedagogical resources: an overview</b> (1) Format of resources (2) Pedagogical content covered by resources
9	<b>3. Key takeaways from indexed resources</b>
9	<b>4. Key takeaways from testing of indexing structure</b>
12	<b>Conclusion</b>
13	<b>Annexes</b> Terms of reference and Template Overview of indexed resources

## INTRODUCTION

This document is an integral part of intellectual output (IO) 1, “European Index of resources for cooperative mentors and ambassadors”. It aims at providing evaluators, project partners and any person interested in CoopStarter 2.0, with an overview of the tools gathered through this intellectual output, as well as the testing results of the indexing structure.

The IO pursued the following objective: develop a tool enabling mentors to harvest, store, organize and disseminate existing resources for ambassadors and cooperative entrepreneurs at the European level, in a structured and coordinated way. Such a tool aims to set a sound basis for the establishment of transnational workflows among cooperative mentors, enabling regular and long-term exchanges of material and experiences, based on a common indexing of resources. It also aims to enable the establishment of trans sectoral workflows, between cooperative organizations and youth organizations.

This IO anticipates the preparation of pedagogical resources (IO 3, 4, 7, 8 and 10), as well as the development of the Knowledge Base (IO 9). As for the latter, it intends to propose initial guidance, offering a basis for the definition of elaborated specifications.

Partners involved in this intellectual output were mentors and representatives of European organizations. “Mentors” are youth workers or employees of cooperative associations, who provide support to entrepreneurs and/or young project leaders as part of their professional activity. “Representatives of European organizations” are staff members of Cooperatives Europe and AEGEE-Europe.

The reader will find several references to the publication *Money Grows on Trees*<sup>1</sup> (MGOT) throughout this document. It is indeed considered as a cornerstone resource for CoopStarter 2.0, as it provides a common approach to cooperative entrepreneurship from a youth organization prospective.

The present document is organised around four main sections: (1) a specification of the methodology adopted to develop, feed and test the indexing structure; (2) an overview of the resources referenced by project partners; (3) some key takeaways from indexed resources; and (4) results of the testing and proposals for improvements to the indexing structure. It concludes with a description of the next steps implemented for the development of the Knowledge Base (IO 9).

---

<sup>1</sup>Porcaro et al., *Money Grows on Trees: Youth organisations setting up cooperatives*, European Youth Forum (2014). Available online: <https://www.youthforum.org/money-grows-trees>

# 1. Methodology

The development of this European index was carried out according to a two-stage process: (1) defining and framing an indexing structure, and (2) testing this indexing structure through a sample of relevant resources.

## (1) Defining and framing an indexing structure

The indexing structure was shaped in accordance with specifications formulated by the project coordinator during the application process, and approved by the consortium. The specifications are detailed below.

The indexing structure aims to:

- Provide a concise, easy and overview of existing resources available for mentors;
- Be easily usable by mentors referencing their own resources (understandable, specific, using familiar terminology, limited time required to fill in);
- Be relevant for resources designed both by cooperative organizations and youth organizations;
- Reference resources targeting (i) mentors, (ii) ambassadors, and more broadly (iii) youngsters.
- Encompass the diversity of formats (text documents, videos, photos, games...), languages and approaches characterizing these resources;
- Be transposable in a digital format (e.g. online form) with a minimum of resources, so as to anticipate IO9.

A draft indexing structure was drafted by Cooperatives Europe on the basis of previous experiences in gathering of European resources and analysis of best practices. It was validated by the consortium at the project kick-off meeting. The draft indexing structure is provided in annex 1.

## (2) Testing and gathering European resources

A sample of learning resources was gathered by partners, with a three-fold objective:

- I. get a panorama of existing resources, to develop learning material in line with partners' needs, experiences and expectations;
- II. testing the relevance of such an indexing structure for improvement;
- III. provide an initial content for feeding the IO9 Knowledge base.

In accordance with IO description and objectives, the sample of resources is composed of 40 resources. Project partners were asked to submit 5 resources each, in accordance with the following specifications:

- Any kind of format, length, language. It was proposed that each partner aim to propose a minimum of 1 video and 1 guidebook, to ensure a diversity of formats;
- Preferably from a European country;
- Pedagogical resources, i.e. with a learning objective (avoid communication tools);
- Targeting the following audiences: mentors, youth workers, leaders of youth organizations and/or young entrepreneurs;
- Providing content useful for the design and implementation of a cooperative project, or of a cooperative-related service, and if possible matching the 3-step approach adopted throughout this project (1. Explain what is a coop / youth entrepreneurship; 2. Generate ideas; 3. Launch the project / business);
- Ideally opt for open resources, to prevent copyright issues and foster sharing of knowledge.

## 2. Sample of pedagogical resources: an overview

An overview of pedagogical resources is proposed in this section, focusing on their (1) format and (2) pedagogical content. A distinction between cooperative organizations and youth organizations is proposed, to better assess possible divergences or complementarity between the two type of organizations involved in this strategic partnership. The following partners are considered as “cooperative organizations”: **Co-operative college, Cooperatives Europe, KAPA Network, Kooperationen, Legacoop**. The following partners are considered as “youth organizations”: **AEGEE-Europe, Promo Jeunes, YECN-CJDES**.

### (1) Format of resources

A total of 40 resources were identified and analysed by the IO leader. A typology of resources referred to the type of organization is exposed in the box below. It appears that the clear majority of resources indexed are available in a written format. Some partners also contributed to the diversification of formats, with an exhibition, a series of podcasts and a website.

Resource identified by (type of partner)	Text (PDF, doc, manual, hard-book)	Video	Other (audio, website, exhibition)	Total
Cooperative organizations	18	5	2	<b>25</b>
Youth organizations	12	2	1	<b>15</b>
<b>Total</b>	<b>30</b>	<b>7</b>	<b>3</b>	<b>40</b>

Table 1: Typology of resources gathered, by format type and submitting partner organization.

### (2) Pedagogical content covered by resources

The pedagogical content covered by resources was analysed on the basis of the approach developed by *Money Grows on Trees*, which is also reflected in CoopStarter 3-step learning path. The table below summarizes the relation between *Money Grows on Trees* and CoopStarter 2.0 learning path.

<i>Money Grows on Trees</i> methodology	CoopStarter 2.0 learning path
Step 1. Identifying needs	Step 1. Mobilize a community
Step 2. Motivating and including members	
Step 3. Generating business ideas	Step 2. Generating ideas
Step 4. Planning the business	
Step 5. Contact a business support structure	Step 3. Start up the business
Step 6. Setting up the structure	

Table 2: Overview of correspondence between methodological approaches developed by *Money Grows on Trees* and *CoopStarter 2.0*.

Table 3 below provides an overview of *Money Grows on Trees* steps tackled by the resources gathered from this research. Importantly, each resource may tackle more than one step and may be thus counted several times in this table: as a consequence, the “total” row only aims at shading light on the number of resources covering an entrepreneurial step, and enabling some basic comparison in the general coverage.

Some resources referenced through this research do not tackle any of the *Money Grows on Trees* steps, but are still addressing the topic of cooperative entrepreneurship. Such resources include:

- Pedagogical resources focusing on behavioral skills (e.g. games);
- Non-pedagogical resources which can be used as reference documents by mentors to improve their own knowledge about youth entrepreneurship (e.g. policy reports, project reports).

Although the latter category was not foreseen by the research terms of reference, they were accepted by the IO leader as possible reference resources which might be expected by mentors as users of the Knowledge Base. The eventual integration of such resources to the Knowledge Base will be further considered at a later stage (IO9).

Resource identified by (type of partner)	Corresponding entrepreneurial step (ref: <i>Money Grows on Trees</i> )						
	#1	#2	#3	#4	#5	#6	Other
Cooperative organizations	13	6	6	11	8	8	4
Youth organizations	3	2	2	1	0	2	6
<b>Total</b>	<b>16</b>	<b>8</b>	<b>8</b>	<b>12</b>	<b>8</b>	<b>10</b>	<b>10</b>

Table 3: Typology of entrepreneurial development stages addressed by gathered resources, by submitting organization.



### 3. Key takeaways from indexed resources

The objectives specified by the terms of references were outreached, both in terms of quality and quantity. Resources are representative of a diversity of European countries, together with some additional oversea examples. Most resources have a clear learning objective; although some of them are not pedagogical resources per se, they added-value for a mentor user seems clear. A good diversity of formats was also reached, covering both digital and hard supports (see table 1 above). Lastly, all resources are relevant for targeted audiences, i.e. youth entrepreneurs and mentors.

With respect to the content aggregated, table 3 above demonstrates that a number and diversity of resources are already available to tackle all entrepreneurial development steps identified by Money Grows on Trees. It appears that all steps are addressed in quite evenly, although step #1 (i.e. basic introduction to the cooperative model) is more represented than other learning steps. This can be explained by the fact that a basic presentation of the cooperative model might be integrated to a diversity of resources, even the ones tackling other entrepreneurial development stages.

Table 3 also highlights differences between resources submitted by cooperative organizations on the one hand, and youth organizations on the other hand. Firstly, it appears the content from resources submitted by cooperative organizations tackle the 6 steps of Money Grows on Trees in a more systemic and comprehensive manner than resources from youth organizations. The fact that cooperative organizations are over-represented in this consortium (5 cooperative organizations vs. 3 youth organizations) partly explains this difference, but two reasons may also contribute to create such imbalance.

I. Cooperative organizations being specialized in youth entrepreneurship have developed a number of resources specifically targeting this issue, being naturally more in line with the 6 development steps (stemmed from a research involving cooperative mentors). On their side, although youth organizations might have access to such tools, those might take more specific approaches on one given issue, instead of aiming to support a cooperative entrepreneur from initial stage until starting up of the business. Steps #4 (Planning the Business) and #5 (Contact a business support structure) are particularly illustrative: they are

II. Youth organizations tend to focus more on informal and non-formal learning, focusing on behavioral skills such as working in a team and being an active citizen. Although these considerations were not included in the CoopMentor methodology, they bring a clear added-value to the development of a cooperative entrepreneurial mind-set.

**Such takeaways are important to reinforce the added-value of CoopStarter 2.0 Strategic partnerships. A focus on exchanging information and resources related to steps #4 and #5 on the one hand, and “other” resources on the other hand, could be of high relevance.**

#### 4. Key takeaways from testing of indexing structure

The testing of indexing structure confirmed that specifications indicated in section 1. *Methodology* above were met. According to feedbacks from project partners expressed during consortium meetings, mentors felt comfortable when completing the form; information requested in this template were properly and consistently provided by partners (both youth organizations and cooperative organizations), without any specific support from the IO leader. All resources indexed comply with the target groups, and the template demonstrated enough flexibility to reference a wide diversity of formats (paper, digital, written, video, audio, games, booklets, and exhibitions among others) from different countries and cultural backgrounds (entrepreneurial or youth work). Finally, the IO leader was able to identify easily the type of resource and its content, by using only the information provided by this template. Although we assume that such format will be easily transposable in a digital version, this latter element is yet to be confirmed in the framework of IO9.

A detailed revision of contributions was conducted, to assess (a) the general interpretation of information requested, and corresponding information provided by mentors; (b) the effective complementarity of questions and answers; (c) possible improvements to be made to make the structure more suitable for the type of resources targeted and referenced by mentors. The indication “Reference” refers to contributions as summarized in Annex 2, which considered as illustrative of the issue raised. The same Annex also provides more extensive overview about the different contributions. Main takeaways and proposed improvements are exposed below. Such proposals should be considered as first-hand reflections, to be considered through specific objectives.

(a) **Articulation between “objectives”, “learning outcomes” and “general description”**

**Issue:** information provided in these 3 sections is often redundant, or one type of information (e.g. the topic addressed) will be indicated in one of the 3 fields depending on who fills it in. It creates difficulties in comparing different resources, since one field may contain very different information.

**Possible improvements:** corresponding sections could be pre-filled with information expected, and/or a “best practice” example. Some sections could be transformed into closed questions, or narrowed to focus on some main information expected, with a broader section where all “side information” could be provided.

**Reference:** COOPEU A, LEGA A, PROMO C

(b) **Pedagogical component**

**Issue:** some resources submitted by partners are not pedagogical resources, although they deal with youth entrepreneurship and could be relevant supporting resources for mentors (e.g. better understanding about regulations, information about partners’ initiatives...).

**Possible improvements:** a section could be open for non-pedagogical resources. However, this would certainly require to develop a differentiated indexing structure.

**Reference:** COOPEU A, KAPA E, AEGEE A, AEGEE C

(c) **“Learning outcomes”**

**Issue:** It appears that the notion of “learning outcomes” is yet to have reached a common understanding among consortium members. Contributions show that such field could contain whether very brief and generic information (e.g. “setting up a cooperative”), or more detailed specifications. All together, it can affect the reader’s capacity to apprehend the potential complementarities among two resources.

**Possible improvements:** a system of “closed” classification (whether as complementary or replacing the current open question) could improve clarity, enabling the user to search a resource based on the type of learning outcome foreseen. Categories could stem from the 6 development steps proposed by Money Grows on Trees, and/or broader classifications such as “mind-hand-heart”<sup>2</sup> approach.

**Reference:** LEGA A, PROMO C, PROMO E

(d) **“Target audiences”**

**Issue 1:** contributions show that the notion of “target audience” can be understood broadly. A resource intended to enable a mentor to train an ambassador would usually be considered as targeting both the mentor and the ambassador, which does not help the reader to understand who should benefit from it and how (is it a resource to train both mentors and ambassadors? Or to be used by mentors to train ambassadors?)

**Possible improvements:** a differentiated specification such as learner vs. teacher may bring some clarity.

**Reference:** LEGA B and LEGA F

<sup>2</sup>“Mind” = knowledge; “hand” = skills; “heart” = awareness. Such classification was proposed during a training workshop provided by *Organisation internationale de la Francophonie* on 25-29 January 2018, attended by the project coordinator.

**Issue 2:** the current classification does not seem to address properly the typology of target audiences needed by the mentors. Options such as “entrepreneurs” and “students” are missing and were added by some partners. Age groups and prerequisites could also be helpful to better identify the target type and relevance of such resource.

**Possible improvements:** the list of target could be reviewed, stepping out from the classification specific to this project and opting instead for more common groups.

**Reference:** LEGA E, KOOP B, COLLEG C, YECN A

(e) **“Format”**

**Issue:** as understood and specified by partners, the section “format” seems to be insufficient to fully apprehend the type of resource identified. For instance, a “PDF document” can cover whether a digital book, or a game – which have hardly anything in common except from their support.

**Possible improvements:** proposing a closed list of options could lead the user to choose between formats that seem more appropriate to understand the type of resource – however, a too extensive list makes it inconvenient (see Erasmus + application form). An alternative could be to add a section about “learning approach” (standard, active, gaming...).

**Reference:** YECN A

(f) **“Copyright conditions”**

**Issue:** contributions illustrate the difficulty for a non-expert in intellectual property rights to provide a clear overview of how a resource can be used. It is not clear if “none” means “this resource can be disseminated for free”, and/or “this resource is free of rights and can be copied, amended and altered by anyone”.

**Possible improvements:** propose a closed list of options, based on the mentors’ expected use of such resources. It could be information such as: “as a mentor, I can (1) use this resource in my own courses, (2) spread it around, (3) copy part of this content to make my own course...”

(g) **Length**

**Issue:** although the length might not be a primary component to assess the added value of a resource, it could still enable to better understand if we talk about a one-page sheet or an entire book.

**Possible improvements:** ask for specification of length (duration when it comes to a video) in one of the existing sections.

**Reference:** COOPEU E

## Conclusion

Intellectual output (IO) 1 provides extensive relevant information to pursue the development of CoopStarter 2.0. Thanks to this IO, project partners have access to a diversity of resources, pedagogical and non-pedagogical, from cooperative organizations and youth organizations, enabling them to develop a new European pedagogical resource which will benefit and complement existing material. In addition, the testing of indexing structure offers valuable data to anticipate the iterative development of CoopStarter Knowledge Base, which is expected to be one key output of CoopStarter 2.0.

The actual indexing of resources carried out during this IO will be made publicly available at a later stage, through the releasing of the Knowledge Base (IO9).

# Annexes

## Annex 1

### Terms of reference and Template

**Objective:** develop a tool enabling mentors to harvest, store, organize and disseminate existing resources for ambassadors and cooperative entrepreneurs at the European level, in a structured and coordinated way.

Such a tool aims to set a sound basis for the establishment of transnational workflows among cooperative mentors, enabling regular and long-term exchanges of material and experiences, based on a common indexing of resources. It also aims to enable the establishment of trans sectoral workflows, between cooperative organizations and youth organizations.

2 elements:

#### 1. Indexing structure

A document will propose a convenient and relevant logic to organize and index resources to mentors and ambassadors. It will aim to encompass the diversity of formats (text documents, videos, photos, games...), languages and approaches characterizing these resources. It should ensure to be suitable for resources designed both by cooperative organizations and youth organizations. It will be applicable to resources targeting:

I. mentors, II. ambassadors, and more broadly III. youngsters. It will finally propose a common template to present these resources in a clear and efficient way (specification of objectives, targets, learning outcomes...), through the Knowledge Base. The indexing structure will aim at enabling mentors to have a clear and handy overview of existing tools, their main objectives, and potential complementary resources to be designed to address specific needs. It will be a key element upon which the ICT solution will be developed (0.9).

#### 2. Sample of existing resources

A sample of existing training, learning and supporting resources from at least 5 EU countries will be created. It will aim at checking the relevance of the indexing structure (see above), and start feeding the online Knowledge Base (0.9). It will also ensure that other outputs produced in this project benefit from existing experiences and resources, so as to capitalize on best practices and prevent any uncoordinated duplication of efforts. This activity will eventually lead to a guideline for KB moderators.

## Indexing structure

The following format is intended to gather all main information in a limited time (5 to 10 min to fill out). As a pilot version, it will be a word document. The idea is to transpose it into a system enabling systematization (through online form for instance).

Title <i>(English)</i>		
Original title		
Key information		
Country	Language	Author
Year of publication	Format	Location / Web link
Learning outcomes <i>(what should the target person learn out of this resource?)</i>		
Target audience <i>(mentors, youth workers, ambassadors, entrepreneurs)</i>		
General objectives <i>(what is this resource intended for?)</i>		
Content		
General description		
Table of contents		
Copyright conditions		

## Annex 2

### Overview of indexed resources

\*Target Audience: M (Mentors), YW (Youth Workers), E (Entrepreneurs), A (Ambassadors)

Category	Reference	Name	Resource type	MGOT step	Learning outcomes	Target audience*	Objectives	General description	Table of contents
Coop	LEGA A	Start Up	Audio podcast	#1	Structured description of learning outcomes. Knowledge.	E	Seems to duplicate "learning outcomes"	Mentor's reasoning, which could answer the question "why did you post this resource? what is its added value?"	List of episodes
Coop	LEGA B	Business Description Document	Word file	#5	Structured description of learning outcomes. Skills	M, E	understood as "benefits for the trainer"	Description of structure/format	Clear and detailed
Coop	LEGA C	Busines Plan Spreadsheet	Excel file	#4	Structured descriptions. Skills, e.g. "Learn how to compose a balance sheet"	M, E	understood as "benefits for the trainer" ("have a practical instrument available")	Description of structure/format	Clear and detailed
Coop	LEGA D	Ready, Steady, Coop!	Online PDF	None (targets mentors)	Skills, e.g. "plan and organize a support activity"	M	Understood as "what this resource is intended to provide to the mentors"	Describes the flow and structure of document	Clear and detailed
Coop	LEGA E	The electric cooperative story	Video	#1	Knowledge, e.g. "learning the cooperative principles"	M, A, E	understood as pedagogical objectives: "sharing the story of an old cooperative"	brief description of format and content, as well as contribution from Legacoop	missing



Coop	LEGA F	CoopStartUp guide	Online PDF	#1	Knowledge, e.g. "lay out how a cooperative business can be started up"	YW, A, E	understood as strategic objectives: "promote self-entrepreneurship for young people"	description of format and content	indicates titles (clear)
Coop	KOOP A	Business Model Generation	Book	#4	Knowledge and skills, e.g. "practical tools to understand, design and implement business model"	E, M, A	Understood as specification of target audience. e.g. "training of coop mentors"	description of how this book was created, the intent, how this can be used... very detailed (best practice)	detailed description of content
Coop	KOOP B	What is a cooperative?	Video	#1	General presentation of the film	E, M, A, Students	"inspire and inform young entrepreneurs and students"	description of content	detailed (min per min) description of the different scenes
Coop	KOOP C	Starting a cooperative?	Video	None	(too) broad definition: "how to start a cooperative"	E, M, A	aim behind the creation of such resource: "enable young entrepreneurs to fully participate"	basic description of format	detailed (min per min) description of the different scenes
Coop	KOOP D	Value Proposition Design	Book	#4	Skills: "how to design attractive propositions that sell"	E, M, A	specification of learning outcome: "creating compelling products"	specification of "target audience" and "learning outcomes"	detailed
Coop	KOOP E	The Guru Book	Book	#1	Definition of the target	M, E	objectives in relation with the target: "source of inspiration and a platform for advice"	description of format: "inspiring collection of 45 articles"	broad

Coop	KAPA A	Establishing a cooperative - Startup Steps (Cooperative Lab)	PDF file	Transversal	Knowledge: "learn the administrative and economic model of coops"	M, YW, A, E	objectives of the module: specification of learning outcomes	specification of length and expected learning outcomes	Very detailed
Coop	KAPA B	Establishing a cooperative - Theoretical notes	PDF file	Transversal	Knowledge: get acquainted with theoretical aspects of establishing cooperatives	M, YW, A, E	objectives of the module: specification of learning outcomes	description of format and origins "Kapa Network translated this material"	Very detailed
Coop	KAPA C	Establishing a cooperative - The cooperative as an enterprise	PDF file	#4	Knowledge (basic description): "prepare a cooperative business plan"	M, YW, A, E	specification of learning outcomes	description of format and relation with other resources (i.e. KAPA A)	Very detailed
Coop	KAPA D	Establishing a cooperative - After Starting	PDF file	#6	Knowledge: "learn the role of cooperative manager"	M, A, E	specification of learning outcomes	description of format and relation with other resources (i.e. KAPA A)	Very detailed
Coop	KAPA E	The resilience of cooperatives to the crisis	Video	#1	Basic knowledge about coops: "values of coop education"	M, YW, A, E	understood as objectives for the mentor towards potential beneficiaries	general description / overview of the content	Video content split into sections with corresponding timing
Coop	COOPEU A	Policy Brief on Access to Business Start-up Finance for Inclusive Entrepreneurship	PDF document	None	Understood as content description: "analyses the scale and nature of the financing challenge"	M, YW, A, E	too simplified "provide information on different funding tools". Although links it with possible needs from mentors (get a vision of existing funding tools)	general overview of the content	main titles

Coop	COOPEU B	How to set up a workers' co-op	PDF	All	Description of knowledge + know-how: "ability to mobilize additional resources"	E	General aim behind the resource: "inspire people to work co-operatively"	description of the content, and relation to possible needs of the entrepreneurs	detailed: titles + subtitles
Coop	COOPEU C	iCareCoops - Foundation Guide	PDF	All	Description of knowledge + know-how: "ability to design a basic coop project"	E	General aim, including brief description of content and relation with other resources	description of guidebook structure	detailed: titles + subtitles
Coop	COOPEU D	Money Grows on Trees	PDF	All	Description of knowledge + know-how: "ability to design a basic coop project"	YW	Description of context, general need that this resource intends to tackle, and specification of the target audience	description of guidebook structure	detailed: titles + subtitles
Coop	COOPEU E	Youth Entrepreneurship in Europe: Values, attitudes, policies	PDF	None	Understood as general objectives / content description: "investigates successful initiatives"	E, M, YW	Description of content	Specification of "objectives" with more specific description of content	main titles
Coop	COLLEG A	Building a better world: 100 stories of co-operation	Hardback book	#1	Understood as general objectives: "help raise awareness of the coop model"	M, A, E	brief description of content / overview	description of background dynamic, plus specification of content	titles of chapters
Coop	COLLEG B	Simply Governance	PDF	#4	Description of key messages / outcomes. Can be easily translated into learning outcomes	M, A, E	specification of target audience	specification of the need that this resource intends to tackle	missing

Coop	COLLEG C	Simply Start Up	PDF	All	Description of key messages / outcomes. Can be easily translated into learning outcomes	M, A, E, trainers	description of context behind the creation of this resource	introduction of the table of contents	titles, corresponding to start-up development stages
Coop	COLLEG D	The Hive - Setting up a co-operative	Website	#5 and #6	Description of key contents of this website: "how to register a co-op"	YW, A, E	specification of target audience	broad description of content "all basic information needed throughout the process of setting up a coop"	main features of the website
Coop	COLLEG E	What is a co-operative?	Video	#1	"The video gives an idea of" + different topics	"anyone who needs a basic overview of co-ops"	specification of content in relation with target audience	very basic description of format and topics covered	3 main sections with corresponding timing
Youth	YECN A	Junior cooperative	PDF / card game	None	Approach by knowledge: "understand different steps of project management"	A, E	specification of learning outcomes: "create cooperation between young entrepreneurs"	description of pedagogical approach	description of the workshop format
Youth	YECN B	All in cooperatives!	Exhibition	#1	Approach by topic. e.g. "the history of the cooperative movement"	M, YW, A, E	Explains possible use for each target audience	Describes the format	
Youth	YECN C	Do we need a management at the service of mankind or of the company ? Learning to debate in a constructive manner	Word document	#6	Focus on individuals' skills. E.g. "how to manage a group in a collaborative way"	M, A	Explains in a more specific way the learning outcomes	Focus on the context: why such skills are relevant in this context	overview of the structure

Youth	YECN D	Why a co-op?	Video	#1	Knowledge, broadly defined: "benefits of creating a co-op"	YW, E	Intent, logic behind the development of the resource: "present to a massive audience"	Presentation of the pitch	Breakdown min by min
Youth	YECN E	Advocacy kit "SUCCESS!"	Guidebook	None	Intended capacity of the end beneficiary. "learning outputs to talk about cooperation"	M, A	Justifies "target audience"	Presentation of the content of the tool. "5 methodological tools"	general overview, using names of tools without specifying them
Youth	PROMO A	Undertake together otherwise	Video	#1	Approach by topic. e.g. "the different business sectors applied to cooperative model"	M, YW, A, E	Intent, logic behind the development of the resource. "Decompartimentalize the social economy"	Broad presentation of the format "9 speakers express their vision"	Quick presentation of the different topics addressed
Youth	PROMO B	The ideas kit	Guidebook	#3	Indicates the step: "Generate ideas"	M, YW, A, E	Presentation of learning outcomes for the animators (beneficiaries of the resource)	Description of structure/format	Detailed descriptions of the tools
Youth	PROMO C	Facilitation tools and collective intelligence	Guidebook	#6	Broad description of skills. e.g. "improve group dynamics"	M, YW, A, E	specifies learning outcomes	Succinct description of content: "presents some basic tools"	Titles of the different sections
Youth	PROMO D	Social Business Plan	Methodological guide	#4	Description of methodology. e.g. "questions to ask yourself"	M, YW, A, E	Specifies in which context this resource could be relevant	Presentation of the basic question	Detailed table of contents
Youth	PROMO E	City Youth #Challenge: How to organize a co-working event for young people	Manual	#2 & #3	"How to" approach: e.g. organize a 2-day event	M, YW, A		Describes the event (not the tool itself)	Clear and detailed

Youth	AEGEE A	Europe on Track	PDF	None	presentation of the objectives of the project (instead of learning objectives of the resource)	YW, A, E, Youth leaders	objectives of the project for beneficiaries	general description of project activities	list of topics developed in the resource
Youth	AEGEE B	MyWay project results	PDF	None	presentation of topics tackled by this project	YW, A, E, Youth leaders	presentation of context behind this project	presentation of activities and expected results of the project	entrepreneurial topics addressed by the project
Youth	AEGEE C	Summer Universities	PDF	None	presentation of topics tackled by summer universities	YW, Youth leaders	presentation of activities carried out during such events	description of the format of summer universities	topics addressed by summer universities
Youth	AEGEE D	Y vote project	PDF	None	presentation of topics tackled by this project	Young Europeans	presentation of context behind this project	presentation of activities and expected results of the project	not related to entrepreneurship... any other resource?
Youth	AEGEE E	YOUrope needs YOU!	PDF	#2	presentation of topics tackled by this project	YW, Youth leaders	aims of the project, and specification of learning objectives	specification of project objectives	description of learning outcomes
Category	Reference	Name	Resource type	MGOT step	Learning outcomes	Target audience*	Objectives	General description	Table of contents