



LEARN Trainer's Handbook

COURSE II

Module 1: Financial Literacy

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Introduction

The LEARN Trainers Handbook is a supportive educational document that Trainers can utilise during their sessions with adult trainees.

Chapter I, 'Theoretical Background', provides a comprehensive analysis of the learning outcomes and specific learning objectives and goals of each Training Module. Additionally, it offers additional instructional materials for trainers and additional support for the training's implementation. Lastly, Activities are included for each Unit of this Training Module. These activities are designed to evaluate the learning outcomes following the conclusion of the learning period.

An analytical action plan for the lesson's implementation is provided in Chapter II, "Practical Implementation." It functions as an illustration of how to effectively implement the lesson in the classroom and optimise the material.

The Annexes section contains additional material that the trainer can utilise in the classroom.

Chapter 1: Theoretical Background

Course II

Module I: Financial Literacy

Introduction

Financial literacy and entrepreneurship among immigrants and refugees with low or no educational level is an issue that requires tailored support and attention. This target group has to face numerous challenges which are related to the specific nature of their status.

Firstly, and most importantly, they have to face limited understanding of financial concepts, due to their little exposure to basic financial concepts such as budgeting, saving, investing, and managing debt. Moreover, due to language barriers and limited understanding of English and other native languages, immigrants and refugees may have limited understanding of financial terminology in a new language. Cultural differences play a vital role in financial education; financial practices and norms vary across cultures. Due to their status as well as their inability to comprehend the ways of their new host country, immigrants and refugees may find it difficult to navigate the financial systems and customs of their new host country. Last but not least, in many cases immigrants and refugees face lack or limited access to formal financial services; they may face barriers in accessing formal banking and financial services, leading them to rely on informal or non-traditional financial mechanisms that can be less secure or more costly.

Targeted financial literacy initiatives can address the issues raised above by offering assistance and education that is specifically designed to meet the needs of disadvantaged immigrants and refugees. In order to improve comprehension and retention, these programmes should emphasise practical skills and real-world scenarios while taking advantage of visual aids, interactive learning techniques, and language that is easy to understand.

Learning objectives

Unit 1: The basics of Financial Literacy

1. The benefits of financial literacy: Why is it important to be financially literate, how to grow confidence in financial literacy issues, how to plan for the future and more.
2. What is money and what you can use them for.
3. The origin of money: when and why it was invented.
4. Different Currencies
5. The difference between needs and wants.
6. Retirement budget
7. Savings budget
8. Steps and Strategies for saving money successfully.

Unit 2: The Banking System

1. What is the banking system?
2. What is the difference between commercial banks, central banks, investment banks, credit unions, retail banks and online banks.
3. Different forms of money
4. Key components and functions of the banking system,

Unit 3: Digital Finance

1. What is Digital Finance
2. How to make online transactions efficiently and with safety
3. Data protection during online transactions.

Unit 4: Entrepreneurship

1. What is Entrepreneurship
2. Barriers and challenges immigrants face when trying to become entrepreneurs and how to overcome them
3. Strategies on how to build confidence and resilience towards entrepreneurship practices
4. How to get support when trying to become an entrepreneur
5. Entrepreneurship in Europe and how to get support in different European countries.

Learning outcomes

1. Participants in this training will be able to comprehend fundamental financial terminology such as savings, interest rates, inflation and budgeting. Moreover, they will be able to understand the importance of financial planning and goal setting. It is important for immigrants and refugees to develop skills and manage personal and household budget as well as learn techniques for effective saving and managing expenses.
2. Digital Finance is the future of financial services, and it is mandatory to gain knowledge on the various topics of digital banking, such as online safety, data protection and privacy settings, mobile banking as well as digital banking. Participants will learn how to make payments and transfers, how to protect themselves from fraud and what is cybersecurity.
3. A lot of people are also interested in becoming entrepreneurs without being aware of the challenges, the dangers and the basic concepts of entrepreneurship. Participants will also

explore the concepts of entrepreneurship, define the characteristics of an entrepreneur, map the challenges along with the trainer and optionally through the activities learn how to build a business plan.

Analytical Instructions for the trainers and supportive material

‘Money, Credit, Capital and the State: On the evolution of money and institutions’, Hardy Hanappi, University of Technology of Vienna, Institute for Mathematical Methods in Economics 105-3, Vienna, Austria 11 February 2013, <https://mpra.ub.uni-muenchen.de/47166/>

‘Digitization and the evolution of money as a social technology of account’, Michael Peneder, Journal of Evolutionary Economics (2022), <https://doi.org/10.1007/s00191-021-00729-4>

‘On the Origins of Money’, Luis Araujo, Vincent Bignon, Régis Breton, Braz Camargo, December 2022

‘Effect of Digital Banking Acceptance on Digital Banking Usage’, V. Bharathi Veena, Dr. Janarthananpillai, <https://www.webology.org/abstract.php?id=853>

‘Business Performance and Financial Institutions in Europe: Business Models and Value Creation Across European Industries’, Alexandra Horobet, Persefoni Polychronidou, Anastasios Karasavoglou, <http://www.springer.com/series/1262>

Atkinson, A. and F. Messy (2015), "Financial Education for Migrants and their Families", OECD Working Papers on Finance, Insurance and Private Pensions, No. 38, OECD Publishing, Paris, <https://doi.org/10.1787/5js4h5rw17vh-en>.

Activities

Examples of activities that can be used to promote education among immigrants and refugees with low or very low educational level based on Cooperative Learning Methodology.

Activity 1: Budget Planning Workshop

Budget Planning Workshop		
Objective		
Description	Divide participants into small groups and give each group a fictional family scenario with income, expenses, and financial goals.	Scenario 1: Your household consists of five members: a mother, a father, and three children who are underage. Depending on her monthly working hours, the mother earns between 1,600 and 2,000 euros per month as a housekeeper for a private residence. The father receives a consistent monthly income of 2,500 euros. Their monthly rent is 1200 euros, and their living expenses (grocery, petrol and other supplies) are approximately 700 euros. The monthly cost of activities for your children is roughly 1200 euros.

		<p>You intend to travel to Colombia the following year for a family wedding; the estimated cost of the trip is four thousand euros.</p> <p>What savings do you intend to accumulate for this trip?</p> <p>Create a yearly budget schedule that includes monthly allocations.</p> <p>Scenario 2: You want to buy a family house. Your yearly family income is 60.000 euros and the house costs about 300.000 euros.</p> <p>Your saving at the moment are approximately 10.000 thousand euros. The bank can give you a loan only if you have the 25% of the amount in the bank already.</p> <p>Create a budget plan, estimating how many years it will take you to buy a house.</p>
Duration	60 minutes	
Materials Needed		
Main Task Agenda	Each group must create a monthly budget for their fictional family, ensuring they balance income and expenses while trying to save money.	
Learning Outcomes	Participants learn about budgeting, prioritizing expenses, and saving strategies.	
Reflection	Group discussion and sharing of ideas help participants learn from each other's experiences and suggestions.	

Activity 1: Business Plan Workshop

Business Plan Workshop	
Objective	The main objective of this activity is to empower immigrants with low or no educational level towards the concept of entrepreneurship, help them develop business plans and gain essential entrepreneurship skills.
Description	<ol style="list-style-type: none"> 1. <i>Welcome and Introduction:</i> In the beginning the trainers will implement and icebreaking activity which will help the participants get to know each other. They will also present the activity/ workshop agenda and the tasks. 2. <i>Divide the participants into smaller groups</i> between 3-5 participants. 3. <i>Understanding a Business Plan:</i> The trainer will explain what a business plan is and why it is important. They will also give a main structure for the business plan (idea – market research – marketing strategy – operations plan – financial plan). It is also helpful to present the example of a small business in order to help the participants understand the concept more efficiently. 4. <i>Business Idea Brainstorming:</i> Each group will perform a brainstorming to decide the best business idea. They have to present at least one business idea to the group and explain why they rejected other possible ideas.

	<p>5. Market research and marketing plan: explain the market research in a simple way: identifying customers, competitors, and market needs. Then they will decide the marketing strategies such as pricing, promotion and product distribution. They can develop a simple marketing plan using the template (Annex I).</p> <p>6. Financial Planning: It is important to decide how the business will be funded. Key financial concepts include start-up costs, revenue, expenses and profit. They can develop a simple financial plan using the template (Annex II).</p> <p>7. Presentation and feedback: all participants will prepare a presentation of the business plan with consultation form the facilitator/ trainer in order to ensure that they have covered all necessary aspects of the business plan presentation. Each group will present their business plan and the facilitator will encourage group discussion and feedback.</p> <p>*It is important to use simple language and encourage all participants to equally participate to the activity. *Before creating the group, take into consideration the complementarity of the group.</p>
Duration	At least 60 minutes, depending on the number of participants/ groups.
Materials Needed	Flip Charts, Papers, pencils, markers.
Learning Outcomes	<p>Participants will understand the meaning of a business plan and its purpose. Moreover, they will understand how to shape a business plan, how to set a budget, how to set financial goals and strive to achieve them, how to make correct financial decision and plan for the future.</p> <p>Collaborative activities also enhance soft skills, such as teamwork, collaboration and problem solving.</p>
Reflection	Group discussion.

Examples of Practical Exercises that can be used to promote education among immigrants and refugees with low or very low educational level.

Unit 1: The basics of Financial Literacy

Quiz 1: Choose the correct answer.

- 1. Financial Literacy is...**
 - a. Getting along with your monthly expenses with your salary.
 - b. Investing in stocks.
 - c. Understanding the differences between currencies.
 - d. Being able to make a budget, save money for retirement, and make a distinction between needs and wants.
- 2. How can you learn about Financial Literacy?**
 - a. Through your parents and wider family.
 - b. Through Social Media.
 - c. Through social discussions.
 - d. Through education and financial literacy programs.
- 3. Which of the following is not a benefit of financial literacy?**

- a. Helps prepare individuals for emergencies;
 - b. Financial literacy can prevent crucial money mistakes;
 - c. It can help plan for the future;
 - d. It can support a luxurious lifestyle;
- 4. How did people make transactions in the past?**
- a. People always used paper money for transactions.
 - b. Before paper money people used to trade goods, such as gold and silver, copper precious stones and other objects.
 - c. In the past there was an open market.
 - d. People didn't have to make transactions in the past, they used only what they could produce themselves.
- 5. Retirement is...**
- a. Changing regularly working environments.
 - b. Deciding to stop working in order to take care of your household.
 - c. Taking regular leaves of work.
 - d. The process of withdrawing from active professional life.

Correct Answers

1. d
2. d
3. d
4. b
5. d

Unit 2: The Banking System

Quiz 2: Choose the correct answer.

- 1. Modern economies depend on ..., which is the foundation for all financial transactions, such as savings, loans, and investments.**
 - a. *the banking system*
 - b. *Investing.*
 - c. *stocks*
 - d. *governmental financial support*
- 2. The banking system is very important to the business because it helps money move around, gives out loans, and supports**
 - a. growth and development
 - b. personal growth
 - c. professional development
 - d. unemployment
- 3. Investment Banks...**
 - a. help raise capital by underwriting or facilitating mergers and acquisitions.
 - b. can prevent crucial money mistakes;
 - c. are the most common banks.
 - d. Handle credit/ debit cards and wire transfers.
- 4. Interest Rates affect...**

- a. Salaries before and after taxes.
 - b. The effectiveness and efficiency of online payments.
 - c. The lending rates and deposit rates.
 - d. Online transactions fees.
- 5. Credit Unions are...**
- a. Banks which serve individuals and small businesses.
 - b. Digital banking services.
 - c. Banks that offer lower interest rates and fees than traditional banks.
 - d. Member-owned cooperatives.

Correct Answers

1. a
2. a
3. a
4. c
5. d

Unit 3: Digital Finance

Quiz 3: Choose the correct answer.

- 1. Digital finance, also called financial technology (fintech) or digital literacy, is the process of teaching people how to**
 - a. Navigate the banking system
 - b. Budget properly.
 - c. use digital tools, platforms, and resources to handle their money properly governmental financial support.
 - d. Invest in stocks.
- 2. Digital finance is the term used to describe the impact of ... on the financial services industry.**
 - a. growth and development
 - b. personal growth
 - c. new technologies
 - d. unemployment
- 3. Which of the following is a common sign that an email might be a phishing scam?**
 - a. The email is from a known and trusted contact.
 - b. The email contains grammatical errors and urgent language.
 - c. The email addresses you by your full name.
 - d. The email includes a personalized message about an event you recently attended.
- 4. Why is it important to use a strong password for your online accounts?**
 - a. To make it hard for others to guess and keep your information safe.
 - b. To make your password easier to remember.
 - c. To share it easily with friends.
 - d. To use the same password for all accounts.
- 5. Which of the following is a good way to protect your personal information online?**

- a. Sharing your passwords with friends.
- b. Clicking on unknown links in emails.
- c. Using the same password for all your accounts.
- d. Keeping your passwords private and using different ones for each account.

Correct Answers

1. c
2. c
3. b
4. a
5. d

Unit 4: Entrepreneurship

- 1. Based on the Oxford Languages Dictionary, entrepreneurship is ‘the activity of setting up a ..., taking on financial risks in the hope of profit.’**
 - a. *Marketing plan*
 - b. *Financial plan*
 - c. *website*
 - d. *business or businesses*
- 2. What is one important step to take before starting your own business?**
 - a. Spend all your savings on supplies.
 - b. Research and understand what your customers need.
 - c. unemployment
- 3. Which of the following is a good strategy to build confidence and resilience when starting your own business?**
 - a. Avoid setting goals to prevent failure.
 - b. Learn from mistakes and keep trying new ideas.
 - c. Depend only on luck for success.
 - d. Work alone and avoid asking for help.
- 4. One of the main reasons immigrants and refugees don't understand what's going on in their new countries**
 - a. ...is the lack of budget from investment.
 - b. ... is receiving false information.
 - c. ... is the different lending rates and deposit rates in their new host country.
 - d. ...is a lack of language and literacy skills.
- 5. A very good way to get ongoing support is...**
 - a. ...to ask your relatives and friends for support.
 - b. ... to get support online through google search.
 - c. ...to take part in training sessions; they will help you understand different ideas better, gain more knowledge, and lay the basis for future progress.
 - d. ... to learn a new language.

Correct Answers

1. d
2. b
3. b
4. d
5. c

Chapter 2: Practical Implementation

Part I: Action Plans

Introduction

An action plan is a detailed strategy outlining the steps necessary to achieve specific goals or objectives. It serves as a roadmap, helping individuals or organizations plan, implement, and track their progress toward these goals.

Action Plan I: The basics of Financial Literacy

Learning Objectives

1. Why is it important to financially literate, how to grow confidence in financial literacy issues, how to plan for the future and more.
2. What is money and what you can use them for.
3. The origin of money: when and why it was invented.
4. Different Currencies
5. The difference between needs and wants.
6. Retirement budget
7. Savings budget
8. Steps and Strategies for saving money successfully.

Actions

Step 1: Needs Analysis

The first step is to determine the needs of the target group, in this case our students. Based on interviews, face to face conversations with the students, personal folders and follow up sessions we can determine the educational needs, the goals and professional aspirations of our group.

Useful Questions:

- What is money and what is it used for?
- How can use make money?
- In case of a financial emergency (for example: your break your leg, you don't have health insurance and you have to go to the doctor's office) – what would do? How would you finance the visit?
- Let's say that you want to buy a car that costs 20.000 euros, and your salary is 1.000 euros per month. How and when would you be able to afford the car?

Step 2: Material Development

The second step is to prepare the curriculum and develop the necessary material for the lesson. It is important to use simple language, plenty of visuals and interactive material. For this purpose, we have created PowerPoint presentations with a lot of visuals.

Necessary topics to include:

- Loans and credit
- Managing Debt
- Understanding financial products and services

- Budgeting and Saving

Step 3: Implementation Schedule

1. **Group Formation:** before implementing the lesson it is important to split the students into groups and to choose the right individuals per group.
2. **Schedule:** Especially for adult students who also go to work, it is important to have a flexible schedule.

Step 4: Monitoring and Evaluation

- **Feedback mechanisms:** Discussion and regular feedback from participants in order to assess understanding and satisfaction, as well as topics for further knowledge and practices.

Step 5: Example Timeline: 2 sessions of 45 minutes

- Lesson 1: Needs Analysis, Discussion and Introduction in the topic
- Lesson 2: Further analysis of the topic, assessment, evaluation and discussion.

Instructional Materials

- Training Modules on Financial Literacy (Unit I, II, III, IV)
- Activities (Respective Quiz in this document)
- Supportive material in the Annexes section of this document
- Pens, Paper, Computer, projector

References

None.

Assessment and Evaluation

For Assessment you can use the quiz of the first Unit (as portrayed below as well as above).

Quiz 1: Choose the correct answer.

1. **Financial Literacy is...**
 - a. *Getting along with your monthly expenses with your salary.*
 - b. *Investing in stocks.*
 - c. *Understanding the differences between currencies.*
 - d. *Being able to make a budget, save money for retirement, and make a distinction between needs and wants.*
2. **How can you learn about Financial Literacy?**
 - a. Through your parents and wider family.
 - b. Through Social Media.
 - c. Through social discussions.
 - d. Through education and financial literacy programs.
3. **Which of the following is not a benefit of financial literacy?**

- a. Helps prepare individuals for emergencies;
- b. Financial literacy can prevent crucial money mistakes;
- c. It can help plan for the future;
- d. It can support a luxurious lifestyle;

4. How did people make transactions in the past?

- a. People always used paper money for transactions.
- b. Before paper money people used to trade goods, such as gold and silver, copper precious stones and other objects.
- c. In the past there was an open market.
- d. People didn't have to make transactions in the past, they used only what they could produce themselves.

5. Retirement is...

- a. Changing regularly working environments.
- b. Deciding to stop working in order to take care of your household.
- c. Taking regular leaves of work.
- d. The process of withdrawing from active professional life.

Part II: Risks & Challenges

Problems adult educators face often when teaching immigrants and refugees with low or no educational level.

The level of immigrants with low or no educational level may vary, depending on different factors related with their country of origin, such as:

1. The educational system
2. Their accessibility and quality of the educational system
3. The political situation, such as instability, ongoing conflict, economic hardship etc.
4. Socioeconomic background, for example their family income or their parents' educational level
5. Their age; people between 30 and 55 yo may have more knowledge due to being active in their professional life, when people under 20 and over 60 have less knowledge either due to lack of experience, or due to lack of UpToDate knowledge on various topics.
6. Reasons behind migration; refugees and economic migrants migrate for different reasons.
7. Language proficiency; one of the most important problems immigrants and refugees have to face and one of the biggest obstacles.

ANNEXES

ANNEX I

Marketing Plan Template	
Summary	
Introduction	What is your business or service? (selling homemade crafts, offering cleaning services, offering babysitting services, offering elderly caring services etc.)
Market Research	
Who are your customers?	Detailed profile of the customers (age, behavior, profile etc.)
Who are your competitors?	Analysis of the other local crafters, analysis of the other babysitters, reviewing their strengths and weaknesses
Marketing Goals	
What do you want to achieve?	Specific, Measurable, Achievable goals. e.g. I want to sell 50 handmade bags per year, I want to babysit two kids per day, one in the morning and one in the evening, etc.
Marketing Strategies - How will you reach your goals?	
	<ul style="list-style-type: none"> Product/Service: Describe what you are selling or offering. Price: How much will you charge? Place: Where will you sell your product/service? Promotion: How will you tell people about your product/service? (e.g., flyers, word of mouth, social media)
Budget	
How much money will you need?	e.g. 50€ for materials, 50€ for advertising, etc.
Timeline	
When will you complete each task?	Day 1: Find the name Day 7: Create the logo Month 1: Create all Social Media pages Month 2: Create all advertisement material (e.g. flyers, posters, cards etc.)
How will you know if you are successful?	Number of customers per month, number of products you are selling per week/ month/ semester, number of selling points, etc.

ANNEX II

Financial Plan Template	
Summary	
Introduction	What is your business or service? (selling homemade crafts, offering cleaning services, offering babysitting services, offering elderly caring services etc.)
Start-Up Costs	

List everything you need to start your business	<p><i>Items:</i> Cost of materials, equipment, licenses. Example:</p> <ul style="list-style-type: none"> • Cleaning supplies: 30€ • Business license: 50€ • Total Start-Up Costs: 80€
Monthly Expenses	
List all the regular monthly costs for your business	<p><i>Items:</i> Rent, utilities, supplies, marketing. Example:</p> <p>Supplies: 20€ Advertising: 10€ Transportation: 30€ Total Monthly Expenses: 60€</p>
Revenue	
Estimate how much money you will make each month	<p>Product/Service: Price per unit x Number of units sold. Example:</p> <p>Cleaning services: 25€ per hour x 20 hours = 500€ Total Monthly Revenue: 500€</p>
Profit	
Calculate your monthly profit	<p>Formula: Total Revenue - Total Expenses Example:</p> <p>500€ (revenue) - 60€ (expenses) = 440€ (profit) Monthly Profit: 440€</p>
Break-Even Analysis	
Find out how long it will take to cover your start-up costs	<p>Formula: Start-Up Costs ÷ Monthly Profit Example:</p> <p>80€ (start-up costs) ÷ 440€ (monthly profit) = 0.18 months Break-Even Time: Less than 1 month</p>
Financial Goals	
Set financial goals for your business	<p>Short-term (6 months): Increase monthly profit to 600€ Long-term (1 year): Save 2,000€ for business expansion</p>
Tracking Progress	
Keep track of your income and expenses every month	<p>Monthly Income: Write down how much you earn. Monthly Expenses: Write down how much you spend. Monthly Profit: Calculate profit each month.</p>