

AN INNOVATIVE  
OUTREACH  
PROGRAMME TO  
EQUIP ADULTS WITH  
DISSABILITIES WITH  
KEY COMPETENCES  
(SOCIAL  
ENTREPRENEURIAL  
AND DIGITAL)



## ENTRE4ALL COMMUNITY SUPPORT CENTRES

Project number: 2019-1-SI01-KA204-060426

### **O2. ENTRE4ALL back pack: Educational - learning guide for setting up digital social entrepreneurship hubs**

#### **O2.1. Teaching and learning material based on the social activation approach**

TEMPLATE: Training Techniques and handouts for adult educators/trainers/trainers

Partner: equalizent

Date: August 2020



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

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Module 3. Financial competences	
Activity Number	M3-T1-A2
Topic	1. Choice of financial service
Learning Outcomes	Understanding basic payment and deposit services Knowing how to financing a business: financial needs, funding possibilities
Learning approach	<input checked="" type="checkbox"/> Blended-learning opportunities <input checked="" type="checkbox"/> F2F training <input checked="" type="checkbox"/> Individual e-learning <input checked="" type="checkbox"/> Open-distance learning <input checked="" type="checkbox"/> Work-based learning <input checked="" type="checkbox"/> Community work <input checked="" type="checkbox"/> other (debate)
Training Technique	Blended learning (group activity)
Duration	60 – 90 minutes
Facility/ Equipment	Computer / laptop / tablet / smart phone plus internet access Presentation: software such as PPT, keynote, prezzi or similar
Participants will need:	Flipchart paper, pens, pictures If no computers are available, Participants can use smart phones
Attached worksheets	No worksheet necessary
Main Tasks / Procedure	<p>Task 1: Brainstorming The trainer introduces the term “capital” and asks the Participants to brainstorm what this means to them (especially with reference to their own capital e.g. personal savings, assets such as car, homeownership etc, investments and more).</p> <p>Task 2: Research and preparation The trainer divides the class into groups and each group receives a form of financing:</p> <ul style="list-style-type: none"> <li>• Borrowed capital</li> <li>• Investment loan</li> <li>• Overdraft</li> <li>• Third-party investor (incl. business angels)</li> <li>• Crowdfunding</li> </ul> <p>Groups conduct online research into their term. Each group should research the meaning of the term, as well as the advantages and disadvantages.</p> <p>Task 3: Presentations</p>

	<p>The group's findings are summarised in a presentation (digital or analogue) for the rest of the class. Care should be taken to ensure presentations are accessible to all!</p>
<p><b>Useful Resources referenced to DATABANK (IO2-A2)</b></p>	<p>"Guide to business-Start ups" by Business Start-up Service of the Austrian Federal Economic Chamber in Burgenland, Carinthia, Lower Austria, Upper Austria, Salzburg, Styria, Tyrol, Vorarlberg, Vienna</p>
<p><b>Tips</b></p>	<p>This activity can be easily adapted to suit a blended learning, distance learning or home study scenario with research and preparation for the presentations taking place in the student's own time and/or the presentations via video link up.</p> <p>If conducted with a Deaf group, care should be taken to ensure that eye contact is possible during the presentations (e.g. chair circle as opposed to rows).</p> <p>If the group is mixed and includes Deaf Participants, the Sign Language interpreter must be carefully placed to ensure the full participation of all Deaf course Participants. If via video link up, the interpreter must be pinned (enlarged) to enable effective interpretation.</p> <p>For groups including participants with learning disabilities, lower literacy levels or without prior experience of internet usage, trainers may use pre-prepared cards with the financing terminology and appropriate pictures / photographs to facilitate understanding.</p> <p>Trainers might provide less experienced groups with extra guidance by suggesting where to start their internet search or providing them with a specific URL in their local language where they can find the requisite information e.g. <a href="https://www.gruenderservice.at/site/gruenderservice/publikationen/guide-for-business-start-ups_2020.pdf">https://www.gruenderservice.at/site/gruenderservice/publikationen/guide-for-business-start-ups_2020.pdf</a> (page 23)</p>