

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

Partner: equalizent

Date: September 2020

Module	3. Financial competences
Activity Number	M3-T4-A2
Topic	4. Financial planning
Learning Outcomes	Understanding and being able to implement short-term financial management, as well as planning beyond the short term
Learning approach	<input checked="" type="checkbox"/> Blended-learning opportunities <input checked="" type="checkbox"/> F2F training <input checked="" type="checkbox"/> Individual e-learning <input type="checkbox"/> Open-distance learning <input type="checkbox"/> Work-based learning <input checked="" type="checkbox"/> Community work <input type="checkbox"/> other (please specify)
Training Technique	Learning-by-doing
Duration	60 – 90 minutes
Facility/ Equipment	Computer / laptop / tablet / smart phone plus internet access Relevant apps (e.g. excel / numbers / OpenOffice / google spreadsheets or similar)
Participants will need:	Internet access (for research)
Attached worksheets	M3_T4_A2_Financial_Planning_Template.xlsx
Main Tasks / Procedure	<p>Using the planning template, participants plan their finances based on a social business idea they might have (if they do not have a concrete social enterprise in planned, they should imagine one).</p> <p>In pairs, participants should compare their planning and add any costs they might have not considered or forgotten.</p>
Useful Resources referenced to DATABANK (IO2-A2)	
Tips	<p>When working with Deaf learners, care should be taken on the arrangement of the room, ensuring that the trainer stands where there is a clear sight line for every participant. Trainers should not multitask (i.e. speak and write on the board at the same time) or expect participants to multitask (i.e. listening and taking notes at the same time).</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)</p>

	<p>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 any 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 research or providing them with a specific URL in their local language where they can find the requisite information e.g. https://www.gruenderservice.at/site/gruenderservice/publikationen/guide-for-business-start-ups_2020.pdf</p>
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Worksheet 1

M3_T4_A2_Financial_Planning_Template.xlsx

