

# **CYCLES**

## **CHILD AND YOUTH CARETAKERS FINANCIAL LITERACY AND ENTREPRENEURSHIP SKILLS**



***IO1 – Gap analysis***

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## GAP ANALYSIS REPORT

*The Gap Analysis Report is thought to summarize the main findings of the Desk Research and Focus Group Interview on existing trainings in the area of Financial Literacy and Entrepreneurship for the primary and secondary target group and describe and analyse the best practice examples of trainings and working methods used in the work with children and youth in care/young care leaver. It should then summarize the needs of (future) young care leaver as well as of CYCPs identified in the focus group interview and analyse the gaps between the existing trainings and the needs identified as well as analyse the elements that should be taken into consideration for the training that will be developed. Language: English. Length: 4-5 pages*

### 1. FINANCIAL LITERACY AND ENTREPRENEURSHIP IN BASIC AND FURTHER EDUCATION OF CYCPS

*Summary of the results from Desk Research and Focus Group Interview. Description of identified best practice examples and elements that should be taken into consideration for the training that will be developed.*

There are either educational or economic training courses. An entanglement is missing. Currently still best viewed are continuing education courses for the Social Management Master (financed by the establishment of a participant part-time), business administration studies for social pedagogues at the University of Applied Sciences Mainz (approach by other participants) and internal further training courses on financial skills (e. g. within the framework of the training in the institution). It is regarded negatively, that the instructions for pedagogical/methodological transfer are missing. There is a lack of pedagogical/therapeutic dimensions/methods (education in economics alone is usually not sufficient). The bridge between pedagogy and business administration/economic knowledge is missing. There is no reflection on one's own handling of money. There is no reflection on one's own attitude/ethics. In the basic and further education of CYCPs there is a lack of knowledge of financial planning (concepts, business plan).

### 2. TRAININGS ON FINANCIAL LITERACY AND ENTREPRENEURSHIP FOR CHILDREN AND YOUTH IN CARE/YOUNG CARE LEAVER

*Summary of the results from Desk Research and Focus Group Interview. Description of best practice examples and elements that should be taken into consideration for the training contents.*

Training courses on financial education, which are accessible to children and young people in the youth welfare or to Careleaver, are mostly available internal to the participants (one participant knows them at the diaconia) or external rather unknown (e. g. debt counselling centre).

The participants agree, that all trainings can become examples of best practice, if they are integrated into everyday processes from the first day of admission. Thus, one participant disagrees with targeted training courses for YCL respectively agrees with integrated everyday processes in the sense of participation, which can be deepened individually in pedagogical cooperation. As another participant adds, this requires a conceptual anchoring (see examples and elements below).

### 3. FINANCIAL LITERACY AND ENTREPRENEURSHIP IN THE DAILY WORK WITH CHILDREN AND YOUTH IN CARE/YOUNG CARE LEAVER

*Summary of the Results from the Focus Group Interview and elements that should be taken into consideration for the training.*

As already mentioned, integrated everyday processes need to be considered in terms of participation. Two best practices have been identified:

1. SoLiG concept for social learning in a group: During the course of the year (at least 3 months), each young person takes on various management tasks in their group, including the Learning Field Finance, where he or she is a financial manager with a mentor as coach. Topics such as pocket money, hygiene money, group money, housekeeping money are dealt with. Regular conferences are held as a platform for reflection, communication and evaluation. Participants receive a certificate. (A concept of Christophorus Jugendwerk Oberrimsingen, Internet source, last updated February 5th, 2018:  
[https://www.google.de/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwiAvNaw747ZAhWO\\_KQKHQNJAKcQFggnMAA&url=http%3A%2F%2Fwww.erev.de%2Fauto%2FPublikationen%2FEvangelische\\_Jugendhilfe%2F2010%2F02%2FLeseprobe\\_Partizipation.pdf&usg=AOvVaw3\\_he6sR\\_v\\_4f4L-liogs3t](https://www.google.de/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwiAvNaw747ZAhWO_KQKHQNJAKcQFggnMAA&url=http%3A%2F%2Fwww.erev.de%2Fauto%2FPublikationen%2FEvangelische_Jugendhilfe%2F2010%2F02%2FLeseprobe_Partizipation.pdf&usg=AOvVaw3_he6sR_v_4f4L-liogs3t))
2. Financial driver's license (not yet standardized, no public source): Creating a personal collection folder with templates and filled in forms (samples of applications for offices, insurances and so on) with the support of the caretaker.

Elements that should be considered in the training:

- Attitudes: Clarify the meaning of money, rights and duties, claims
- practical content, developing self-interest
- Documentation of revenues and expenses
- Budget planning
- Savings concepts
- Separate account
- Hedges/Insurance/Applications etc.
- a collective file with forms
- Not only take up individual real-life situations, also create informal learning places in which the group's potential is exploited peer-to-peer
- Development of business ideas

## 4. SUMMARY OF KNOWLEDGE, SKILLS AND COMPETENCES NEEDS OF (FUTURE) YOUNG CARE LEAVER IDENTIFIED

*Summary of the Results from the Focus Group Interview about knowledge, skills and competences needs of (future) young care leaver and methods how to work with them on this topic that should be taken into consideration for the training.*

As listed above, these elements should be addressed in the practical everyday work with the YCL. On the one hand, CYCPs should take on an everyday role model function for this purpose, and on the other hand an individual situation-oriented deepening should take place, through individual and group offers as informal and formal learning opportunities.

## 5. SUMMARY OF KNOWLEDGE, SKILLS AND COMPETENCES NEEDS OF CYCPS IDENTIFIED

*Summary of the Results from the Focus Group Interview on knowledge, skills and competences needs of CYCPS.*

On the one hand, CYCPs should be able to manage money themselves, know insurance systems, adhere to budgets, manage financial planning, do the accounting for the own salary, comparing income and expenditure and finance leisure activities for their own professional and personal life. On the other hand to work with children and youth/YCL at the topic for Financial literacy, CYCPs should use the individual approach via interests, as well for group(s) and the participation approach. Furthermore they should know how to develop concepts with target formulations (e. g. every young person has saved a starting capital of x€ when leaving the company) and how to deal with budget for large purchases. To work with children and youth/YCL at the topic for Entrepreneurship, transparent presentation of various examples, e. g. comparing income with expenditure, testing savings strategies, would be helpful.

## 6. GAP ANALYSIS: CONTENT AND METHODS OF TRAINING FOR CYCPS

*Analysis of the gaps between the existing trainings and the needs identified. Proposals and inputs for the training to be developed from best practice examples and results of the focus group interview regarding content/possible modules, learning methods, online/onsite trainings, timeframe, costs, etc.*

Between the existing trainings and the needs there is a lack of an entanglement from pedagogy and business administration/economic knowledge.

Required contents:

- basic attitudes and basic information on financial and entrepreneurial skills;
- Transparent attitude and mode of working;
- budget planning and administration;
- contract management, insurance applications (also to be filled in by CYCPs themselves at least once);
- Institution-/group-equipment;

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- debt management;
- capital und savings concepts;
- support by government agencies;
- legal foundations on rights and obligations (e. g. cost-consciousness in the case of the own care ore care for parents etc.);
- Methodology/didactics for budget planning, e. g. with the help of a budget book, an app etc., corresponding concepts.

As learning methods CYCPs should get a circle of introduction with the specific themes and in practical units they should be personal responsible for budgets for example in the group (Learning by doing). Master's degrees in social management or business social work seem to be already providing good content in financial education and entrepreneurship, but they are missing, how to convey it methodical-didactic to the children and youth/YCL. For this (new) combination it needs a long-term advanced training with certification according to the content covered, depending on focus/interest.

The participants of the focus group interview prefer onsite trainings. Regarding the timeframe for the training there were various statements like recommendation to a continuous process or once a month instruct trainee based on guidelines and checklists of the institution or a long-term advanced training. They see costs primarily as investment of working time.