

CYCLES

CHILD AND YOUTH CARETAKERS FINANCIAL LITERACY AND ENTREPRENEURSHIP SKILLS



IO1 – Synthesis Report

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0. INTRODUCTION

This report is the synthesis of the Training Needs Analysis done by the project consortium partners of the CYCLES project. The main objective of the Child and Youth Care Financial Literacy and Entrepreneurship Skills (CYCLES) project, financed by the European Commission in the frame of the ERASMUS+ programme Strategic Partnership, is to develop a training to improve financial literacy and entrepreneurship skills of Child and Youth Care Practitioners and empower them to act as financial literacy and entrepreneurship mentors for children and youth in care and young care leaver. Thus young care leaver will be better prepared for their future individual life and vocational integration.

Child and youth care systems in countries across Europe provide decent support for children and adolescents with complex needs. However, in most countries care ends at the age of 18, leaving the so called young care leavers to stand on their own feet and earn a living. Young care leavers (YCL) belong to the most vulnerable groups in European societies, exhibiting an above-average propensity to fall into unemployment, poverty, criminality and other undesirable developments. YCL abilities to manage their independent life and also their employability would increase substantially with improved financial literacy and entrepreneurship skills.

The problem is, however, that YCL hardly get the chance to develop such skills during care. After all, even a majority of the care practitioners themselves have deficits in this field, as there are rarely any economic subjects in their studies or formation.

This is where the CYCLES project comes in: The project consortium, under the lead of the University of Applied Sciences FH Joanneum, and with partner organisations from Poland, Bulgaria, France, Germany and Austria, will develop and implement a training on financial education and entrepreneurship for CYCPs in order to upgrade their skills and to enable them to transfer the knowledge to YCL in order to prepare them for their future individual daily life.

Effective development of the training on financial education and entrepreneurship skills for child and youth care practitioners (CYCPs) depends on knowing what is required by the main target groups. Therefore, a training needs analysis (TNA) was conducted in the first project phase. The TNA was based on a three-steps-procedure followed by all partners: A Desk Research to collect information about educational programmes for (future) CYCPs and already existing trainings on financial education and entrepreneurial skills accessible for (future) young care leaver; a Needs Analysis to identify the needs of the target groups in the area of financial education and entrepreneurial skills and a Gap Analysis to determine Good Practice examples as well as the “gaps” between the offered trainings and the needs identified. The methodology applied was a mixture of desk and qualitative research, using the method of focus group interviews to identify the needs and gaps.

1. DESK RESEARCH RESULTS

As described above, in a first step a desk research was conducted in all partner countries. The research focused on basic and further education for (future) Child and Youth Care Practitioners and whether and to which extent financial literacy and entrepreneurship skills are subject or do play a role in the basic educational programmes required to work as a CYCP in the different countries, as well as in further education or further trainings. The second part of the desk research was dedicated to identify trainings on financial literacy or entrepreneurship competences that are either directly addressed to children and youth in care or young care leaver or may also be accessible and useful for them. In the following the results by country will be described and similarities and differences between the countries identified.

1.1 Basic and Further Education for CYCPs

1.1.1 France

In France, child and youth care practitioners normally complete the *State Diploma of Educator* or the *Diploma of Social, Economic and Familial Counsellor* as basic education. Usually the educational programme lasts 6 semesters and is addressed to students after their high school diploma or to people, who are working in the social field without diploma.

A national programme defines the main areas of expertise and subjects of the *State Diploma of Educator*: (1) Social and Educational Accompaniment, (2) Designing and Running an Educational Project, (3) Professional Communication, (4) Institutional and Extra-Institutional Partnerships. The only subjects related to Financial Literacy and Entrepreneurship are included in the first area of expertise, namely *Management of an activity budget* and *Approach to the budget elements of an institution*. The *State Diploma of Educator* is offered as a Bachelor's programme among others at the *IRTS FRANCHE COMTE* (Regional Institute of Social Work), a public educational institution, at the private higher educational institution for Social Work *ETSUP PARIS* as well as at the *Université Grenoble Alpes*, where students can graduate with a University Technology Diploma (DUT) after 4 semesters or with a Bachelor's degree after 6 semesters. (www.fondation-itsrs.org; www.irts-fc.fr; www.etsup.com; www.univ-grenoble-alpes.fr)

The *State Diploma of Social, Economic and Familial Counsellor* qualifies the graduates to work with families and to accompany youth. This diploma is offered for example at the public educational institution *IRTS Basse Normandie* (Regional Institute of Social Work). The educational programme lasts 6 semesters and students graduate with a Bachelor's degree and the State Diploma of Social, Economic and Familial Counsellor. The curriculum includes the subject *Budget*, where students learn how to help and teach families the necessary competences for the management of their personal or family budget. (<http://www.irtsnormandiecaen.fr>).

Child and youth care practitioners in France are entitled to attend certain hours of further training in the course of one year. Trainings are offered by different public and private service provider on a wide range of topics, but rarely on financial literacy or entrepreneurship skills. Further training on financial or entrepreneurship skills are normally addressed to those in the social field, who will or would like to work in a management position.

The ESTES (European Association for Training and Research about Social and Educational Work) for example offers the further training *Budget and Finance Management* that qualifies graduates to work as managers in the health and social care sector. (www.estes.fr/formation-gestion-budgetaire-et-financiere).

The CAFDES (certificat d'aptitude aux fonctions de directeur d'établissement ou de service d'intervention sociale), a certification that qualifies to run an institution providing social services, among them youth care services, is offered by different higher educational institutions and universities as an extra-occupational master degree programme. The master programme normally lasts 4-5 semesters, costs depending on the educational institution approximately € 17.000 and includes subjects on strategical designing and running a social service institution or project, management and human resources, financial management and dealing with budget and logistics, trading, logistics and property management and policy of organisational risk prevention in the curriculum. (<https://www.ehesp.fr/formation/formations-diplomantes/cafdes>).

1.1.2 Austria

Based on the Austrian Federal Child and Youth Welfare Act from 2013 (Bundes-Kinder- und Jugendhilfegesetz) - a framework law - each federal state (Bundesland) has its own law for the implementation of the youth welfare system. As a result, the systems and services of the youth welfare system differ within the country and also the basic education required to work as child and youth care practitioner is slightly different within Austria. In the following, the most important educational programmes are listed that allow graduates to work as CYCPs in all federal states of Austria. Subjects on financial education and/or entrepreneurship do not play any or only a marginal role in their curricula.

One possibility to become a CYCP is to do a Bachelor's degree in Pedagogy or Educational Sciences at the University of Salzburg, Graz, Innsbruck, Klagenfurt or Vienna or a Bachelor's degree in Social Work at one of the Universities of Applied Sciences with quite similar curricula: vocational competences, developing professional identity, fields of action in social work, social and self-competences, science and research competences. Most of the bachelor's degree programmes include some subject related to financial literacy or entrepreneurship skills, e.g. basic social welfare provision, financing, accounting, company law, business law, debt counselling, livelihood, homelessness, among others. The bachelor's programme at the University of Applied Sciences Upper Austria, within the subject *Livelihood and Debt Counselling*, also addresses the topic *handling money*. (www.fh-ooe.at/campus-linz/studiengaenge/bachelor/soziale-arbeit)

Other educational programmes for future CYCPs are Colleges of Social Pedagogy with a duration of 4-6 semesters; Educational Institutions for Social Pedagogy for school students, who completed 8th grade, with a duration of 10 semesters; Teacher Education at Primary Level with a duration of 8 semesters and Colleges for Elementary Pedagogy with a duration of 6 semesters. Whereas the Colleges of Social Pedagogy and the Educational Institutions for Social Pedagogy include single subjects on financial literacy and/or entrepreneurship – social management, accounting, billing systems in the care sector, cash book – this is not the case with the last two mentioned.

Universities and Universities of Applied Sciences offer Master programmes in Social Sciences, e.g. the Master programme "Social Economy and Social Work" at the University of Applied Sciences FH Campus Wien. These master programmes include social management, accounting, social marketing, project management, evaluation and other topics closely related to financial literacy and entrepreneurship skills. Nevertheless, people from the social sector, who attend these master programmes normally work in a management position before or after finalizing the master programme.

None of the above listed (further) education possibilities includes methods or tools for the future social pedagogues on how to work on financial literacy or entrepreneurship competences with children and youth in care/young care leaver.

1.1.3 Germany

Basic educational programmes that qualify to work as a CYCP in Germany are offered either at technical colleges with the final degree as *Educator* or in Bachelor's programmes of *Social Work* or *Social Pedagogy* at Universities (of applied sciences). Graduates from technical colleges are rather trained for care and support of children in day-care centres, nevertheless the educational programme also opens up access to work in residential child and youth care. There are also specific educational programmes with focus on youth and residential care educators, but normally CYCPs complete the general educator training. Additionally, a state recognition can be obtained. In accordance with the federal system in the Federal Republic of Germany, state recognition is awarded by the respective federal states. The recognition is a separate qualification area - in addition to the theoretical content, practical experience must be proven.

Basic education to become an educator does, with small exceptions, not include subjects on financial literacy or entrepreneurship competences. The *Technical College for Social Professions*, for example offers the educational programme *Youth and Residential Care Educator* that lasts 6 semesters. Students are prepared to work in different services of child and youth care. The main subjects are: pedagogy, social work, sociology, psychology and didactics. This educational programme also includes the subject business administration. (www.pari-schulen.de)

Bachelor's programmes for *Social work* or *Social Pedagogy* are offered by different universities, as for example by the Catholic University of Applied Sciences. The bachelor's programme *Social work* is a 7 semester's programme that includes theories, methods and practice of social work, but no subjects on financial literacy or entrepreneurship are included in the curriculum. (www.kh-mz.de)

Further education for CYCPs including subjects on financial literacy or entrepreneurship are Bachelor's or Master programmes on *Social Management* or *Social Economy*. Bachelor's degrees are offered e.g. at the *University of Applied Sciences Nordhausen* or at the *Baden-Wuerttemberg Cooperative State University (DHBW)*. The bachelor programmes last 6 -7 semesters and include subjects related to financial literacy and entrepreneurship skills such as social economy, basics of economics, accounting, human resources management, law, marketing, financing, business economics, among others (www.hs-nordhausen.de; www.dhbw-vs.de). The *University of Applied Sciences Evangelische Hochschule Nürnberg* offers a Master programme *Social Management*. It lasts 5 semesters and includes among others subjects on law, social policies, human resources management, financing, quality management, social entrepreneurship, financing and accounting. (www.evhn.de). Graduates of the above mentioned programmes do normally not work anymore directly with clients, but in management positions.

Other trainings, like for example the training *Debt Counselling* offered by the *University of Applied Sciences Hochschule Koblenz* may be attended by CYCPs, although it is addressed to social workers, lawyers and case managers. The training has a duration of 7 months, participants complete the training as *Debt Counsellors*. Subjects include juridical parameters, methods and prevention of indebtedness in the light of social work, budget consulting and budget planning (www.hs-koblenz.de). This training may include subjects on how to work on financial literacy with (young) adults, nevertheless students, who complete this training do normally not work as CYCPs, but rather in debt counselling centres.

1.1.4 Bulgaria

CYCPs in Bulgaria have either completed a vocational course to become a social worker after their high school diploma, or a bachelor's degree in Social Work or Pedagogy.

Vocational courses are offered by different training providers, lasting between 800 to 960 hours with a cost from 300 to 500 Euro. In some of these courses basic economics form part of the curriculum. The *Minerva Axa Training Centre*, for example offers the vocational course *Professional Training for Social Work Associates* with focus on *Social work with children and families at risk* or *Social work with children and adults with disabilities* with the final degree Certificate for Social Work Associate (www.pregrudka.wixsite.com/minervaaksa). Both do not include any subject on financial education or entrepreneurship. The *Professional Training Centre Harmony* offers vocational courses under the same title with slightly different contents. The main difference is that these courses include the subjects *basic economic knowledge, social management and motivation for labour and entrepreneurship*. (www.harmonia1.com).

The *Training Centre at FICE Bulgaria* will offer the vocational courses *Professional Training for Assistant Social Educator* and *Professional Training for Social Work Associate*, both including subjects on basic economics, finance and accounting. (www.fice-bulgaria.org).

In the Bachelor's programmes most future CYCPs undergo at least one subject related to economics such as basic economics, project management in the social field (budgeting) or social service management, among others. The *University of Sofia* and the *Veliko Tarnovo University* offer *Bachelor's programme in Pedagogy and Social Work*. The *New Bulgarian University* offers a *Bachelor's programme in Social Work*. The bachelor programmes last 8 semesters. Whereas in the Bachelor's programmes in Social Work at the University of Sofia and at the Veliko Tarnovo University basic economics are included in the curriculum, the Bachelors in Pedagogy at all three universities do not include any subjects on financial literacy or entrepreneurship. (www.uni-sofia.bg, www.nbu.bg/, www.uni-vt.bg).

Further education for CYCPs mainly consists of Master programmes that are offered in different universities with a duration of 2 to 3 semesters, among them the *Master in Pedagogy of Deviant and Delinquent Behaviour* at the *University of Sofia*, the *Master in Social Pedagogy* as well as the *Master of Social Work with Children at Risk* and the *Master of Social Work in long-term care services* at the *Veliko Tarnovo University* and the *Master in Social Work* at the *South-West University of Blagoevgrad*. Some of the Master programmes include economic subjects like (financial) management of social services, among others. The *Master in Social Work* at the *South-West University of Blagoevgrad* includes the subject *Entrepreneurship in Social Work*. (www.swu.bg).

There are also further training courses that can be attended by CYCPs, although not many of them deal with financial or entrepreneurship topics. The 24 hours training *Remelka* offered by *FICE Bulgaria* provides information to child and youth care professionals and teachers on teaching maths and social competences to children and young people with special educational needs or learning difficulties. One part of the programme is dedicated to financial literacy – money, payments, prices, credit and debit cards, etc. (www.fice-bulgaria.org). In the frame of an EU-funded project, the *Financial Literacy Initiative-Bulgaria* offered a free one-day training for teachers titled *Money and other important things*, providing knowledge and skills to school teachers on how to train children in entrepreneurship skills. (www.financialliteracy.eu).

Whereas all other basic and further education programmes for CYCPs do not include any subjects on how to apply the knowledge about financial literacy or entrepreneurship in the daily work with children and youth,

the last two trainings mentioned above do. Nevertheless, these trainings are mainly addressed to school teachers.

1.1.5 Poland

CYCPs in Poland have different basic education possibilities. The first is to become a *Social Worker* by completing either a *Bachelor's or Master's degree* in *Social Work* or a *Three-Year Post-High School Study ("kolegium")* in *Social Work for Civil Servants*. Another separate category of a social worker is a *Counsellor in Care and Educational Institutions in the foster system*, described in the law on foster care from 2011. In order to work as a counsellor, one has to obtain a higher education with a degree in pedagogy, special needs pedagogy, social work or family studies; or a degree in a program entailing resocialization, social work or pedagogy; or a degree from any program, supplemented by a post-graduate degree in psychology, pedagogy, family studies or resocialization. Similar qualifications are required from *Coordinators of foster care*: a degree in graduate studies in psychology, pedagogy, sociology, family studies or social work; or any higher education, supplemented by appropriate postgraduate education, or training in working with families and children with additional, documented experience in working with families and children for a minimum of one year. A *family social worker* is required to either have one of the above mentioned degrees; or a secondary education, supplemented by a training in work with families and children, plus a minimum of three-year documented experience of work with families and children.

In some of the bachelor's programmes entrepreneurship and economics are included in the curriculum as for example in the 6 semesters *Bachelor's programme Social Work* at the *Institute of Social Prevention and Resocialization* at the *University of Warsaw*, that aims to impart general knowledge and skills needed in social work, to work with individual clients and with families as well as with local communities. The curriculum includes 30 hrs *Introduction to Social Economy*. (www.ipsir.uw.edu.pl). The *Maria Grzegorzewska Pedagogical University* offers a similar *Bachelor's Programme in Social Work*, including 15 hrs *Bases of Entrepreneurship* (entrepreneurship and innovation, business plan, management, family business, among others) and 15 hrs of *Economic Issues* (institutional sectors of national economy, job market, its actors and labour protection institutions, money, banks, monetary policy, among others) (www.aps.edu.pl). On the other hand, neither the *Bachelor's programme on Special and Social Education* in the range of *education for social development or inclusive education* or in the range of *therapy and development support* that can be completed at the *Faculty of Education of the University of Warsaw* (www.informatorects.uw.edu.pl), nor the 3 semester graduate study programme for BA or MA holders to become *Family Social Worker and Foster Care Coordinator*, offered at the *Catholic University Szkoła Wyższa Przymierza Rodzin* (www.swpr.edu.pl) do include any subjects on financial literacy or entrepreneurship skills in their curricula. How to implement content and methods in later daily work with children and youth are not part of the educational programmes mentioned above.

The Polish school system has a particularity, which is important to mention in this context. In Poland on the fourth stage of education – that is high schools, technical schools and vocational schools - there is a minimum program requirement set by the Ministry of Education of 60 hours of classes about entrepreneurial skills. The program includes components such as communication and decision making, economy and business, planning and professional career and ethics. This is why further education or trainings related to financial literacy, but above all to entrepreneurship skills, are mainly aimed at teachers for the implementation of this compulsory programme on entrepreneurship in high schools, technical or vocational schools. This is the case of the postgraduate studies in Entrepreneurship offered by the *Centre for Postgraduate Education – Academy of*

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Humanities and Economics in Łódź and the *Warsaw School of Economics* that qualify their graduates to teach entrepreneurial skills in schools and to educate students about matters of economy on various stages of their education. Practical experience and methods of entrepreneurship skills teaching are included in the subjects (www.ckp-lodz.pl).

The *National Bank of Poland* has set up a project for teachers, the *IMPULS Entrepreneurship Teachers' Club*. The club connects the most active teachers from junior high and secondary education schools, who shape entrepreneurial attitudes of their students by taking part in national educational projects in the fields of economy, finance and entrepreneurship. A teacher sets up a school club of no less than 5 student members and registers it on the project website. On joining the club, a teacher gains access to projects, competition descriptions and didactic materials. Examples of lesson plans are searching for a business idea, consumer needs and how to satisfy them, how to balance a budget, ways of acquiring capital and investing, everyday choices – what and how to buy or the national budget, among others (www.nbportal.pl/dydaktyka/klub-nauczycieli-impuls)

The *European Federation of Financial Professionals Polska* offers the training *EFG Financial Adviser* and the training *European Financial Consultant*. Both trainings have a high tuition fee and are addressing employees of financial institutions, financial advisors, graduates of economic programmes, but also teachers, people with education in psychology, sociology, psycho-sociology in the fields of business and management. (www.eafp.pl).

1.2 Trainings on Financial Literacy or Entrepreneurship skills for children and young adults

1.2.1 France

In France several programmes or trainings on financial literacy, but mainly on entrepreneurship skills are offered to young adults to support their vocational integration. These programmes are not directly addressed to children and youth in care, but are accessible also for young care leaver to support their vocational integration.

For young adults after secondary school or for those who dropped a generalist, technical or professional high school diploma there are easy accessible trainings to support vocational integration. Some of them also include topics of financial literacy as for example the *Secretary-Book-keeping BEP*, a 4 semester training at the *LYCEE VINCENT D'INDY* in *Grenoble*. The students complete the training with a technical school certificate. The training is for free if it takes place in a public high school, otherwise prices vary from 500 to 3500 Euros per year (www.ac-grenoble.fr/lycee/vincent.indy)

Other programmes, that are free of charge for the young adults, focus on entrepreneurship skills as a method to support vocational integration. This is the case in the new programme *teame*, offered by Plateforme Insertion – Groupe SOS (one of the project partners) in Paris, St-Denis and Cergy, a three month training for young adults who are not in employment, nor in education or in training, the so called NEET, aiming to support their vocational integration by creating a start-up together and learning how to run a business ([www.groupe-sos.org/actus/2785/TEAME le serious game de l insertion professionnelle des jeunes](http://www.groupe-sos.org/actus/2785/TEAME_le_serious_game_de_l_insertion_professionnelle_des_jeunes)).

Sport dans la ville, an association to promote integration thanks to sports, uses a similar approach in the training *Entrepreneurs dans la ville (Entrepreneurs in Town)*, a 4 month programme for young adults from 20 to 35 years old in Lyon to help them to create their own company. The young adults are accompanied during 4 months thanks to a partnership with one of the biggest business school in Lyon. The young adults attend courses on basic knowledge how to run a business, they work on their professional and managerial skills and their business plan and are accompanied by mentors who are often retired CEOs, who can provide useful advices and networks for business opportunities. Additionally, the young adults have access to co-working spaces to share experiences, costs and opportunities. Since 2007, 100 companies have been created, 170 projects and 216 young adults accompanied. (www.sportdanslaville.com/nos-programmes/entrepreneurs-dans-la-ville)

Creajeunes, a programme offered in various cities by the *Association of microcredit ADIE* for young adults from 18 to 32 years old, who want to develop an entrepreneurship project for their vocational integration, consists of collective, interactive workshops, focused on building confidence and practical knowledge combined with individual coaching and networking actions. What is special about this programme is, that the young adults can access a microcredit without paying interests. This allows them to turn their project into a real business. (www.adie.org/nos-actions/Creajeunes-et-les-programmes-jeunes)

Whereas the before mentioned trainings and programmes focus on entrepreneurship skills, *La Finance Pour Tous*, offered by the *Association of La Finance Pour Tous*, one of the few organisation identified during the desk research dedicated to financial education, provides specific tools to enhance financial literacy skills for youth and young adults. The website provides some innovative tools to address the main financial issues by using for example a quiz to learn in funny ways basic knowledge on different financial subjects, online courses and videos on bank, investment and trading as well as a newsletter on current economic and financial issues. Some of the tools are directly used by the young adults, others are aimed at teachers and adults to work with children and young adults on these topics. (www.lafinancepourtous.com)

1.2.2 Austria

In Austria, there are several training materials and workshop offers free of charge, mainly on topics of financial literacy, but also on entrepreneurship competences. These offers are above all addressed to school students in different age groups and/or to their teachers. Another main target group are young adults or adults in debts problems.

Finanz-Vifzack, a service provided by the *Federal Ministry of Finance* in cooperation with other institutions, offers a mobile app and learning modules for children in the age of 10-14. The topics include money and interests, basic banking products, making purchases, earn money, planning of income and expenses (www.finanzvifzack.at). The *Austrian National Bank* offers on its website *Euro-logisch* (www.eurologisch.at) workshops and seminars, teaching materials, interactive apps and short movies for different target groups (school students, teachers and other interested persons). The topics deal with the tasks of the Central Bank, monetary policy and price stability, cash money and payment transactions as well as with the history of money.

The *Financial Life Park*, financed by the *Erste Group*, is an event location free of charge, where children and (young) adults can learn in a playful way how to handle money. Workshops and tours are offered for three age groups: 10-14, 15-17, 18 and older, online courses on different topics related to financial literacy are also available on their website. The topics include among other: Why do we need money? How to control our

personal finances? Why is a bank account important? How much money do we need to survive? Does money make us happy? How to handle fixed costs (Rent, electricity, food, etc.) and debt traps, among others. The Financial Life Park also provides a special offer for young adults to prepare them for their independent life with the online module *Geld und so* and to learn how to start up a project in the workshops *Entrepreneurial Design Thinking* and *Project Playground* (www.financiallifepark.at).

KLARTEXT - Debt Counselling Upper Austria offers workshops on financial education for school students or young adults. The workshops deal with handling money, money and leisure time, income and expenses, Handy and Internet as debt traps, among others. Depending on the age, the workshops also include topics like car financing, the first flat and information related to bank, bank account and credits. KLARTEXT also offers further training for multipliers (www.klartext.at/finanzbildung.html).

Another interesting approach is the so called *Vorarlberger Finanzführerschein (Finance driving licence)*, offered by the *Government of Vorarlberg* in cooperation with other institutions, among them the *ifs Debt Counselling*, the *Public Employment Service* and the *Chamber of Labour*. The workshops are aimed at school students of different age groups (5th and 6th grade, 7th to 9th grade, 9th grade and older). The participants of the workshops receive a certificate – the *finance driving licence*. Topics of the workshops are similar to the other offers mentioned before focusing on handling money, indebtedness and over-indebtedness, consumption traps, daily life expenses, savings, but depending on the age also with earning possibilities, wages and salaries, bank transactions, contracts, labour law and vocational integration (www.fitfuersgeld.at).

Cure Runners, developed by *Three Coins* is an “online game, in which young adults have the possibility to learn responsible behaviour related to their personal finances. The game is the starting point for workshops about basics of handling personal finances.” (www.threecoins.org; www.cure-runners.at).

The only trainings directly addressed to Care Leavers are the workshops organised in the frame of the project *Welcome to Life*, a project run by the *Umbrella Association of Austrian Child and Youth Care Facilities (DÖJ)*. Workshops deal with different topics, some of them also related to financial literacy (finances, housing, labour integration, among others).

1.2.3 Germany

In Germany relevant training offers are also mainly addressed to school students or (young) adults with debt problems or in danger to run into them. Nevertheless, some workshops or trainings are also available for specific target groups or are even organized within child and youth care services.

Cashless München, offered by the organisation *anderwerk* together with the *City of Munich* and other institutions, consists of workshops free of charge for children, youth and young adults from 7 – 25 years. The workshops can be booked for school classes, but also for specific target groups, among them institutions of child and youth care. The workshops are held in the premises of the institution and last from 90 minutes to full day workshops. The focus lies on possible uncertainties in handling one’s own money and awareness-raising regarding one’s own consumer behaviour. Topics treated in the workshops are among other: Compiling strategies and tricks of advertising, learning the history and usage of money, experiencing buying decisions and consumption, budget planning, imparting knowledge about bank accounts and indebtedness, subscription traps by using the internet or mobile phone and handling contracts, among others (www.cashless-muenchen.de).

Business@school, an education initiative of the *Boston Consulting group* for school students 9th grade and higher in Germany, Austria, Italy, Switzerland and the USA, aims at improving the economic education at schools as important element for a self-determined life. In the course of one year the school students firstly analyse a large and a small enterprise and then develop an own business idea and business plan. At the end of the year they present their results on regional and European wide events to a broader public and the expert jury, who decide upon the best business idea. This initiative is accessible to (future) young care leaver, if they continue studying at school, which does not apply in most of the cases. (www.business-at-school.net).

Mon€yCheck is a platform for Youth Debt Prevention, consisting of *Debt Counselling*, *Organisations of youth and social work* as well as the *Addiction and Poverty Prevention of the City of Nürnberg*. The platform offers workshops for youth and young adults (14-25 years) to imply basic financial knowledge, how to handle money and possible solutions in case of already existing financial problems. The workshop last between 1,5 to 3 hours and has a cost of €1-2 per participant. Different workshops are offered for the different life situations of the young adults and focus for example on the pleasure and frustration of shopping, debt traps, or on the moment, when the young adult becomes 18, among others. (www.jugendinformation-nuernberg.de/workshops-zur-schuldenpraevention-monycheck.html).

The *Gemeinnützige Sirius Jugendhilfe GmbH*, an organisation providing services in the frame of the youth care system, provides *Household Trainings* to families in need of this specific support. This outpatient service is available in Verden and Heidekreis. In cooperation with the pedagogical professional a professional with experience in household management gives intensive supervision and support to families, among others in financial matters, namely in the management of the household, dealing with financial support resources, contact with authorities and institutions and provide help for self-help. The accompaniment last approx. 6 month. (<https://www.sirius-jugendhilfe.de/heidekreis/ambulante-dienste/haushaltstraining.html>).

The *Child and Youth Care of the City of Hamburg* offers *Debt Counselling* to any indebted or over-indebted private person or family who cannot overcome their financial, economic and social situation without professional help. The counselling of 1-3 hours includes Individualised counselling, household and budget planning (possible savings, sources of income and how to avoid new debts), debt settlement, negotiations with creditors and settlement out of court and information and help in case of consumer insolvency procedures. (www.hakiju.de/unsere-angebote/schuldnerberatung.html).

1.2.4 Bulgaria

In Bulgaria various training providers offer trainings on financial literacy and above all entrepreneurship skills for young adults. Many of them charge a tuition fee and may therefore be not easy to access for young care leaver.

The *9 Foundation* offers a 6 month training programme called *9 Academy* for young people from 20 years and older on basic entrepreneurship, marketing, sales, finance and accounting, human resource and legal issues, among others. The tuition fee is €180 with the possibility to get a 50% scholarship. (www.9academy.com). The training combines all the necessary knowledge that a young person needs to become an entrepreneur and encourages them to develop their own ideas and to be more creative. Nevertheless, the training is limited to 50 participants per year and only 10 out of them have access to the scholarship.

Smart Money offers a 2 days seminar *How to start a business from A to Z* for young people 20 years and older, who want to become entrepreneurs. (www.smartmoney.bg/seminar-start-biznes). The fee for the basic package is affordable for Bulgarian standards, but may still be too high for young people with low or no income. If personal coaching is included, the price raises and is therefore hardly accessible to young care leaver.

The *Leadership Business and Finance Academy*, a 24 hours training for children and youth up to 19 years old, provided by *Leadersplay*, teaches young people how to define their own aims and goals and how to achieve them, how to sell their own ideas, how to manage their finances as well as how to develop a business project and to create an innovation. (www.leadersplay.com/akademiya_po_liderstvo_predpriemachestvo_i_finansi.php). Unfortunately the fee of 150 to 300 Euro is quite high and might be therefore difficult to afford for children and young people in care.

Leadersplay also offers the *LeadStreet Game*, a board game that teaches children life and entrepreneurship skills. The game has a cost of €30 (board game) or €15 (printable pdf version of the game). Furthermore a free mobile game has been developed. It teaches children how to make decisions, to manage their own resources, to define goals and to achieve them. (www.leadersplay.com/products.php).

Shift learning offers an *Online training on entrepreneurship and finance* for young people, who want to start their own business. (<http://shiftlearning.net/?lang=bg>). This course is free of charge as it was designed under an EU-funded project and young people can decide where and when to study, as an online platform is used. Nevertheless the young adults might need to be encouraged to join the online training. *Introduction to finance*, a 3 hours training offered by the *Bogatstvo Foundation* for young people on a low cost includes information on incomes, expenses, cash flows, assets, passives as well as advantages and disadvantages of loans (www.bogatstvo.info).

The *Regional Library of Ruse* provided free courses, the *Fun Financial Literacy for children and youth*, for children and youth up to 19 years old. The course included budgeting, money, cash flows, loans and credits, interests, incomes and expenses, credit and debit cards as well as a mobile application for managing your own finances. Although the project is over, many useful resources for children and young people can be found on the website, including videos of workshops that have been carried out in the project. (www.zabavnifinansi.libruse.bg). 150 children and young people from Ruse benefited from the project. It was awarded a Good Practice certificate.

1.2.5 Poland

In Poland entrepreneurship trainings are mainly addressed to school students and their teachers.

The *Foundation for Youth Entrepreneurship* for example offers the free programme *Young Business*. The programme lasts 9 month and is aimed at high school and technical school students and their teachers. At school students establish and run their own small business, a youth's mini-enterprise consisting of 6 to 15 students. The programme includes searching for ideas for products, preparing a business plan, gathering capital, carrying out marketing activities, producing and selling their products or services, keeping the financial documentation, paying taxes and social insurance contributions (simplified) and taking the financial risk. The realization of the program is supervised by a teacher – a tutor to the youth's mini-enterprises. Students register their mini-enterprise in the *Foundation for Youth Entrepreneurship* that provides students

and teachers with continued organizational, methodological and substantive help. Part of the program is a country-wide competition for the best youth-run mini-enterprise, the winner of the contest represents Poland in the JA Europe Company of the Year Competition. (<https://praktycznaekonomia.junior.org.pl/pl/o-programie>).

Another similar programme, *Young and Entrepreneurial* is offered by the *Centre for Civic Education* for students aged 15-17 (mainly high school) and their tutors from the whole country. Students participating in the project take up challenges connected to economy and entrepreneurship through a special on-line platform. The challenges offer the students opportunities to learn resource management, including financial management, managing savings, investing and creating budgets. Students also learn about modern banking and selected banking services. While conceiving and carrying out their own virtual business enterprise, students have an opportunity to reflect on their own talents and career plans. Courses for the school students and for the teachers are offered. A tuition fee has to be paid. 700 teachers and 1800 students have already participated in the programme. (<https://przedsiębiorczy.ceo.org.pl/o-programie-od-a-do-z>).

The *Robinson Crusoe Foundation* offers the *Robinson in the black board game* free of charge. The board game is the centre piece of a workshop, that last 5 hours and is intended for groups of youth, optimally 30 players, aged 15 years and older. The aim of the game is to simulate the influence of financial decisions on a person's budget and earnings. Apart from money, a player also collects points of "life satisfaction". The game is built in a way that ensures the best strategies are investments – either in one's qualifications (language courses, programming courses, driving courses) or financial investments (small investments, stock exchange, avoiding debt). A workshop, built around the game, helps youth see analogies between strategies used in the game and strategies that can be used in real life. Financial outcome as well as players' initiative is taken into consideration when winners are picked. Winners receive shopping vouchers (www.fundacjarobinson.org.pl/strona/programy-fundacji/gry-edukacyjne).

1.3 Synthesis

1.3.1 Basic and Further Education for CYCPS

In all countries, subjects on financial literacy and entrepreneurship do not play any or only a marginal role in the curricula of the educational programmes that CYCPs complete if they follow the normal carrier path. Where subjects on the above mentioned topics are included, there is no focus on how to transmit the knowledge and skills to children and youth generally and even less to children and youth in care.

Further education for CYCPs that include or focus on economic or entrepreneurship topics normally consists of Master programmes. These educational programmes are normally addressed to those who are already or will be working in a management position. That is to say, although they would then have a lot of knowledge on financial and entrepreneurship topics, they often do not work (anymore) directly with the clients. Additionally these further education programmes normally also do not include methods how to work on these topics with children and youth in care or young adults.

In some countries, further training possibilities were identified that include methods on how to work on financial literacy or entrepreneurship topics with children, young adults or families. This is the case in Bulgaria, Poland and Germany. Nevertheless these trainings are mainly addressed to and attended by

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teachers to acquire skills how to work with school students on these topics (Bulgaria and Poland) or aimed to become debt counsellor (Germany).

To conclude, CYCPs working with children and youth in care or accompanying young care leaver most often do not have any specific education on financial literacy or entrepreneurship skills during their basic education and even less on methods how to transmit these topics to children and youth in care or young care leaver.

1.3.2 Trainings on Financial Literacy or Entrepreneurship skills for children and young adults

The training offers on financial literacy or entrepreneurship skills for children and young adults identified during the desk research in the partner countries are normally not addressed directly to children and youth in care or young care leaver.

Training offers are mainly designed for school students, their teachers or (young) adults in debts or in danger to run into debts. In France, the entrepreneurship trainings are addressed to young adults, who would like to start up their own business as a way of vocational integration. To some extent this is also the case in Bulgaria and Poland. In Poland nevertheless the trainings are more connected to school projects due to the requirement to have 60 hours classes on entrepreneurship skills at high schools, technical schools and vocational schools.

Whereas in Austria and Germany the focus lies more on financial education, in France, Bulgaria and Poland entrepreneurship skills for young adults seem to be considered more important.

That is to say, children and youth in care or young care leaver have access to these kind of trainings in most cases only via the educational institution they attend. Whether and how the topics are integrated in their learning highly depend on the initiative of the teachers at school.

In Austria one project has been identified during the desk research that offers workshop directly for care leavers, among others also on financial literacy topics. In Germany one training offer on financial literacy has been identified that can be booked for specific target groups and workshops are hold in the premises of the organisations, that is to say also for children and youth in residential care facilities or young care leaver.

Many of the trainings on financial literacy and entrepreneurship skills identified during the desk research offer online resources like training materials, apps, videos, games, among others that may be a helpful source of information and materials. Also some of the methods and approaches used in the trainings may also be suitable to work on these topics with children and youth in care or young care leaver.



2. NEEDS ANALYSIS

After finalizing the desk research, the project partners conducted a focus group interview in each of the partner countries aiming to complement the information collected in the desk research and to learn more about the learning needs of children and youth in care and young care leaver as well as about the learning needs of the CYCPs with regards to financial literacy and entrepreneurship competences.

2.1 The Focus groups

Each focus group consisted of a minimum of 5 participants, mainly CYCPs working in child and youth care or with young care leavers as well as young care leavers, representing the main target groups of the project. Additionally, directors of youth care institutions and other experts from the field of child and youth care and education participated in the group discussions because of their broad experience and knowledge in the topic. In each country two moderators guided the focus group discussion following an interview guide to assure comparability of the results (see Annex 2). All focus groups were conducted between December 2017 and January 2018.

In *France* the focus group interview was conducted in two sessions. Two social managers participated in the first session. One of them works at the Integration Department of the Judicial Protection of Youth in Seine-Saint-Denis (Île-de-France), the other one works as social assistant manager at the Emergency Reception Department in Val-d'Oise (Île-de-France). In the second session, three CYCPs with the following profiles participated: One CYCP worked in a private company, went through an occupational retraining period and works now as vocational counsellor. The second CYCP studied at a business school and worked as product manager in marketing before he did the occupational retraining to become a CYCP. The third participant has a vocational education sciences master's degree and works with young care leaver on their professional projects.

In *Austria* five participants with the following profiles took part in the group discussion: One young care leaver who was living in care from the age of 8 to 21. He has also been working as CYCP for approximately three years and is currently attending an Educational Institution for Social Pedagogy to become social pedagogue. The second participant is board member of a private child and youth care provider with former management experience, working in the field of child and youth care for over 20 years. Another participant is CYCP with more than 20 years' experience in child and youth care, specialized in the work with young Care Leavers. Her basic education is elementary pedagogy and she is currently finalizing a College of Social Pedagogy. Finally, two social pedagogues participated, one specialised in the work with young care leaver. The other one worked with (future) young care leavers for five years and is currently working in the project management of an institution which is measuring the effects of the daily work with children and youth in care.

In *Germany* the focus group discussion took place via a skype conference, due to the large distances. The first participant in the group discussion is a retired managing director of a youth welfare centre, who is member of the Board of the Federal Association of Catholic Education Services and chairman of various committees of European Youth and Education Associations. Another participant, a managing director of a youth welfare centre, has 38 years of experience in the field of youth welfare. The third participant, a CYCP, wrote a master thesis on the topic of YCLs and is currently working in a residential group home focussing on

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the preparation of the young adults for autonomous living. Additionally, a YCL participated in the focus group, who is currently working in geriatric care as well as a Research Associate at the Institute for Social and Organizational Education in Research and Teaching, who studied social pedagogy and social management and is now working as research associate on the topics care leaver, child and youth welfare and transitional research, among others.

In *Bulgaria* the focus group interview took place in two sessions. In the first session, seven young adults (4 girls and 3 boys) in the age of 16 to 21 participated, who are placed in a transition home for youth. The young adults all have special educational needs. Not all questions of the interview guide were suitable for the group discussion with the young adults, the questions were therefore slightly adapted. In the second session three professionals took part, among them one university professor, one social service manager and one social worker.

The attendees of the focus group in *Poland* were members of the European Federation of Financial Professionals, a member of the board of Fundacja Młodzieżowej Przedsiębiorczości, the head of a child care facility and a member of the board of the Robinson Crusoe Foundation.

Before analysing the learning needs of children and youth in care and young care leaver as well as the learning needs of CYCPs, it is important to have a look at the role that financial literacy and entrepreneurship plays in the daily work with children and youth in care and young care leaver in the partner countries and whether and how this topics are already included in the daily work with them.

2.2 Financial education and entrepreneurship skills in the daily work with children and youth in care and young care leaver

2.2.1 France

Although in France culturally people are not comfortable when it comes to deal with the topic of money, because they are not used to that, financial matters are an omnipresent topic in the daily work with children and youth in care and young care leaver. Firstly, the CYCPs are confronted with many questions about work related topics (salaries, labour market, healthcare system, retirement, etc.), but also on the worth of money and its origins, why the budgets for the individuals in the residential home group are different depending on the specific needs, among others. Secondly, it is important to work with the young adults on their preconceived idea of the national economy system, as they think that France is a rich country and therefore it is difficult for them to understand why the residential care facility does not have more budget to take care of them. Another important issue in the daily work is how to approach the drug dealing activity – many of the clients are familiar or experienced with this economy. On the one hand it is important to give them a more realistic vision of this type of economy and help them to project themselves in the future. On the other hand they have developed skills through the drug dealing activity and it would be important to think of a way to capitalise on these skills. With those, who receive monthly income, because they are in a vocational training, it is important to work on the use of money and how to save part of it.

Methods that CYCPs already apply to work on these topics are collective workshops, e.g. workshops on general knowledge including financial literacy questions, where the youth and young adults ask the questions

to promote a dynamic interaction with the CYCPs. Other workshops are linked to an entrepreneurship project and the necessary skills to progress through it (how to read an estimate, how to write a cheque, etc.). The young adults have to create a budget for their own business and practice to deal with the question of salaries and the social charges present in their pay slips. Another approach used by the CYCPs is to deal with the topic individually with each client to avoid any comparison between the young adults.

The CYCPs and social managers in the focus group insisted that CYCPs in France do not have enough knowledge on these topics and therefore often do not have credibility among the young adults. They also miss to have methods or tools on their hands how to work on these topics with the young adults.

2.2.2 Austria

Financial education and entrepreneurship competences become important in the daily work with children and youth in care in the moment, when the young adults reach the age of 15/16 years old and they start to enter the labour market with accepting small jobs or starting an apprenticeship or even later after they have left care. This is when the young adults, because of their current personal situation, start to be interested in topics like working contracts, bank account, and savings, among others.

Nevertheless the CYCPs start to include financial education in the daily work with the clients as far as this is possible at the age of 7/8 years. Methods used mainly deal with pocket money, like dividing the pocket money in weekly amounts or in envelopes for the different types of expenses. Another method is the so called "pocket money conference", a group activity, where the clients reflect about their conduct with their own pocket money in the past month as well as their behaviours and decide, based on this reflection, whether they deserve the full amount of pocket money for the next month or just a part of it. Entrepreneurship competences so far are not a topic that is actively included in the daily work with the clients.

Children and youth in care in Austria experience a system, in which all basic needs are covered without any efforts, whereas children who grow up in their families of origin learn that all these expenses have to be paid and the money comes from salaries that need to be earned by the parents. Housing, heating, clothes, food, phone, internet, television, etc. - everything is given by the system. Their behaviour with regards to their belongings and finances (e.g. pocket money) does not have any consequences. If clients do not take care of their clothes and tear their pants, they will get new ones. If they brake their bed intentionally, it has to be replaced immediately. These regulations are important to make sure that the rights of the child are fulfilled. On the other hand they tie the hands of social pedagogues to apply certain pedagogical measures to raise awareness on the value of objects and their appreciation that parents in families have at their disposal.

Additionally to the child and youth care system in general, also the way, how group homes are managed, influences the possibilities to work on these topics in everyday situations. If the CYCPs themselves do not have any financial responsibility or do not feel responsible on e.g. spending of the weekly household budget, or do not know how much budget is left to buy new clothes for the clients, they will not be able to include the clients in the planning or in understanding decisions on what can be purchased and what not.

If CYCPs work with the clients on these topics, knowledge and methods they use are based on their own personal life experiences or taken over from elder colleagues or the established system in the group home. It also depends a lot on the initiative of the individual CYCP whether and how the topic is included in daily work with children and youth in care.

2.2.3 Germany

Whereas in Germany entrepreneurship up to now does not play an important role in the daily work with children and youth in care and young care leaver, financial education certainly is a topic. Important issues are pocket money, shopping for food or clothing, leisure activities with the group and group equipment. CYCPs are dealing with these topics in one-to-one talks or group discussions on specific financial education matters. They use a situation-oriented approach that is to say the topics are dealt with in everyday life situations as for example in the situation of cooking and discussing the budget for the needed purchases. As many of the youngsters in care are already in debts, when they enter or during their placement in the residential care facility, debt counselling is another important issue with the aim that the young adults leave care out of debt. CYCPs also work on raising their clients' awareness of how much and what they can afford. Another important topic in the daily work is the clarification of contracts or insurances to be concluded.

CYCPs work on financial literacy mostly with age groups between 15-16 years, partly with 14-years-old. Methods used include the creation of folders for the young care leaver with templates of important forms and his/her own household budget plan, among others. One organisation, that uses this method, calls it "finance driving licence". This is the "luggage" the young adults take with them, when they leave care. Another method used is the SoLIG concept for social learning in the group. During the course of one year (at least 3 months), each young person takes over various management tasks in the group, including the learning field *Finance*, where he or she is a financial manager supported by a mentor as financial coach. Other methods focus on learning how to handle money in the group, that is to say to develop an understanding of the group's finances (including abilities to manage the group budget, to understand that it is not possible to go to cinema five times a week or or in some occasions paying something extra from their own pocket money).

Generally spoken, there are no viable concepts available that guide CYCPs in the work on financial education. They use knowledge they acquired in their daily work with young care leaver or with youth in residential groups. It therefore depends a lot on the individual CYCP, whether the young adults learn something about financial literacy.

Another structural problem of the child and youth care system in Germany is that the young adults have to start their independent life normally at the age of 18, although they would still need further support. It is considered important to improve the transition from the institutional point and to adapt legal provisions to ensure the successful transition from youth care to independent living.

This is also why higher education of young people in care in most cases is not a priority in the youth welfare institutions. It is seen as more important that the young adults finish compulsory school successfully and find a place to do an apprenticeship rather than to go on studying. CYCPs, who themselves did not study, often lack the attitude to take higher education desires seriously and to help the young adults to find their path. Institutions also often lack the necessary framework conditions like a quiet learning space, PC, suitable literature, etc.

2.2.4 Bulgaria

In Bulgaria young care leavers placed in residential care settings have individual care plans. According to the state standards, financial literacy and skills and competences for independent living are part of these care

plans. This means that CYCPs working with young care leavers are obliged to teach them on the topic of financial literacy as part of the everyday work. Furthermore, individual care plans help professionals identify if the children possess or lack certain skills related to financial literacy. If the professional identifies that the child lacks certain skills, he/she can decide to emphasize on this skill in the daily work.

The interviewed young care leavers explained that the CYCPs who work with them often discuss with them topics regarding financial literacy. Actually this topic is an important part of the everyday conversations between professionals and care leavers. Both, group and individual discussions, are used to transmit children knowledge about the topic of financial literacy. Sometimes games and real life situations are used to prepare young care leavers for independent living. The young adults in the focus group showed that they are quite prepared on the topic of financial literacy, they were familiar with basic terms such as pocket money, credit, bank account, saving account, debit and credit cards and interest, among others. They also have abilities such as spending money in a reasonable way and saving money, being able to decide which things are worth spending money on and which not, using a debit card and making small purchases.

Nevertheless, most of the professionals do not receive any training on financial literacy topics in the course of their education and are therefore often not prepared to transmit the necessary knowledge to the young adults. The transitional home of the young adults participating in the focus group interview can be considered an exception as in this case the management puts emphasis on financial literacy and therefore the CYCPs working there are well trained in the topic.

There is no obligation and no state standards for teaching entrepreneurship skills to children and young people placed in care. Whether the young person will learn something on this topic, depends on the residential care centre where he/she is placed and the preparedness of the CYCPs working there. In many residential care settings there are projects/ programmes aimed at improving the children's entrepreneurial skills and attitudes by e.g. establishing social enterprises run by the young people in care. Such projects usually depend on the policies of the social service, its management and the available funding. There are many examples of such projects specifically aimed at Roma young people placed in care. As a whole in Bulgaria children and young people (not only those placed in care) lack entrepreneurial skills and attitudes. Also most of the young adults participating in the focus group did not have any knowledge regarding the topic of entrepreneurship. As most of the children study in vocational schools - cooking, building, and hairdressing, among others - the moderators asked them if they have considered starting their own small business. 2 of the participants (1 boy and 1 girl) admitted having considered that option, although they were uncertain.

2.2.5 Poland

In Poland, everyday learning to manage personal finances for children and youth in care is conditioned on one hand by the limited availability of funds and public procurement law on the other. Modest pocket money is an opportunity to practice budget management. The ability to manage even small funds is certainly one of the things which CYCPs are trying to teach - practical knowledge on how to make ends meet with a given amount of money. Another one is the knowledge about financial support for young people, to understand what kind of funds to apply for and who is entitled to what. Unfortunately, managing the facilities' maintenance budget is poorly suited to educational purposes - the Public Procurement Law is an obstacle. The bigger the facility, the larger the orders. After the reorganization enforced by the law, the reduced and divided facilities (up to 14 children in one house) continue to file joint tax returns, they have the same budget

and accounting. To comply with the law, they must submit central requests for quotation and prepare tenders for the supply of the necessary products. This is why it is practically makes it impossible to include the children and youth in spending (money). The educator can go with his client to shop for clothes, but not for housewares. The situation in the facilities is not conducive to learning home-budget management.

Another difficulty when dealing with everyday work with children and youth in the area of financial literacy and entrepreneurship in care facilities is the lack of awareness that everything has its value and price, and that you have to earn it. In a situation where young people do not have an example of a working parent, they may be under the illusion that the whole world revolves around their needs. Sponsors who repeatedly donate gifts are part of this set-up. An illusion arises that things have no value, the fact that someone worked for them becomes invisible. This is why adult volunteering is so important as well as keeping youth in contact with working people - both give them the opportunity to experience their own agency by having earned the money themselves, however small the amount. Children should have the satisfaction, a sense of agency, a sense that they have achieved something and are appreciated; this is very important to their development.

2.3 Financial Literacy and Entrepreneurship Skills – Learning needs for children and youth in Care and young Care Leaver

2.3.1 France

The participants in the focus group discussion identified different groups of topics. Children and youth in care and young care leavers would need to have basic knowledge of products and prices, the worth of money and its origins as well as about job and salary related issues (social charges, net salary, contribution system, etc.). They should also understand how the public budget and the national debt work and where the money comes from. Another important topic is basic knowledge of the different entrepreneurship statutes that exist and to convey them a realistic picture of what it means to be an entrepreneur. The young adults tend to consider entrepreneurship as a way to become a “boss” and to live with a lot of money and without any troubles. Including and supporting them in the organisation of basic projects such as a football tournament during weekends could be a good method to give them entrepreneurship skills for instance.

The participants in the focus group identified two age groups. For the age group up to 14 it is important to have basic skills in maths like counting, in finance analysis and in handling money. They can be introduced to financial literacy since their young age by involving them in the daily expenses and make them think about the cost of life when they go shopping for example. The finance analysis can be done together with a grown adult. Another suggestion was to use playful and interactive methods for instance through games that require the purchase of products and the management of a bank or the management of internal projects such as their own birthday party. Playful ways of learning could start at the age of 7.

Young adults 15 years and older would need more knowledge of the environment they are involved in like product prices and basic skills in economy. They also need to be able to project themselves in the future and to deal with bad feelings like frustration. Additionally, they should know how to adapt to the different environments they may face in their daily life, that is to say to know which behaviour, clothes, codes are important in the different contexts and how to identify key person, who may be able to help them. They should have knowledge about the origins of the public budget and be able to select good information on the

internet and understand them. They need to know how to save money and have knowledge about the charges linked to renting a flat, food, etc. For the age group 20 and older the participants identified additionally the need to develop a professional network and have basic education in terms of judiciary and management knowledge and skills.

Methods to work with the age group of 15 to 19 years old, could include giving them a budget to organise a meal for instance. Another learning method could be to make them participate in collective projects that would need to be done step by step on a regular basis. This would help them to become more self-reliant and to learn how to work together for the choice of products prices and the creation of a collective budget, among others. For the 15-19 years old, it is important to have or to plan an educative project that allows to visualize the steps to be taken and to organize their priorities and expectations (e.g. Do I prefer to gain money or to engage in social activities).

It could also be an interesting methodological approach to make the 15 to 19 years old work together with young adults 20 and older. The younger ones will get motivated by the idea of not being in the same situation as their older peers and having a better life when they get older. On the contrary, when the 20 to 24 years old look at the 15 to 19 years old, they get motivated by the idea of managing their difficulties and becoming better examples for the younger.

The CYCPs and social managers agreed that the learning by doing method and learning in practical situations is very important. There should be regular collective meetings, starting from the questions of the young adults on a voluntary basis. Several times the CYCPs also emphasized that it would be important to have the possibility to invite an external speaker for some of the activities or to introduce some of the topics, who are experts in their fields, as they may have more credibility within the young adults. Playful methods, the use of social networks were other methods mentioned by the participants of the focus group discussion.

2.3.2 Austria

The participants in the focus group interview agreed that financial education should start to be part of the daily work when the clients become 6 years old. The needs of the children and youth in care and young care leaver can be divided into two age groups, the needs of children up to 14 years old and the needs of young adults 15 years and older, although within the groups (mainly in the first age group) there should be gradually adaptations of content and methods to the age of the clients.

For the first age group it is important to acquire basic financial literacy knowledge, skills and competences and above all awareness for the topic. That is to say, children should learn about the meaning of money. They should understand why we need money, where the money come from and also that money needs to be earned. They should learn to handle (pocket) money. It is also very important to work with them on appreciation and values. They will need knowledge, skills and competences in topics like bank account, online banking, account limit and overdraft, in savings accounts and interests. They also need to learn what is cash and cashless money, about debit and credit card, how to prepare a simple budget on income and expenses, to prepare a shopping list and be aware of price-performance-ratio and of debt traps like online shopping and smartphone. Also the issue borrowing money and debts should be raised. And finally they need to have some legal knowledge on the questions like 'What am I allowed to buy in my age?' or 'Which sales contracts can I enter in my age?'

Regarding the methods, it is important to use practical approaches integrated in daily life activities. To learn about bank accounts and debit card, a fake “pocket money debit card” can be used for the youngest. At the age of 12, every client should, supported by the CYCP, open her/his own bank account. CYCPs should include the children in preparing the shopping list for the week together and involve them in the planning of the meals, including what can be used from the day before. Children can be asked to do small purchases by themselves (like buying bread at the baker’s). Different methods can be used to manage the pocket money, like dividing it in weekly amounts, in amounts for the different types of expenses, etc. For all these methods it is very important to visualize the learnings, that is to say, to visualize incomes and expenses or budget plans, for example. It is also important to define objectives together with the clients, e.g. what can be purchased when they manage to save a part of their pocket money (e.g. buying a CD or an online game).

For the age group 15 and older the focus lies on the knowledge, skills and competences needed to start their independent life like how to make the driving licence, how can a moped/car be financed and what are the subsequent costs (insurance, taxes, reparations, etc.). It is also important for them to understand what is needed to have and finance their first own flat and the related fixed costs. They need to have knowledge on the working law, apprenticeship (contract, salary), employee’s tax assessment, but also on unemployment benefits, the needs-based minimum benefit system and family allowance. Basic knowledge on contracts, credits/leasing, debts is also essential as well as to know offices and places for legal advice and consultation on different topics. The young adults should also have some basic entrepreneurship skills, like how to make a budget plan, how to become an entrepreneur and about legal issues and finances for an own business.

With regards to the methods for financial education and entrepreneurship competences, participants in the focus group mentioned two Best Practice Examples from other countries: The Kwikstart Care Leaver App developed in the Netherlands, an online platform with all kind of information important for the first steps in the independent life of young care leaver (new flat, working contracts, counselling offices, among others). Another Best Practice Example, from Germany, allows the young adults to try out living alone in an own flat for some weeks. If it doesn’t work they have the possibility to go back to the group home. Another proposal was to create a mentoring system for young care leaver.

2.3.3 Germany

Participants in the focus group agreed that the individual needs have to be identified and individual plans have to be conceived in order to work on these topics with children and youth in care and young care leaver. The topic should already be introduced into the daily work with children from the age of 3 years, that is to say from the age, when they start to attend a kindergarten.

Generally spoken, children up to 14 years old should understand the meaning of money. They should learn about their own funds, what is available for them and what might be subsidised. Their attitudes towards money should be made a subject of discussion.

Methods should be based on the principle of participation, possible methods are e.g. dividing the budget for the different areas. Starting with the youngest, they can be asked to buy snacks or pretzels by themselves. CYCPs should act as role models for the children in care.

For the age group 15 years and older, the main need is that the young adults understand their rights and duties, to learn more about financial hedging, insurances and how to make applications. It is also essential

for this age group to clarify their expectations with regards to their standard of living and how they plan to achieve it.

Methods that could be used to work with the young adults on these topics are the “Finance Driving Licence” as well as the SoLIG concept for social learning in the group explained above, as well as the documentation of income and expenses to learn the planning of their finances. A situation-oriented approach should be applied with practical content to ensure better comprehensibility; the interests of the young adults should be taken into account. Different medias can be used like books or apps.

Another proposed method was to do group activities in a playful way, because these activities do also have a high learning effect, and finally to create spaces for informal learning, where the group’s potential can be fully exploited peer to peer.

Entrepreneurship topics would rather be interesting for the age group 15 and older. Topics could be the development of business ideas, manufacturing of products (e.g. soaps), finding sponsors, marketing and delivery service. One method could be to create “pupil companies”, maybe also in cooperation with universities in practical projects, from which the students, future professionals and the young adults could benefit. Depending on the project design, also children from 10 years and older could participate.

2.3.4 Bulgaria

In Bulgaria, the participants of the focus group identified the needs for the age group up to 14 years and 15 to 19 years. Children up to 14 should acquire basic financial knowledge - such as making small purchases, spending money in a reasonable way and saving. According to the participants, teaching financial literacy to children should start at the age of 3, and at the age of 7 children should start receiving pocket money. Teaching entrepreneurship depends on the level of development of the child, although participants agreed that it is important that children have entrepreneurial attitudes. For this age group game methods should be used in order to keep their interest towards the topic.

For the age group 15-19, it is important to have knowledge about banks, credits, interests, debit cards, etc. To teach them about these topics, practical methods and simulations of real life situations should be used. Youth in this age group might also be involved in project activities, for example a project to create a “virtual bank”. With regards to the topic of entrepreneurship, young people should be trained by using methods such as mentorship and simulations. Small grant programmes should be provided for youth who have their own business idea and are able to financially justify the idea.

A child-appropriate manner, according to the participants, is one that involves interactive games and role plays, simulations, project-based training methods and workshop activities.

2.3.5 Poland

According to the participants of the group discussion in Poland, learning financial literacy and entrepreneurship should start as soon as possible. The needs can be classified as basics and further development.

Under the basics it should be discussed where money comes from (exercise - what will happen when we start printing money), what kinds of currencies there are and understanding the advertising mechanism. Methods

that can be used, include for example playing shop or comparing products and prices in stores (price comparing websites), among others.

The second stage of education would consist of researching resources ('what do I already have?'), inquiring about what to spend money on ('why do I need it?'), why and how to save. Another important element should be the analysis of the financial situation before and after the 'zero point' - the moment of legal self-empowerment and leaving care. In addition, the topic of starting one's own business and setting criteria with regards to when the time, energy and other expenses incurred will be returned, should be discussed. It is very important to present the issue of indebting oneself, as well as how to protect yourself against the inheritance of debt.

2.4 Financial Literacy and Entrepreneurship Skills – Learning Needs of CYCPs

2.4.1 France

For the CYCPs, the participant in the focus groups identified two main needs - firstly to acquire theoretical knowledge and skills and secondly practical (methodological) skills.

In terms of theoretical skills, they would need to have basic knowledges of financial issues such as simplified budget, notions of the national debt, the main devices they may have to deal with when they support the youths in their daily work and how to manage their saving account in their personal life for example. They need knowledge about budget management, how a social company works, how the money is spread, where it comes from as well as on fundraising strategies. With regards to entrepreneurship skills, they need to have knowledge about the different statutes of entrepreneurs that exist in the country and how to manage an organisation. They also need to know how to help the youths to project themselves in future projects, what are possible risks and the ability to anticipate the youth needs.

All those theoretical skills would be helpful to have more credit in the youth's eyes. Additionally this knowledge would also help them managing their personal finances and those they are responsible for in their professional life.

In terms of practical and methodological skills linked to both of these topics, all of the CYCPS insisted on their need to have access to tools that allow them to work with the children and youths in care and young care leaver on topics of financial literacy and entrepreneurship. Also, they would need to experiment new learning methods, which could include collective workshop, where the youngsters would have to develop and implement projects based on their personal interest (birthday party, football tournament, etc.). The CYCPs need to learn how to organize workshops on the topics and how to help the young adults to select good pieces of information that they might find on internet.

It is also very important to work with the CYCPs on their own attitude towards money and their process of projection in life. The interviewed social managers shared the concern, that it is quite complicated for them to recruit qualified CYCPs, as many of them face difficulties with their own personal finances; they do their best to identify CYCPs who have a sane relationship with money; for them and for the others, training on the above mentioned topics would be helpful for their personal and professional life.

2.4.2 Austria

CYCPs start working with children and youth in care and young care leaver without any specific training on financial education or entrepreneurship competences during their basic education to become a CYCP. If they work with the clients on these topics, knowledge and methods they use are based on their own personal life experiences or taken over from elder colleagues or the established system in the group home. Many of the CYCP lack sufficient knowledge, some of them even lack knowledge to manage their own private finances or the group home's budget, where this is included in their responsibility.

This is why CYCPs need to firstly be trained themselves in most of the topics they are supposed to transmit to the children and youth in care or young care leaver. Additionally to the already mentioned contents (see 2.3.2), CYCPs also need knowledge about the legal basics, financial matters, funding by the government, and counselling services among others. They need to know where they get more information on specific topics as well as on public bodies or counselling services that can be approached by the young adults or themselves. Not all topics need to be covered by the CYCP, if external offers are suitable, they can be approached and integrated in the planning with the young adults.

Secondly it is essential to raise awareness within the CYCPs on the importance to integrate the topics financial literacy and entrepreneurship in the daily work with their clients.

And finally, approaches and methods are needed how to integrate these topics in the daily work with the youngsters as well as concrete methods how to deal with consequences (e.g. liabilities of children/youth).

2.4.3 Germany

For their own personal and professional life CYCPs should be able to deal with money, to have knowledge on the insurance and application system, to manage financial planning, adhere to budgets and do the accounting for their own salary, know how to compare income and expenditure and how to finance leisure activities.

To work with children and youth in care and young care leaver on the topic of Financial Literacy and Entrepreneurship, CYCPs should know methods to work individually with the clients as well as in groups based on participation and on an individual approach that starts from the interests and individual needs of the children and young adults. It is also important that CYCPs are skilled in concept development including target agreements (e. g. every young person has saved a starting capital of x€ when leaving care). They should be able to deal with the budget for large purchases. Also, they should know how to present and visualize examples, e. g. comparing income with expenditures or savings strategies. Also self-reflection of CYCPs on their own attitude towards money would be important.

2.4.4 Bulgaria

According to the participants, CYCPs themselves need to receive more training on how to teach children and care leavers on financial literacy and entrepreneurship topics. They need to be trained in interactive teaching methods that would help them attract children/ care leavers' attention to the topics. During their university or vocational training, CYCPs receive very few information about the topics of financial literacy and entrepreneurship and to the least extent how to transmit the knowledge to children and youth. Basically, it is expected that the child and youth care professional deal with these topics by only using their common sense. The content should be presented in a practical way and with practical advice how to train children about them.

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2.4.5 Poland

In some countries there are specialized professionals responsible for budget planning and drawing clients out of debt. In Poland there is a lack of such professionals, and the situation where children are burdened with their parents' debts is a frequent occurrence. This example points to the area of economic and legal knowledge that an effective educator (CYCP) must possess. The best piece of advice on how a young man is to cope with difficulty is to start by taking advantage of the knowledge of a mentor. CYCPs should therefore start with themselves and then become a mentor. Elementary knowledge, which can then be passed on to the mentees should include the following topics: How to deal with cash? How much cash do I need and what for? Cards and their types, the phone as a credit card; bank account types, loans and credits. How to distinguish a bank from a shadow bank? They should also have knowledge about consumer rights, e.g. the right to know what commission the agent receives, about Internet shopping and ways to defend against aggressive marketing communication. The following areas of competence can also be used in the educational process: Managing the household budget; applications supporting expenditure monitoring and budget management; analysis of personal finances in terms of needs that also appear in business (housing, equipment, fixed costs, etc.), cooperation with youth on micro projects targeted at the local community and the use of project money for youth financial training.

2.5 Synthesis of Learning Needs

In all partner countries financial literacy and to a minor extent entrepreneurship skills are topic and part of the daily work with children and youth in care and young care leaver. It becomes an important topic for the young adults, when they start to earn money or their transition to independent life. This is, when CYCPs in most countries integrate the topics in the daily work with the young adults, in Austria and Germany for example starting at the age of 15/16 years old, sometimes also with 14 years old. Nevertheless the topic is, to certain extent, also integrated in daily work with children under 14 years old.

The topics are quite similar in the partner countries and are mainly related to handling (pocket) money and expenses, shopping and the group's budget in an earlier stage and issues related to the transition to an independent living, bank accounts, savings and work-related topics like apprenticeship, salaries and social security system in a later stage. In France, also the national economy and how this influences for example the budget of the residential care facility as well as how to deal with drug dealing activities are issues in the everyday work with children and youth in care; debt counselling was especially mentioned in Germany.

The methods used in the different countries are workshops, group activities and individual work with the clients. In all countries the emphasis lies on learning in everyday life situations and in practical real life simulations, when it comes to learn entrepreneurship skills by simulating creating their own business for instance.

The child and youth care systems with its specific regulations and mechanisms is not always conducive to learning on financial and entrepreneurship matters in daily life activities. Additionally, children and youth in care experience a system where all basic needs are covered without any efforts, the young people do not have the example of a working parent and therefore lack awareness that everything has its value and price and you have to earn it. This was especially mentioned in Poland and Austria.

CYCPs are confronted with many questions on different financial and entrepreneurship topics and challenges in accompanying children in care and young adults in their transition to independence. In Bulgaria, the state system even requires that financial literacy and skills and competences for independent living are part of the care plan of children and youth in care. Nevertheless, most CYCPs in all partner countries miss the necessary knowledge and also methods how to transmit knowledge on financial literacy and entrepreneurship skills to their clients.

In all countries a more integrated approach to the topics is missing. CYCPs are left alone, they are somehow expected to transmit knowledge to their clients without being prepared themselves. It depends a lot on the individual CYCP's initiative and knowledge acquired during his/her own life experience, whether these topics are transmitted to children and youth in care and how. It also depends on the management of the service provider, whether there is a focus on these topics in the daily work with the clients and whether the CYCPs are trained in or projects are developed on financial education and entrepreneurship skills.

Regarding the learning needs of children and youth in care and young adults, all partner countries classify the needs in two age groups – children up to 14 years old and young adults 15 and older – and define needs according to these groups.

They all agree, that the work on financial literacy should start at a very young age, between the age of 3 to 7 years old, in a playful way or for example by doing small purchases.

For children up to 14 years old, the partner countries identify as main needs to acquire basic knowledge and skills on understanding the meaning of money, handling money and understanding daily expenses and finances. Also values and their attitude towards money need to be learned in this early stage.

For young adults 15 and older it is important to learn what they need for their independent life. This starts with understanding their rights and duties, learn to project themselves in the future, to clarify their expectations and how they plan to achieve them. They also need to understand how to adapt to different environments they may face in their daily life and also where they can get support and advices. This is when entrepreneurship skills become more important, to support the before mentioned, but also to learn to plan and start one's own project or even small business.

The learning needs of CYCPs identified in the partner countries are also quite similar. First of all, in all countries, CYCPs would need to acquire more theoretical knowledge on the above mentioned topics. To transmit knowledge to children and youth in care, but also for their own private and professional life, they need to have basic knowledge on financial and entrepreneurial issues.

Secondly, there is also a need identified in most of the partner countries to work with CYCPs on their own attitudes towards money, as many of them do have financial problems themselves or are even over-indebted and do not always have a sane relationship with money.

To certain extent, it is also needed to raise awareness among CYCPs of the importance to integrate financial education and entrepreneurship in their daily work with children and youth in care. They need to become aware of their role as mentor but also as role model for the young people.

CYCPs need to learn methodological approaches and tools how to transmit the knowledge to the children and youth in care starting from the individual needs and interests of the young people. This includes also



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learning to identify external offers and support that can be useful for CYCPs and the young adults and learn where to get more information from.



3. GAP ANALYSIS

In the third chapter of the report the gaps but also good practices identified in the different countries during the Desk Research and Focus Group Interviews are presented (3.1) and inputs for the training design described (3.2).

3.1 Gaps and Good Practices

3.1.1 France

In France, CYCPs, who follow the normal educational path, do not learn a lot on financial literacy or entrepreneurship during their basic education. Both, the State Diploma of Educator as well as the State Diploma of Social, Economic and Familial Counsellor, offered by different higher education institutes either as University Technical Diploma or Bachelor's Degree Programme, include subjects on budget management, but these subjects play a marginal role within the curricula of the educational programmes. Further education for CYCPs with a focus also on financial or entrepreneurial topics, as for example the master degree programme CAFDES (certificat d'aptitude aux fonctions de directeur d'établissement ou de service d'intervention sociale), a certification that qualifies to run an institution that provides social services, are addressed to professionals in the social field, who are or will become managers and therefore normally do not work directly with clients anymore.

In the daily work with children and youth in care and young care leaver, nevertheless, financial literacy and entrepreneurship skills are needed, on the one hand to be able to answer the upcoming questions on job-related topics or questions related to the national economy system, but also to work actively with children and youth on their financial literacy and entrepreneurship skills they need to project and live an independent life. This includes in a first stage for children up to 14 to gain basic knowledge on where money comes from and how to handle money and daily expenses. For young adults from the age of 15 it is important to understand the environment they are involved in, product prices, basic skills in economy, fixed costs related to housing, food, among others. They need to learn how to use earnings and how to save part of it. There is also a need to work with the young adults on basic entrepreneurship skills through the organisation of small projects for example, but also on their vision of what it means to be an entrepreneur. Generally spoken, they need to learn how to adapt to the different environments they may face in terms of behaviour, clothes and codes and to project themselves in the future.

CYCPs do work on these topics with children and youth in care or young care leaver in collective workshops or individual work, often using practical examples like creating an own business. The learning by doing method, that is to say integrating the learning in daily activities or practical situations, is seen as the best approach. Nevertheless, CYCPs, who followed the normal career path and do not have financial or entrepreneurial knowledge from their own personal or professional life experience before starting to work as CYCP, have a lack of knowledge and skills on financial and entrepreneurial topics and therefore do not have credibility among the young adults. They also miss to have methods or tools on their hands how to work on these topics with the young adults.

This is why CYCPs on the one hand would need to be trained in knowledge on job-related topics, on the national economy system, on budget management and saving concepts as well as legal and financial issues related to start up and run an own business, among others. On the other hand they need methodological

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approaches and tools how to work on these topics with children and youth in care and young care leaver. Finally, as many of the CYCPs face difficulties with their own finances, they also need to become aware and work on their own attitude towards money.

The Desk Research revealed several entrepreneurship training possibilities for young adults. The objective of these programmes is to help young people in their vocational integration. Two of these trainings were also considered good practice examples during the focus group interview:

GOOD PRACTICE: *teame*, a programme offered by Plateforme Insertion – Groupe SOS, consists of a three month training for young adults who are not in employment, nor in education or in training (the so called NEET), aiming to support their vocational integration. 8 to 10 youngsters will create a start-up together. During 3 months, they come together every day to discover how to run a business. During the first three weeks, several experts from different companies teach them basic knowledge about their job (marketing, finance, management, law, etc.). After this introduction phase, the young adults, during the remaining two month, develop their business, search for customers to sell their services (painting, gardening, baby-sitting, etc.), learn how to issue invoices, to exchange by e-mail in a professional way and to carry out their duties. The young adults experiment how to run a business, how to work with other people and they understand better how the labour market is working. They discover the professional world in an attractive and funny way. By teaching them the most important knowledges on financial literacy (such as how to manage a budget and how to do a cost estimation) they will be able to manage their own budget for instance. The objective of the programme is not necessarily to help them to become entrepreneur, but they discover how it works. ([www.groupe-sos.org/actus/2785/TEAME le serious game de l insertion professionnelle des jeunes](http://www.groupe-sos.org/actus/2785/TEAME_le_serious_game_de_l_insertion_professionnelle_des_jeunes))

GOOD PRACTICE: *Creajeunes*, a programme offered by ADIE, the Association of microcredit, for young adults from 18 to 32 years old, who want to develop an entrepreneurship project for their vocational integration. The programme is free for the young adults and available in various cities in France. The programme consists of collective, interactive workshops, focused on building confidence and practical knowledge on the business world, fundraising, networking and business planning. In addition to these collective workshops, there is also an individual coaching and some networking actions. The training is offered over a period of 5 to 6 weeks and the accompaniment continues for 6 months. What is special about this programme is, that the young adults can access a microcredit without paying interests. This allows the young adults to turn their project into a real business. They can also subscribe to micro-insurance solutions and continue to benefit from support in the start-up and development phases of the activity. (www.adie.org/nos-actions/Creajeunes-et-les-programmes-jeunes)

Although these trainings are not directly addressed to the target group of young care leavers, they are accessible also for them. The methodological approach to acquire financial literacy and entrepreneurship skills while working on a concrete project, is considered a good practice.

3.1.2 Austria

In the curricula of basic educational programmes to become a CYCP, subjects on financial education or entrepreneurship skills do not play any, or only a marginal role. Whereas the Bachelor programmes at the Universities of Applied Sciences, the Colleges of Social Pedagogy and the Education Institutions for Social Pedagogy include single subjects on financial literacy and/or entrepreneurship – social management, accounting, billing systems in the care sector, cash book – this is not the case in the educational programmes for teachers at primary level or colleges for elementary pedagogy. Graduates from further education,

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normally master programmes in Social Sciences, Social Management or Social Economy, that include subjects on social management, accounting, social marketing, project management, evaluation and other topics related to financial literacy and entrepreneurship skills, normally work in a management position before or after finalizing the master programme and not (anymore) directly with the clients. Additionally, methods or tools for the future social pedagogues on how to work on financial literacy or entrepreneurship competences with children and youth in care or young care leaver are not part of the educational programmes.

One College of Social Pedagogy, nevertheless, was considered a Good Practice examples with regards to the training methods:

GOOD PRACTICE: die bildungsakademie. The curriculum of this College of Social Pedagogy in Vienna includes accounting, project management in the social field (planning, budgeting, searching for funding possibilities, evaluation, etc.) and law. Although methods or tools, how to apply this knowledge in the daily work with children and youth in care, are not subject of the training, the teaching and learning methods of the educational programme itself, e.g. working on practical examples and project work, among others, are an interesting methodological approach to train CYCPs, but also as methods to work on financial education and entrepreneurship competences with children and youth in care and young care leaver.

Although CYCPs during their education are not getting prepared to work on these topics, financial education and entrepreneurship competences are an important topic in the daily work with children and youth in care and young care leaver in Austria. For the young adults themselves, it becomes a topic from the age of 15/16 years old, when they start to enter the labour market with accepting small jobs or starting an apprenticeship and need to understand how working contracts, bank account, savings, etc. work. Whereas entrepreneurship skills so far are not actively included in the daily work, CYCPs try to include financial education in the daily work with the clients from the age of 7/8 years, mainly using methods dealing with pocket money. It is seen as necessary to start even earlier, at the age of 6 years old. Children up to 14 should acquire basic financial skills like handling money, daily expenses and savings, understanding how a bank account, debit and credit cards work and become aware of the risks of borrowing money or debt traps like online shopping and smartphones. Additionally they should learn about the meaning of money, about values and appreciation of objects and have basic legal knowledge, which kind of (purchase) contracts they are allowed to conclude in their age. For the young adults 15 and older the importance lies on the knowledge, skills and competences they will need in their independent life, that is to say job-related issues, knowledge about the social security system, about fixed costs related to housing, food, clothes, mobility as well as basic entrepreneurship skills and knowledge, where they can get further support and advice.

In Austria, it depends a lot on the skills acquired in their own personal and professional life, but also on the initiative of the individual CYCP, whether and how the topic is included in daily work with children and youth in care. Many CYCP lack sufficient knowledge, some of them even to manage their own private finances or the group home's budget, where this is included in their responsibility.

Additionally, children and youth in care in Austria experience a system, in which all basic needs like housing, heating, clothes, food, phone, internet, television, etc. are covered without any efforts, whereas children who grow up in their families of origin learn that all these expenses have to be paid and the money comes from salaries that need to be earned. Also their behaviour with regards to their belongings and finances (e.g. pocket money) does not have any consequences; if clients for example do not take care of their clothes and tear their pants, they will get new ones. Due to these regulations, certain pedagogical measures to raise awareness on the value of objects and their appreciation that parents in families have at their disposal, cannot be applied by CYCPs.

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This is why CYCPs need to firstly be trained themselves in most of the topics they are supposed to transmit to the children and youth in care or young care leaver. Additionally they need to learn where they have access to further information or external offers. Secondly, it is essential to raise awareness within the CYCPs on the importance to integrate the topics financial literacy and entrepreneurship in the daily work with their clients. And finally, approaches and methods are needed how to integrate these topics in the daily work with the youngsters as well as concrete methods how to deal with consequences (e.g. liabilities of children/youth). Regarding methods, the importance to use practical methods integrated in daily life activities as well as the importance of visualizing the learnings and definition of aims together with the clients were emphasized.

In Austria, there are several training materials and workshop offers free of charge on the topics of mainly financial literacy, but also entrepreneurship competences, mainly addressed to school students or to their teachers. Another target group are young adults or adults in debts problems. Some of them are considered Good Practice Examples due to their content and methodological approach:

GOOD PRACTICE: *Financial Life Park*, financed by the *Erste Group*, is an event location free of charge, where children and (young) adults can learn in a playful way how to handle money. Workshops and tours are offered for three age groups: 10-14, 15-17, 18 and older, online courses on different topics related to financial literacy are also available on their website. The Financial Life Park also provides a special offer for young adults to prepare them for their independent life with the online module *Geld und so* and to learn how to start up a project in the workshops *Entrepreneurial Design Thinking* and *Project Playground* (www.financiallifepark.at). The online modules are a helpful source of information. Workshops and tours, in which children and young adults take over different roles might also be an interesting methodological approach to work on financial literacy or entrepreneurship topics with children and youth in care and young care leaver, especially the “Geld und so” and “Start up your project” workshops – designed for young adults to support them in their transition to an independent life.

GOOD PRACTICE: *Vorarlberger Finanzführerschein*, offered by the *Government of Vorarlberg* in cooperation with other institutions, consists of workshops aimed at school students of different age groups (5th and 6th grade, 7th to 9th grade, 9th grade and older). The participants of the workshops receive a certificate – the *finance driving licence*. Topics of the workshops are handling money, indebtedness and over-indebtedness, consumption traps, daily life expenses, savings and depending on the age also earning possibilities, wages and salaries, bank transactions, contracts, labour law and vocational integration (www.fitfuersgeld.at). The idea to hand in not just a participation certificate to the young adults, who attended the workshop, but a “finance driving licence” is seen as an interesting incentive for children and youth in care and care leaver to participate in a workshop on financial literacy. A “finance driving licence” may also be helpful for their future CV.

GOOD PRACTICE *Cure Runners*, developed by *Three Coins* is an “online game, in which young adults have the possibility to learn responsible behaviour related to their personal finances. The game is the starting point for workshops about basics of handling personal finances.” (www.threecoins.org; www.cure-runners.at). The methodological approach to use an Online Game combined with workshops can be considered a Good Practice Example. Learning in a playful way as well as using new media may be a successful method to work on Financial Literacy and Entrepreneurship competences with children and youth in care and young care leaver.

Children and youth in care or young care leaver can have access to the trainings and materials, whenever the schools, they attend, organise the workshops or their teachers use the tools offered. Some of the workshops would maybe, on request, also be available for groups of children and youth in care or young care leaver, if

a CYCP takes the initiative. The online modules and materials can be a source of information that can be used by CYCPs for their own information and to work with children and young adults on the topic. Some of the methodological approaches can serve as models, mainly online tools like apps, online modules and games that support financial education in a playful way. Nevertheless, for the training to be developed the specific needs of the target groups have to be taken into account and content and methods adapted to their needs.

3.1.3 Germany

Basic education required to work as CYCP in Germany is offered either at technical colleges with the final degree as educator or in Bachelor programmes of Social Work or Social Pedagogy at the universities (of applied sciences). Generally these educational programmes do not include subjects on financial literacy or entrepreneurship competences. Further education for CYCPs with a focus on financial literacy or entrepreneurship are mainly Bachelor or Master programmes in “Social management”, “Social Economy” or “Business Administration”, among others. Graduates of these programmes do normally not work anymore directly with the clients, but in management positions.

Within the existing further education programmes, the Master of Social Management at the University of Applied Sciences “Katholische Stiftungsfachhochschule München” and the Business Administration Studies for Social Pedagogues at the University of Applied Sciences Mainz, but also internal further training courses on financial skills, for example in the frame of induction trainings for new employees in the institutions, are considered as good options.

None of the basic and further education programmes include topics on how to apply the knowledge of financial literacy and entrepreneurship in the daily work with children and young people in care or young care leaver. The focus of educational programmes lies either on pedagogics or on economics, the link is missing. Neither instructions for the pedagogical and methodological transfer of economic knowledge are included nor the reflection on one’s own handling of money or attitudes.

Whereas entrepreneurship up to now does not play an important role in the daily work with children and youth in care and young care leaver, financial education is a topic in the daily work, mostly with clients in the age group 15-16 years, partly with 14-years-old. Topics deal with pocket money, shopping for food or clothing, leisure activities with the group, group equipment, learning how to handle money in the group, debt counselling, awareness raising on what can be afforded by the clients and the clarification of contracts or insurances to be concluded. It is seen as important to start working with children on financial education at an earlier age, beginning when they enter kindergarten. Children up to 14 should understand the “meaning of money” and their attitudes towards money as well as learn about their available funds. Young adults 15 years and older should mainly understand their rights and duties, clarify their expectations for their future life and learn more about the entire application system as well as acquire basic entrepreneurship skills.

Generally spoken, there are no viable concepts available that guide CYCPs in the work on financial education, it depends a lot on the individual CYCP, whether the topic is integrated in the daily work with the clients and how. Those, who work on these topics, generally use a situation-oriented approach, that is to say the topics are dealt with in everyday life situations. From the different methods applied, two good practice examples, used in single institutions, have been identified:

GOOD PRACTICE: *Finance Driving Licence*. Folders are created for the young care leaver with templates of all kind of important forms as well as his/her own household budget plan among others. This is the “luggage” the young adults take with them, when they leave care.

GOOD PRACTICE: *SoLIG* concept for social learning. During the course of one year (at least 3 months), each young person takes over various management tasks in their group, including the learning field Finance, where he or she is a financial manager supported by a mentor as financial coach. Topics such as pocket money, hygiene money, group money and housekeeping money are dealt with. Regular conferences are held as a platform for reflection, communication and evaluation. Participants receive a certificate. (SoLIG is a concept of Christophorus Jugendwerk Oberrimsingen).

In exceptional cases, financial literacy trainings for children or young adults are organized internally by the same institution that also provides care services for children and young adults (e.g. Diaconia). Other trainings are offered by other organisations and institutions, like for example by the consumer protection centres or debt counselling. Entrepreneurship trainings are, although not well known, offered by the different Chambers. Relevant training offers are mainly addressed to school students or (young) adults with debt problems or in danger to run into them. Nevertheless, some workshops or trainings are also available for specific target groups or are even organized within child and youth care services, as the following two examples show:

Cashless München, offered by the organisation “anderwerk” together with the City of Munich and other institutions, consists of free workshops for children, youth and young adults from 7 – 25 years. The workshops can be booked for school classes, but also for specific target groups, among them institutions of child and youth care. The focus of the workshops lies on possible uncertainties in handling one’s own money and awareness-raising regarding one’s own consumer behaviour.

Household Training is offered by the “Gemeinnützige Sirius Jugendhilfe GmbH”, an organisation providing services in the frame of the youth care system, to families in need of this specific support. In cooperation with the pedagogical professional, a professional with experience in household management gives intensive supervision and support to families, among others in financial matters, namely in the management of the household, dealing with financial support resources, contact with authorities and institutions and provide help for self-help.

The cooperation of an external expert in household management with the pedagogical professional is considered an interesting methodological approach.

The importance to integrate training and work on financial literacy and entrepreneurship skills into everyday processes from the first day of admission of a child/young adult based on a conceptual anchoring was emphasized. CYCPs should for their own personal and professional life be able to deal with money, to have knowledge on the insurance and application system, to manage financial planning, adhere to budgets and do the accounting for their own salary, know how to compare income and expenditure and finance leisure activities. To work with children and youth in care and young care leaver on the topic of Financial Literacy and Entrepreneurship, CYCPs should know methods to work individually with the clients as well as in groups based on participation and on an individual approach that starts from the interests and individual needs of the children and young adults. They should be skilled in concept development including target agreements and should know how to present and visualize examples. Also self-reflection of CYCPs on their own attitude towards money would be important.

3.1.4 Bulgaria

In Bulgaria, some of the basic educational programmes that qualifies their graduates to work as a CYCP - either vocational courses to become a social worker after having completed secondary education or a Bachelor's degree in Social Work or Pedagogy - include subjects on basic economics in their curricula like project management in the social field (budgeting), social service management, among others. Further Education for CYCPs mainly consists of Master programmes that include subjects such as (Financial) Management of social services, project management and budgeting. The only educational programme identified that includes entrepreneurship in its curriculum is the Master's programme in Social Work at the South-West University of Blagoevgrad (www.swu.bg).

Economics in the basic and further education of CYCPs is usually taught by Economics professors in a very theoretical way and is not adapted to the specifics of social work. That is to say, there is a huge gap between theory and practical work. Future CYCPs do not learn how to transmit financial and entrepreneurship skills to the children and youth they work with. Other further training courses for CYCPs rarely deal with financial or entrepreneurship topics. Further trainings do normally also have a cost that makes it difficult for CYCPs, who are rather underpaid in Bulgaria, to access these trainings.

Trainings on financial literacy are mainly designed for school teachers, but not specifically for CYCPs. *Remelka*, a 24 hours training offered by FICE Bulgaria, is one of the exceptions.

GOOD PRACTICE: REMELKA. The 24 hours training offered by FICE Bulgaria provides information to child and youth care professionals and teachers on teaching maths and social competences to children and young people with special educational needs or learning difficulties. One big part of the programme is dedicated to financial literacy - money, payments, prices, credit and debit cards, etc. What is more, a software product and a video package is available, to make the use of the programme easier and more accessible. Teachers and CYCPs who receive the training on *Remelka* receive knowledge on how to provide this information to children in an appropriate manner. (www.fice-bulgaria.org)

According to the state standards, financial literacy skills for independent living (but not entrepreneurship skills) are part of the individual care plans for the future young care leavers placed in residential care settings. That is to say, CYCPs are obliged to include the topic as part of the everyday work. As described by the young adults in the focus group interview, in their residential care facility actually it is a key part of the daily work in group and individual discussions, sometimes game play and real life situations are used to prepare them for independent living.

Nevertheless, most of the professionals do not receive any training on these topics in the course of their education and are therefore often not prepared to transmit the necessary knowledge to the young adults. They are expected to deal with these topics by only using their common sense. The transitional home of the young adults participating in the focus group interview can be considered an exception - the management puts emphasis on the topic, this is why also the CYCPs working there are well trained in the topic.

This shows another important point regarding financial literacy, but especially entrepreneurship skills, in the daily work with children and youth in care or young care leaver in Bulgaria. It depends mainly on the management of the residential care facilities as well as on available funding, whether and how the topics are included in the daily work. Entrepreneurship skills are often trained in the frame of projects/programmes to the children and young adults and do in most cases not go on after the expiration of the project funding.

It would be important to work with children up to the age of 14 years old, starting at the age of 3 years, on basic financial knowledge such as making small purchases, spending money in a reasonable way and saving, as well as to work on entrepreneurial attitudes. For young adults 15 years and older it would be important to acquire knowledge on banks, credits, interest, debit cards and entrepreneurship skills. According to the participants, interactive games and role plays, practical methods and simulations of real life situations as well as project-based training methods should be used.

CYCPs would therefore need to acquire more knowledge on financial literacy and entrepreneurship issues themselves as well as methodological approaches how to attract children and young adults to the topic and how to transmit the knowledge and skills to them.

Several courses on financial literacy and entrepreneurship are offered in Bulgaria for children and young adults. Many of them charge fees that makes it difficult for children and youth in care or young care leaver to access them. Others are very time-consuming, which may be another barrier for participation of young care leavers. Nevertheless, some of the courses use interesting concepts and methods, as for example the LeadStreet Game.

GOOD PRACTICE: *LeadStreet Game* offered by Leadersplay, is a board game that teaches children up to 14 years old life and entrepreneurship skills. The game has a cost of €30 (board game) or €15 (printable pdf version of the game). Furthermore a free mobile game has been developed. It teaches children how to make decisions, how to manage their own resources and how to define and achieve goals. Using a board game to transmit financial literacy, is considered an interesting methodological approach that may also be suitable in the work with children and youth in care. (www.leadersplay.com/products.php).

GOOD PRACTICE: *Junior Achievement Bulgaria*. Junior Achievement developed courses for pedagogical staff, mainly addressed to teachers at schools to teach their students financial literacy and entrepreneurship skills. Additionally they offer programmes for the age groups 16+ and 18+. These programmes include only practical programmes, mostly simulations and mentoring programmes. Young adults are invited to participate for free if they have a business idea. They receive consultations and mentoring from professionals with successful businesses. Participants form a team of peers and together they develop their business idea, a prototype of the product/service and financial justification of the idea.

3.1.5 Poland

In the basic education curricula of CYCPs in Poland, that is to say of counsellors, coordinators, family assistants and social workers, financial literacy and entrepreneurship topics do play a marginal role. In some of the bachelor programmes a few hours of lectures on economics and entrepreneurship are included, but there is no focus on the implementation of the content and methods in the later work with youth. In the Polish school system at the fourth stage of education – that is high schools, technical schools and vocational schools - there is a minimum program requirement set by the Ministry of Education of 60 hours of classes about entrepreneurial skills. This is why further education or trainings related to financial literacy, but above all to entrepreneurship skills, are mainly aimed at teachers for the implementation of this compulsory programme on entrepreneurship in high schools, technical or vocational schools.

GOOD PRACTICE: *The Post-graduate course at the Warsaw School of Economics* is considered an interesting proposition on account of the extensive practical part of the course as well as its duration and price.

Other trainings on financial literacy and entrepreneurship are available on the training market, although not addressed directly to CYCPs. Whether employees from a care facility will receive further training depends on the staff and the board of the facility. Another option for CYCPs or institutions can be alliances with NGOs, where the CYCP would learn and conduct classes at the same time. This kind of alliances would be possible for example with the Centre for Citizenship Education, the Youth Enterprise Foundation or the Robinson Crusoe Foundation. Nevertheless, this needs the initiative of the institution or the CYCP. There are also experts who share their economic knowledge for free, e.g. in blogs and online publications. CYCPs could also gain more knowledge on economic topics as self-taught experimenter.

In Poland, CYCPs try to work with children and youth in care on financial literacy topics using the modest pocket money they get to practice budget management, but also on the topic what kind of funds exists and who is entitled to what. Nevertheless, the system is not conducive to learning home-budget management, as the necessary products need to be requested via a central system and e.g. houseware cannot be just bought in the shop. Another difficulty to work on financial literacy in the daily life, is that children and youth in the care system, because of the missing example of a working parent, lack awareness that everything has its value and price and that you have to earn it.

It would be important that learning on financial literacy and entrepreneurship starts as soon as possible. In a first stage, children should learn where the money comes from, what kinds of currencies there are and understanding the advertising mechanism. In the second stage, it is important that the young adults research their resources ('what do I already have?'), think about what to spend money on, why and how to save money. Another important element should be the analysis of the financial situation before and after the moment of legal self-empowerment and leaving care as well as creating a finance plan. In addition, the topic of starting one's own business and setting criteria with regards to when the time, energy and other expenses incurred will be returned, should be discussed. It is very important to present the issue of indebteding oneself, as well as how to protect yourself against the inheritance of debt.

CYCPs should therefore start with themselves and then become a mentor. This is why they first of all need elementary knowledge, which can then be passed on to the mentees. This should include topics like keeping the household budget, expense monitoring, effective saving, cash handling, using the bank and payment cards, using a loan/credit, good understanding of the banking system, and knowledge on consumer rights, internet shopping and ways to defend against aggressive marketing communication. They also need to be able to answer to basic questions young people have such as how to get money, how to manage it, how to avoid debt or get out of it. Additionally, they need the right methodology, as they will play the role of mentor, tutor, coach and sometimes also trainer and animator.

Those trainings and methods are considered as the best ones that are based on games, simulations and peer coaching. Personal experience, fun and involvement of a group of peers increase the appeal and guarantee the success of learning. Examples of good practice include setting up mini-companies, participating in competitions in solving economic tasks, board games requiring counting from memory, games such as 'Cashflow', which involve making financial decisions, exercises with the use of various financial calculators (e.g. instalments we will pay when purchasing a TV set on credit). Almost all of these tools are available to youth in care only indirectly through the educational facilities they attend. The exception is the economic game 'Robinson na plusie' ('Robinson in the black'), which the Robinson Foundation tours with around the country.

GOOD PRACTICE: *Robinson in black board game* offered by the *Robinson Crusoe Foundation* offers for free. Board game and the workshop last 5 hours and are intended for groups of youth, optimally 30 players, aged

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15 years and older. The board game is the centre piece of the workshop. Players participate by themselves or in teams of two; there are three teams at a table. Typically there would be five tables. The aim of the game is to simulate the influence of financial decisions on a person's budget and earnings. Teams are given boards for planning their budgets, with obligatory, monthly expenses (rent, food, loan payments etc.). The game uses a fictional currency. The game rewards setting money aside. Apart from money, a player also collects points of "life satisfaction". The game is built in a way that ensures the best strategies are investments – either in one's qualifications (language courses, programming courses, driving courses) or financial investments (small investments, stock exchange, avoiding debt). A workshop, built around the game, helps youth see analogies between strategies used in the game and strategies that can be used in real life. Participants have an opportunity to reflect on possible consequences of working without a contract (or illegal work), getting into debt, and riding public transport without a ticket. During a game recap, players share strategies for saving and investments. Financial outcome as well as players' initiative is taken into consideration when winners are picked. Winners receive shopping vouchers. (<http://www.fundacjarobinson.org.pl/strona/programy-fundacji/gry-edukacyjne>).

3.2 Inputs for the training design

3.2.1 France

The training should include practical methods, where participants would have to create a project during the training for instance. They would also appreciate a collective learning method to facilitate interactions between the participants because it would open the opportunity to listen to the workmate's ideas and sharpen it in a collective way. The preference lies in face to face learning followed by e-learning giving access to the content of the training. Concerning the organisation of the training, one or two days onsite training is considered the maximum time, although it is not specified whether this refers to the entire training or one training session.

3.2.2 Austria

The modules/topics of the training should contain the following:

- Raising the awareness of the CYCPs on the importance of financial literacy and entrepreneurship in the daily work with children and youth in care and young care leaver
- Content-related training on the different topics identified as needs of CYCPs and children and youth in care.
- Knowledge where to get more information, knowledge on existing counselling services and public bodies that can be approached by the young adults or themselves.
- Methods on how to apply the knowledge about financial literacy and entrepreneurship in the daily work with children and youth in care and young care leaver.
- Concrete methods how to deal with consequences like for example liabilities of children and youth.

The learning methods should include learning in a playful way and group works. The courses can be a mix of onsite and online classes or modules. Online Modules or homework should include feedback and be controlled by the trainer(s). In the design of the online modules it should be taken into account that professionals in the social area are often not used to online courses.

Regarding the time frame for the training, one proposal was to organize it over a longer period to give the training importance – e.g. one or two semesters with short training units (e.g. 3 hours each) in a one or two weeks interval and “homework” (practical exercises for the daily work with the children and youth in care) between the units. Another proposal was to organize inputs/workshops (3-4 hours) on different financial education topics in team meetings. The social pedagogues would expect the employer to assume the costs for the training.

In the Austrian context, it is essential to be aware of the differences between the states (Bundesländer) with regards to legislation and regulations. This is why it may be important to adapt the training developed by the project consortium not only to the Austrian context, but also, content-related, to the federal states.

3.2.3 Germany

The training modules should include the following content:

- Self-Reflection of the training participants on their own attitude towards money
- Basic attitudes and basic information on financial and entrepreneurship skills
- Knowledge on budget planning and administration, contract management, the application system
- Debt management, saving concepts and knowledge on the support provided by the governmental agencies
- Knowledge on the legal basis of rights and obligations (e.g. Cost-consciousness regarding care costs, etc.)
- Methodology, didactical guidelines and corresponding concepts for the work on the different topics with children and youth in care and young care leaver

The learning method should be a combination of introductions to the different topics and learning by doing methods. As a possible method for the practical learning by doing, the participants proposed taking over responsibility for the group’s budget for instance.

The proposed training will provide a new focus on how to convey financial literacy and entrepreneurship skills to children and youth in care and young care leaver. As this focus is so far missing in further education possibilities as for example in Master programme, a long-term advanced training would be needed with a certification according to the content covered.

The training should be predominantly onsite. It should rather be organized as a continuous process or as mentioned above as a long-term advanced training. CYCPs should participate in the training during their working time, that is to say the costs should be covered by the employer as further training of the employees.

3.2.4 Bulgaria

The Bulgarian participants did not give concrete proposals about the training design. The training should cover the needs identified for the CYCPs and the young adults. The content should be presented in a practical way and with practical advice how to train children about them. With regards to learning methods, the Bulgarian participants would prefer interactive training methods.

3.2.5 Poland

From the methodological point of view, the mentoring method is the key tool allowing CYCPs to work most effectively. It is important, therefore, that they use their own experience and are aware that they have



valuable knowledge of finance and entrepreneurship to impart. School is not always able to do so, and when they are it is only partially. The foundation of a deeper cooperation with a young person in this area is the answer to one of the following questions: Where to get money from? How to make ends meet?; How to avoid debt? In light of the objectives of the CYCLES project, it seems important to determine what a CYCP must be able to do alone and what he needs to know in order to be able to find allies (for example business volunteers) or to be able to show a young person additional solutions.

For the success of the training, it will also be important to raise awareness on the importance of these topics in the individuals, but also in the management of the institutions. In the designing of the training also the cultural barrier, that is to say resistance and misunderstanding of the financial world as well as time restrictions have to be taken into account.

Instead of inviting CYCPs to external trainings, it could also be an interesting approach to invite experts to support the CYCPs in their daily work with new methods in a long-term action, allowing a gradual transfer of methodology and inclusion in increasingly advanced programs.