



FINANCIAL AND ECONOMIC LITERACY OF MIGRANT WOMEN FOR ENTREPRENEURSHIP INCLUSION

2018-1-UK01-KA204-048234

IO.1: *FEMENIN Training Curriculum*



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1. Introduction

The aim of FEMENIN project is to fill the identified gap on training financial and economic literacy of migrant women for entrepreneurship inclusion, facilitating its alignment with ECVET curriculums and enhance quality assurance of inclusive adult entrepreneurship education and its effectiveness in Europe.

Moreover, FEMENIN project aims to support and train adult education teachers and trainers to provide high quality learning opportunities in Financial and Economic Literacy to migrant women, tailored to their needs and specifically designed to support their social and labour inclusion through Entrepreneurship. Adult education teachers and educators from seven partner organizations, representing Adult Education and VET providers and experts, Public Administrations, NGOs and entities supporting migrant women from six countries (UK, Ireland, Spain, Romania, Turkey and Poland) worked together to facilitate access to upskilling pathways to migrant women

To do so, a consortium of 7 partners led the project co-creating the following methods:

- ✓ a new European ECVET Curriculum on teaching Financial and Economic Literacy of migrant women for Entrepreneurship and Inclusion (IO1) that will be supported with Training Modules (IO2);
- ✓ an innovative Multi-level Mobile Instructional Learning Apps (IO3) to train adult education teachers and trainers to use and design Mobile Training Apps (IO5);
- ✓ a Multi-lingual e-learning platform (IO4) with innovative e-Learning courses on Financial and Economic Literacy;
- ✓ a Guide for validation, certification and accreditation on Financial and Economic Literacy for migrant women in Europe (IO6).

FEMENIN will have a direct impact on Adult education teachers and trainers and migrant women: both groups will benefit from Open Educational resources (OER) and iCT-based tools aimed at improving their skills and competencies on Financial and Economic Literacy of Migrant Women for Entrepreneurship and Inclusion.

FEMENIN training programme aims to be work-related and geared towards potential or specific jobs since it is important that the traditional dichotomies between education and work need further softening/altering.

The project is conducted by a consortium of seven partners from six European countries.

PARTNER	COUNTRY	ORGANISATION	
D1	UK	ASPIRE	Aspire Education Group LTD
D2	ES	INFODEF	Instituto para el fomento del desarrollo y la formación S.L
D3	RO	CPIP	Centrul Pentru Promovarea Invatarii Permanente Timisoara Asociatia
D4	ES	LBP	Asociación La Bien Paga' Espacio Esenico
D5	TU	GOI	Istambul Valiligi
D6	PL	Danmar	Danmar Compures LLC
D7	IR	INQS	Innoquality Sistem

2. The Training Curriculum: approach to the FEMENIN Units of Learning Outcomes

The Training Curriculum aims to define and map the competencies, knowledge and skills that adult education teachers and trainers need to work on financial and economic literacy of migrant women for entrepreneurship inclusion. The FEMENIN Training Curriculum will facilitate the recognition of competencies in different countries, supporting the mobility of adult education teachers and trainers across Europe and promoting lifelong learning, skills certification and training credit.

The process implied the Partners contribution as following:

- ✓ setting up of a Theoretical Framework analysing European and national qualification frameworks;
- ✓ definition of the Competence Framework required and creation of Learning Units;
- ✓ development of Learning Outcomes expressed in term of Knowledge, Skills and Competences (Responsibility and Autonomy).

The identification and definition of Units of Learning Outcomes has been designed following the EQF and ECVET guidelines and principles. The present Training Curriculum is an Open Educational Resource (OER) available in English and all the languages of the consortium and accessible through the project website.

Description of the elements to be included in the Curriculum

Aim

Overall description of the purpose, intention or objective of the Learning Unit

Performance Criteria

Standards by which an individual is considered competent in each particular Learning Unit. That is, a very brief description of those actions an individual need to demonstrate in the required filed of competence after completion of the Learning Unit.

Learning Outcomes

- **Knowledge**

Collection of facts, principles, theories and practices related to the field of studies or professional activity

- **Skills**

Ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be **cognitive** (use of logical, intuitive or creative thinking) or **practical** (implying manual skill and the use of methods, materials, tools and instruments)

- **Competences (Responsibility and Autonomy)**

Ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility

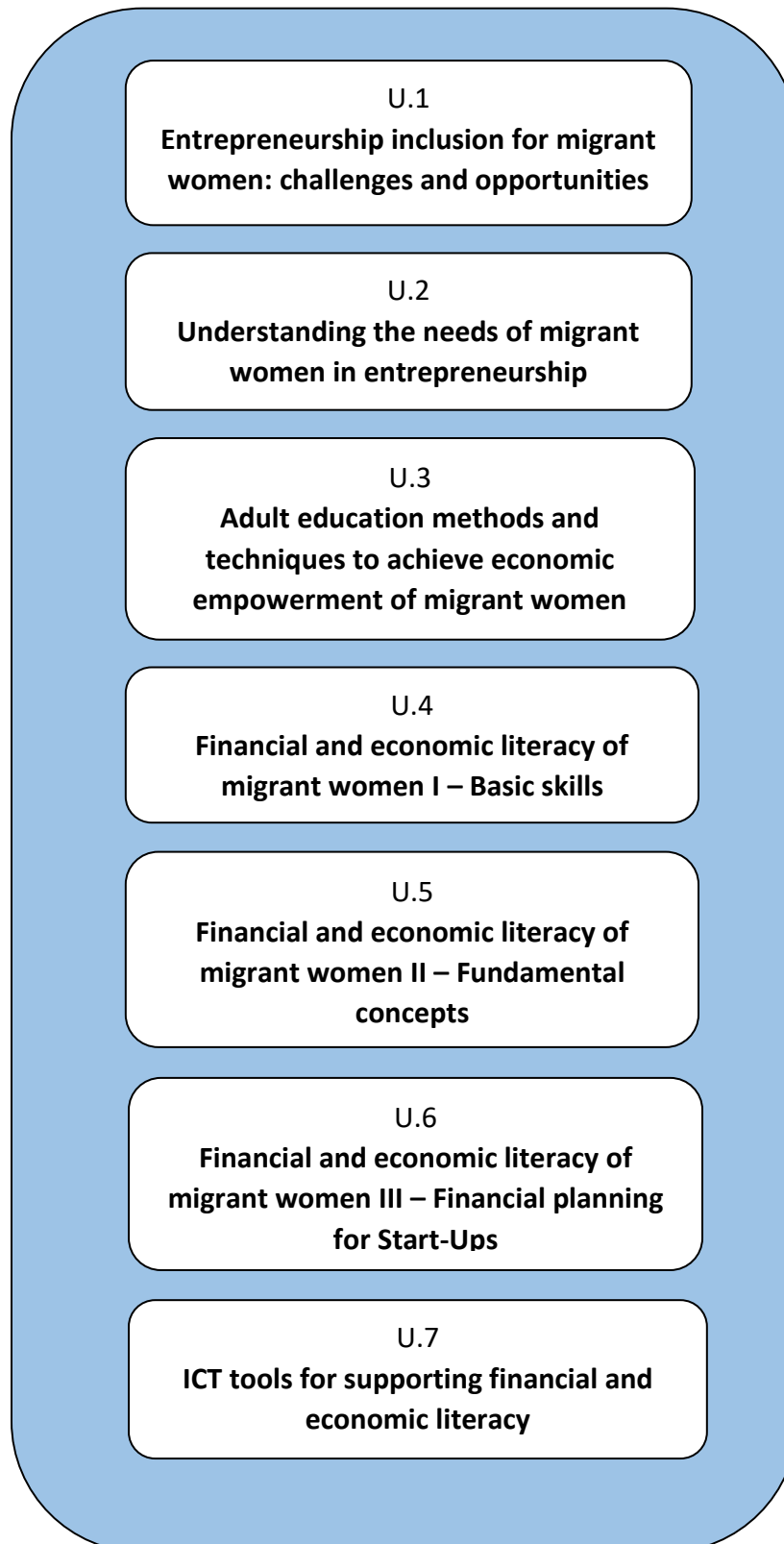
FEMENIN Training Curriculum is aimed at **EQF level 4**

Qualification level	Knowledge	Skills	Competencies
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change. Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.

External Resources

Set of available resources which may help to achieve the foreseen actions (some examples have been included in the Units of Learning Outcomes).

Units of Learning Outcomes (U)



Unit 1. Entrepreneurship inclusion for migrant women: challenges and opportunities

Aims

- Help adult education teachers and trainers to understand the role played by financial education to empower women and achieve gender equality.
- To present an overview of the innovative pedagogical approaches proposed by FEMENIN project, to work on financial and economic literacy of migrant women for entrepreneurship inclusion.
- To present an overview the FEMENIN Training Curriculum contents.

Performance criteria

- Analyze social context to overcome cultural stereotypes and prejudices that support gender discrimination of migrant women and to identify their inclusive entrepreneurship knowledge and skills.
- Understand women’s opportunities have to be put on the key objectives of economic empowerment of women.

Learning outcomes

Knowledge	<p>K1. Basic knowledge on the main theoretical concepts of gender, interculturality and inclusive entrepreneurship and the link between them.</p> <p>K2. Outline the role played by financial education to empowerment women.</p> <p>K3. Fundamentals on adequate pedagogical approaches to plan migrant women’s inclusive entrepreneurship interventions.</p>	Skills	<p>S1. Identify the value of education and training activities on raising the status and role of women entrepreneurs in the economy.</p> <p>S2. Analyze how to provide women themselves with an opportunity to be successful in their careers and fully realize their creative potential through entrepreneurship.</p> <p>S3. Identify innovative pedagogical approaches to attend migrant women’s financial education challenges and opportunities from gender and intercultural approaches</p>	Responsibility and Autonomy	<p>C1. Explain the role played by financial education to empower women.</p> <p>C2. Contribute to develop financial education activities aimed at migrant women with an appropriate approach to analyses constraints and opportunities.</p> <p>C3. Classify the challenges and opportunities that inclusive entrepreneurship brings for migrant women.</p> <p>C4. Define why gender matters: gender equality in terms of economic and financial opportunities.</p>
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External resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet
- Etc.

Unit 2. Understanding the needs of migrant women in entrepreneurship

Aim

- Help adult education teachers and trainers to identify the specific needs faced by migrant women in their entrepreneurial process.

Performance criteria

- Demonstrate the understanding of the importance of the analysis of migrant women needs in entrepreneurship by integrating this aspect in his/her training/educational/guidance practice.
- Select and apply adequate instruments and tools for the identification of individual needs of migrant women in entrepreneurship.
- Analyze and evaluate the information gathered about the individual needs of migrant women in entrepreneurship and defines a particular course of action in accordance.

Learning outcomes

Knowledge	<p>K1. Understand the importance of analyzing the individual needs of migrant women to support their financial education for entrepreneurship.</p> <p>K2. Compare different instruments and tools adequate for the identification of individual needs of migrant women in entrepreneurship.</p> <p>K3. Analyze and evaluate the information gathered about the individual needs of migrant women in entrepreneurship.</p>	Skills	<p>S1. Integrate the analysis of individual needs of migrant women in a financial education for entrepreneurship programme.</p> <p>S2. Select and apply instruments and tools for the identification of individual needs of migrant women in entrepreneurship.</p> <p>S3. Translate the evaluation of the individual needs of migrant women in entrepreneurship into a particular course of action.</p>	Responsibility and Autonomy	<p>C1. Explain the important role that migration issues play in relation to entrepreneurship's needs.</p> <p>C2. Assess women's needs for economic empowerment</p> <p>C3. Develop inclusive labor paths based on entrepreneurship aimed at migrant women.</p>
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External resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet
- Etc.

Unit 3. Adult education methods and techniques to achieve economic empowerment of migrant women

Aims

- To improve adult education teachers and trainers theoretical knowledge of Adult Learning theories
- To raise awareness on the fundamentals of inclusive adult migrant training
- To equip adult education teachers and trainers with tools to promote inclusive and collaborative learning atmosphere in their learning settings
- To support adult education teachers to apply collaborative learning techniques to promote participation of adult migrants in their own learning process
- To alert and upskill the adult education teachers and trainers to manage immediate, but still somehow predictable resistance of adult migrants to learning
- To enable them to gain the confidence and responsibility to make appraisements in the field.

Performance criteria

- Describes the Adult Learning theories
- Identifies fundamentals of inclusive adult migrant learning
- Defines methods and techniques for promoting adult migrant learning
- Integrates diverse methods into learning settings
- Adapts diversity of adult education approaches and techniques
- Develops "tailor-made" lesson plans
- Discusses the 'best' strategies and/or techniques to be applied in specified occasion
- Proposes solutions to immediate difficulties of adult migrants within the learning setting
- Makes variations in the strategies and methodologies considering the real or urgent needs and learning styles of his/her learners
- Makes evaluations of colleague's or team member's way of adapting methods and techniques already defined.
- Propose recommendations for alternative approaches to be adopted in daily work of colleagues or team members

Learning outcomes

<p>Knowledge</p> <p>K1. Define factual and theoretical knowledge on the Adult Learning Theories (i.e. Knowles’ Andragogy, Rogers’ Experiential Learning, Mesirow’s Transformative Learning, Gagne’s Conditions of Learning and Critical Theory)</p> <p>K2. Explain fundamentals on inclusive and diverse adult migrant education environments (i.e. roles of cultural identities, the concept of multiple intelligence, self-directed learning, etc.)</p> <p>K3. Extend knowledge about methods and techniques for Adult Migrant Learning (i.e. group discussions; simulation exercises; metaphor analysis; concept mapping; life histories; reflection exercises, etc.)</p>	<p>Skills</p> <p>S1. Make use of individualized and/or personalized approaches to engage Adult Migrant women in their own learning process</p> <p>S2. Apply diverse methods and techniques in training sessions for inclusive adult migrant learning practice</p> <p>S3. Create collaborative learning environments for inclusion (using active learning, peer instruction, collaborative problem solving, visualisation, self-learning)</p> <p>S4. Design individual and/or collective lesson plans addressing to the specific needs of adult migrant women</p>	<p>Responsibility and Autonomy</p> <p>C1. Elaborate feedback to the immediate and predictable learning needs of adult migrant women.</p> <p>C2. Adapt techniques and strategies according to the reality of his/her trainee and training conditions.</p> <p>C3. Assess colleagues'/team members' routine in relation to defined approaches, strategies and methods.</p> <p>C4. Recommend alternative methods, techniques or strategies for colleagues/team members.</p>
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External resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet
- Etc.

Unit 4. Financial and economic literacy of migrant women I - Basic skills

Aims

- To support adult teachers and trainers to empower migrant women learners to develop basic knowledge and skills for financial and economic literacy for better money management, financial goal setting, managing financial risk and meeting their needs
- To support adult teachers and trainers to develop a range of practical studies and activities which engage their learners to demonstrate their understanding of financial and economic concepts appropriately and effectively

Performance criteria

- Can explain basic financial and economic concepts and their main role in indicating and assessing basic financial needs, wants, challenges and opportunities
- Can recognize, select and explain ways of tracking financial transactions for better money management
- Can set financial goals and explain how budgeting and cashflow can be used to meet financial needs and wants
- Can compare returns on savings, exchange rates and money transfers as financial planning for the future
- Can describe the basics of tax, national insurance, health and pension contributions required by law
- Has a basic awareness of financial products and services which pose a risk (e.g. payday loans, online get rich quick schemes) and how to manage this.

Learning outcomes

Knowledge	Skills	Responsibility and Autonomy
<p>K1. Basic knowledge of financial needs, wants, challenges and opportunities of migrant women and how to empower them to set their financial goals.</p> <p>K2. How to track and manage personal/business finances.</p> <p>K3. Understanding of financial terminology (e.g. salary, basic pay, gross pay, national insurance, tax es, etc.</p> <p>K4. Know how to open a bank account (in person /on-line,) and understand the difference between debit and credit cards</p> <p>K5. Understand exchange rates, the costs of sending money abroad and the importance of financial planning for the future e.g. saving, investments, pensions.</p> <p>K6. Know the risk of some financial products and services (e.g. pay day loans, online 'get rich quick' schemes).</p>	<p>S1. Adapt learning to suit different financial models which suit different contexts and meets the needs of migrant women learners empowered to set their financial and economic goals.</p> <p>S2 Illustrate basic numeracy and explain how to make a simple budget, income and expenditure sheet, cashflow /savings plan and differentiate between financial needs and wants.</p> <p>S3 Explain financial terminology and institutions which handle money.</p> <p>S4. Coach completion of online banking applications and discuss the basic pros and cons of credit and debit cards.</p> <p>S5. Explain the comparison sites for exchange rates, money transfer abroad and returns on investments.</p> <p>S6. Make use of ICT to access and give important financial information in a safe and secure way and assess online financial risk of products and services.</p>	<p>C1. Improve migrant women competences through basic financial and economic literacy skills training approaches.</p> <p>C2. Create a simple budget and use an income and expenditure spreadsheet for better money management and meet financial needs and wants of migrant women.</p> <p>C3. Identify the deductions on a monthly salary or weekly wage slip and understand different types of taxes.</p> <p>C4. Show how to open a bank account to a learner and explain how to compare interest rates on debt and credit cards.</p> <p>C5. Identify and explain how to use online tools to calculate exchange rates and costs of money transfers.</p> <p>C6. Demonstrate how to assess the risk of financial products and services and compare rates of return on savings and investments.</p>

External resources

- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet
- The spreadsheets required for 3 year Start-up financial forecast.
- IT equipment: computers, software, projector

Unit 5. Financial and economic literacy of migrant women II – Fundamental concepts

Aims

- The aim of this unit is to provide learners with knowledge of the fundamental concepts of financial investment and to encourage learners to gather a greater recognition of financial education in the society of economic changes.
- Another aim of this unit is to enable learners to foster the opportunities in the field of entrepreneurship inclusion as a bridge of advantages; to use the proper techniques to achieve economic empowerment and to improve their own financial ability to visualize the existing risks and challenges as a difference between income and expenses.
- After the completion of this unit the learners will be able to support and to adapt the process of establishing SMART goals as a strategy for improving the financial skills through supporting continuous financial education.

Performance criteria

- The learners can explain the fundamental concepts of financial education and which is their main role in indicating and assessing basic financial needs, challenges and opportunities.
- The learners can recognize, select and explain how to effectively manage money and to generate ideas on how to invest wisely.
- The learners can create, use, interpret, adapt and guide others to achieve a greater recognition of fundamental concepts, to present and to discuss their advantages.
- The learners can simplify the theoretical requirements which are in addition and can interpret according to the fundamental concepts of financial education.

Learning outcomes

Knowledge		Skills		Responsibility and Autonomy	
	<p>K1. Basic knowledge of fundamental concepts and effects of financial education in daily life.</p> <p>K2. Greater recognition of methods and strategies required to identify, to select and to describe theoretical concepts for establishing a financial balance.</p> <p>K3. Extended knowledge of how to measure and explain the difference between financial theory and practice.</p> <p>K4. Extended knowledge of identifying basic techniques to achieve economic empowerment and to visualize the financial challenges and opportunities.</p>		<p>S1. Explain essential concepts required by financial education and to demonstrate their applicability through practice.</p> <p>S2. Develop innovative strategies for designing and rearranging the notions of financial and economic education.</p> <p>S3. Guide other learners to express what is useful in the financial theory as a method of evaluating and adapting the concepts according to a certain financial situation.</p> <p>S4. Illustrate by example the effects of financial and economic theory.</p>		<p>C1. Analyse work processes based on fundamental concepts in the field of financial and economic literacy.</p> <p>C2. Elaborate financial and economic decisions required by personal and professional environment.</p> <p>C3. Guide other learners to assess financial opportunities and to generate new ideas based on the application of fundamental concepts.</p> <p>C4. Decide independently and explain how to find the balance between financial theory and practice.</p>

External resources

- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet
- IT equipment: computers, software, projector
- Existing training materials in financial education etc.

Unit 6. Financial and economic literacy of migrant women III – Financial planning for Start-Ups

Aims

- The aim of this unit is to provide learners with knowledge of the essential key concepts of financial planning migrant women need to know to embark on the establishment of a Start-up business.

Performance criteria

- The learner can explain what a financial plan is, why and when it necessary to make one when establishing a Start-up.
- The learner can create, use, interpret, adapt and guide others in the use of basic a financial forecast and the associated tools.

Learning outcomes

Knowledge	<p>K1. Basic knowledge of financial planning required for a Start-up business.</p> <p>K2. The fundamentals of financial forecasting for the first 3 years of a Start-up.</p> <p>K3. Extended knowledge of how to interpret and adapt 3-year financial forecast for a Start-up business.</p>	Skills	<p>S1. Explain conceptual ideas and reasoning behind a financial plan and forecast.</p> <p>S2. Compile a 3-year financial forecast</p> <p>S3. Guide others through the compilation of a 3-year financial forecast.</p> <p>S4. Interpret and adapt a 3-year financial forecast.</p>	Responsibility and Autonomy	<p>C1. Explain what a financial plan is and why it's necessary to create a one for a Start-up.</p> <p>C2. Explain the different components of a basic 3-year financial forecast for a Start-up.</p> <p>C3. Guide others in the proper use of a basic 3-year financial forecast for a Start-up.</p> <p>C4. Explain how to adjust a financial forecast as a Start-up business progresses.</p>
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External resources

- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet
- The spreadsheets required for 3-year Start-up financial forecast.
- IT equipment: computers, software, projector

Unit 7. ICT tools for supporting financial and economic literacy

Aims

- The aim of this unit is to provide learners with knowledge on ICT tools for supporting their personal and/or professional development in terms of financial and economic literacy, including the opportunities and risks of using such tools.
- This unit also serves the purpose of raising awareness on the availability of open and free online resources for supporting household and/or labour activities regarding finance management.
- Finally, with this unit, learners, especially migrant women, will be encouraged to make use of ICT tools for their inclusion in the society and upskilling on finance management. The FEMENIN project has foreseen the development of own e-tools, i.e. platform and mobile app, designed to meet the needs of the target group, which will also be introduced in this unit.

Performance criteria

- The student understands the purpose and knows where to find open free online ICT tools for managing own budget and professional development.
- The student can use selected ICT tools for the purpose of entrepreneurship inclusion.

Learning outcomes

Knowledge	<p>K1. Basic knowledge of ICT tools for supporting personal and/or professional development in terms of financial and economic literacy.</p> <p>K2. Recognize the opportunities and risks of using open free online ICT tools.</p> <p>K3. Identify new innovative e-tools, i.e. the results of the FEMENIN project, to make use of them in own environment.</p> <p>K4. Define the fundamentals of financial management for the inclusion in society and own upskilling.</p>	Skills	<p>S1. Outline the purpose of open free online tools.</p> <p>S2. Choose between a variety of open free online tools for the purpose of self-development, taking into consideration opportunities and risks.</p> <p>S3. Guide others on the availability of new innovative e-tools, i.e. the results of the FEMENIN project, to make use of them in own environment.</p> <p>S4. Discuss entrepreneurship inclusion resulting from the use of ICT tools.</p>	Responsibility and Autonomy	<p>C1. Explain the purpose of selected ICT tools for supporting financial and economic literacy.</p> <p>C2. Assume responsibility to choose between different open free online ICT tools for the purpose of finance management.</p> <p>C3. Illustrate the use of FEMENIN e-platform and mobile app.</p> <p>C4. Decide independently in respect of calculating own budget with the use of open free online ICT tools.</p> <p>C5. Demonstrate more self-confidence regarding entrepreneurship inclusion.</p>
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External resources

- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet
- IT equipment: computers, mobile device(s), software, projector



FEMENIN

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