

*Financial literacy and entrepreneurship trainings
for high school students: from personal finances
to starting a business*





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The material is developed by the professional team of Kathaz Public Benefit Nonprofit Ltd (Szeged), Akademie Klusenhof (Hammingeln) and Socialna Akademija (Ljubljana).

1. Introduction

The Reader holds the result of a professional education cooperation realized in the framework of the three-year-long strategic partnership¹ called *MotivAction*. Catholic House Public Benefit Nonprofit Ltd from Szeged, Hungary, Akademie Klausenhof from Hamminkeln, Germany, Socialna Akademija from Ljubljana, Slovenia and West University of Timisoara, from Romania have been working and thinking together to develop this educational material entitled *Financial literacy and entrepreneurship trainings for high school students: from personal finances to starting a business*. This is the third item of the series *MotivAction* publications, following the first one, dedicated to self-consciousness and personal development trainings, and the second one, addressing career orientation of high school students.

The material leads the Reader on an imaginative road with two directions. The first one is dedicated to personal finance, which means supporting high school students in gaining knowledge and skills to stand on financially stable, and possibly secure ground as grownups. Training courses offered in the material highlight basic financial concepts, traps, and relations that are considered taboo, presenting all this in a relevant way for teenagers. The second direction focuses on transferring knowledge about starting and running a business, by giving concrete tips and advice of experienced businessman. Knowledge transfer is completed with the development of entrepreneurial skills.

Personal finance and entrepreneurial skills are put in the context of *MotivAction* project goals, as we consider this issue as an important field of upbringing, as well as of successful and proactive life orientation. Knowledge and skills offered at the trainings help youngsters to act independently on the job market and instead of waiting for job opportunities, take in hand their life and create future for themselves.

The output presents three alternative versions of financial literacy and entrepreneurial skills training for high school students by describing macro and micro plans of the courses. In addition, trainers collected the experience of implementation and formed them into suggestions for the organization of similar future trainings.

Hopefully this material will be useful to all teachers, trainers and youth workers who aim to support youngsters on the way of learning about personal finance and developing basic skills for realizing their ideas in the form of starting a business. Furthermore, the material may also be useful for NGO-s willing to organize financial literacy and entrepreneurial skills training for high school students.

¹ Strategic Partnership for ensuring personal life management for better work perspectives in disadvantaged regions, (project number: 2017-1-HU01-KA201-036045).

2. Theoretic background

This chapter is dedicated to set the common framework of financial literacy and entrepreneurial skills trainings for high school students. Trainings had two main focuses. First, we dealt with personal finance and financial literacy, in order to allow youngsters to stand on financially stable, and possibly secure ground as grownups. Second, we took a pass towards the topic of entrepreneurship, by transferring knowledge about starting and running a business, as well as giving concrete tips&advice and developing skills.

2.1. Financial literacy: personal finance and basic financial skills

Before we move on to describing the term financial literacy, we must first recognize that several sources offer their own definitions, overlapping, but also distinguished from one another. For the purpose of the project work (trainings and intellectual output), we use the definition by Investopedia. The reason for this choice lies in their founding mission: *"to make finance and investing easier to understand and every definition featured both a matter of fact explanation as well as a more friendly layman's version."*²

So, what is financial literacy? *"It is the ability to understand and effectively apply various financial skills, including personal financial management, budgeting, and investing. Financial literacy helps individuals become self-sufficient so that they can achieve financial stability."*³ It consists of knowing how to effectively plan finances, from managing debt, tracking spending habits, setting up a budget to planning for your future (e.g. investing in a retirement scheme). It applies to being aware of various possible sources of income. It incorporates know-how for accurately calculating interests. It means understanding the difference between insurance and investing.

With these examples we are barely scratching the surface of all that it encompasses. The field of knowledge is so huge, one may begin to wonder when we can truly call someone financially literate? Taking into account we don't all work in the financial sector, what does a financial layperson need to know then?

Our focus here is not on those who manage money for others, but for *themselves*. This part of financial literacy could be then classified as *personal finance*. Personal finance refers to the personal point of view – what works for someone doesn't necessarily work for another. To make matters easier, we divided the topic into 5 categories:

- **General:** understanding the difference between passive & active income, gross & net income, tracking income and expenses, the importance of saving, difference between cost, price and value, rights and obligations when it comes to taxes (paying taxes, tax breaks, tax rates), what are inflation and deflation, what is time value of money etc.
- **Banking & Credit:** understanding the role of banks, smart vs. poor use of credit, difference between credit and debit card, how to open up an account, how to use mobile/online bank and an ATM, loan vs. lease etc.

² History of Investopedia. Investopedia. Obtained on 20.6.2020 from <https://www.investopedia.com/about-us#History>.

³ Kenton, W. (2020). Financial literacy. Investopedia. Obtained on 20.6.2020 from <https://www.investopedia.com/terms/f/financial-literacy.asp>.

- **Investments:** knowing your risk limit, understanding different ways to invest (what are the risks and benefits of each), why do companies sell shares, how to buy and sell stocks, what are bonds, mutual funds, ETFs, what are cryptocurrencies etc.
- **Insurance:** understanding ways we deal with risk, difference between insurance and speculation, when to get an insurance, compulsory and non-compulsory insurance, who are odds makers and actuaries, what is underwriting etc.
- **Retirement & Welfare:** understanding the concept of pension, setting up a retirement plan, how to get unemployment benefits and other types of benefits provided by the government.

Different sources may use different classifications. For example, a course titled Personal finance on EdX platform (3) has four categories: investments, credit, insurance and retirement. Such courses like that can be very beneficial for a broader understanding of the financial world, however, they also tend to be very country specific. This is why whenever we talk about finance, we can't pass the topic of law. It regulates tax rates that differ from country to country, from income to sales tax. It refers to how much tax you need to pay if you are working abroad but living in your home country. Basic understanding of obligations and rights provided by the law, specific to an individual, thus falls under financial literacy as well.

But why it is so important for youngsters to gain insight into financial matters? First of all, financial matters define and intertwine their lives. Knowledge gathered and skills developed during high school may help them to have a solid financial background as adults. Partners realized during the preparation phase of the trainings that many teenagers have no idea about basic financial terms. This is a huge problem as they soon will finish high school and go to university or enter the labor market. Students often don't know how to calculate the interest rate of a loan. Mind you, most adults don't know that either, which is a huge problem as young people copy examples from home. In other words, if dad bought a BMW 7 while the electricity was cut off because he couldn't pay his bills, and then he keeps calling his 'friends' to lend him money, than this behavior is going to be completely natural to that young person, who will carry on with his/her life likewise when he reaches adulthood, because that's just the way it is done. Furthermore, target group members don't know what the difference is between a bank card and a credit card. They are not aware of the process of inflation; they don't know what the difference is between net and gross income and have no clue what personal income tax is. These young people will soon be on the employment market and will live off wages and salaries just like a lot of other adults. They will, however, have no clue why it's important to have at least 6 months' worth of savings, or why it is important to prepare for their retired years now, while they're still active. Nor do they know what a fixed or floating interest rate are, not to mention the length of the interest period. Rent a flat instead and save up to increase your own capital. Many other examples can be found, but the conclusion is already clear: the biggest problem nowadays is that people buy things they cannot afford, out of money that's not their own, to impress people they don't even like. That's why instead of focusing merely on delivering financial knowledge, we tried to reshape the approach of youngsters and make them understand what an insanely insecure, exposed, and financially instable world they live in, where consuming is the main, most acknowledged human value, and the general standard of everything. This is absolutely wrong!

During the trainings, huge attention is paid on reshaping participants' mind and make them understand some common misbeliefs about money and happiness. This concrete approach to the topic can be seen via the discussion of 6+1 financial traps that can save young participants from a lot of trouble both in their private lives or in their future business endeavors. For each traps trainers formulated an advice that is easy to remember, and participants can take with them to adulthood. Let's see the 6+1 traps!

1. **You think you are safe, but humankind has never lived in bigger insecurity!**

The whole financial system is built on fiction! What is an interest rate? What is an exchange rate? What is scriptural money? What is a deposit guarantee? What is face value? These are all invented concepts. People have to guess them and accept the fact that these are concepts that define our lives, in order for these concepts to actually exist. An interest rate is not an existing thing. COVID-19 is an existing thing, although we cannot see it, it exists. Interest rates exist today, but what if the appropriate decision makers decide, that from tomorrow there is no interest rate? It doesn't exist anymore. Can it happen? Who knows... Anyhow, these are interesting times to witness, trying to survive and trying to guess the consequences of this pandemic. We say money has value. Of course, it does, face value. Or perhaps a bit of calorific value. What if tomorrow they say that the a banknote is worthless? Or if it buys you 5 kg of bread today but only 1 kg next week. Can it happen? It has already (see for example big inflation after the second world war).

My advice: Never forget that the system is built on fiction and is therefore extremely insecure. Nobody but nobody can tell you what is going to happen tomorrow.

2. **You think you know how much life costs**

It's a typical problem that high school students have no idea how much life and making a living cost in reality. At the training they were asked to write down, what lifestyle they want to lead in 15 years, describe those conditions. Then they had to write down how much they think their first net salary will be, when they start work. What kind of house do they want, what kind of car, where would they go on vacation, etc. Finally, they listed the items they would have to cover living on their own in similar circumstances as they do now. A lot of things were listed, but a lot more were left out. At the end of this exercise and the summary, the problem became clear: young people did not even come close to predicting their monthly costs, and thus have no idea what a corresponding salary would be, and whether that's realistic at the moment in their country. Shocking numbers evolved from calculating the costs of the lifestyle they want to reach in 15 years, realizing how much they would have to earn and save in order to reach that goal. Now they know how much life costs in reality.

My advice: Become aware and be aware of how much life costs. A pen and checkered paper can work wonders and save you from a tragedy!

3. You think you know what you need. It's a huge problem that people can't differentiate between needs, demand and desire.

People want to live according to their desires, in spite the fact that they should consider their needs and match demands with possibilities. Desires trigger ill-considered loans, and insolvency. Furthermore, it is catch 22, or the catch of luxury. It's a law of steel proven by history, that luxury sooner or later becomes a basic need, which brings about new obligations. Once people get used to a certain level of luxury, they take it for granted. They start to count on it. Finally, they reach a point where they can't live without it.

My advice: Become aware of your needs and adjust your demands to your options not your desires!

4. You think you are a team, but you're playing against each other.

At the trainings activities and interests of players such as a bank advisor, an independent financial advisor, or a broker were clarified. How do they earn their money, from what do they benefit and to what extent is it in their interest to offer a solution that is in agreement with our own needs and possibilities, etc. Of course, not all financial advisors are from the devil himself, but it is good to know, that whatever these professionals propose is not necessarily in accordance with our best interest.

My advice: be careful and extremely cautious when asking a financial advisor for guidance or receiving unwanted advice!

5. The lack of planning

Hungarians are not prepared for any unexpected events, but what is worse is they don't prepare for the expected either, or at least not in time. While this should be an essential part of being financially aware. Plan in time.

My advice: Always plan ahead in all aspects of life, and that includes financial questions. That's the secret of a long stress- (and loan)free, balanced life.

6. What's the problem with (retail) loans? What keeps loans alive? The fact that everybody is happy about them:

- the consumer is happy to buy something he couldn't otherwise afford,
- the merchant and the companies are happy that more people are buying their products and services
- banks are happy because they live from lending money
- the government is happy because there is a rise in consumption and domestic demand, which drives the economy and increases tax revenue (VAT, corporate tax, social security contributions).

So what exactly is wrong with a loan?

- You don't know what's going to happen tomorrow, not to mention in 25 years. You have no idea. You are so exposed, it's better not to even think about it because you won't be in the mood for living.
- You think you somewhat comprehend the local economic environment so you can calculate your future. First of all, you have no idea what, not to mention who influence the local(national) economy, furthermore there is no such thing as national economy anymore, only global economy. The international political, economic, and financial web is so extensive that it's all like a huge game of domino, where you can't exclude yourself from international consequences (see the 2008 American financial crisis or the present COVID-19 crisis).
- You have no influence over what will happen, but you have to pay your loan installments no matter what happens.

My advice: Briefly, save up and work out your life on your own, not from bank loans. (a business venture is different, see below!)

+1) Trap: you want to buy happiness

Why people aren't happy?

1. Because they focus on the 10% of their life that isn't right, instead of the remaining 90%.
2. Because they have expectations regarding everything, often unrealistic expectations (e.g. I'm going to win the lottery) so when life turns out differently, they are disappointed.
3. They have low self-esteem. If you don't love yourself, how can you expect others to love you?

My advice: Don't wait for life to bring you happiness, recognize at last that you are happy. You are happy already. Love yourself, value what you already have, and don't have unrealistic expectations in life. (This doesn't mean you shouldn't have dreams or goals!)

These concrete tips that meant a reference point for the Hungarian trainings and their spirit was an organic part of the two other trainings. Now let's take a step forward and deal with the other field of our financial literacy trainings: entrepreneurial knowledge, skills, and approach.

2.2. A step up - entrepreneurial context

A step up from personal finances focuses on financial literacy in entrepreneurial context. We are not talking about specific knowledge needed to become an accountant or a practitioner of financial law. We are talking about stepping into entrepreneurial waters and managing finances of a self-owned business. E.g. how to get a business loan, managing balance sheets, what are fixed assets, how to set up the price of service or product ...

Blocks dedicated to entrepreneurship at the training have two main approaches. First, we intended to draw participants' attention to an important link to a field of science, psychology, which is seriously connected to entrepreneurship. Second, we tried to give concrete advice or guidelines for high school students about starting and running businesses.

Let's start with the first issue, the link between entrepreneurship and psychology. Naturally, this is not a new finding at all. However, it seems highly important to put this issue in the training because it turned out during the preparation of training materials that high school students think about entrepreneurship without a wider context: they don't link it to personal finance matters, personal approach to money, and also miss some basic knowledge about the nature of starting/ running businesses, spending money and consuming.

In this field, we intend to present to youngsters that:

- We cannot properly manage our finances without knowing how we truly feel about money.
- We cannot properly manage our spending habits, without knowing why we buy what we buy.
- We cannot grow our savings without managing our impulsivity and giving the benefit of the future self ahead of the present self.
- There is an aspect of psychology that tries to find answers for these questions, called the discipline of behavioural economics. So, what is it about?

2.2.1. Behavioral economics: decisions and feeling about money

How can we get people to make better choices in life? How can we get them to start adopting healthier eating habits, exercising, voting in the next elections or simply saving enough to get themselves out of debt? This is where behavioural economics comes into play. The confusion might lie in the name, but we could state that it has to do with behavioural actions that have economic implications (for individuals and society). E.g. if people don't eat healthy and don't exercise regularly, they are more prone to cardiovascular disease, diabetes and obesity problems – the individual pays the cost (by taking more sick days, being less productive, having less energy and a lower quality of life etc.) and so does the society (more funding to treating the conditions of those diseases, covering absence from work etc.). It is intricately linked to psychology; we are indeed studying human behaviour after all.

The discipline deals with human judgement and decision making. It can be used for nudging people into healthier lifestyle choices or quite the opposite. Companies use those same insights to sell their products. Products that might lead to cardiovascular disease and obesity and drain our wallet. Nudging refers to the concept of choice architecture. A Practitioner's Guide to Nudging⁴ shows a prominent example: Three cafeterias want to reduce the amount of junk food students eat. One bans it altogether. Another puts a "tax" on their junk food. Yet another rearranges their food display, putting junk food on higher shelves and in the back, in places harder to see and harder to reach. They all have the same goal, but very different measures. The first eliminates the choice, the second offers financial incentives and the third uses the strategy of nudging to alter students' behaviour in a predictable way, but without restrictions or financial (economic) consequences. It might seem frivolous that actions of the third cafeteria would work, but research shows they do. (5) It's easier to save money when the environment is carefully constructed

⁴ Ly, K., Mažar, N., Zhao, M. and Soman, P. (15.3.2013). A Practitioner's Guide to Nudging. Rotman School of Management, University of Toronto. Obtained from <http://www-2.rotman.utoronto.ca/facbios/file/GuidetoNudging-Rotman-Mar2013.ashx.pdf>

so that it gently nudges us into saving. As it is easier to buy unnecessary stuff when supermarkets are specifically designed to make us buy more. Having insights into what makes us buy buy buy, helps our financial situation. We cannot save and we cannot invest our savings if we spend it all.

Small changes in our environment influence our spending habits. Healthy spending habits keep our financial health strong. If we don't brush our teeth for one day, we are fine. If we don't brush it day after day, cavities are practically unavoidable. We are after all a collection of our habits.

After the general overview of some point of behavioral economics, let's step to a bit more concrete field of entrepreneurial mindset. Still keeping in mind the important link between psychology and entrepreneurship, it is worth to think about the experience of a successful Hungarian businessmen, who lead the Hungarian training, namely:

Many enterprises may be bound for failure from the very start, simply because the fundamentals, that define a successful business today are not taken into consideration.

What are these fundamentals that define a successful business and why it is so difficult to build them? Some of them are still strongly connected to psychology. First of all, the environment and socialization don't support youngsters in taking risks and learning from failures. Although high school students are full of dreams and ideas waiting to be fulfilled, the environment they were socialized in has conditioned them to avoid failures. If they run into it anyway, they can hardly get over it and thus avoid risks. They are used to having everything at their disposal and ready, (internet, social media, global world), so their patience and persistence is finite, to say the least. What is perhaps the scariest is that the scene of their social interactions has fully relocated to an online virtual realm, their communication has changed, has become simplified and digitalized, and social attachment or competence for personal cooperation simply doesn't develop. A successful enterprise requires the exact opposite of these: risk taking, experiencing and learning from failures, persistency, loyalty, diligence and cooperation above all! Second, there are some serious misbeliefs about starting and running businesses, that hinder youngsters to be successful in the field of entrepreneurship. To support training participants, the following list of advice will be built into the training materials.

1. Get into the customer's head!

What the customer thinks of your product/service is the only thing that counts. Most enterprises fail to ask their potential customers what they think about the product, but instead think up something they believe will work. In 80% of the cases it doesn't, or at least not for the person they want to sell it to.

2. Know who your customer is!

The customer target group is mostly wrong, or not detailed enough. Most enterprises only suppose who the majority of their clients are. There is no defined target group or description, which makes innovative development and effective marketing or sales impossible.

3. Find as many competitors as possible!

Do not be naive, to believe you don't have a single one. It is supposed that there is no product or service in the world that hasn't been invented yet, or that doesn't have a substitute. This is a relatively alone standing belief and a lot of entrepreneurs are certain they are doing something unique. Then it turns out that it isn't as unique after all, and their company is built on a completely false strategy, or what is worse the wrong product.

4. Don't strive to do something different from the others, do it in a different way instead!

Since every product already exists, the goal is not to do something unique, but to do it in a different way. Don't be afraid to do things others are already doing, just do them in a different way.

5. Don't think in terms of a product or service, think in terms of problem solving instead!

The purpose of a product or service, is always, to be of use to its buyer. In other words, it has to solve the customer's already existing problem. The better you know your customers and their problems, the more successful the solution, that is the product will be.

6. Specify both your product and your target group!

The narrower the better. Don't sell to everybody but know exactly which narrow group you want to sell to. Be a specialist, it will ease things for you, as you only have to be acquainted with a single consumer group and area, but that single one you have to know very well!

7. Influence emotions!

People don't make their consumer choices based on rational decisions, but rather based on emotions, so that's what we need to aim at. Supposition of human rationale is the biggest irrationality of humanity. It's always much more difficult to convince people with facts than by influencing their emotions. Of course, that doesn't mean it has to be one or the other, on the contrary. The two have to be combined and communicated well.

8. High quality – Favorable prices– Short delivery times triangle, the customer can choose only two at the same time.

The question has already been decided, the market has decided. Nowadays you can only stay in the race with high quality products and time has become much more important than price. So, don't try to be cheap, because you cannot deliver a high quality product, within a short time frame if you are cheap, or it isn't going to be profitable on the long run.

9. Pricing, where most Hungarian companies bleed out.

Why is good pricing important? Why shouldn't you be cheap? Because we use the margin for development and innovation. Profit is the basis of product development. The margin is our possibility for

investments, projects, hiring new colleagues and raising existing salaries. As an entrepreneur you have to solve everything from the margin, so don't pass up on it, especially not willingly. We are not cheap!

10. Sales attitude: concentrate on serving existing customers better and more consciously instead of acquiring new ones.

It is still a widespread sales misconception in Hungary that the goal is to acquire as many new customers as possible. In my experience more attention should be given to existing customers.

Why?

- because we don't have to convince them to choose us, they are already our customers,
- they are our best reference
- they will endorse you automatically and willingly
- they are your most credible marketing tool
- it doesn't cost any extra (if customer care is a basic concept built into our daily operation)
- I guarantee you that every 3 quality clients bring 1 new client that needs no further convincing. Is anybody aware of another advertisement platform that guarantees a 33% efficiency? We're not.

11. Competitors: how to handle them, what we can and cannot say about them

There are two major rules to go by:

1. Don't let yourself be compared to someone that is not really your competitor.
2. Never say anything bad about the real competitors because they sell a product and service as excellent as yours. Your task is to let the customers know why your product/service is even better.

Conclusion: A competitor is a valuable asset, since if there was none, there would be no one to outshine.

Finally, besides starting a business we also put emphasis on running it successfully, It was also highlighted that according to personal experience of businessmen, today it may be much easier to start a business or even find investors than it was 10 years ago, but it is much harder to keep the business alive and running after the first 2-3 years, and reach a profitability where the business can stand on its own and develop without a capital injection. It is hard to stay alive in a constantly changing environment that dictates a constant need for adaptation, while lacking long-term planning, in a highly competitive, global market, with many players, noisy competitors and an insecure economic and political environment.

2.3. Common framework of the trainings

Based on the theoretic background presented in the previous chapters, partners agreed in the following main approaches regarding the trainings.

- The trainings shall have two main focuses: personal finances and entrepreneurship (knowledge, mindset, approach).
- It is important to shed light on the correlation between personal finances and business finances: in order to have your business finances in order, you must first have your personal finances



straightened up. This gradation shall also clearly visible in the structure of the training days and blocks.

- Keep a healthy balance of background knowledge and concrete exercises (eg. business plan development, sales role play) as well as offer concrete advice.
- Integrate the topic of personal finance in the wider context of life orientation: desired lifestyle and future. Furthermore, connect the topic to self-consciousness and career orientation.

Underprivileged participants and disadvantaged regions

As to the definition of underprivileged participants and disadvantaged regions, we partly used the ones developed previously, but we also added new components to the definitions, in connection with the topic of career orientation. This way, the term *underprivileged participants* still refers to youngsters who miss or can reach with difficulties certain possibilities. This lack or difficult availability is considered comparing to peers of the participants in the same country/region. What are these possibilities? These are such trainings, courses, community events and other programs that support the development of competences and skills empowering participants to become independent, autonomous, responsible adults who can be successful within the current social challenges.

In general:

- Members of the target group have few possibilities at their local place of residence (small town, village) regarding further education,
- In the catchment area of partners there was no similar complex support for youngsters in becoming adults, shaping one's future and career choices,
- Members of the target group had no possibilities before to speak about financial literacy and entrepreneurship before, as it is not part of the public education curricula
- Members of the target group get no or little tailor-made attention during growing up and taking decisions for their future.

In addition, local target groups can be characterized by the following traits:

- A part of the Hungarian students come from smaller towns or villages, meaning to have fewer opportunities for further education, sports, community programs and youth work.
- Slovenian participants also come from smaller towns and villages from the rural area, which have several disadvantages, such as:
 - They are from Eastern Slovenia Statistical region: this region is less developed and offer fewer opportunities, especially outside of city areas. In Eastern Slovenia also a larger percentage of people live below the poverty line.
- Rural environment in Slovenia is less developed and offers fewer opportunities for youth in the field of formal education system and also outside of it. They have less different

opportunities for after-school activities, sports, youth groups and there is also often not an option to be included in youth work activities.

- Since public transport in Slovenia is underdeveloped, those young people are less mobile: they usually don't have driving license yet or if they do, they do not have their own vehicle.
- Many German participants come from rural areas and/or are youngsters with migrant background. A part of the target group has financial problems in the family.

3. Innovative aspects

3.1. Innovative elements of the MotivAction program

- **Mixed trainer teams (1 mentor, 1 trainer):** This coupling leads to an optimal mix of professionalism and experience, as well as proximity to the young people and their environment. The advantages of both persons can be used without any disadvantages.
- **Age proximity of the mentors:** In the case of German training, this point is highly important because the topic of financial literacy (as described in the chapter Training realized by Akadmeie Klausenhof) was discussed during mentorship occasions in order to prepare participants for the training itself. Mentors are still close to the life world of the young people, can put themselves in their position well and react empathetically. They do not have the instructive character of a parent but can pass on experiences and wisdom.
- **Fixed group, both in the training seminar and in the mentor groups:** Walk the process together, experience progress and let it build on each other, mutual support, no time-consuming getting to know each other, no re-adjustment to strangers (learning to trust).
- **MotivAction financial literacy and entrepreneurship training is the third and final step of a series composed by 3 trainings.** Singular training events are interconnected steps of the same process, having in common the focus of self-consciousness, life orientation and the same fix groups per partner organizations.

3.2. Innovative elements of the financial training

- **Balance between knowledge transfer and personal experience.** Training materials give basic knowledge on personal finances & starting and running an entrepreneurship as well as personal experience of practicing business people, in the form of tips, dos and don'ts.
- **Advice and personal experience:** The Hungarian training was held by a businessman who leads a small-size entrepreneurship in Hungary winning prizes for years (best employer, best small size company etc). He gave a list of advice for personal finances and entrepreneurship as well, all based on personal experience.
- **Blending personal finances and entrepreneurship:** Managing personal finances and finances of a business have one important thing in common. To be successful, they need both to be well organized. They are the basis for financial freedom and a thriving business, but often set aside because finance is a scary subject for many. Having personal finances in order opens the field of entrepreneurship to those who wouldn't venture into it for fear of losing financial stability.
- **Destroying taboos about money, financial matters and entrepreneurship:** there are many myths and misbeliefs about money, so many youngsters may consider the topic too complicated to deal with. To help participants, all trainings aimed to handle financial literacy and entrepreneurial knowledge in an apprehensive form, revealing typical mechanisms and processes of financial world. Trainers gave vocabulary to participants to be able to understand

and speak about money, finances and entrepreneurship. They also presented facts and concrete information in order to bust the myths of financial world. Furthermore, they showed concrete examples of transferring knowledge to the real life of participants.

- **Connection of financial health to a healthy self-consciousness and to life orientation.** Trainers presented the links between these topics and embedded financial literacy in the context of desired future lifestyle and self-knowledge (approach to money, its importance, its value in one's life etc).
- **Training material presented through the lens of psychology:** It provides a personal approach, because even though we all use money, we don't all use it in the same way. It helps to personalize the message which usually leads to better retention and a spike in motivation for a change.
- **Incorporation of behavioral economy and marketing:** Habits make up our lives. They are also the key to a solid financial situation. Too often finances seem like a dry subject, but those two elements help to make it relevant. They are the bridge – between a subject, that to a layperson seems so lifeless, to real world examples.
- **Optimal connection between and filling of gaps in existing offers:** The format of the curriculum represents an optimal connection between the existing public and private offers for the promotion of start-ups. It also offers the opportunity to reduce the inhibition thresholds for entering entrepreneurship. The business plan, which is considered essential for success, is brought into contact with the entrepreneur and the simulation game shows the advantages and disadvantages of entrepreneurship as well as its effects on everyday life.
- **Two innovative concepts used at the Slovenian training:** The first tool is heavily reliant on the concept of ikigai, but still manages to work on its own. The second tool is made from the ground up, developed through another project and only used once before.

Finally, the training can be considered as a new and gap-filling experience for members of the target group:

- **Addressing themes not commonly found in a school curriculum:** Financial literacy and talk about entrepreneurship are two subjects not commonly found in schools, but still present in a significant part of our daily lives. Money is the tool we all operate with and entrepreneurship is a buzz word rarely explained. Busting the myths and the mystery behind those two benefits individuals and the society at large.
- **Nonformal methods & protected space:** MotivAction trainings are the first experience of nonformal methods for the high majority of the target groups. By using nonformal methods away from everyday life, other approaches to young people can be achieved. Moreover, there is no concern that what is told will later be interpreted to disadvantage, since mentors and trainers offer a protected space away from school and family.
- **Learning to learn & learning independence:** Participants get the chance to learn how to learn. They do not have to reproduce what they have learned by heart and follow a rigid framework, as is often the case in school, but can freely participate, try out and create something new.



- **Playful learning and direct application of soft & hard skills:** In a stress- and pressure-free environment, soft skills and hard skills such as rhetoric or writing a business plan can be learned and trained and deepened through direct application.
- **Personalized solutions:** Many participants had no possibility before to experience personalized solutions and real personal attention. At the training, no generalized and uniform problem solution is offered to participants without concrete, tailor-made tips. The young people feel that they and their problems are taken seriously.

4. Description of the trainings: common basis&local needs and answers

4.1. Training realized by Kathaz Ltd

The Hungarian training had two main blocks. The shorter, initial block of the two-day course was given the title *Basic financial skills*. Its main objective was for participants to gain insight into the financial matters that define and intertwine their lives, as much as possible. The main objective of the block is to establish financial awareness and system theory, which are key factors in achieving financial security and mindfulness, both as entrepreneurs or as private individuals. The trainer highlighted basic financial concepts, traps, and relations that are considered taboo. The aim was to make these things understood by participants to stand on financially stable, and possibly secure ground as grownups. The material was handled in a really concrete way, presenting common financial traps and possible solutions.

Topics and approach of the first day prepared participants to the second day, which main topic was entrepreneurial mindset, how to start and run a successful business. The trainer strived to shed light on factors that can make or break a participant's success in life, and what areas they should examine and think about before starting a business. In addition, the program aspires to help participants turn business ideas into ventures, assess the marketability of their ideas and avoid typical entrepreneurial blunders. To help find the real selling point/advantage of their product or service to support successful sales.

The content of the second day was "tested" in a simulation game. Participants were divided into small groups and they had to invent their own product based on considerations learnt throughout the training. Each team delegated a spokesperson to introduce the product to the other teams, who then assessed its marketability, originality, and innovative nature. Through this exercise it became evident that young people absolutely understood the factors that need to be taken into consideration when starting up a successful business with a successful product/service and a successful business plan. Finally, personal experience and advice about running a successful business were also offered to participants which also served as a take-away-message to adulthood.

4.1.1. Target group and its needs

- Originally, 54 students applied for *MotivAction* trainings in the academic year of 2019-2020. Some of them didn't participate even in the first training (5-8 students).
- Due to the high nr of participants, we divided them into 2 sub-groups. The composition of the groups was fix during training occasions, excluding those who didn't come to an occasion.
- Participants are high school students, aged 14-17 years. Participants represented four different schools (type, location).
- The bigger part of the students came from the same school/class, so they have known each other. All students have known at least one person at the training, but nobody has known all other participants.

- One part of the participants lived in dormitory, meaning to come from small villages and miss the original relationships and social network during the week.

The following needs of target group members have been taken into consideration, regarding the topic of the training:

- High majority of the students have not met the topic of financial literacy and entrepreneurship skills before. The trainer gave information about fundamental financial and banking know-how, providing an overview of monetary systems and its corner stones. In addition, starting and running a business were also presented.
- Participants knew many misbeliefs and clichés about personal finances and entrepreneurship. The trainer tried to bust myths and misbelief regarding the system of finances, and the successful running of a business.
- High school students have many ideas and dreams to be realized, often in the field of entrepreneurship. The trainer helped them giving concrete tips and advice how to be successful.

4.1.2. Structure of the training

First day: basic financial skills

Time	Name of the session	Content
17.00-17.15	Introduction, welcome	Ice-breakers
17.15-18.15	Clarification of financial essentials, setting up system theory	Fundamental financial and banking know-how, providing an overview of monetary systems and its corner stones. <ul style="list-style-type: none"> – Basic financial definitions (bank notes, currency, foreign exchange, face value, interest rate, etc.) – The stability or instability of monetary systems. – Financial approach: what is the real value of money? – Hyperinflation case study (Weimar republic, the Hungarian Pengő) – How much does life cost? Role play. – Differentiating between needs, demands and desires, why do people go bankrupt? – What can we expect from a bank teller? – What can we expect from an independent financial advisor? – What can we expect from a broker?
18.15 - 18.30	Break	

18.30-19.30	The pros and cons of loans	<p>Typical loan and lifestyle traps, that cause people to face insolvency and /or have no savings.</p> <ul style="list-style-type: none"> - The Eisenhower matrix – the biggest issue is the lack of planning. - Why half of the Hungarian population has no savings? - Owning real estate vs. renting, which one is a better option and when? - CSOK (Family housing benefit scheme) calculation: it doesn't come with advantages alone! - What keeps retail loans going? - What's the biggest problem with retail loans (consumer credit, mortgage, credit cards)? - What sort of happiness can money buy?
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Second day: entrepreneurial skills

Time	Name of the session	Content
09.00 - 10.30	What's the secret of success?	<p>Different approaches to defining success, identifying own attitudes.</p> <ul style="list-style-type: none"> - defining success, what does success mean for different people, - knowledge – attitudepractice triangle, as success defining factors - one of, if not our most important skill that should be improved: communication - misinterpreting communication, from transmitter and receiver end - the power of words (it matters what and how it is being said)
10.30 - 12.00	Basic guidelines for a successful business venture Part 1	<p>4 areas that are not considered thoroughly or at all when starting up a business.</p> <ol style="list-style-type: none"> 1. Get into the customer's head (the only thing that matters is what the customer thinks about your product/service). 2. Know who your customer is (customer target groups are usually not well defined or specified enough). 3. Find as many competitors as you can (don't be naive to think you have none). 4. Do something differently than others instead of something different from the others!
12.00 - 12.45	Lunch break	



12.45 - 15.45	Basic guidelines for a successful business venture Part 2	<p>If you have the perfect product or service, how to succeed in selling it. Your business venture should be an enjoyable experience, and a passion otherwise it will wear out and become a failure.</p> <ol style="list-style-type: none"> 5. Don't think in terms of products or service, but in terms of problem solving! - related role play 6. Specify your product and your target group (the narrower the better). 7. Target emotions! People don't make their purchasing decisions based on rational judgement, but rather based on emotions so that's what we have to aim at. 8. High quality – favorable price – short delivery times triangle, the customer can choose only two of them at the same time, 9. Pricing, where most Hungarian ventures perish. Why good pricing is important? Why you shouldn't be cheap? 10. Sales attitude: instead of acquiring new costumers, focus on better and more consciously serving existing ones. 11. Competitors: how to handle them? What we can and cannot say about them.
15.45 - 16:00	Break	
16.00 - 17:30	What kind of business is worth starting?	<ul style="list-style-type: none"> - The venture should have a purpose! If your answer, to why you started your business is 'for money' than your business will fail, it's only a question of time, but you will never have a successful business. - How to find what you want to build your business on? (I like doing it, I'm good at it, I will be paid well for it, and the world needs it).
17.30 - 18:00	Summary of the two-day training, Q&A	

5. Training realized by Socialna Akademija

Socialna Akadmeija developed the following two tools to address financial literacy and entrepreneurship.

5.1. Know your path

The concept is based on ikigai, which is a Japanese word for “a reason for being”. Finding a meaning in life is a personal thing, as we are each fulfilled by different endeavours. The concept of ikigai was altered into a screening tool for finding a direction in (work) life. The problem many youngsters face nowadays is the abundance of choices. From dozens of differently flavoured yogurts in the store to dozens of university programs available, it’s getting harder to choose. Consequently, it is also getting harder to be satisfied with our choice, when there can be always something better, waiting for us out there.

Four questions to ask:

1. Does it bring you joy?
2. Are you good at it?
3. Can you get paid for it?
4. Is it what the world needs?

The tool can be used for aspiring young entrepreneurs to screen their ideas. It can be used to show the young where to apply their focus. It can be used for realizing, that in order to live a fulfilling life some sacrifices need to be made. Even if someone cannot find work that would provide a positive answer to all the questions, the missing parts can be fulfilled in another way (e.g. through hobbies, volunteering).

5.2. Ad analysis

This concept is inspired by the ABC model of behaviour by Albert Ellis and was developed by Maša Viršček and Kristina Trstenjak. In the ABC model A is the activating event, B a belief and C applies to consequences. A is the trigger, the event that takes place, but consequences are defined by how we act or react to that trigger, which is influenced by our beliefs. C doesn't come directly from A, it is influenced by B.

Activating event > Belief > Consequences

The model served as basis for developing a set of questions for analysing the effects of advertisement:

1. What does the ad show?
2. How does it make you feel?
3. Why does it make you feel that way?
4. What part of you is it addressing? What need is it trying to satisfy?
5. What else could satisfy this need?

The purpose is to become aware of the effects advertising has on our purchasing habits. Ads work on our emotions and impulsivity, trying to persuade us into buying. The product or service wants to satisfy a customer need (or create one). But in order to satisfy our need, buying something isn't the only way. Becoming conscious of our needs and desires leads to actively choosing how to fulfill them.

5.3. Target group and its needs

The primary target group are young people with the following traits:

- aged 15-19 years,
- attending high school,
- during the week they live in boarding schools,
- their primary home is located in East Slovenia Statistical region,
- they come from smaller towns or villages (no chance of attending schools closer to home).

Because of the following reasons we can refer to those participants as underprivileged youth/youth with fewer opportunities:

- **They live in a boarding school:** Most of the week they are away from home environments, which means they are also away from their social network of friends and family.
- **They are from the East Slovenia Statistical region:** this region is less developed and offers fewer opportunities, especially outside of city areas. A larger percentage of people live below the poverty line in Eastern Slovenia.
- **They come from smaller towns and villages:** The rural environment in Slovenia is less developed and offers fewer opportunities for youth in the field of formal educational systems and also outside of it: They have less different opportunities for after-school activities, sports, youth groups and there is often no option to be included in youth work activities.
- **Aged 15-19 years:** Since public transport in Slovenia is underdeveloped, those young people are less mobile: they usually don't have a driving license yet, or if they do, they do not have their own vehicle.

The needs of the considered target group in relation to training topics:

- **Good financial literacy** shouldn't be a consequence of luck.
- **They need support in learning about finances and the financial world.** Since there are very few official programs teaching financial literacy, you have to be lucky to be in a school that provides it and to have a teacher willing to teach it.
- **They have a need to create a new role in society,** to redefine personal identity (this process usually takes place unconsciously) which is a consequence of dealing with a lot of changes in their lives (the social environment is changing a lot etc.). Work identity is very much tied to the personal one. Finding work that is not only a job, but also offers meaning, is connected to financial literacy.
- **They need a selection of high-quality programs and support when choosing the right program:** On the one hand, the participants are facing a limitation of non-formal activities in the local environment, and on the other hand many such activities are available to them in urban centres but young people often can't distinguish between the quality of the programs.

- **They wish to leave the local environment:** Below average level of opportunity recognition in the local environment creates the desire to leave the local environment or even to leave the country in search of opportunities. Being confident with finances boosts confidence in itself. Pupils learn to trust themselves, that they have the skills to make enough for a sustainable living, with precarious work all around, entrepreneurship might become one of the solutions.

5.4. Aims and goals of the training

Aims of the training

Participants are going to:

- know and acknowledge their relationship with money,
- find out how to manage personal finances,
- learn basic expressions which are used in the financial world,
- learn and know basic steps in entrepreneurship and the life cycle of company evolution.

Goals of the training

Participants are going to:

- learn basic expressions in the field of financial literacy,
- learn how to use their personal finances according to income and expenses,
- find out how myths about money create behavior and change our opinion about money,
- learn how to recognize marketing tricks and get to know the psychology of marketing,
- understand their own behavior according to the method Know your path (which is based on the Ikigai method),
- experience entrepreneur methods of product sales based on simulation.

5.5. Structure of the training

The training lasts two full days, 8 pedagogical hours each day. The total duration is 16 pedagogical hours. The most suitable target group consists of 15 to 20 participants who don't have any previous, deeper knowledge about finances. The training incorporates methods of non-formal education. It is divided into 8 content sessions, of which 4 are performed on the first day and 4 on the second day.

**First day**

Time	Name of Session	Session description
9:00 - 10:30	Introduction to the training & Exploring beliefs about money PART 1	We are going to start the session with introductory games, team building games, setting up expectations, introducing aims of the training and sharing practical information about the training. Following which we are going to dive into personal beliefs about money.
10:30 - 11:00	Coffee break	
11:00 - 12:30	Facts and attitudes towards money PART 2 & Personal budget	We will look into facts and myths about money, who produces these myths, and how beliefs about money influence us. In the last third of the session we focus on personal budget.
12:30 - 14:00	Lunch break	
14:00 - 15:30	Personal finances & the psychology of investing, with terminology	Basic terminology and useful basic knowledge about money (income and expenses, active and passive income streaks ...) paired with a personal and practical approach.
15:30 - 16:00	Coffee break	
16:00 - 17:30	Know your path	Conclusion of previous session. As the next step we will be exploring psychology by using the Occupational Interest Inventory questionnaire in connection with the Know your path tool.

Second day

Time	Name of Session	Session description
9:00 - 10:30	Entrepreneurial mindset PART 1	In this part we will focus on entrepreneurial mentality and ideas. Practical work in groups and presentation of theory will render this session full circle.
10:30 - 11:00	Coffee break	
11:00 - 12:30	Entrepreneurial mindset PART 2	Second part - continuation.
12:30 - 14:00	Lunch break	
14:00 - 15:30	Marketing and advertisement analysis	We will investigate the customer profile and marketing strategies for distributing our product, while exploring the methods of manipulation and marketing strategies that persuade us into buying.
15:30 - 16:00	Coffee break	
16:00 - 17:30	Presentation of teamwork ideas, summary and evaluation	Presentation of results from the Entrepreneurial mindset sessions. Collection of thoughts at the end of the training, summary of topics and feedback to trainers.

5.6. Description of the training sessions

Session 1: Introduction to the training & exploring beliefs about money (PART 1)

Duration: 90 minutes

Aims:

Participants are going to:

- start the session with introductory games,
- play team building games,
- set expectations,
- be introduced to the aims of the training and
- practical information regarding the training.

Methods used:

- get-to-know-you type of methods: name games, games for getting to know each other (date of birth, fun facts, hobbies ...), games for managing personal space
- group work,
- snowball method and
- the art of hosting.

Preparation of the learning space:

Chairs should be arranged in a circle with the centerpiece arranged according to the method of the art of hosting. Participants should feel relaxed and safe. Trainers should arrange their own space so that the process isn't disturbed in any way.

Themes in this part:

- get to know each other,
- expectations,
- definition of money and
- (dis)beliefs about money.



Program:

Time	Activity
9:00 – 10:30	<p>‘Get to know each other’ and team building games (30 min) Trainer should choose games which are his/her favourite. Here are some suggestions: https://www.wrike.com/blog/team-building-games/</p> <p>Expectations and establishing the rules (15 min) Participants should use post-its and write down what they expect from this training. If the trainer feels that the group is already warmed up for work, it’s possible for the participants to establish the rules in a circle, without post-its.</p> <p>Definition of money (15 min) Trainer should use a snowball method for this.</p> <p>True and false facts about money (30 min) Printed, A4 size paper for work in pairs (depending on the number of participants, 2 sheets per pair). After they finish pair work, we set up smaller groups for the next theme. Trainer should decide how to set up the groups. Questions for smaller group work:</p> <ul style="list-style-type: none"> • Which facts about money are most influential? • Who influenced you with this fact? • Who is influencing your opinion about money? • How are influencers treating money? • What advice can you get from these influencers?

Session 2: Facts and attitudes towards money PART 2 & personal budget

Duration: 90 minutes

Aims:

Participants are going to:

- find out what the facts and myths about money are,
- learn who produces these myths, and
- how beliefs about money influence us.

Methods used:

- group work,
- gallery method.

Preparation of the learning space:

Same as in the previous session. Facts from the previous session should be presented on posters around the room. Posters can be posted either on the wall or on the tables. Each participant should be equipped with writing gear.

Themes in this part:

- attitude toward money (what was inherited from parents, acquired from close friends, coworkers etc.):
 - earning and receiving money,
 - cutting down on life expenses,
 - money creates status?
- planning our personal budget.

Program

Time	Activity
11:00 – 12:30	<p>Theme: Attitude toward money (what was inherited from parents, acquired from close friends, coworkers etc.)</p> <p>Gallery method (60 min)</p> <p>We start with the whole group, and later divide into small groups (maximum 4 people). Each group starts on one poster (trainer should be careful that number of groups isn't larger than number of facts). With the use of a sound signal, trainer sends groups to the next poster.</p> <p>Reporting</p> <p>When the groups reach full circle, the trainer stops the groups and each group reports about the fact he was working on when they heard the stop signal.</p> <p>Trainer facilitates the discussion. Questions for easier facilitation:</p> <ul style="list-style-type: none"> • What attitude do your parents have toward money? • Do you have an allowance or an alternative income? When (weekly, monthly, when you ask/need it)? • Under what conditions do you receive an allowance or any other income? • What methods do your parents (or roommates) use to cut down on monthly expenses? • Saver vs. spender - name the differences? • What are the future conditions of your budget arrangement (with partner, roommate)? What is important to you about this arrangement? <p>Theme: Planning our personal budget</p> <p>Personal Budget (30 min)</p> <p>Trainer starts with a task where each participant has to create a table of expenses and incomes, as detailed as possible, that he/she has each month, year. In pairs they share results and surprising findings. After sharing, they write down each expense and income on a post-it. Post its will be stuck on a poster.</p>

Session 3: Personal finances & psychology of investing, with terminology

Duration: 90 minutes

Aims: Participants are going to learn fundamental terminology and useful basic knowledge about money (income and expenses, active and passive income streaks etc.).

Methods used:

- icebreaker or energizer game,
- simulation game,
- discussion.

Preparation of the learning space: Remains the same.

Themes in this part: basic concepts about money and the financial world.

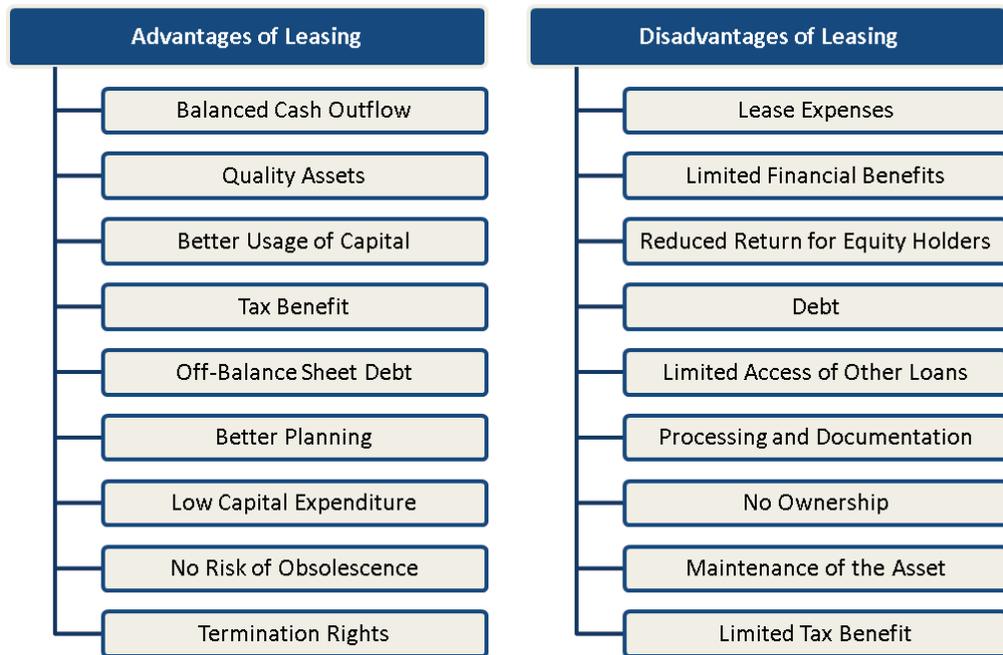
Program:

Time	Activity
14:00 – 15:30	<p>Icebreaker or energizer game (10 min).</p> <p>The trainer will present a table divided between fixed and variable expenses and income (25 min) Using this method, we will map our income streams, recognize the necessary costs of living and learn about savings options. Through discussion, we will share good practices for future savings, and discuss the importance of healthy financial routines. We will explore active and passive income and dive into the world of investing. Every participant will evaluate their risk limit and explore which form of income is most suitable for him/her.</p> <p>Exercise:</p> <p>Simulation scenario (25 min) Participants will be divided into small groups (4-6 participants in each group). Simulation scenario: Someone wants to buy a car worth 10 000 EUR. At the moment he/she only has 5 000 EUR. Considering the car purchase is not urgent, the group's task is to find a solution to this situation. Possible solution proposals are:</p> <ul style="list-style-type: none"> • Fastest solution (in the shortest time) • Optimal solution (balance of time and cost) • Economical solution <p>Presenting results and theories (30 min) Possibilities of gathering income:</p> <ul style="list-style-type: none"> • Bank • Funds <ul style="list-style-type: none"> ○ Stock market funds ○ Bare bonds ○ Mixed stock and bonds funds ○ Cryptocurrency funds • Trading tools for trading with funds • Credit <ul style="list-style-type: none"> ○ Calculation of interest rate of credit ○ Hints and tips for credit loan • Leasing

14:00 – 15:30

Lease:

A lease can be defined as an arrangement between the lessor (owner of the asset) and the lessee (user of the asset) whereby the lessor purchases an asset for the lessee and allows him to use it in exchange for periodical payments called lease rentals or minimum lease payments (MLP).



Source: <https://efinancemanagement.com/sources-of-finance/advantages-and-disadvantages-of-leasing>

Entrepreneurship terminology

- Sole proprietor: Guarantee with all his property. You shouldn't set off until you have enough clients and a stable income (at least 60% of clients are stable each month). In Slovenia you should have an income of at least 2000 to 2500 EUR per month.
- Incubator for young entrepreneurs: There are a lot of possibilities, but to launch this kind of a startup you should have a mentor or a lot of educational possibilities.

Basic terminology will be explored by discussing the difference between credit and leasing, inflation and deflation, insurance and speculation etc.

Session 4: Know your path

Duration: 90 minutes

Aims:

Participants are going to take the next step in the field of psychology by filling out the Occupational Interest Inventory (OII) and linking it with the Know your path concept/tool.

Methods used:

- individual work,
- group work and
- discussion.



Preparation of the learning space:

Continuing the discussion from the previous part, chairs remain positioned in a circle. For the individual work, participants find a desired place wherever they can focus and feel comfortable. It is also possible to leave the room and work outside. After convening back to the main room, they position the chairs to form groups. For the final discussion, chairs are put back into a circle. Participants are equipped with questionnaires and pens.

Themes in this part: searching for a career path by finding your true calling.

Program:

Time	Activity
16:00 – 17:30	<p>Team building game (10 min)</p> <p>Know your path (65 min)</p> <p><u>Step 1 (15 min)</u></p> <p>We start where we left off in Part 1, with the discussion steering into the future. Earning money will be viewed through the lens of work. Active income is earned through the work we do, through exchanging our time and skills for money.</p> <p><u>Step 2 (20 min)</u></p> <p>Individual work follows - solving the OII questionnaire. After completion, participants are divided into random groups of 4.</p> <p><u>Step 3 (30 min)</u></p> <p>OII shows proclivity for a certain type of work (RIASEC— Realistic, Investigative, Artistic, Social, Enterprising and Conventional) and can help in choosing a career path. Each group is given the task of discussing their results among themselves. The participants discuss the results of the questionnaire through the 4 questions of Know your path:</p> <ul style="list-style-type: none"> • Does it bring you joy? • Are you good at it? • Can you get paid for it? • Is it what the world needs? <p>Trainers help each group as needed to connect the IIO results with the 4 questions (15 min)</p> <p>We finish with a group discussion of the results. We address problems youngsters face today in searching for work and explain the further use of the Know your path tool, to help with choice paralysis and figuring out what to focus on. The tool is also useful for young entrepreneurs, for screening an idea.</p>

Session 5&6: Entrepreneurial mindset

Duration: 2 sets of 90 minutes (180 minutes)

Aim:

Participants are going to:

- explore the ways to realize ideas,
- check out different types of business profiles,
- start working on their idea/product,
- learn how to determine optimal product prices.

Methods used:

- individual work,
- group work and
- discussion.

Preparation of the learning space:

With continuing the discussion from the previous part, chairs remain positioned in the circle for the beginning of the session. After the first part (team building and the marketing game) we remove the chairs, so move onto the next method of finding your team. While the participants are gathering into groups, the trainer sets up the tables and chairs for teamwork.

Themes in this part:

- thinking like an entrepreneur (evolving business ideas),
- business profil types (Limited liability company, private company, joint stock company),
- setting the product price for optimal income.

Program

Time	Activity
9:00 - 10:30 and 11:00 - 12:30	<p>Team building game and check-in circle (20 min) We will begin by arranging the place for the start of the day. Trainer should start with a team building game and continue with the method of hosting, forming a circle with the participants and starting off with the question: What do we bring to this circle?</p> <p>I can use you for! - The marketing game (15 min) The game starts with introducing an object of interest (trainer chooses the object - old mobile phone, pencil, toy etc.). Upon obtaining the object, each participant will elaborate on it use. Participants should find as many as possible uses for the object.</p> <p>Entrepreneurship & ideas - Entrepreneurial mindset (40 min) Participants are presented with 4 questions of the tool Know your path (previously filled out, the day before together with the OII) from which they draw conclusions regarding their entrepreneurship ideas. The most dominant entrepreneurs amongst the participants will take lead in forming their own teams. If we don't find enough leading participants, the trainer will choose some of the participants to be team leaders. From now on teams will work in steps:</p> <p>Step 1: Presenting product (15 min) Team leader will explain his entrepreneurial idea to other team members and collect ideas from them.</p> <p>BREAK (30 min)</p> <p>Types of business profiles (20 min) Trainer presents types of business profiles (Limited liability company, private company, joint stock company) in an innovative game (like recipe, car model or some other way).</p> <p>Step 2: Prototyping model (50 min) Teams will start prototyping models in Canvas. https://www.emergn.com/blog/prototyping-business-models-to-drive-innovation</p> <p>Difference between cost, profit and price (how to determine product price) (20 min)</p>



Session 7: Marketing and advertisement analysis

Duration: 90 minutes

Aim: Participants are going to investigate the customer profile and marketing strategies for distributing the product.

Methods used:

- frontal video presentation,
- discussion,
- group work and
- ABC tool.

Preparation of the learning space: Interior remains the same as it was in the previous session.

Themes in this part:

- marketing and manipulation,
- psychological techniques for selling and
- knowing your customers.

Program:

Time	Activity
14:00 - 15.30	<p>Team building game (10 min)</p> <p>Know your customers (20 min)</p> <p>Each group discuss who their customers are. In groups they prepare the costumer profile:</p> <ul style="list-style-type: none"> • Age • Sex • Habits • Where does he/she live • Behavior • Interests • Other (special habits, interests etc.) <p>Marketing:</p> <p>Manipulation war (5 min)</p> <p>Group activity: Trainer chooses a word and participants have to say the first association that comes to mind, together in sync. Each participant will probably name a different association.</p> <p>Advertisement analysis (ABC tool) (25 min): Participants will be shown an advertisement. Then we proceed with questions from the 2nd concept/tool described, called Ad analysis:</p> <ul style="list-style-type: none"> • What does the ad show? • How does it make you feel? • Why does it make you feel that way? • What part of you is it addressing? What need is it trying to satisfy? • What else could satisfy this need?

14:00 - 15.30	<p>Group activity (5 min): Trainer chooses a word strongly connected to the advert and participants have to say the first association word that comes to mind, together in sync. Each participant will probably name a similar word, in connection to the advertisement you have analysed.</p> <p>Icebreaker (10 min): How are shops structured and how is the product positioned to increase customer consumption: https://www.youtube.com/watch?v=ThNeIT7acel</p> <p>Discussion (15 min): How can you optimize consumption (tips and tricks). Participants discuss, in teams, and then they collect and share their advice with the group.</p>
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Session 8: Presentation of teamwork ideas, summary and evaluation

Duration: 90 minutes

Aim:

Participants are going to:

- present their entrepreneurship ideas,
- collect thoughts at the end of the training, summarize the topics and give feedback to the trainers.

Methods used:

- elevator pitch/frontal presentation and
- evaluation methods.

Preparation of the learning space:

Learning space arranged in a circle for the first part. For the presentation part, learning space should be set in the shape of the letter U. In the evaluation part the trainer prepares space according to the method of evaluation.

Themes in this part:

- presentation of the projects/ideas and
- evaluation of the seminar.

Program

Time	Activity
14:00 - 15.30	<p>Energizer (5 min)</p> <p>My project is our project (60 min) Each group will finish and present their idea. Time for presentation is scheduled by the trainer based on the number of groups.</p> <p>Evaluation part (see arrangement in learning space arrangement) (25 min) Summary, evaluation and reflection Evaluation method should be chosen by trainer based on his feelings about the group.</p>

6. Akademie Klausenhof

6.1. General notes

As described above, the potential participants belonged to a fixed group that was to take part in three training seminars and meetings with a mentor every 14 days over the course of a school year. In order to establish an open discussion atmosphere, which allows for an important depth and honesty in conversations early on, a lot of time was spent on group dynamics and group structure in the first training seminar. Knowing the other participants and mutual trust are important cornerstones to make the training and mentor meetings more effective and more meaningful. This also includes the work of the trainers in the seminar on the relationship level with the participants. For these reasons, all seminars are offered exclusively with overnight accommodation in order to build up bonds in the (content-free) evening hours, e.g. during informal discussions and games. The second seminar (besides its main topic of career orientation) had a preparatory role to this third seminar regarding the ability of independent learning with the help of the project method.

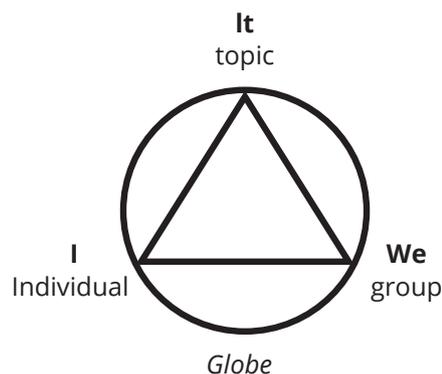
Thanks to this preparatory work, the third seminar was able to make use of, among other things, the method of business games, whose learning effect also depends on the ability to make decisions and act on one's own initiative.

In setting up the structure of all three seminars, in the selection of methods and focal points, four theories in particular were used in addition to empirical values:

1. Theme-centered interaction according to Ruth Cohn
2. Group phases according to Bruce Tuckman (extended)
3. Lifeworld orientation according to Hans Thiersch
4. Basics of experiential education and learning according to B.Heckmair & W.Michl.

Finally, it is worth mentioning that in contrast to training seminars 1 and 2, this concept does not put process and participant orientation first. The method business game does not allow for a choice in the length of the methods and in rare cases a possible exchange of methods.

6.2. Information block on theme-centered interaction according to Ruth Cohn



4 Elements of Theme-Centred Interaction (abbreviated: TCI):

Each group is determined by 4 elements/factors:

I (individual):	the single person with his biography and demands
We (group):	with goals and dynamics
It (topic):	task, theme
Globe (environment):	conducive and obstructive framework

The recognition and promotion of the balance of the “I-we-it-factors” in the environment is the basis of the TCI group work. It is the task of the TCI group leader to pay attention to the “dynamic balance” of the four factors. The balance is dynamic, because it changes constantly and never remains constant in the group process.

Disbalances:

Me - deficit:

- IT (topic) and WE (group) are in the foreground
- Individual pays more attention to the goal and interests of the group than to himself
- Group neglects the interests of individual members

I- We- Deficit:

- IT (subject) is in the foreground
- Individual interests and group realization are neglected
- There is no group feeling

We- Deficit:

- Group feeling and cooperation is neglected
- Focus on I and IT
- Group dynamics are not created

It- Deficit:

- IT (topic) moves into the background
- Group members are mainly concerned with themselves and the processes within the group
- No identification with the subject

Postulates

“Be your own chairperson”

- Taking personal responsibility
- Deciding on needs
- Making use of decision-making opportunities
- Responsibility for my actions lies with me, not with the group management

“Interference takes precedence”

- Acknowledge obstacles, distractions and impairments on the way to the goal



- Malfunctions can occur anywhere and at any time
- Disturbances do not ask for permission
- Disorders (fear, pain, joy ...) demand energy & attention of the participant(s)
- Displacing disturbances can lead to further disturbances

Possible sources of disturbance are internal processes of a physical, emotional and rational nature as well as external conditions of a physical, ecological, social or political nature. If disturbances are ignored or denied, they play themselves into the foreground and hinder learning, work and growth. It is therefore important to take them seriously and to work on them until the person or group is able to act and work again.

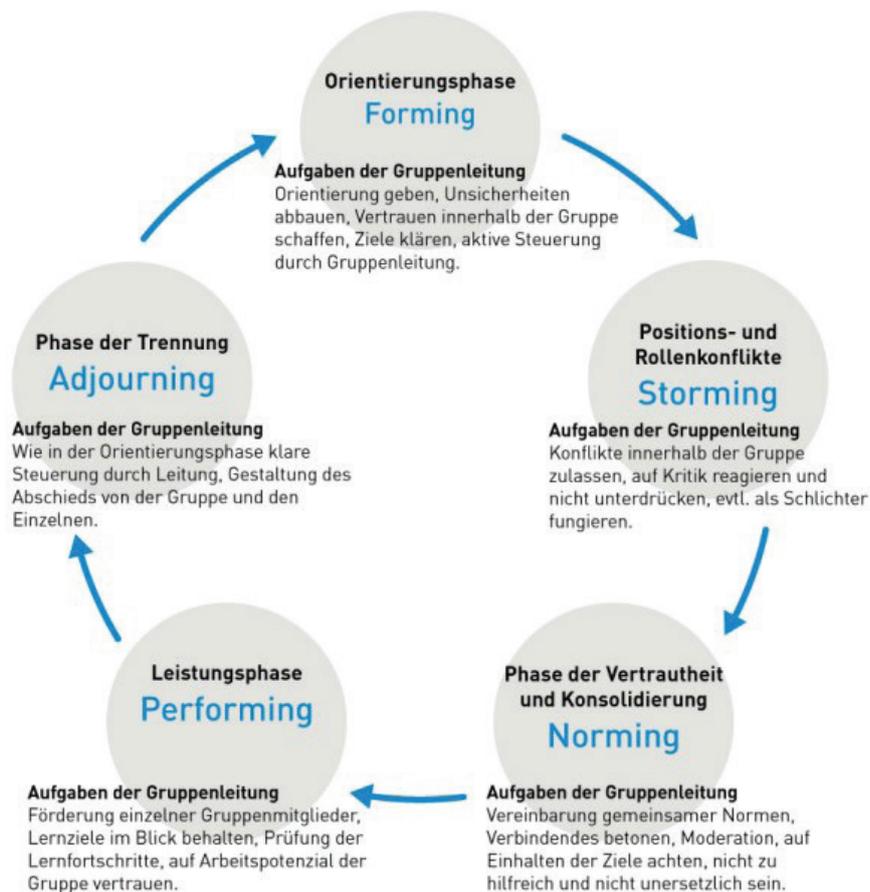
Principles of TCI (axioms):

1. **Autonomy:** The human being is a psycho-biological unit. He is also part of the universe. He is therefore equally autonomous (self-dependent) and interdependent (dependent). The autonomy of the individual is the greater the more he is aware of his interdependence with all and everything.
2. **Appreciation:** Respect is due to all living things and their becoming and passing away. Respect for growth requires evaluative decisions. The human being is valuable; the inhuman is value-threatening.
3. **Expanding boundaries:** Free decision happens within conditional inner and outer boundaries. Extension of these boundaries is possible.

6.3. Information block on extended group phase model according to B.Tuckman

The model can be illustrated most clearly with a graphic. The behaviour of the group members has shaped the name of the individual phases.

The graphic shows the tasks of the group management within the individual phases.



6.4. Information block on lifeworld orientation according to Hans Thiersch

Hans Thiersch was a Professor of Educational Science and Social Pedagogy at the University of Tübingen until 2002. Thiersch coined the term "lifeworld orientation" in social work in the late 1970s. The everyday life of the person (client) is always taken into account in the lifeworld orientation. Solutions and support are not standardised, but individually tailored to the client's lifeworld. The individual is seen as an expert in his or her own world, who can make the best decision for himself or herself. He/She is merely accompanied and supported in this process. Decisions and actions are not taken by third parties, they have to be carried out by the client. A respectful interaction as a basic orientation of the lifeworld orientation (e.g. between MotivAction participant and trainer) enables a solidary and participative work. In doing so, foreign life concepts are respected and accepted. The participants are seen as mature, reflective subjects who do not need any instruction, but in the best case only the demonstration of possible courses of action, alternatives and perspectives.

6.5. Information block on basics of experiential education and learning according to B.Heckmair & W.Michl

There are several definitions of experiential education, some of them overlap, but some of them also differentiate themselves from each other. One of the most widespread and recognised definitions in German-speaking professional circles was formulated by University didactician W.Michl and Diploma pedagogue B.Heckmair in 1994:

“Experiential education is an action-oriented method and aims to support young people in their personal development through exemplary learning processes in which they are confronted with physical, psychological and social challenges, and [it aims] to enable them to shape their lives responsibly.”

Goals & forms of learning

As can be seen from the definition, the main objectives of experiential education are the promotion of personality and social competence.

“The main goal of experiential education is the promotion of individual skills for coping with life and the ability for interpersonal cooperation and communication in a group in the everyday environment. Experiential education enables the participants to test the limits of their own action competence and to learn and grow in the fear-free space of a group.”

In contrast to the usual further training measures and learning methods, experiential education focuses on a holistic approach. One element is that learning can take place at different levels and can be conveyed through different channels and elements. As examples we would like to mention:

1. Learning by hand, heart and head

The personality of the participants should be addressed on a physical, mental and spiritual level. Experiences have to be made personally, whereby they usually bring along an emotion or feeling which can be reflected and processed afterwards. This requirement makes it clear that experiential education goes beyond pure action.

2. Learning through the senses

In today's society, learning is mostly a secondhand process (sometimes even thirdhand), which experiential education tries to compensate for. “It promotes the sensual confrontation (with nature) and its reappropriation through seeing, hearing, smelling, touching and tasting”.

3. Learning through leisure

Since we live in a society in which technical and social processes take place very quickly, experiential education can make an important contribution to people rediscovering slowness and learning to use the quiet.

4. Learning by example

Experiential education, with its settings, “reduces the complicated parameters of reality to variables that are usually controllable. In this way, [the participants] can experience the connection between action and effect, between behaviour and success, between challenges of the present and the future that can be shaped. Learning in and from the group is made easier.

5. Learning through experience

As already emphasised, the basic assumption in experiential education is that people learn better and forget less about what they have experienced.

6.6. Framing of the third seminar through preparation and follow-up

In contrast to the first two seminars, preparatory work for the third seminar was done in the mentor groups. In addition, what was learned in the third seminar was to serve as preparation for another, larger simulation game (online simulation game, which can take up to half a year). The participation in this nationwide business plan and simulation game competition for students and trainees should be done by the individual mentor groups and accompanied by the mentor.

We have decided on the above mentioned form of preparation and the integration of subsequent activities in the mentor groups in order to use the already existing, well-developed infrastructure in Germany for business start-ups, advice and support without setting up a competing event. A list of contact and counselling centres is listed in the appendix. The third training seminar on working and entrepreneurial skills is intended to complement the existing supply and fill a gap. This gap is the removal of the inhibition threshold when entering entrepreneurship. The first steps towards consulting usually prove to be too big, with too many hurdles and requirements. Most of the consulting agencies require a detailed and long-term business plan, which is based on expert knowledge and written in technical language. As a rule of thumb, a minimum of 6 pages of text plus 2-7 pages of figures is assumed. In complex business models, the volume can be extended up to 20-25 pages. Such a document has a strong deterrent effect on young people, some of whom feel unable to meet the requirements. Low-threshold access, such as testing to gain experience without negative consequences, is rarely made possible. This is where the third training seminar, including preparation and follow-up actions, comes in. Several weeks of time are deliberately allowed to approach and grasp the individual steps without pressure.

Thus, over a longer period of time (in parts) it can be experienced which aspects entrepreneurship and self-employment can bring with it. In addition, the motivation to dare the step into the independence can be strengthened as well as staying power and will. In the time preceding the seminar, the mentor groups were informed that the third training seminar (topic of the third seminar was known to the participants) will be about a playful competition between business ideas and entrepreneurial skills. The business ideas were spun, critically reviewed and refined during the

mentor meetings. Creative methods were carried out by the mentors. The creative methods used are explained later in this document. By means of hidden questions and indications of blind spots, the participants were discreetly and veiledly prepared for the hurdles that a business plan can present.

The groups each agreed on a business idea, which was roughly sketched out. In the third training seminar itself, a slightly slimmed-down business plan was written under guidance and assistance. This business plan (whereby chances of success, market potential and innovation flow with) in combination with three presentations of the idea (before fictitious backers, fictitious potential customers and a fictitious chamber of commerce) formed the evaluation basis of the competition. For a successful presentation, rhetoric training was conducted both in the previous period and in the seminar, and the advantages and disadvantages of various presentation techniques were highlighted. These soft skills can be used by the young people outside of MotivAction, also at school and later on in their jobs.

The six-member jury of the competition consisted of one person from each mentor group, one trainer and one mentor.

6.7. Information block simulation games

The German Prof. Dr. Manfred Geuting, who researches and teaches “General Pedagogy”, describes the simulation game as a methodically organized activity in which numerous game participants, who form several groups, interact in given roles, changing scenes and situations. The competition between these groups creates a moment of tension of competition through constant comparison, which can have a stimulating effect and thus facilitate identification with the topic.

The participants simulate a practical situation in simulation games and in this way should gain a realistic and practical insight into specific contexts. The simulated environment appears very realistic due to its complexity (the degree of complexity must not be too complex, but also not too simplified), although it is constructed and thus based on hypothetical-fictitious assumptions only. In any case, a simplified picture of reality should be created, where the participants can make their own decisions and experience the realistic consequences of their actions. Problems and the encounter of such things should be brought closer through free and open experimentation. In addition, a conscious supplement to other, rather strictly systematic solution methods is offered. The German Professor of General Pedagogy, Dr. Kersten Reich, emphasizes the existence of possibilities for creative, largely autonomous and self-organized action in relation to concrete problems and their solutions. For her, simulation games are characterized by a constructive space of possibilities, in which different roles and perspectives can be taken on, in order to experience and reflect on an increase in possibilities for action through a change of perspective and in decision-making situations. By simulating the course of time in a simulation game, the possible consequences and long-term consequences of the various proposed solutions and alternative actions can be made conscious in a time-controlled manner. The quintessence of the simulation game lies in the question: “What if ... then ... and furthermore ...”. Especially the joint reflection after the simulation is an essential part of learning and learning success. Without this reflection, a comparison of strategies, perspectives and positions would only be possible to a limited extent.

This is due to several reasons. When reflecting on one's own actions (and successes) on a meta-level, it should not be forgotten that the respective starting positions of the groups in the simulation game are usually different. In order to depict a larger number of problem situations and their encounter strategies, there is often no equality of opportunity among the groups even in the initial phase; available means and resources are unequally distributed.

The scope for action is realistically limited by hard conditions and constraints - be it rules of the game, norms of behavior, scarcity of resources in terms of (game) money, knowledge and information, rights, time budget, energy and vitality. Another realistic element is the built-in random factor, which thwarts plans of action, creates a kind of 'creative chaos', destroys what has already been achieved or perhaps brings about a happy turnaround. The game materials are sometimes structured in such a way that the groups start out from different positions of interest in the early stages and initially pursue divergent goals. In the further course of the game, the participants are free to decide whether they want to deepen the clash of interests and intensify the conflict of goals in competition with each other, or whether they wisely and far-sightedly seek forms of coexistence, cooperation and reconciliation of interests for the benefit of both sides..

From a strategic point of view, the game groups mainly orientate their approach towards four guidelines:

1. Formal rules of the game
2. Legal framework and social standards of the social environment
3. Own interests, objectives and principles of action
4. Presumed position of the opponents

Taking this analysis by Prof. Dr. Manfred Geuting into account, it also becomes clear why a simulation game on the global economy is particularly suitable for use in the third training seminar at MotivAction on the topic of work and entrepreneurial skills..

The Swiss Dr. Markus Ulrich, Simulation Game Developer and Facilitator, as well as lecturer at various Swiss universities, describes the great pedagogical effect and added value compared to other teaching methods with a change of level:

„In a simulation game, the participants experience a selected part of reality very directly by actively participating in a simulation of this reality. The crucial thing is that the participants literally immerse themselves in a simulated reality. It is therefore a change of level: the discussion [and learning success] about topics is replaced by action in the learning topics.

In the appendix of this document you can find a lot of further literature, templates of the simulation we use, links to various simulation games, as well as helpful internet sites. The business game we have chosen for implementation is freely accessible in English.

6.8. Target group and its needs

- At the beginning of this (second) round at the beginning of the school year, the group consisted of 24 participants aged between 11 and 15 years. After 2 participants left the project and 2 others were absent due to illness, the group consisted of 20 people during the second training seminar. This number was also assumed and planned for the third training seminar.

- The young people attend three different schools in a catchment area of about 30 km around the Akademie Klausenhof.
- All participants knew each other personally since the first seminar. Since then there has been digital contact between them via social media, without the involvement or participation of trainers and mentors.
- Disadvantages among the participants ranged from disadvantages due to living in rural areas to migration background and social disadvantages. The level of school performance, as well as family circumstances and general socio-ecological status were widely varied.

Despite the diversity that the members of the group bring to the table, there are a number of circumstances and needs that apply to everyone.

- Participants are on the verge of becoming adults. Apart from the publicly perceived benefits, such as more freedom and more opportunities, there are a variety of challenges and requirements.
- Adolescents are expected to be able to make important decisions for their lives.
- They must develop their own goals for their lives based on their own value system and become more independent from their parents and the outside world.
- This fact in connection with the tension between adaptation and individualization inevitably leads to the fact that the target group will experience exclusion and rejection. Dealing with this is a large and difficult learning field for young people.
- The target group has an increased need for support in school and personal matters that the personal environment cannot offer.

6.9. Aims of the seminar

Participants

- are going to learn about how to facilitate the start of self-employment
- will get knowledge about business start-ups, necessary entrepreneurial skills
- will be encouraged to become self-employed in their jobs.
- The seminar enables a better transition into working life by learning hard and soft skills, and also provides a further perspective/alternative through a possible business start-up.
- An additional aim is to integrate the seminar into the overall learning process over the course of the project year. For this reason, parallels are drawn to exercises, methods and findings from the past 8 months from the seminars and mentor meetings. There will be special comparisons to the results achieved, how to make yourself small, what success (for yourself and others) is and the own values and aims that have been worked out. In this way the seminar fits well into the desired chain of knowledge and insight growth.

6.10. Structure of the training

First day

Time	Content	Methods
15:00	Pick up at the school	
16:00	Welcome, handing out the keys, getting a room, organisational stuff and rules, forecast, getting to (re-)know each other	
16:30	Rhetoric	6 rhetorical methods (see below)
18:00	<i>Dinner</i>	
19:00	Relationship level Joint daily closing	Movie night

Second day

Time	Content	Methods
8:00	<i>Breakfast</i>	
9:00	Business plan	Writing a business plan in small groups Presenting business plan
12:30	<i>Lunch</i>	
14:00	Simulation game	Simulation game
18:00	<i>Dinner</i>	
19:00	Free working time Relationship level Joint daily closing	Social evening with board games, bowling, billiards, table football, darts

Third day

Time	Content	Methods
8:00	<i>Breakfast</i>	
9:00	Presentation of the idea, including business plan, in the form of presentation to bank, customers, advertising	Presentation of the business plan in the form of short presentations and interviews with banks, customers and the Chamber of Commerce Award ceremony
11:00	Seminar conclusion	Securing results (what does it need as a self-employed person?) Reflection & Transfer Presentation of the next months (business game) Planning 4th seminar
12:30	<i>Lunch</i>	
13:15	Departure to the schools	

6.11. Presentation of the methods

Note: The creative methods presented were carried out in the individual mentor groups in preparation for the seminar. Not all groups performed the same methods. Listed below are all methods from all groups. They partly build on each other and allow different approaches.

6.11.1. Creative methods/ methods for brainstorming

Aims: Getting to know methods for brainstorming

Explanation: in the search for business/product ideas, methods to be creative and innovative help. They enable different approaches and perspectives. New trains of thought are encouraged and the spectrum of ideas is greatly expanded.

Procedure: It is a good idea to present a large number of methods in short form and let the participants test their personal favorites. Otherwise too much time would be wasted or the participants would only learn methods that do not correspond to their personality.

The inner search machine

We do it every day when we are looking for something: google. The participants are asked to activate their inner search engine. What questions and search terms would they enter in the Google search line? This will generate the right questions and maybe even some initial answers.

Association chain

The participants should break down their inner search to a single term. For example: You would like to write a book and are looking for an exciting story? Here the keyword *book* is a good choice. Based on this keyword, the participants think about what association they associate with the original word book. This step is repeated with each word, creating a chain. When looking at a *book*, you may hear words like *fairy-tale*, then *Little-Red-Riding-Hood*, then *forest*, then *fir*, then *Christmas*, then *gift*. Here the spirit should be given free rein. During the exercise the participants might get stuck on an apt or inspiring term. This can be used as a starting point. (Of course, this exercise is done with the ulterior motive of starting a business)

Steal and optimize

In the business world, two methods can lead to success: Inventing and launching a new product or improving an existing product (copying alone is not enough to saturate the market and give the established competition a head start). In the absence of inspiration, it is therefore worthwhile to spin on or optimize a “copied” idea. After all, doing better is not copying.

Attribute Listing

The method starts from an existing object or process. This object - for example a product - is now

broken down into all its characteristics and its ACTUAL state is described in detail. Then one looks for all possibilities, how each characteristic could be differently arranged or executed. If one finds an interesting variation, then this can become part of a new conception.

- **Step 1:** Decomposition of a product, process or service into individual characteristics
- **Step 2:** Description of the current versions of all features (ACTUAL state)
- **Step 3:** Systematic search for possible variations in the design of each feature
- **Step 4:** Selection and realization of interesting variations

Advantages:

A technique that is quick and easy to apply and can be used without much training.

Disadvantages:

The method can only be used for product and process innovations and is not particularly suitable for very complex targets.

Osborn-checklist

This is a technique that should be understood as a guide to applied ingenuity. Through playful-experimental modification of existing products or processes ideas for new products or processes can be developed. In this method, one is asked to imagine existing products and processes and to change them by means of specifications such as reducing, enlarging, adapting, modifying, replacing, rearranging, etc.

Bulls Eye assessmet (consensus plus)

The idea to be evaluated is presented to the participants in detail and then the target is presented and explained. Like a real target, it is divided into circular rings and additionally into segments of a circle. The rings contain numbers from 10 to 1 from inside to outside.

The segments of the circle are marked with keywords and characteristics of the idea. Participants are asked to express their evaluations using pinboard plugs. They are given a plug for each circle segment (= evaluation field). As in the well-known dart game, the best evaluation is in the middle (bull's eye) and the lowest in the outer ring.

6.11.2. Rhetoric methods

Aims: Improve persuasiveness, increase self-confidence, learn how to structure and deliver speeches, achieve your own goals more easily, win comrades-in-arms and supporters, bring information to the point, reduce unnecessary information

Explanation: Learning rhetoric requires a lot of practice and much more time than a 90-minute lesson. In order to internalize good rhetoric, continuous training over a period of months is necessary, during which the learned material is also used regularly, in the simplest case in the private sphere or in front of the mirror. Nevertheless, a first introduction should be guaranteed, where different exercises with different training aspects are presented. In addition, the participants will be able to recognize their



own area needing improvement and in the next step will be able to apply methods for processing in the future.

Procedure: The various exercises and methods are carried out in small groups in order to meet the individual needs of the participants through frequent trying out and subsequent feedback from the others.

Convincing others of your favorite topic

The task is to inspire others with your own favorite topic, which you choose yourself and which is presented in a speech of at least 2 but no more than 3 minutes. The listeners are given a random card with an aspect they should pay attention to during the speech, in order to be able to give feedback on a specific aspect (in addition to the general impression). The aspects are: Voice, speech, body language, (visual) aids, involvement of the listeners.

Convincing others of the given topic

In the next step, the participants collect possible topics for the next round. These are distributed by lot, so that now a topic, from which one is not necessarily enthusiastic, must be presented convincingly. The method is similar to the first one, with the same observation aspects.

Searching for counter-arguments & represent counter position

The seminar leader himself gives a speech during which the participants seek counter-arguments in order to represent the counter-position afterwards. A discussion should develop that is based only on arguments and not on emotions and unfounded assumptions. At the end of the discussion, it will be analyzed which argumentation had a good effect and what was the reason for this. Here it is important that the seminar leader gives the opening speech in order not to expose any participants, to jeopardize their position in the group or to allow personal differences to arise in the group (just to "win" a discussion).

During the speech the speaker gets new tasks

The participants present their hobbies one after the other in a two-minute monologue in the most inspiring way possible. The seminar leader gives the current speaker a card with instructions on it. The speaker is supposed to carry out the instruction without talking about the card (i.e. not: "I'm getting a card that says 'I'm supposed to...'"). It is important that the speaker continues without interruption. After the speech, the audience is asked what they think was on the card and how skilfully the instruction was carried out.

Examples given:

- *Weave in the time*
- *Include your place of birth (place of residence / home country)*
- *Weave in a joke (or an anecdote)*

- *Talk about the weather*
- *Ask your left neighbor for his name*
- *Open (close) the window, but keep talking*
- *What do you think about women/men? (Please in only three sentences)*
- *Repeat the statement of the previous speaker and talk about it*
- *Come to the end immediately!*

Train the „Walk-In“ and the first three sentences

The first impression is of immense importance. If it is negative, the actual message is much more difficult to sell, because the listener is polarized negatively. For this reason, special emphasis is placed on entering a room (“walk-in”) towards the podium or seat and the formative first words (including the introduction of your person and the introduction of the topic). The seminar leader will give an example of the perfect sequence of events. The participants repeat the short sequence until it is perfectly mastered.

Interpreting a one-word answer

A member of the group stands in front of the group. The seminar leader gives an insight into a controversial topic in short words and asks the respondent a question (whether open, closed, provocative or ironic), which the respondent is only allowed to answer with one word. The group interprets the answer and how the respondent relates to the topic.

In order to enable permanent learning and training that goes beyond the seminar, all participants receive a **checklist** that provides a quick overview, as well as a detailed **observation sheet** if it is to be more intensive and detailed. Both documents can be found in the appendix.

6.11.3. Creating a business plan

Aims: Getting to know the steps of setting up a business, learning about structure and organization, removing inhibitions before starting up

Explanation: When the business idea is finished, many steps and aspects have to be considered until the realization. To get an overview and clarity of these steps and aspects a business plan is extremely important. It is not only necessary in order to have your project promoted and financed. It gives planability during the implementation of the idea and keeps the goal in view. The business plan is additionally important for all discussions with the bank, the employment agency and other funding agencies. There, they will check carefully whether your business plan meets all the criteria.

Procedure: The participants are introduced to the format and advantages of a business plan. The individual sections of a business plan and their necessity are explained. Afterwards, the participants can create a business plan for the business idea developed in the small group (or using a given, fictitious and simple example).

The **template** for a **business plan** (a blank document to fill in) is provided in the appendix.

6.11.4. Simulation game: World trade simulation⁵

Brief description

In this simulation game the participants take on the roles of actors in world trade. The processes of world trade are simulated under simulated conditions. The simulation is designed to show the participants which actors participate in world trade and how trade can influence the economic development of a nation. For this purpose, they will start in groups from different countries with differently distributed resources and capital. Through skillful trade and cooperation with other actors, the participants are supposed to gain as much wealth as possible in a competitive environment while events such as summits, civil wars, strikes or natural disasters occur.

In the follow-up, events and agreements are taken up, their relation to reality is discussed and transferred to both historical and current examples. In this way, “aha-moments” can be created in an exciting way and the interest in dealing with the topic of entrepreneurship can be stimulated.

The simulation game can only present the complex structure of world trade in its basic features. But the goal is to create a basic understanding of world trade with its actors and their relationships. Furthermore, the structural inequality of world trade is to be highlighted, which is transferable to a local/regional/national level.

Course of the game

All groups of countries receive an envelope at the beginning with materials that are distributed very differently. With the help of the tools, predefined forms are supposed to be created from paper, which can be exchanged for credit at the bank. Missing tools or resources must be obtained for this purpose through negotiations and mergers. While the UN is trying to keep the peace of the nations and speculators bet on various events, the press reports on all these events. After an emotional evaluation the simulation game can also be reworked in terms of content.

Roles and their description, as well as the optional room layout can be found in the Annexes.

Introduction to the game

- Simulation of world trade
- Identify all actors, including the special roles of the countries
- Define target: To earn money by exchanging geometric shapes for credit at the bank. Create shapes only from and with the available materials. Important: Shapes must be exact and cut out with scissors. Edges straight, corners exact.
- Show where the following things are: Bank, price list, sample shapes, messages of the gambling manager, message board

⁵ This simulation game is based on „The Trading Game” by Christian Aid.

- Prices for shapes are different and can change during the game
- From time to time there will be hints/innovations from the gambling manager
- No violence

Assign participants to countries and other roles. Make sure that unmotivated participants are not assigned to the C-Countries. The countries are led to their tables. Each nation receives the necessary material in a folder and can already assign the roles (diplomat, ...). However, the materials may only be watched when you start the game. You, another leader or role descriptions will instruct the additional players. You start the game with a whistle. The countries may now open their envelopes and the authorized persons may leave their positions.

Be aware that you will probably be asked many questions at the beginning (“Where are our scissors?”, “Why do we have hardly any paper?”, ...). Stay calm, repeat the rules of the game if it makes sense, or say nothing at all. The participants should become active themselves, explore the rooms and interact with each other. As long as there is little interaction at the start, you can ask again if everything has been understood.

During the game you try to keep track of what is being agreed upon, what actions the participants are planning, how the account balances are developing and which products are produced by which countries. In agreement with the bank, the product prices are regulated.

The first few minutes will run virtually on their own alongside the demands. In the course of the simulation game you can always give new impulses if it seems necessary to create dynamics or speed. Otherwise, let the game continue and do not use the opportunity to prolong the game unnecessarily. Finish the simulation game when trade relations have reached a stable level and it could go on forever with a steady supply of paper.

The bank and also the UN can be given suggestions or hints about current events to which one should react from time to time.

What will happen?

The A countries will start to convert their paper into forms quite quickly, as they have all the necessary resources and tools. However, they will soon run out of paper, so they will try to get new raw materials.

The C countries and possibly the B countries will first think about how to make forms, because their material seems to be insufficient. It is possible that a feeling of listlessness will cause frustration in the groups and that the participants will hold back. In this case, you should create options to prevent this.

The price of paper will probably be quite low in the beginning, but will rise rapidly.

Since the participants are very busy with the tasks and events, you will be one of the few people to observe such changes. Therefore, pay close attention to what arrangements are made, what alliances are formed and what trading transactions are carried out. These observations form the basis for your further actions.

Events

Some of the things listed here will develop by themselves. If this is not the case, the gaming manager can initiate them. In general, there are several ways to influence the game. They can be divided into two variants: You can give secret messages to individual groups or public rallies for everyone. Secret messages carry the danger that it can be perceived as arbitrary.

When and whether an action is carried out depends on the course of the game and must be decided by the game management according to feeling and own estimation. Experience shows that the first action should be initiated in the first third of the game time, e.g. new raw material.

Action Cards

Action cards (laminated so that they are not cut) look professional, but take away flexibility. Consequences of the actions can still be customized if only the "name of the action" is named.

The gambling manager can bring the action cards into play. To do this, whistle in the main room to draw attention to the action and to call out the event. Afterwards only the press is informed about the exact effects. The countries and actors must obtain their information from the press.

The names and description of action cards are in the Annexes.

Last 10 minutes

Everyone is only allowed to go to the bank once and hand over money etc.

Also announce the last 5 minutes. The winner is the country/reels that could earn the most money.

End of the game

After the simulation game is finished, penalties and bonus payments are made depending on the events that occurred (e.g. garbage-free).

Emotional evaluation

The participants from the countries sit down at their tables and are given questions to discuss and answer. In addition, they are given a flipchart and marker pen to write down their answers.

- Starting conditions? Account balance? Material?
- Emotions during the game
- Quotes during the game
- Which actions took place and which points were decisive for you?
- Mood curve of each individual participant
- What has contributed to or prevented success?
- What problems were there and how was it tried to solve them?
- How did you behave towards other countries?
- How does it feel to be poor/rich?

- What would you do differently next time?
- What was unfair? What could make the system fairer?

The results of the groups are presented, with the game leader taking notes on the blackboard. A table with one column per country is useful. The additional roles report on their impressions and how they were able to influence the game.

Content evaluation and transfer to reality

The experience of world trade in this simulation should give an impression of world trade. On the basis of the events during the game, it should be made clear what influences world trade how and to what extent. In addition, a critical look at what was realistic and what was not should be taken.

Depending on the course of the simulation game and the goal of the seminar, focal points can be set during the evaluation. Here is a list of possible topics on numerous aspects of world trade.

Possible topics

- Privileges and justice
- Initial conditions and their development
- G8, G20, G77
- Debts and interest
- Banks and the financial sector
- Raw material discoveries
- Patents
- Garbage
- Development Aid
- Price fluctuations - origin and profiteers
- Raw material discoveries
- UN and donor conference
- Press
- Sanctions
- Allocations/Mergers
- Coup
- Climate change and its impact
- Quality
- Means of production
- Value chain



7. Experience of implementation, suggestions for future trainings

After successful completion of the trainings for high school students, project partners collected the experience and lessons learnt from implementation as well as formulated some suggestions for future trainings.

General notes

- Target group members are interested and willing to take part in the *MotivAction* training and mentorship program. However, in order to have a high nr of participants, it is necessary to plan recruitment and involvement of participants, with special regard to the importance of personal relationships and the role of peers in invitation.
- A relevant part of participants said not to be interested in financial literacy before the trainings. However, after its completion, many of them said that the training was interesting and useful, beyond their expectations. This fact highlights the importance of promotion of financial literacy issues among high school students, however in a tailor-made way to them.
- A high majority of participants had almost no idea about financial issues, however this is an important field of life. This underlines the importance of organizing such trainings for youngsters.
- It is important to take into consideration leaving/missing participants. According to our experience, 5% of the total nr of participants doesn't conclude the training program.

Experience about the content and the methodology of the trainings

- It was a good idea to keep balance between theoretic knowledge and concrete experience&advice about financial literacy and entrepreneurship.
- It was really useful that the Hungarian training was held by a practicing businessmen. He could give concrete experience, tips and advice about having personal finances in order and about starting&running a business. He also could speak about experience of failure and burning out.
- All partners used simulation games as the principal method of the training, which was a brilliant idea. This way participants could try themselves in different roles and turn into practice lessons learnt at the training.
- Participants found useful sessions about concrete steps for starting and running a business.
- It was useful to put financial literacy and entrepreneurship skills in the wider context of life orientation (planning future, desires, dreams, possibilities). Many students had no possibility before to think about these issues with the help of professionals.

8. Conclusions

The material entitled *Financial literacy and entrepreneurship trainings for high school students: from personal finances to starting a business* offered an imaginative road with two directions: financial literacy and entrepreneurship skills. The first pages of the material are dedicated to the common theoretic background of the trainings, which is followed by the description of three alternative realizations of the same course. This way The Reader got an insight to the similarities and differences between them and could also meet experience of implementation and advice for organizing similar future trainings.

The main topics of the training, namely financial literacy and entrepreneurial skills are put in the context of *MotivAction* project goals, as we consider this issue an important field of upbringing, as well as of successful and proactive life orientation. Knowledge and skills offered at the trainings help youngsters to act independently on the job market and instead of waiting for job opportunities, take in hand their life and create future for themselves.

Hopefully, this material can support the work of trainers, teachers and NGO-s who intend to support high school students to stand on financially stable, and possibly secure ground as grownups, as well as to convert their ideas and dreams into successful business.

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10. Annexes

Annexes to the Slovenian training

Annex 1: Knowledge basis: dictionary of advanced-level expressions of the financial world

Bear Market: A market in which stock prices are falling.

Bull Market: A market in which stock prices are rising.

Inflation: An overall increase in prices of goods and services, usually measured by the percentage change in the Consumer Price Index.

Profit: What is left over for the owners of a business after all expenses have been deducted from revenues.

Gross profit is the profit before corporate income taxes. Net profit is the final profit of the business after taxes have been paid.

Portfolio: Holdings of securities by an individual or institution. A portfolio may include various types of securities, representing different companies and industry sectors.

Annexes to the German training Annexes to the World Trade Simulation Game

Material list

- Flags DIN A4 printed and laminated (each for UN, France, Canada, South Africa, Mexico, Uganda, Togo, Namibia)
- Flags of the countries and UN
- Banknotes 60x50, 120x100, 40x500, 100x1000
- 4 scissors, 2 compasses, 4 rulers, 12 pencils, 2 glue sticks, 1 sharpener, 1 eraser, calculator
- 1 alarm clock/stop watch
- 200 sheets of white eco-paper
- 50 sheets of red eco-paper
- 2 rolls of crepe tape
- 3 Metaplan paper
- 15 flipchart sheets
- 10 Eddings
- 2 whistles
- Poster with stencils
- Templates for checking (can be made of strong cardboard or wood) 2 times each
 - rectangle 7x12 cm
 - Right-angled triangle 7x12 cm
 - Equilateral triangle 7 cm edge length
 - Semicircle 13 cm
 - circle 13 cm
- Account lists and price list
- 8 DIN A4 folders
- 2 pin boards
- 50 moderation cards each orange and blue
- 16 name badges
- Role descriptions
- Drinks (5 bottles of juice and water)
- Snacks (e.g. cookies and chocolate)
- Spare material (2 scissors, pencils, ...)
- Shoebox or box in the size
- Sign Lunch Break

Division of materials

A-Country

- Cover with national flag and role description
- 2 scissors
- 1 ruler
- 1 compass
- 2 pencils
- 1 sheet of paper
- 1000 Euro
- Name badges (Diplomat, Business, Allround)

B-Country

- Cover with national flag and role description
- 1 ruler
- 1 glue stick
- 6 sheets of paper
- 500 Euro
- Name badges (Diplomat, Business)

C-Country

- Cover with national flag and role description
- 1 pencil
- 4 sheets of paper
- 100 Euro
- Name badges (Diplomat, Business)

Bank

- Role description
- Set of stencils
- Banknotes (60x50, 120x100, 40x500, 100x1000)
- 4 pencils
- Eraser
- Account lists with starting account balances
 - France +5000 / Canada +3000
 - South Africa and Mexico 0 each
 - Uganda and Namibia each -3000 / Togo -5000
- Large envelope/box for delivered stencils
- Calculator and alarm clock/stopwatch

- Price list with starting prices
 - circle 500 / semicircle 200 / equilateral triangle 150 / rectangle 300 / right triangle 200
- Sign Lunch Break
- Discretion line of crepe tape
- Magnetic board and magnets
- Drinks and snacks

Gambling manager

- Whistle
- Paper supply
- Spare material (sharpener, eraser, tools, stencils, ...)
- Pinboard with metaplan paper
- Poster with rules
 - 1. all shapes must be cut out with scissors, edges must be straight and corners must be exact
 - 2. only the material that has been handed out may be used.
 - 3. no violence.
 - 4. in case of disputes the UN must be consulted.
 - 5. only participants with name badges are allowed to leave the table.
- Poster with templates of the forms
- Set of stencils

Boulevard press

- Role description
- 1000 Euro
- Orange moderation cards
- Eddings

Serious news agency

- Role description
- Blue moderation cards
- Pinboard with metaplan paper
- Eddings

Speculators

- Role description
- 1000 Euro

UN

- Role description
- Whistle

Roles

Management team

- 1 person as gambling manager is mandatory
- Optional (relevance descending): 1 person each for bank, UN/news agencies

Participants

- from 14 years
- Group size minimum 16, maximum 56 people
- Distribution of participants to 5 to 7 countries, as well as 5 additional roles - Distribution depending on the number of participants - Proportional distribution - *Actors can be omitted if necessary*
- Group A: France, Canada (members G8), 2-6 participants each
- Group B: South Africa, Mexico (members G20), 2-6 participants each
- Group C: Uganda, Togo, Namibia (members G77), 2-6 participants each
- Bank: 2-4 participants
- UN: 1-3 participants
- Serious news agency: 1-2 participants

Room layout

The optimal variant is described here. If this cannot be guaranteed, this description should be used as a guide.

- 1 (large) room with space for 6 tables (2x countries A, 2x bank, 1x UN, 1x gambling manager) and 1 pinboard
- 2 (small) rooms with space for 2 or 3 tables each (countries B and C), rooms may be a little further away from room with bench
- In both rooms there should be enough space to walk between the tables without problems
- At each table one chair per participant is needed

Role descriptions

A-Countries

Your task is to produce paper forms according to the template and to earn as much money as possible by exchanging them at the bank. All forms should be cut out with scissors; only the material that is given out may be used!

Designate one person each as Diplomat, Business Person and Allrounder. Only the diplomats are allowed to talk to the other countries, only the businesspersons to the bank. The Allrounder can be used everywhere.

Only these three persons are allowed to walk around during the game, but you can switch between them.

B and C Countries

Your task is to produce paper forms according to the template and to earn as much money as possible by exchanging them at the bank. All forms have to be cut out with scissors; only the material that is given out may be used!

Designate one person each as diplomat and businessperson. Only the diplomats are allowed to talk to the other countries, only the businesspersons to the bank. Only these two persons are allowed to walk around during the game, but you can switch between them.

Bank contact Canada

You are the personal bank contact for Canada and in this function, you are exclusively responsible for Canada. As a particularly reliable business partner, Canada enjoys your special attention, which you can express in the form of generosity: The forms submitted do not have to be strictly controlled, and your stay at the bank can be made as pleasant as possible, for example by sweets and juice. You are not available for other countries.

You will only accept the given forms made of white paper or the material announced by the gambling manager!

Bank contact France

You are the personal bank contact for France and in this function, you are exclusively responsible for France. As a particularly reliable business partner, France enjoys your special attention, which you can reflect in the form of generosity: The submitted forms do not have to be strictly controlled, the stay at the bank can be made as pleasant as possible, for example by sweets and juice. You are not available for other countries.

You will only accept the given forms made of white paper or the material announced by the gambling management!

Bank contact South Africa and Mexico (possibly merged with bank contact Uganda, Togo and Namibia)

You will be responsible for handling business with South Africa and Mexico. Make sure that the business people wait behind the discretion line until you call them. Check the submitted forms using the templates deposited with the bank and accept only high quality goods. If the countries deliver high quality products and prove reliability, they can be treated courteously (sweets etc.). You are welcome to take a lunch break from time to time.

You only accept the given shapes made of white paper or the material announced by the gambling manager!

Bank contact Uganda, Togo and Namibia (possibly together with bank contact South Africa and Mexico)

You will be responsible for handling business with Uganda, Togo and Namibia. Make sure that the business people wait behind the discretion line until you call them.

For the three countries, you have to pay close attention to the quality of the products submitted. Check strictly that they match the forms deposited with the bank! Refuse to accept bad products. Be strict! You will only accept the shapes made of white paper or the material announced by the gambling manager. The businessmen are called by you individually and have to wait if you are busy or taking a lunch break. You are allowed to treat the business people disparagingly, they do not bring in much money.

Bank Contact Speculators

You are the personal bank contact for the speculators. They will come to you and propose deals (e.g. bets on how prices will develop or how much certain countries will make a profit or loss in the near future). It is up to you to decide which deal you want to do and which you want to reject as too risky. The bets must be limited in time (5 or max. 10 minute segments).

Speculators can only bet the money they own. However, they can take out interest-free loans.

Serious news agency

Your task is to follow the events and to publish current news on the press wall at regular intervals. Make sure that you write down the most relevant news. You can also reflect the emotions of the actors and use quotes, but make sure you are objective. You have no interest in money.

Boulevard Press

You can buy and sell news. Your goal is to earn as much money as possible. You achieve this by selling news. You write your news on small pieces of paper and distribute them in the countries that should receive this information. You are not committed to objectivity and you can spread false news as long as you earn money with it.

UN

Your task is to convene an assembly in a critical situation, to offer the countries a platform for negotiations and thus to solve the conflict peacefully. You can be contacted by a country or you can call for a conference yourself. So try to observe the course of the game in detail. You have no money at the beginning and your goal is not to make money. However, you may charge membership fees (rich countries pay proportionally more) or collect and redistribute money for certain actions (e.g. at a donor conference).

Speculator

Your goal is to make money with speculations on world trade. You can place bets with the bank on the price development of products or profits/losses of individual countries or... be creative. Your bets must

be limited in time (in 5 or max. 10 minute segments). You can only bet the money you have, but you can get interest-free loans from the bank.

Role of the gambling manager

You have to know exactly the whole process and the context of the game. This includes the roles, their tasks and goals as well as the interrelationships.

At the beginning, you gather all participants in a plenary session and introduce them to the game.

Trade alliances

Nations make arrangements regarding their cooperation. This may involve the joint use of tools or the joint marketing of produced goods.

For follow-up: Is it a fair deal? How long will the alliance last?

Colonization and annexation

It can happen that powerful countries offer protection to other countries and take them in.

For follow-up: What agreements are made? Who approaches whom?

Cartels

Groups with a lot of power can market their products and resources with a common strategy and thus influence the price.

For follow-up: Do these cartels hold or is the own advantage in the foreground?

Trade embargos

Nations with many resources can stop or reduce the sale of supplies and thus manipulate prices.

For follow-up: Are prices developing in the desired direction?

Tariffs and quotas

Rich countries try to influence the trade of other countries by setting up rules. Those who do not follow these rules will not get any further support.

For follow-up: Who uses his power? Who observes the rules and who endures the sanctions?

The following actions can be initiated by the game administration

Supply and demand/price change

The gambling manager has the power to change prices to keep the game flowing. It can be used both country-friendly and country-unfriendly. Changes at high/low demand -> price list at the bank

For example, after some time the circles can hardly be worth anything, because currently only circles are given away. This makes the game more complex, especially for the game management. A good arrangement with the bank is absolutely necessary. With this dynamic it is also possible for nations

to hoard certain products or form cartels to manipulate prices. In addition, a rising price due to new applications (e.g. triangles now usable for robot industry) can influence the game.

New raw materials

New raw materials are discovered in the B or C countries. This can be both white and red paper.

Variant: Scientists in A countries have discovered a certain number of white sheets in a specific country.

The raw material can only be mined by a joint decision on who gets how many sheets. A period of 5 minutes is given for this. If no decision can be made, the offer expires.

Through this action a nation can be given a new boost. If the raw material is generally scarce, new potentials are created.

For follow-up: How is the decision made? Will an agreement be reached?

Refinement

Information is given to an A country: If half of a form is covered with red paper, you get three times the price.

For follow-up: Is this information given to allies? How do other nations react to new paper?

Patents

One country has applied for a patent on a shape. From now on, the patent holder only accepts this shape. Other countries can buy licenses. A country can be easily determined by the game administration.

Alternatively, the possibility can be made public. Every country can buy a patent from the patent office.

Refinement and patents can also be used in combination. However, this makes the evaluation more complex.

For follow-up: What do countries do with their already produced goods?

Civil war/starvation/coup

Leads for example to halving of the credit balance, confiscation of paper, money and/or tools for a certain time.

For follow-up: How do the participants react to this action? Is there a request for help at the UN?

Natural Disaster

Due to climate change, unpredictable catastrophes are occurring with increasing frequency. Factories are also being destroyed. It is therefore possible to deprive a country of some of its tools and resources.

This becomes especially interesting when such a country has a partnership with another country.

For follow-up: Is the partnership used to truly help?

G8 meeting

Useful twice during the game, can also be initiated by countries themselves

Possibility for secret knowledge sharing and strategy agreements. Concrete actions can also be introduced by gambling manager.

- Interest of 0-50%: Applies to all nations, countries with negative credit balance slide further into the minus -> moral decision conflict
- Garbage-free: Reward 3000 euros for garbage-free on table -> garbage must be unloaded with other actors, do not throw away

For follow-up: Are moral decisions made? Who leads the discussions?

CO2 reduction

Fast-growing B countries can be sanctioned because of too fast growth and the resulting CO2 emissions. For example, all factories can be shut down. (All tools confiscated for 10 minutes)

For follow-up: Is help requested?

Environmental summit (environmental pollution, waste export)

Round shapes, which are worth a lot at the beginning and can only be produced by A countries, produce a lot of waste there, which cannot be recycled. It can be explained to the A countries that at the end of the game a garbage-free table brings a bonus. However, they are not allowed to simply dispose of the garbage, but must give it to other players. How and under what conditions is in their hands. Poorer countries are thus given the opportunity to earn money despite poor economic conditions. Can also be discussed at G8 summits.

Environmental pollution can also be discussed: A person is so affected by environmental pollution that he or she is no longer allowed to participate in trade and/or production.

For follow-up: What conditions are negotiated? Who will enter into the deal? Is environmental pollution an issue at UN or summit meetings?

Development aid

The bank or other countries can, for example, lend a country a pair of scissors for 5 minutes and receive a fixed fee or half of all products made with them. This help only comes into effect if the conditions are accepted. This often already happens by itself.

For follow-up: What arrangements are made? What are the consequences? What motives did the groups have?

Privatization/outsourcing of production

In C countries, one half of the table can be privatized. This may no longer be used by the country in question.

For follow-up: What conditions were negotiated? How do you deal with local citizens?

Robot/Automation

For an investment sum, production machines can be purchased that continuously manufacture products. This means that the participants no longer have to cut their own products, but receive finished products at regular intervals, but have to hand in sheets.

For follow-up work: What was the goal of the purchase? Was the investment calculated? Were there loans from the bank?

Strike

In one country the production facilities are paralyzed. For 5 minutes the gambling manager can confiscate all tools.

For follow-up: Has help been requested? Have the resources been sold to other countries?

Cost of living

The costs of living can also be addressed. At regular intervals a payment is due, which is paid in cash or debited from the account. It can be decided whether the costs for industrialized countries are higher than for other countries.

With this arrangement, frustrated C countries can be given a motivational aid under certain circumstances. Recurring costs can strengthen the commitment, since without such costs, in rare cases no interaction takes place.

For follow-up: Who has always tried to cover the costs? Who has resigned themselves to debts?

Interest/debt

Depending on the goal of the simulation game, interest can be given at regular intervals or once. These are calculated for both credit balances and debts. With regular interest the bankers must be able to calculate well and not be too busy.

The issue of debt can only be brought to the attention of the countries in the course of the game in order to introduce a new dynamic and ensure financial flows. The bank is aware of this from the very beginning.

For follow-up: How do the participants react to the reference?

Loans

The richer countries give credits to the poorer countries if they keep to their demands (e.g. produce only triangles). Since they can only produce one shape at the beginning, the price falls.

For follow-up: Has anyone tried to pay credits with credits? For what purpose were loans taken out?

Motiv/Action



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