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**WP3 Pilot implementation: Training activities for youth
workers & learning activities for youth with fewer
opportunities**

**CONSOLIDATED PILOT
IMPLEMENTATION REPORT**

of the for the Erasmus+ project in Youth

"Digital training on financial literacy for youth with fewer opportunities"

Project number: 2022-2-BG01-KA220-YOU-000092208

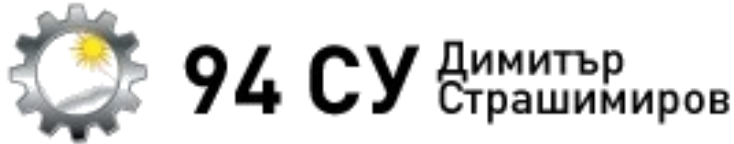
July, 2024



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Authors:

94 SU “DIMITAR STRASHIMIROV”, BULGARIA



BULGARIAN INCLUSION SUPPORT TEAM, BULGARIA



**ASOCIACIÓN MADRILEÑA DE PROFESIONALES DE LA ATENCIÓN TEMPRANA,
Spain**



HAVZA İLÇE MİLLİ EĞİTİM MÜDÜRLÜĞÜ, Türkiye



AtlasCo Academy, Türkiye





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I. General information about the conducted pilot implementation phase in Bulgaria, Spain and Turkiye

1. Period of the actual piloting phase – 01.12.2023 – 31.07.2024

2. Pilot sites:

a. BULGARIA

- i. 94 SU “Dimitar Strashimirov” Sofia, Bulgaria
- ii. Private Business School “The Talents”, Plovdiv, Bulgaria

b. SPAIN

- i. Virgin of Lourdes School (Majadahonda)
- ii. IES Francisco García Pavón (Tomelloso)

c. TURKIYE

- i. Şehit Recep Şahin Mes.Tek.Anadolu Lisesi
- ii. Havza Mesleki Ve Teknik Anadolu Lisesi

3. Stages of the piloting:

- a. Pre-assessment via structured questionnaire to evaluate the stage of existing knowledge on financial literacy (conducted in December 2023)
- b. Analysis of the results and selection of the participants to take part in the piloting phase (1-15.01.2024)
- c. Induction trainings of trainers / youth workers working with disadvantaged youth (January 2024)
- d. Introduction sessions with disadvantaged youth (15 January – 15 February 2024)
- e. Non-formal learning process (15 February 2024 – 15 June 2024)
 - i. **Sessions** - At least 4 months organization of training activities in hybrid format (digital and physical). Each youth has at least 2 sessions per week.
 - ii. **Modes of training implementation** - presentation of online content, discussions, role-play games to simulate different financial operations and situations, questions and answers.



- iii. **Modes of practical implementation** - learning by doing, learning by observing peers' interaction, study visits to different social and bank/tax institutions
- f. Individual sessions to clarify specific topics (March – June 2024)
- g. Mid-term monitoring review (April 2024)
- h. Continuation of individual sessions (April 2024 – June 2024)
- i. Final sessions and feedback gathering (June - July 2024)

4. Total involved participants:

- a. Trainers/ youth workers – 80 (initially planned 50)
 - i. Bulgaria - 36
 - ii. Spain - 20
 - iii. Turkiye - 24
- b. Youth with fewer opportunities – 124 (initially planned 100)
 - i. Bulgaria – 42
 - ii. Spain – 37
 - iii. Turkiye - 45

5. Monitoring committees

- a. Representatives of the staff of project partners - 10
- b. Representatives of monitoring committee (NAB) - 20
- c. Representatives of parents, guardians and family members of the participating youth – 40

6. Profile of the youth with fewer opportunities involved:

- a. Age 16 to 29 years old
- b. Specialties of their profile:
 - i. “Entrepreneurship”
 - ii. “Design and production of clothers”
 - iii. “Logistics” (courier)
 - iv. “Economics and management”
 - v. “Tourism and organisation of free time”
- c. Type of fewer opportunities:
 - i. Youth from Ethnical minorities communities



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- ii. Youth with learning difficulties
- iii. Refugees
- iv. Immigrants
- v. Youth dropouts from formal education
- vi. Youth with mild disabilities – physical impairments, sensory impairments

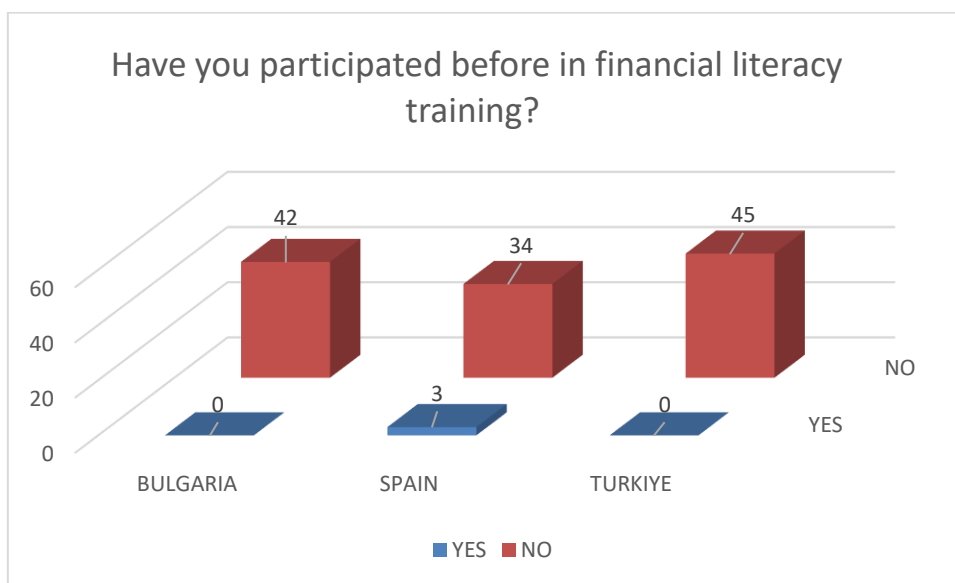
7. Profile of trainers/youth workers involved:

- a. Age average: 27 - 55
 - b. Professions: trainers (Maths, Civil education, Entrepreneurship, Economics, Management, pedagogical counsellor, principals)
 - c. Proven digital competences to work with online platform and tools
 - d. Proven experience on working with youth with fewer opportunities
 - e. Knowledge about conducting non-formal training modalities
8. **Selection process** – based on internal procedure at the institution in accordance with the project criteria explained in the project application form.
9. **Proofs for piloting** – list of participants (induction and final sessions), extract from the log of the e-learning platform, photos from both target groups, testimonials via interviews, case studies, completed pre- and post- assessment questionnaires.

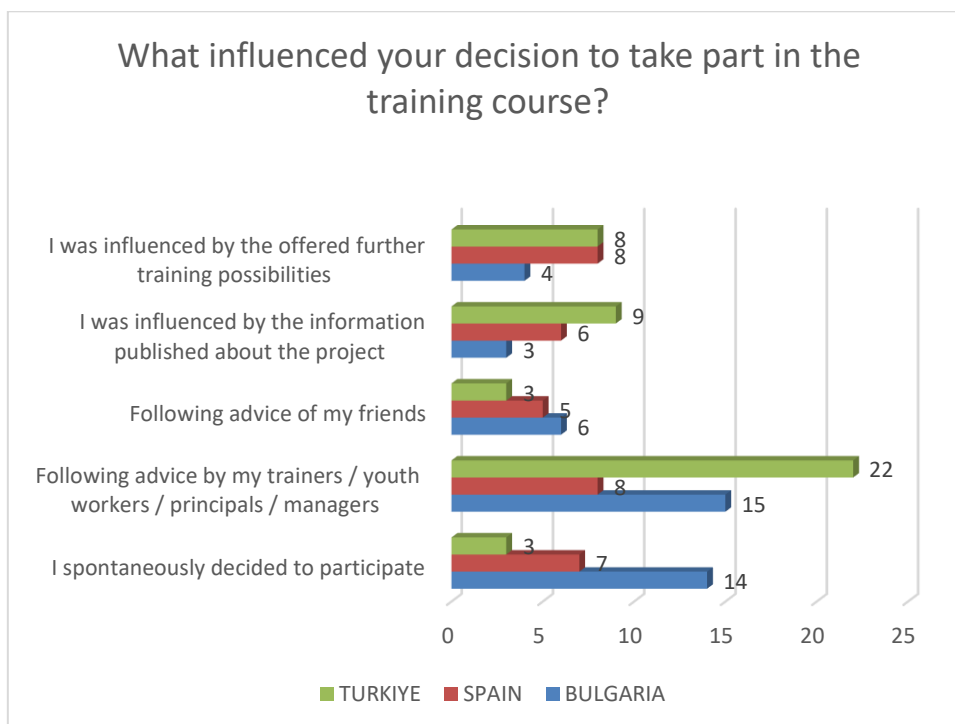


II. Comparative analysis of the feedback questionnaires – youth with fewer opportunities

Number of respondents: 124

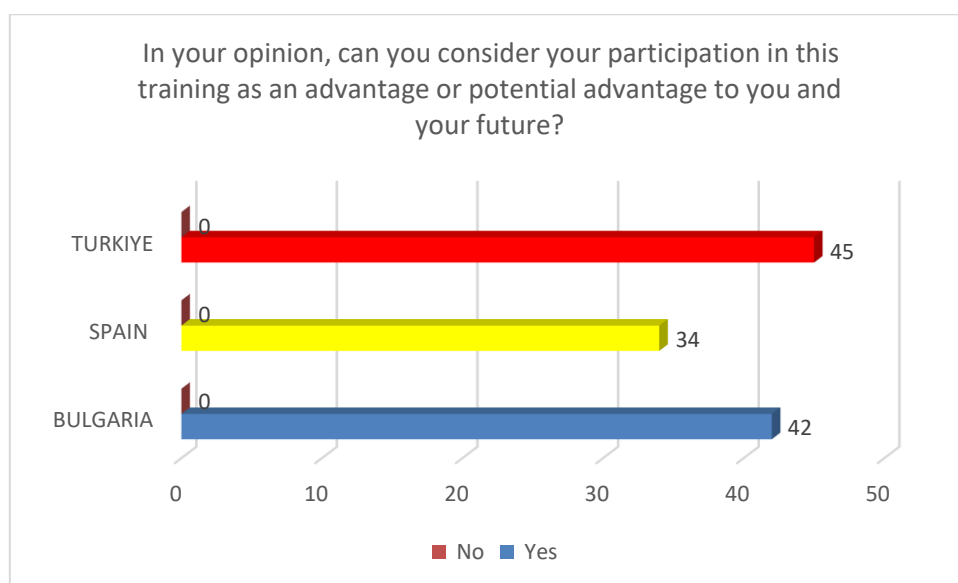


Despite 3 respondents in Spain, all the rest youth have never participated in a financial literacy training programme.

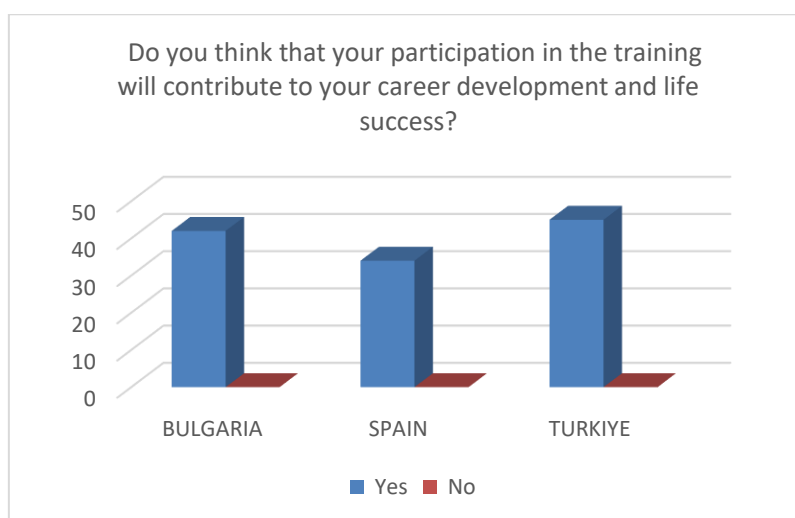




From the figure above we may conclude that the involved youth with fewer opportunities were mainly influenced to take part in the training by their trainers or they spontaneously decided to take part. One third of them took part in the training thanks to the recommendation by their peers. 17% of the respondents decided to take part in the course, because they were looking for further training possibilities. While in Bulgaria and Spain, the participants are with considerable better self-determination and self-confidence, those in Turkiye are mainly taking part in such courses thanks to the formal follow up with their trainers from previous courses and training programmes.



As we may conclude from the figure above, all participants definitely confirmed that they considered their participation in the financial literacy training as a potential advantage to their future.



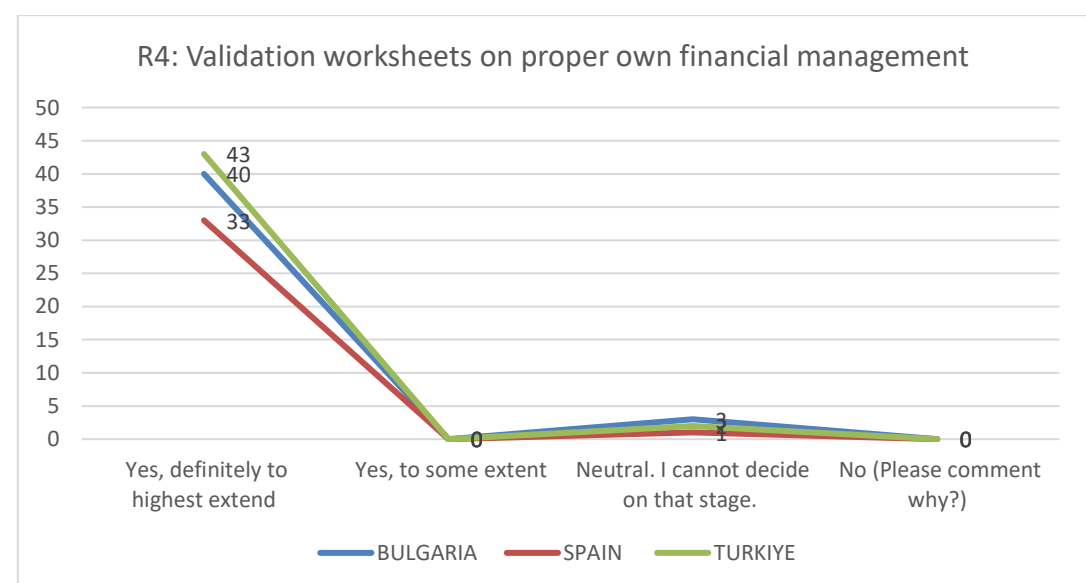
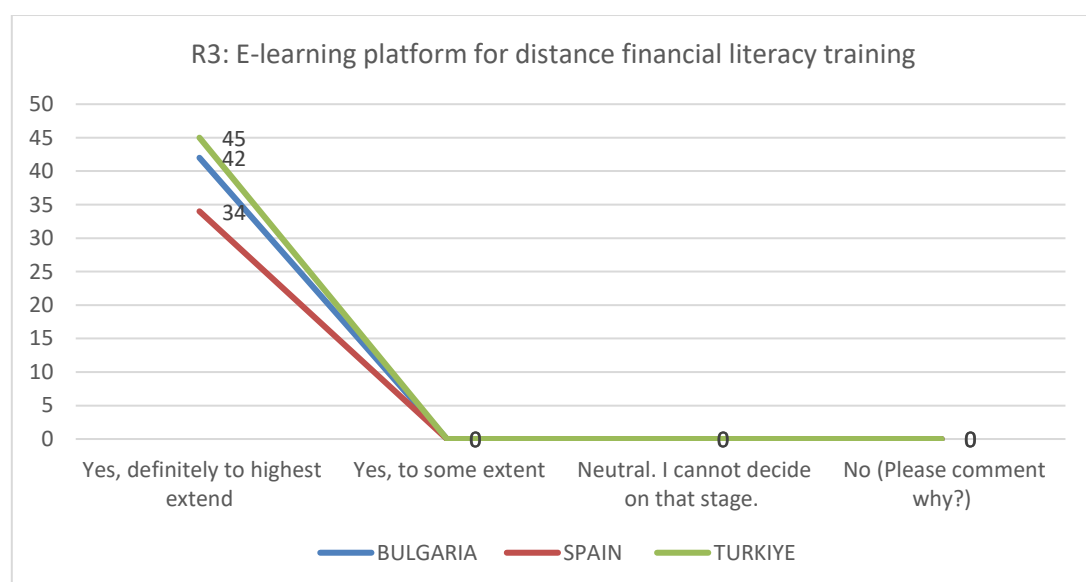
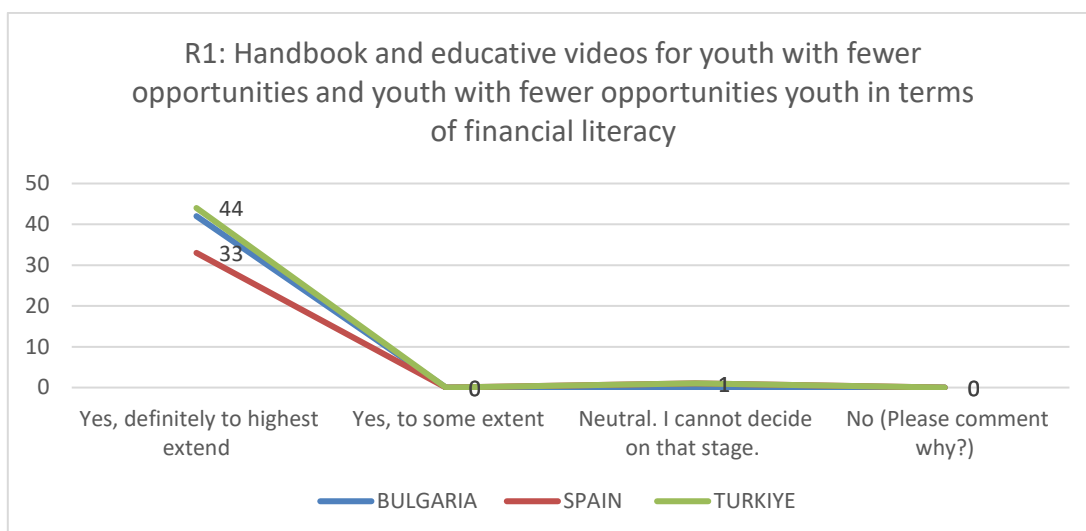


The respondents also declare that they see their participation as a contribution to their career development and life success. This can lead to potential extension of well-being in youth with fewer opportunities in the near future.



Almost 98,5% of the respondents considered that the conducted financial literacy training fulfilled their preliminary expectations. 1,5% (5 respondents) answered neutral, because they cannot decide yet. We believe that for some people training is completely new thing in their life, especially if a big gap exists between their early school dropouts till the return in training process. Thanks to the project, we have already youth with fewer opportunities who returned to formal education in an independent form, because they felt motivated and their beliefs in themselves were considerably improved.

Important part of the evaluation and feedback gathering was the question for evaluation of the quality of the offered training deliverables. In the figures below, you may see the consolidated comparative data between Bulgarian, Spanish and Turkish respondents (youth with fewer opportunities).





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From the figures above, we may conclude that the respondents evaluated highly positive the content and the quality of the three main training deliverables. For few of them, answering to such feedback questionnaires is unknown, therefore they have selected the neutral answer.

There is also a confirmation, that the training topics provide enough information and guidance to understand different financial literacy concepts. We have also evidenced that the training framework was properly selected by the partnership.

On the open question *“Please explain what you have learned the most?”* the students answered the following:

- Received support for preparation for the labor market.
- Identifying own strengths.
- Finding solutions to overcome financial weaknesses.
- Building own positive image.
- Self-evaluation of motivation, self-confidence and problem solving.
- Received information and guidance.
- Greater independence, which will allow them to become active members of society.

In addition to the questionnaires, we have randomly selected 15 youth per country to take an individual interview with representatives of the partners’ teams. This allowed us to get more qualitative feedback on the realisation of the training course.

From these interviews, it is clear that in Bulgaria, Spain and Turkiye, participating youth with fewer opportunities have a lot in common. All participants accept their participation in this training as an advantage or potential advantage to themselves and their future. They also believe that their participation in learning will contribute to their well-being and life success.

They determine that their training has met, even exceeded, their prior expectations. The time frame for conducting the training is determined to be appropriate. The trainees express great satisfaction with the opportunity to be trained, as well as with the support from their trainers. They express readiness to recommend the training to other peers.



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The like the most the following:

- **Practical knowledge:** Our informal course has provided them with practical, actionable knowledge about managing personal finances.
- **Flexibility:** Learners welcome the possibility of distance learning in an electronic environment, as well as the practical focus of the training. They can be adjusted according to individual strengths, weaknesses and preferences, making them more engaging and effective for learners.
- **Peer support:** In informal settings, disadvantaged young people are more successful in befriending and receiving support from their peers. This sense of community increased their confidence and motivation to improve their financial literacy.
- **Development of skills:** communication, teamwork, problem solving. These skills are valuable in both financial and personal contexts.
- **Bridging gaps and inclusion:** Participants declare bridging gaps in their formal education. They define our course as accessible and engaging financial education to overcome barriers to economic independence and stability.
- **Increased self-esteem:** Successful completion of an informal financial education program increased the self-esteem and confidence of disadvantaged young people.
- In the future, we expect this will lead to improved mental health, better relationships and overall well-being, as well as reduced debt, better credit performance and less financial risk for these young people.

Negative aspects have not been indicated.

Therefore, we may also conclude on the following achieved impact:

- Successful acquisition of financial literacy training to youth with fewer opportunities.
- Financial literacy improved knowledge and competences - reducing poverty and improving their financial well-being.
- Improving the financial standing and economic stability of low-income individuals.
- Individuals (youth) are financially well-informed after the training
- Youth are able to make decisions that influence their finances.



- Youth with low skills understand how important is to pay bills on time, increases preparedness for economic difficulties and allows them to avert significant debt.
- Youth can set aside savings and pass on financial knowledge to their children.

We would like to share also some of the **participants' testimonials**:

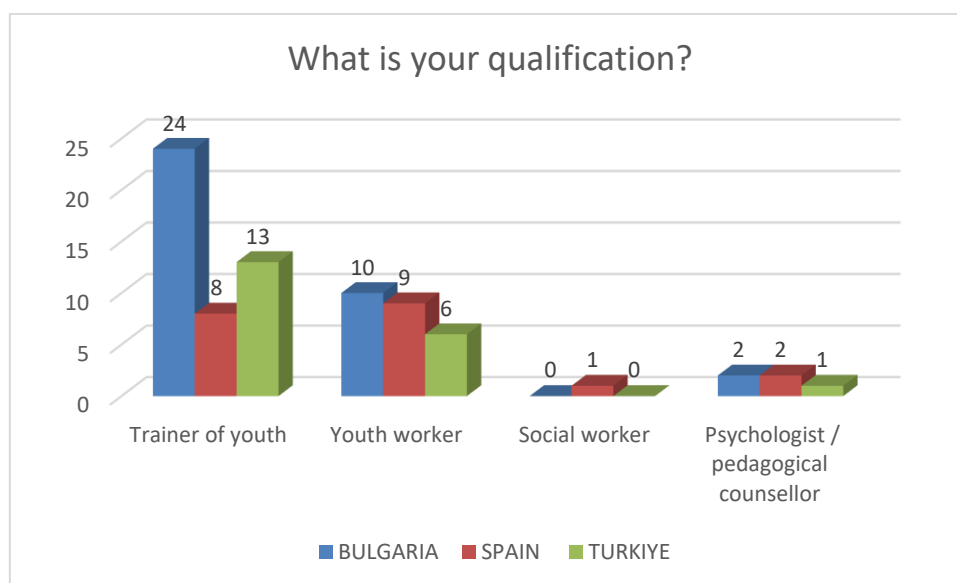
- *"Before the digital training, I had no idea about how to manage my money properly. Now, I know how to create a budget, save money, and invest in my future."*
- *"The digital training has helped me understand the importance of financial planning and how it can impact my life in the long run. It has given me the confidence to make better financial decisions."*
- *"I learned so much from the digital training about credit scores, loans, and saving for emergencies. It has made me more responsible with my finances."*
- *"The digital training was very helpful in teaching me about different investment options and how to plan for retirement. I feel more prepared for the future."*
- *"Before the training, I didn't even know where to start when it came to managing my money. The digital training has given me the tools and knowledge I need to take control of my finances."*
- *"Before the digital training, I didn't know how to manage my money well. Now I can make a budget, save money, and think about the future."*
- *"The digital training taught me how to be responsible with my money. I feel more confident making financial decisions now."*
- *"Thanks to the digital training, I have learned how to plan my finances better. I can now make smarter financial choices for the future."*
- *"Before the digital training, I didn't know much about managing money. Now I understand how to create a budget and make better financial choices."*
- *"Thanks to the digital training, I learned about the importance of financial planning and how it affects my life. I feel more confident making smart financial decisions."*
- *"The digital training helped me learn different ways to manage my money. I feel more confident in making good financial decisions now."*
- *"Before the digital training, I didn't know how to plan my finances. Now I know how to create a budget, save money, and invest for the future."*



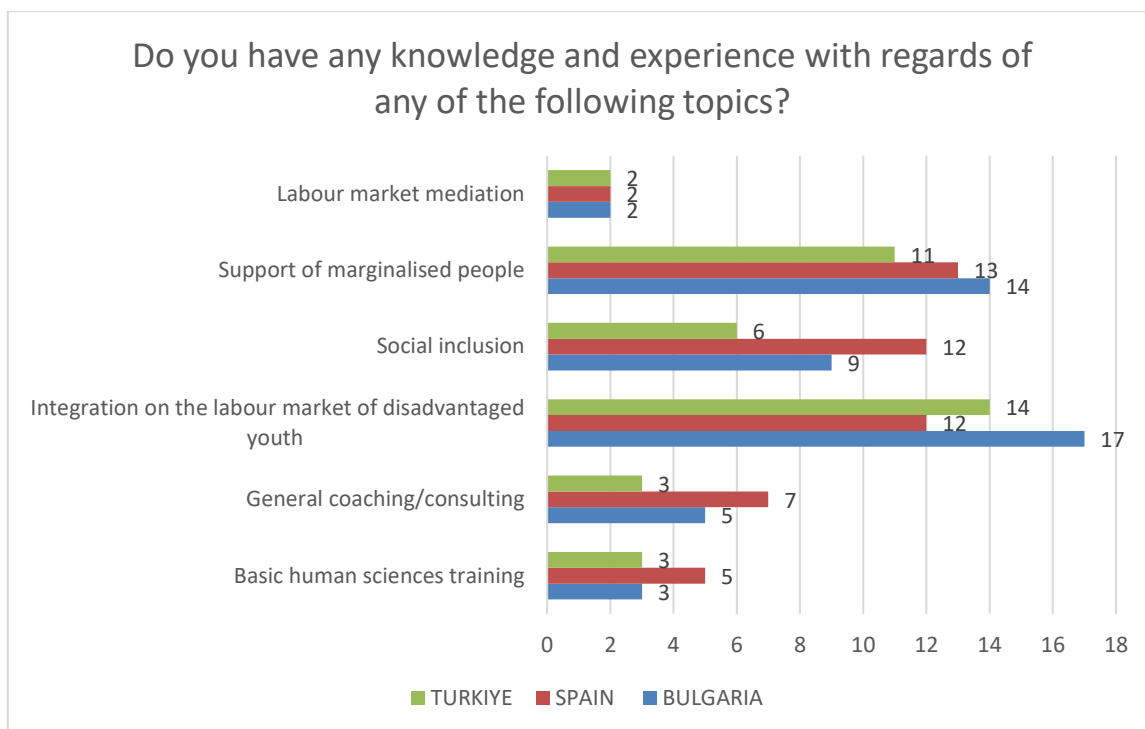
- *"The digital training taught me how to make a budget and save for my goals. Now I can make better financial decisions."*
- *"The digital training gave me the knowledge and skills to manage my money better. I'm grateful for the opportunity to learn more about financial literacy."*
- *"After the digital training, I feel more confident in managing my money. I learned about budgeting, saving, and investing, which will help me in the future."*

III. Comparative analysis of the evaluation feedback provided by trainers/youth workers

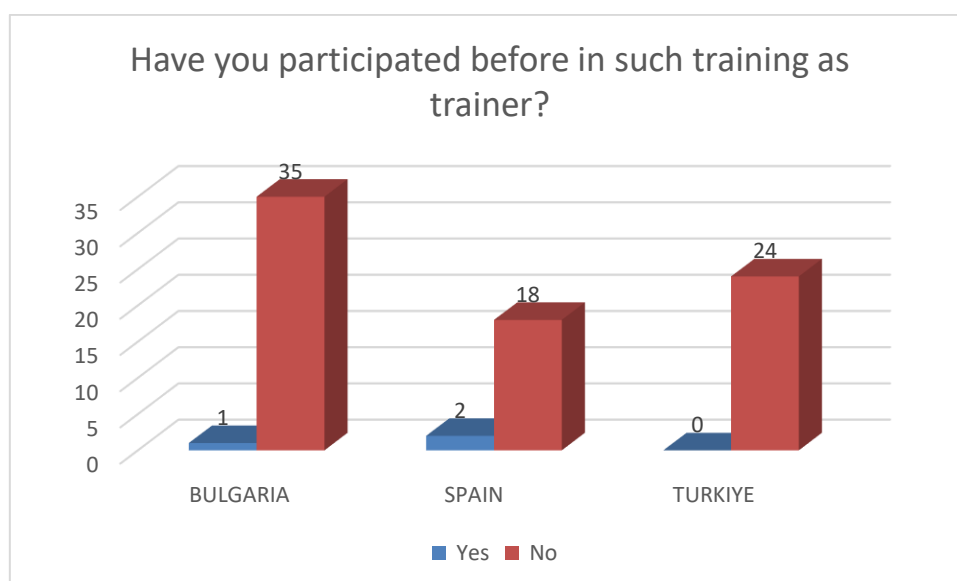
Number of respondents: 80



As we may see, major target group was represented by trainers of youth with fewer opportunities and youth workers. We have also some psychologist, pedagogical counsellors and social workers on board. This gave to us different perspectives in the evaluation of the quality of the training process and of the produced training outcomes.

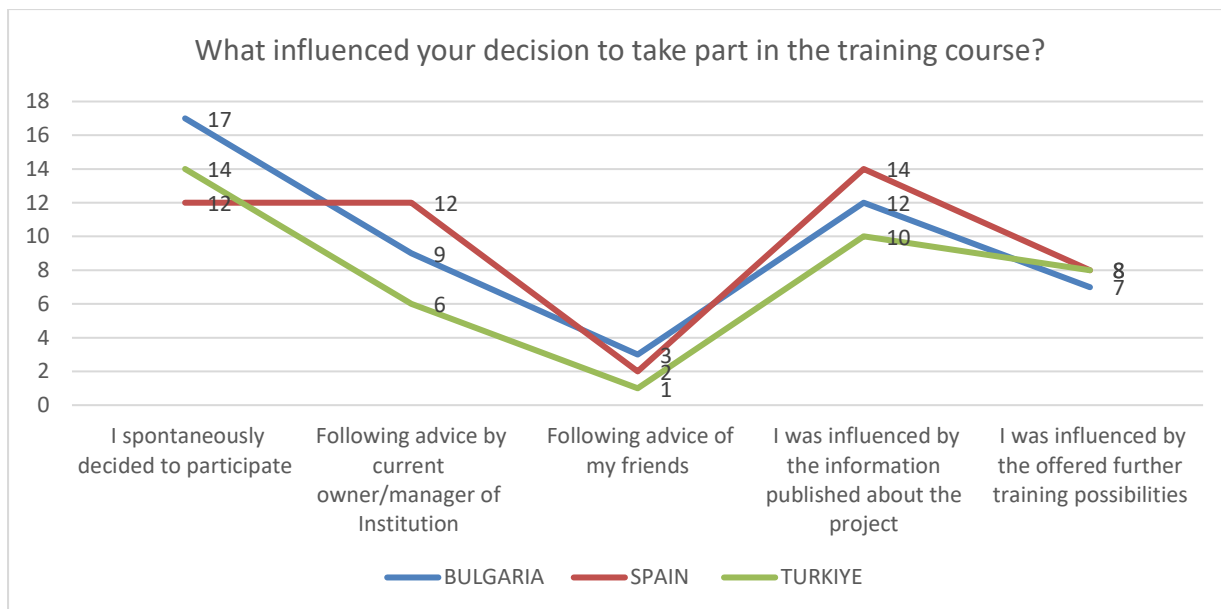


As we may see from the figure above, the participants selected more than one option. It is obvious that we have a good mixture between human sciences training, general coaching/consulting, social inclusion, but the most important integration on the labour market of disadvantaged youth and provision of support to marginalised people including labour market mediation.

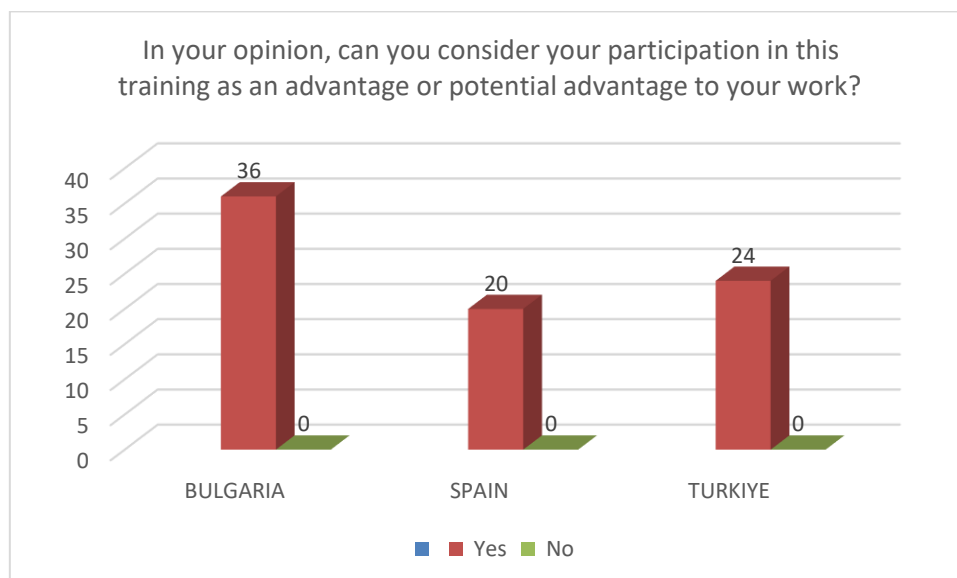




Just a few of the participants have been involved in financial literacy training in the past. For the others, this was a completely new type of training, specially dedicated to youth with fewer opportunities.

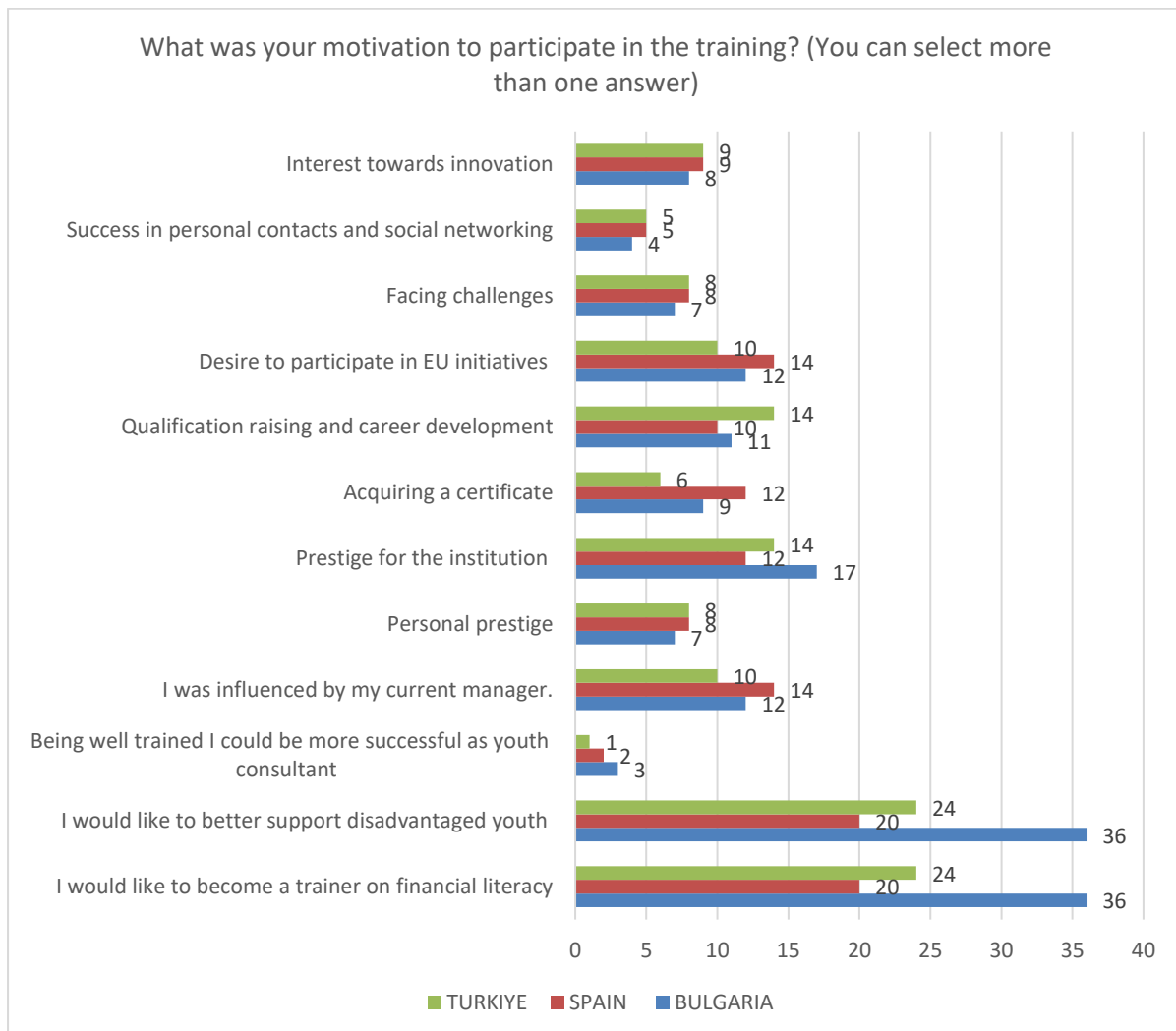


As we may see, mainly the trainers spontaneously decided to participate, influenced by the information about the project. Some of them followed some advice by their current employer. Around 11% of the respondents considered also the offered further training possibilities.

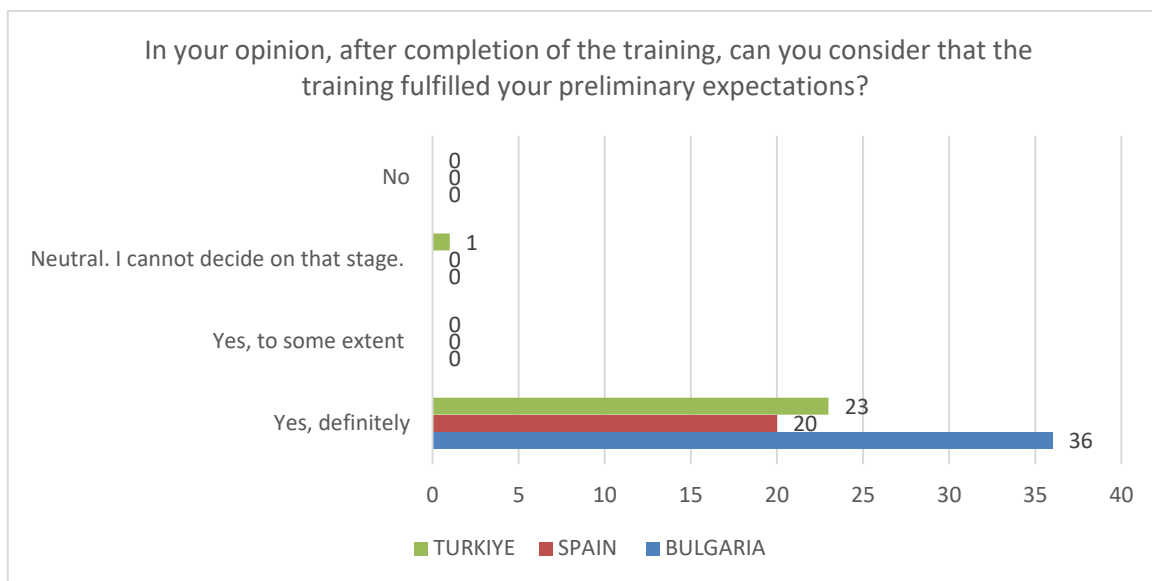




All respondents considered their participation in our training as advantaged to their recent work as well as a perspective for their future career opportunities.

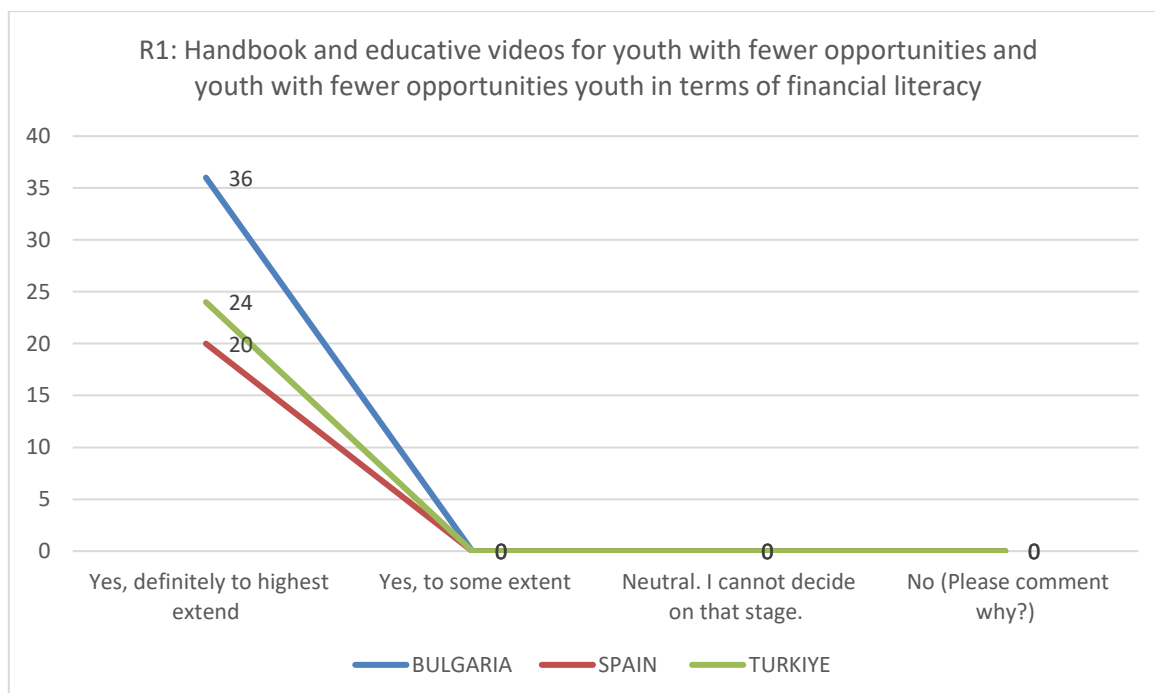


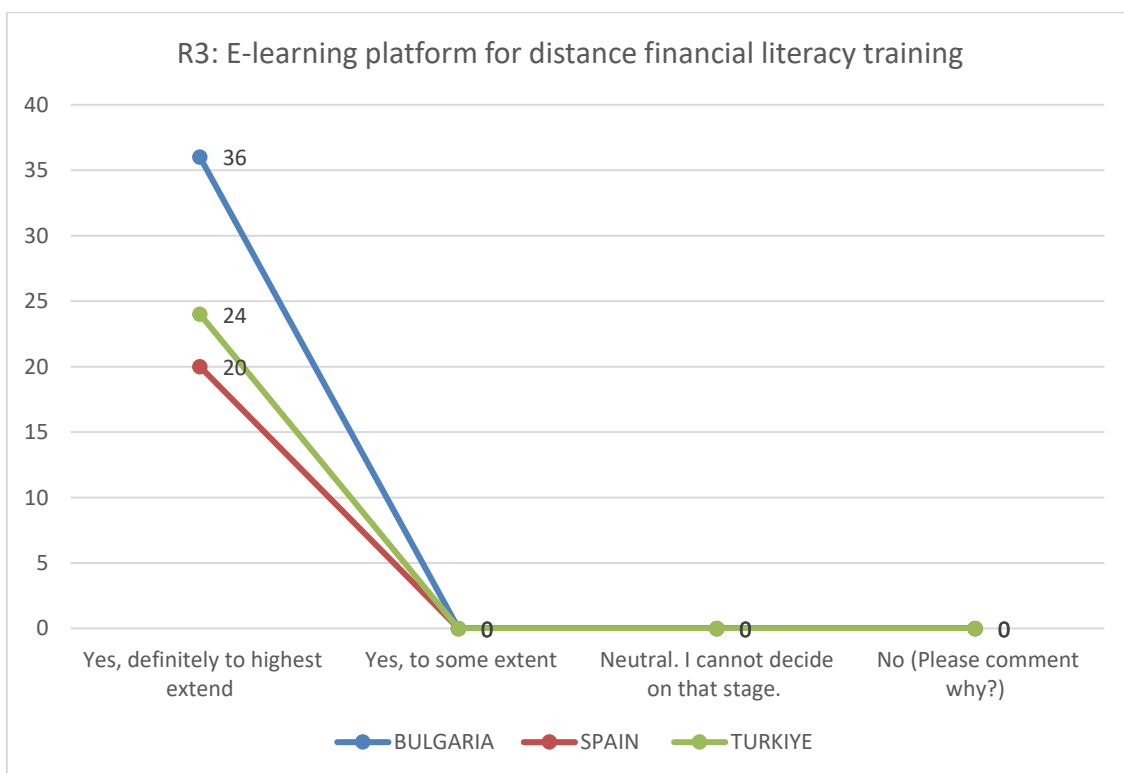
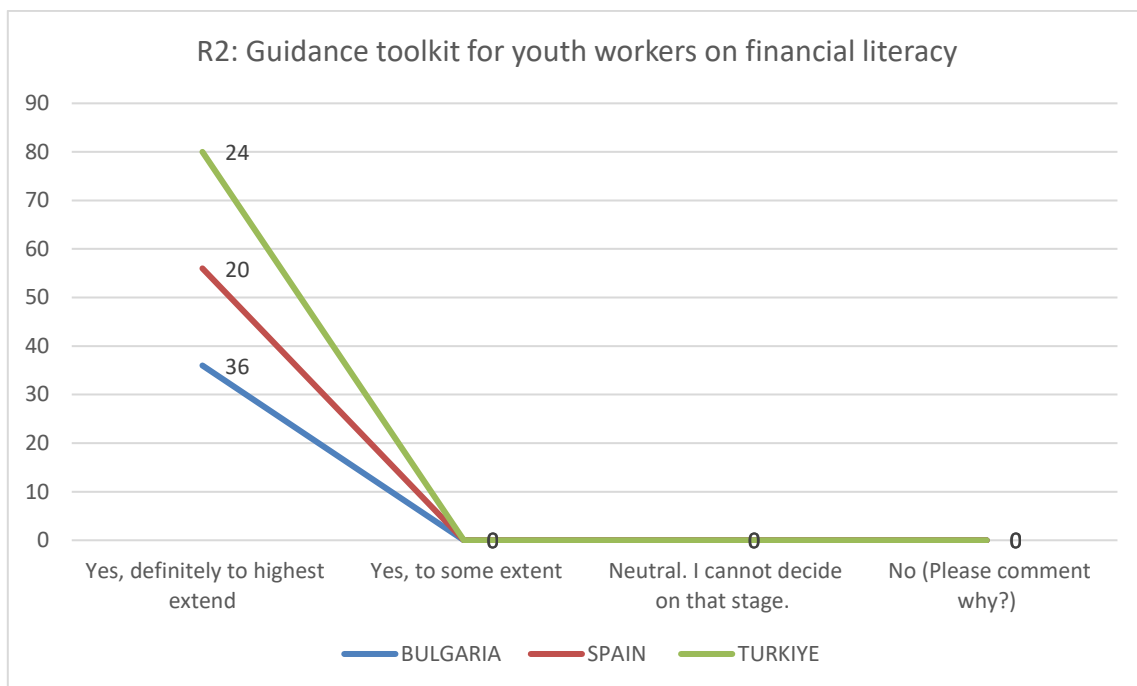
From the figure above, we can conclude that there is an obvious trend that highest motivation for the trainers to participate in the course was their desire to become trainers on financial literacy, which led to provision of better support to disadvantaged youth. Another key motivation factors are the personal prestige, prestige for the institution, acquiring a certificate and qualification raising for career development. One third of the respondents appreciate to participate in EU initiatives and to increase their contacts and networking opportunities.

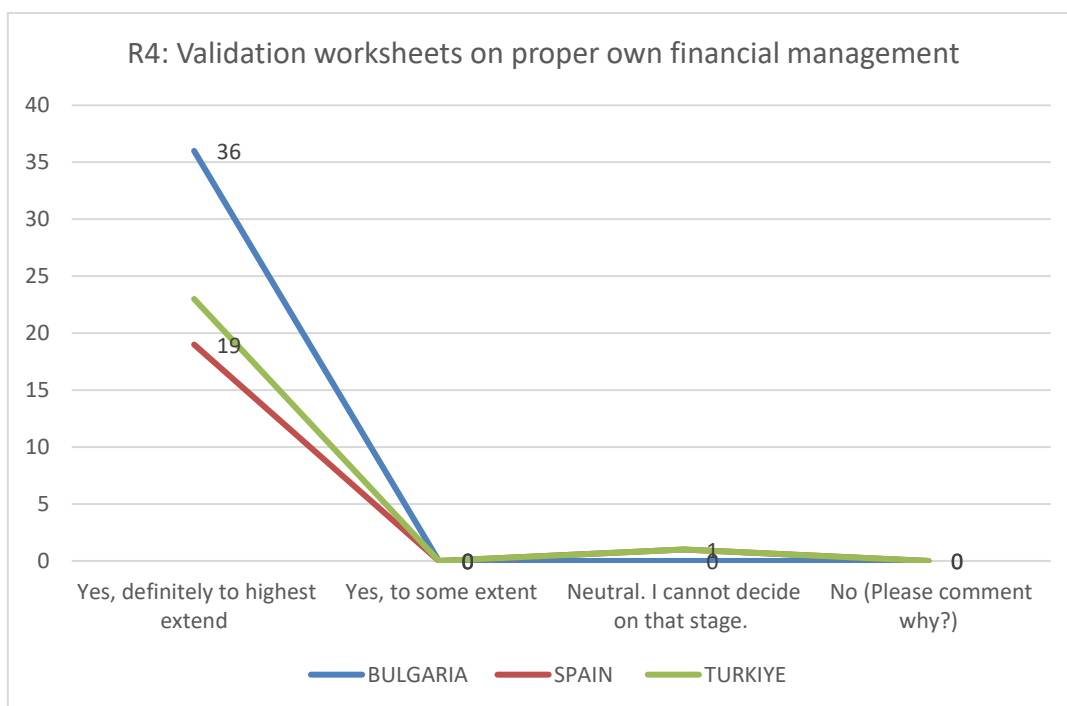


All participants considered that the conducted training fulfilled their preliminary expectations. Only one cannot decided yet.

Important part of the survey was dedicated to measure to what extent was the content and the quality of the training deliverables, developed in the project course, is consistent and relevant to the financial literacy topics and work duties that youth worker/trainer is expected to do.







We may conclude that the participating trainers definitely agreed to highest extend on the quality of the content of the project training deliverables. They have not indicated any missing topics or others, which needs further elaboration.

The trainers are unanimous that the knowledge and practical skills acquired during the training can be applied in their daily work. They do not indicate a need for further expansion of the learning content. They considered the time frame to be appropriate, although some of the trainees needed more time due to gaps in their formal training or lack thereof. The level of communication with the supervisors was determined by the local partners as sufficient and useful during the trainings. Identify representatives of local partners as sufficiently competent in the topics covered by the curriculum.

In the open questions with regards to **what they like do the most**, we may conclude on the following:

- Flexibility in teaching methods
- They can easily adapt their programs based on the needs, interests and progress of individual participants.



- Informal learning is more engaging for learners because it uses hands-on activities, role-plays, discussions and other interactive methods. This approach has made learning more enjoyable and effective for learners, which has helped them remember and apply what they have learned more easily.
- Learners have taken an active role in their own learning.
- There is increased motivation, responsibility and self-confidence as disadvantaged young people gain skills and knowledge that they can use in real life.
- A sense of community among learners - a supportive environment and built trust, reducing stress and promoting positive relationships between participants.
- Real-World Focus: Focus on practical, real-world applications of financial concepts.
- Opportunities to measure progress - entry level and exit level (case based).

The trainers also evaluated the duration of the conducted activities as very appropriate.

We can summarise the open-end questions as following:

- Used methods: interview, short questions, brainstorming, question and answer, debates, individual and group assignments, tests, completion of worksheets
- Main advantages of the piloting phase:
 - Focus given to the identification of strengths of youth with fewer opportunities
 - Concrete actions with regards to necessarily improvements of their financial literacy
 - Upgrading trainers' professional and career guidance skills
 - Increasing social and intercultural skills and key competences
 - Improving the qualifications of trainers in terms of enriching pedagogical methods and approaches for working with youth with special needs and disadvantages on the labour market.
 - Linkage of project results to policies at national level - investment in skills, learning in a real work environment, increasing the quality of learning and educational attainment, lifelong learning skills, professional
 -



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development, prevention of unemployment and social exclusion, equal opportunity and access to labour market.

- Achieving advanced level of commitment, responsibility and autonomy of marginalised and low skilled youth in making decisions for the future personal development.

They also gave to the consortium **important considerations on policy level** such as:

- Identifying financial literacy as a key competence.
- Opportunities to promote more training based on project results from other organizations as well.
- Seeking opportunity for voucher support to training institutions working with youth to fund financial literacy courses.
- Opportunity for mentoring support between those young people who have already gone through this training versus others who would still be involved.
- Continue activities to raise awareness of the importance of financial literacy within marginalized communities.



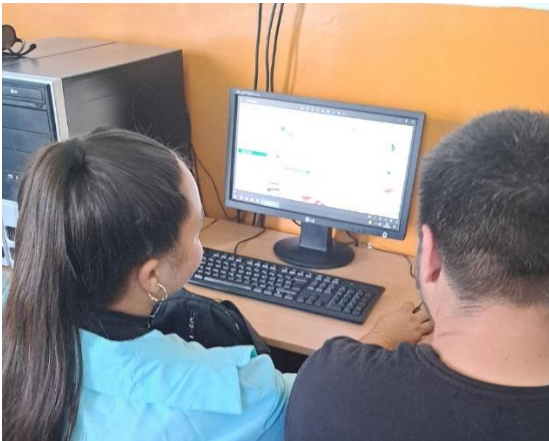
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IV. Photos from conducted pilot implementation activities Bulgaria



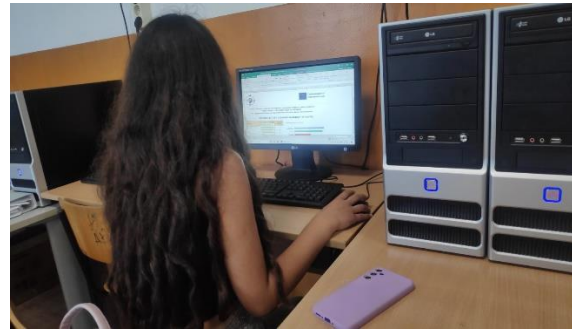
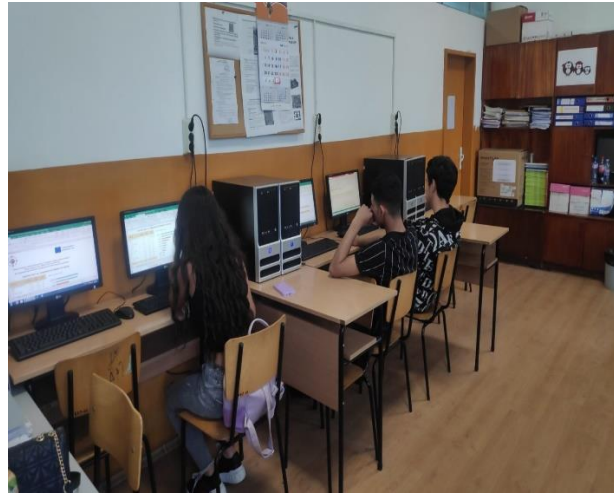


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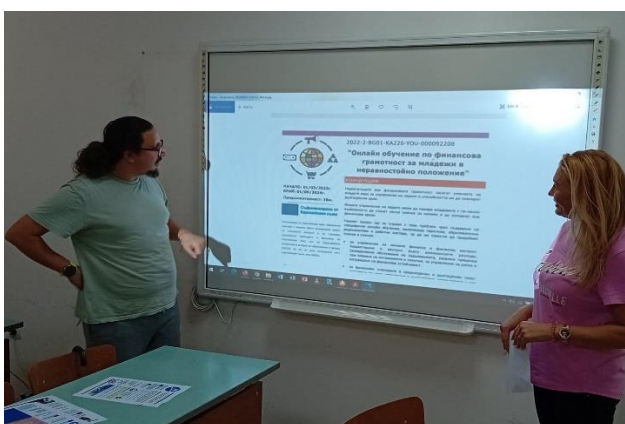


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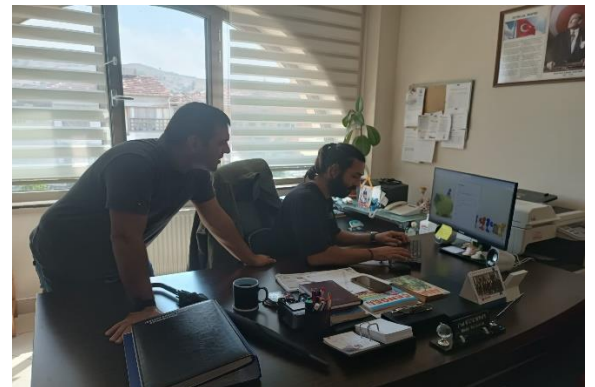
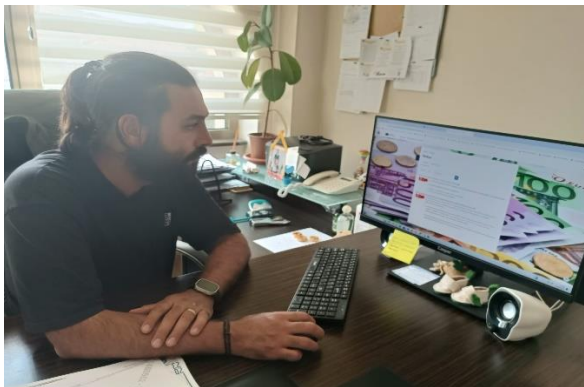
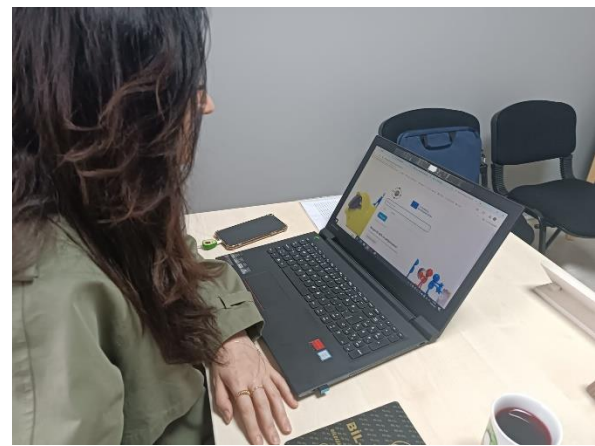
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Turkiye





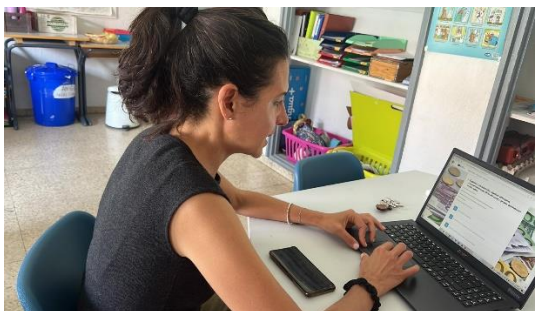
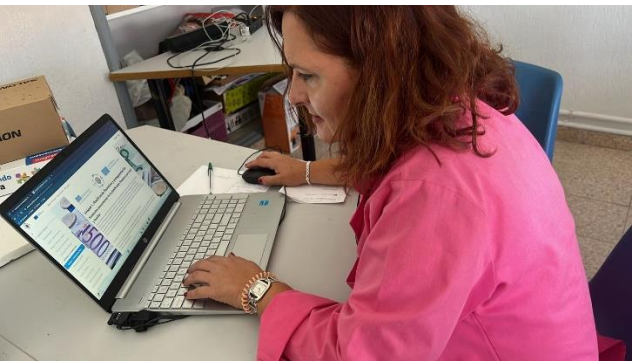
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Spain





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