Module Title: Financial Literacy, Employment and Entrepreneurship

Module Number: 1

Responsible Partner Organization: JA Ukraine and JA Georgia

Authors:

Yuliia Babenko - financial planner at iPlan.ua, investor, financial literacy trainer, and financial advisor with over 9 years of experience. Curator of the iPlan Teens project for adolescents. Nominee of the national FinAwards competition. She has collaborated with National Bank of Ukraine, Diia.Business, Junior Achievement, Children of Heroes Charity Foundation, and Right to Protection Charity Foundation. She holds a Master's degree in Finance and Credit from the University of Customs and Finance. She worked for 5 years with corporate clients at one of the largest private banks in Ukraine. For the past 4 years, she has been specializing in personal finance. She is a certified business trainer and conducts trainings, masterclasses, and workshops on financial literacy, financial planning, and investing. She also facilitates the transformational financial game *Lady's Cash* and runs an Instagram blog @yuliia.invest.

Areas of Expertise:

- Financial literacy
- Personal finance management
- Employment
- Entrepreneurial mindset

Dr. Eka Gegeshidze (PhD in Economics, 2011) is a Professor at the University of Georgia and General Director of Junior Achievement Georgia. She combines academic and executive experience in entrepreneurship education, financial literacy, youth employability, and project and programme management. Her work includes designing and implementing contemporary entrepreneurship programmes, leading multi-stakeholder partnerships, and preparing assessments and policy briefs in the fields of innovation and education. For more than 25 years, she has developed training materials, books, and methodological manuals in entrepreneurship, work readiness, and financial literacy. Her research interests focus on growth and development through innovation and its commercialization, as well as evidence-based approaches to entrepreneurship education. In 2015, her entrepreneurship education programme received European Training Foundation (ETF) recognition—often referred to as an “ETF award”—as a best practice in enterprise education.

Areas of Expertise:

- Entrepreneurship education
- Financial literacy
- Youth employability & work readiness
- Entrepreneurship mindset & skills development

Recommended Duration: 7 hours (including breaks)

Target Audience: Internally displaced youth (IDPs) aged 16–30 in Ukraine, Moldova, and Georgia

1. Module Objective

The module aims:

- ✓ To develop basic financial skills among young people, enhance their understanding of income opportunities, and support the development of economic independence. Participants will learn how to manage their money, analyze income sources, and take their first steps toward employment or entrepreneurship.
- ✓ To develop among young people, Entrepreneurial thinking, skills in seeing a problem, formulating an idea, identifying a customer, basic understanding of the competitive environment, simple valuation, and planning the first action step.
- ✓ to help participants recognize real-life problems, transform their own skills and resources into possible solutions, and take the first practical step toward income generation.

Special emphasis is placed on adapting to new living conditions, which is particularly relevant for internally displaced youth.

2. Expected Learning Outcomes

After completing the module, participants will be able to:

- understand the importance of tracking income and expenses
- understand how to set financial goals
- be aware of basic financial safety measures
- identify at least three ways of earning income
- have a basic understanding of the job search process
- identify their own skills and potential sources of income
- develop an idea for their first earning opportunity or a mini-business
- define entrepreneurship as value creation and problem solving
- identify at least three practical problems that could become opportunities
- map their own skills, interests, and available resources
- generate and compare several micro-business or income ideas
- describe one specific customer segment and its needs
- create a simple prototype or visible concept of an offer
- estimate a basic price and income logic for an idea
- present a 30-second pitch
- complete a one-page mini-canvas and a 7-day action plan

3. Key Concepts

- Financial literacy - a set of knowledge and skills that enable individuals to effectively manage their finances, plan a budget, save, and invest. To fully understand this, we need to explore the concept in more depth.
- Income - all the money a person receives (salary, gifts, business profit, side jobs).
- Expenses - all the money a person spends (food, transportation, clothing, entertainment, utilities).
- Budget - a plan for allocating income and expenses over a specific period (month, week).
- Emergency fund - a reserve of money for unexpected situations (job loss, illness).
- Active income - money earned through performing work (salary, side jobs).

- Passive income - money received regularly without continuous active involvement (rent, investments, royalties).
- Skills - a person's abilities (writing, drawing, programming, teaching).
- Monetization - the process of turning skills into income (e.g., creating custom designs or offering lessons).
- Employment - the process of obtaining a job.
- Freelancing - a form of work where a person completes tasks or projects without a permanent employer (project-based or remote work).
- Entrepreneurship - Seeing a Problem And Offering a value-added solution to them in a way that creates benefits for the user and revenue for the creator.
- Idea - primary Intention That About what you will offer, to whom and why.
- Consumer - User - specific person Or A group that has a specific need or problem.
- Value - what? I explain. Or I make it easy for the customer; why should they choose me?
- Prototype / MVP - idea Most A simple , trial version that we can use to get feedback.
- Evaluation - that Determine what The cost of the product or service and what will be left over as income.
- Freelance - own Time And Direct selling of skills to a specific client.
- Business - creating a system that It creates value and can operate partially or fully without you.
- Testing - idea Fast Exam On a small scale before we invest a large resource.

4. Preparation for the Training

The trainer should:

1. Prepare materials:

- a presentation (e.g., in Canva or PowerPoint)
- printed worksheets for activities
- sticky notes and markers

2. Think through examples:

- real-life stories (e.g., “student - freelancer”)
- simple cases (salary, expenses, side jobs)

3. Create the right atmosphere:

- a safe environment (no criticism)
- clear explanation that “there are no wrong answers”
- Keep the training practical, encouraging action instead of abstract discussion.
- Work with low-cost and accessible ideas, especially those that can start with existing skills and simple tools.
- Avoid judgment and create a psychologically safe environment where participants can share lived experience.
- Connect entrepreneurship with dignity, adaptability, and self-reliance rather than only with profit.
- Use examples that are realistic for young people in transition: side services, freelance tasks, community-oriented offers, simple products, and small digital services.

4. Required Materials

- flipchart
- markers
- projector
- laptop
- sticky notes
- pens and handouts

Additional materials for prototyping:

- paper, scissors, tape
- colored cards
- simple craft materials
- smartphones for quick online search or mock-up creation
- a variety of craft materials (felt, foil, glitter, ribbons, balloons, decorative flowers, feathers)
- straws, sponges, small boxes
- modeling clay (plasticine)
- disposable tableware (cups, plates, etc.)
- any other creative materials that can be used to build simple prototypes

5. Training Session Flow (8 hours including breaks)

Block 1. Introduction and Trust Building (15 min)

Activity: **Ice-breaker "My Name + Money"**

Hello everyone! My name is [name], and today I will be your trainer... (briefly introduce yourself and your professional background).

Set the ground rules: **The "Here and Now" rule** - notifications are turned off. **The "Safe Space" rule** - no one judges others' opinions. **The "Start on Time" rule** - anyone late after a break does 10 squats. **The "Mutual Respect" rule** - I am your trainer, you are my participants. I provide value - you bring engagement.

Today, we are not just going to talk about money - we are going to talk about control over your life through money.

Yes, the world can be quite materialistic, and money helps make life more comfortable and the future more secure. But simply putting cash in a drawer will not quickly get you your own apartment or car. There are certain principles you need to understand.

This training is not about becoming a millionaire in a week. It is about stopping financial losses, understanding money, and creating opportunities for yourself. And most importantly: There are no right or wrong answers here. There is your experience - and it already has value.

Instructions for the Trainer

Ask each participant to share: their name, an association with the word "money"

Then ask about expectations: participants write on sticky notes: *"What do I want to learn?"* Add: "At the end, we will check whether these expectations were met."

Warm-up Activity (optional)

Ask participants to recall as many proverbs, sayings, or quotes about money as possible.

- Participants share, and you write them on a flipchart
- Then vote: Which saying resonates with you the most?

Then add: "At the end, we will check whether this has been achieved."

As a warm-up, you can also ask participants at the beginning to recall as many proverbs, sayings, or quotes about money as possible. They share them, and you write them on the flipchart. Then you can invite them to vote on which saying resonates with them the most.

Also add that money surrounds us in our daily lives on a constant basis. It has existed for many years and will continue to exist for a long time. Therefore, we need to build a good relationship with it. And what helps us do this is financial literacy.

Block 2: Fundamentals of Financial Literacy (5 hours)

Lecture (with examples and participant exercises) – 30 minutes

Financial literacy is a set of knowledge and skills that enable a person to effectively manage their finances, plan a budget, save, and invest. However, to truly understand this, we need to go a bit deeper.

Every person builds their life around certain "pillars" that support their personal world. These life pillars are individual, but they all:

- stabilize life
- provide confidence
- serve as a resource for growth

Life pillars can be external and internal.

Ask participants: What external pillars of a person can you name?

- A place where you feel "at home," where everything is familiar
- Family, friends, partner, close environment
- Your work, career position, job, or business

- Property you own: a car, apartment, house

Ask participants: What makes external pillars fragile?

These pillars can be easily lost due to external circumstances: the behavior of others, poor personal decisions, or external factors such as the COVID-19 pandemic, war, etc.

We rely on external pillars, but we do not fully control them.

Ask participants: What internal pillars of a person can you name?

- Values
- Goals and dreams
- Beliefs
- Knowledge and skills
- Experience and achievements
- Mental and physical health

Ask participants: What makes internal pillars strong?

Internal pillars are built throughout life. They are much harder to take away or destabilize.

It is around these internal pillars that we rebuild our external ones - especially if the previous ones are suddenly lost.

Ask participants: Finances: an external or internal pillar?

Personal finances are a combined pillar consisting of two components:

- Money - an external resource that already exists and is separate from us
- Knowledge - an internal, inseparable pillar, especially when reinforced by practice

Financial knowledge + skills = a tool to:

- buy what you need and want
- learn and educate your children
- live where you want
- ensure well-being
- help others

Financial knowledge + skills = help to increase wealth and strengthen other life pillars.

Ask participants: How can you build your financial pillar?

- Acquire the tool - financial knowledge
- Learn how to use it - practical skills

Example: A piano cannot play music without a pianist. It will remain just a piece of furniture. Moreover, it may deteriorate over time - even become damaged and unusable. The same applies to money: it can be lost if you don't know how to manage it.

If you have the skills to manage finances when you have money, you will also be able to recreate it if it is suddenly lost.

Skills are a pillar that can only be developed throughout life - and cannot be taken away.

Example: Let's go back to the piano. Even if it is destroyed, a skilled pianist will be able to play anywhere on another piano. They will give concerts and earn money for a new one - if they truly need it.

Ask participants: *When you don't have enough money, what do you feel?*

- fear
- anxiety
- insecurity
- self-doubt
- despair

Do these emotions help stabilize the situation and restore your financial state? **Not always.**

Do we get rid of them once we earn or receive enough money to cover basic needs? **Not necessarily.**

But what if we already knew how to properly manage the money we receive, how to grow it, and what steps to take next?

- We reduce fear and stop wasting time anticipating problems
- We gain time and energy to earn money and acquire new knowledge
- We become more confident thanks to knowledge and a clear step-by-step plan

A positive cycle begins, where each step toward confidence reduces even more fear.

Financial literacy helps create or restore financial resources.

Ask participants: *Why is financial literacy essential for every modern person?*

War and recovery

The modern world is unstable, and war has clearly shown how important it is to be able to manage your finances independently. People are forced to adapt quickly: changing their place of residence, jobs, and sources of income. Financial literacy makes it possible not only to survive in times of crisis, but also to build resilience and confidence in the future.

Children and their future

Today's adults shape the future of the next generation. The ability to manage money is not only about personal comfort, but also about providing children with stability, education, and an example of responsible resource management. Financially literate people raise financially literate children who will be able to contribute to the country's development.

Dreams and aspirations

Every person wants to live better, achieve their dreams, and influence their future. However, without understanding money, these dreams often remain just ideas. Financial literacy is a tool that helps turn aspirations into real outcomes: income, stability, and growth.

So if this is what we strive for - it is up to us to take action. We need to become financially literate. But first, let's assess your current level of financial awareness.

Test: "How Financially Literate Are You?"

For the trainer: This test helps to understand how participants interact with money: whether they control it, or it controls them. Each of the 10 questions reflects a key component of a financially literate person. Ask participants to answer honestly - there are no right or wrong answers, only points for growth. This is not an assessment.

Questions

1. I roughly know how much money I earn and spend each month (even if my income is irregular).

YES / NO

2. I understand where my money most often "leaks" (coffee, delivery, subscriptions, impulse purchases).

YES / NO

3. I can save money for something significant (phone, education, travel) and plan it in advance.

YES / NO

4. I have at least some savings (even a small “rainy day” fund)
   YES / NO
5. I have at least once thought about how to earn more (side job, freelancing, personal project)
   YES / NO
6. I rarely make impulse purchases, or at least I am aware of them and try to control them
   YES / NO
7. I don’t fall for “easy money” (get-rich-quick schemes, questionable crypto projects, financial pyramids)
   YES / NO
8. I understand that loans and installment plans are not free money and use them cautiously
   YES / NO
9. I understand my strengths and how they can be turned into income
   YES / NO
10. I at least sometimes think about my financial future (savings, stability, income)
    YES / NO

Results

Count the number of **“YES”** answers:

A) 0–3 YES - Finances currently control you. There is a risk of losing money, making impulse purchases, and falling into financial difficulties. But this is not a problem - it’s a starting point.

What to do:

- start tracking your expenses (at least for 3–5 days)
- identify your main “money leaks”
- try to save your first 100–500 UAH

B) 4–7 YES - You are at the level of “I’m managing, but I want more.” You already have a foundation, but lack a system. You can earn money, but you are not yet fully in control of it.

What to improve:

- regular tracking of finances

- building an emergency fund
- finding additional sources of income

C) **8–10 YES** - You control your money, not the other way around. You already have financial awareness and control. You understand how money works and how to grow it.

Next level:

- investing
- increasing income
- creating a financial strategy for 1–3 years

Break - 10 minutes

Lecture (with examples and participant exercises) - 45 minutes

Ask participants:

"Who here has already earned their own money?"
"Who has spent all their money on the very first day?"
"Who has regretted a purchase?"

It is often said that financial literacy is about saving money. This is a myth. In reality, it is about making decisions. Imagine that your money is like water in a leaking bucket. You can pour as much as you want into it (earn a lot), but if the holes are not fixed, the bucket will always be empty.

Ask participants: *"You have 1000$. What would you do?"*

Offer options:

- spend it all
- save part of it
- buy something "for status"
- invest/resell

You can organize a vote or divide participants into groups.

Then discuss:

- where the "holes in the bucket" are
- which decisions lead downward and which lead upward

Depending on how a person manages their money, they experience different financial states. Broadly, we can distinguish **5 financial levels**.

Level 1: Financial Pit (survival mode)

There is constantly not enough money. You live from paycheck to paycheck (or from transfer to transfer). You often have to borrow money or take loans just to cover basic needs.

As a result, debts increase, interest grows, but money does not. It becomes a vicious cycle.

For the trainer: provide examples of people who rely on lotteries. You can also mention well-known figures who faced debt issues, such as Michael Jackson, Nicolas Cage, and Mike Tyson.

What to do:

- start tracking expenses (at least at a basic level)
- cut unnecessary spending
- look for ways to earn more (side jobs, freelancing, monetizing skills)
- avoid taking new loans (except in cases where refinancing truly improves the situation)

Level 2: Financial Stability

You more or less cover your expenses with your income. Sometimes there is a shortfall, but it is compensated the following month.

Everything seems fine, but there is no safety margin.

Risk: any problem (job loss, force majeure) can push you back into survival mode.

For the trainer: at this level lives a large share of Ukrainians today. Share real-life examples - for instance, when it seemed like you had enough money, and then suddenly an unexpected expense appeared (e.g., dental treatment).

What to do:

- increase your income
- avoid increasing expenses along with income
- start building savings

Level 3: Financial Security

Income is already significantly higher than expenses (2–3 times more). There is an opportunity to save and not panic over every unexpected situation.

This is where an **emergency fund** is formed - savings that can cover 3–12 months of living expenses. If there is no emergency fund, you will constantly face debt risks.

For the trainer: to correctly calculate the emergency fund, you need to know your monthly expenses (it is advisable to track them). Calculate the size of the emergency fund together with participants. Also mention inflation - holding cash is good, but it loses value over time.

Advantage: you are no longer living with constant stress like "what if something happens tomorrow?"

However: if your income disappears, you are still dependent on it.

What to do:

- build an emergency fund
- start thinking about passive income
- avoid getting stuck in comfort

Level 4: Financial Independence

You have multiple sources of income. Most importantly, your passive income already covers your expenses.

This means you could stop working - and your basic lifestyle would not change.

For the trainer: emphasize passive income sources. Having a salary is good, but if you suddenly lose your job, it is important to have income coming from other sources.

This is the level of "I work because I want to, not because I have to."

What to do:

- scale your passive income
- reduce dependence on active work
- build systems that work without your constant involvement

Level 5: Financial Freedom

Passive income significantly exceeds expenses.

You are not just covering your living costs - you can afford more: travel, passion projects, investing in others.

At this level, a new "game" begins: impact, scale, and self-realization.

For the trainer: these levels are well illustrated through the game Cashflow.

What's next:

- invest in ideas and people
- share your experience

- live the way you truly want, not the way you “have to”

Exercise: “Financial Level: Am I in the Game or in the Minus?”

Step 1. Choose your level (through real-life scenarios) Instead of giving definitions, present scenarios:

Level 1 (minus):

“I often don’t have enough pocket money/money, I ask for more or borrow.”

Level 2 (zero):

“I have just enough money until the next income, but I don’t save anything.”

Level 3 (plus):

“I can save money and already have some personal savings.”

Level 4 (pro):

“I have already tried earning money on my own or have multiple sources of income.”

Level 5 (top):

“I have money that ‘makes money’ (for example, I’ve sold, invested, or created something that generates income).”

Ask participants to raise their hands or move to different parts of the room - this adds movement and engagement.

Step 2. Mini-reflection

Ask participants to reflect (or write down):

- What do I spend money on most often?
- Have there been moments when I regretted my spending?

This helps them recognize their own patterns without judgment.

Step 3. Challenge “+1 Level”

Say: “Your goal is not to become a millionaire. Your goal is to move up by +1 level.”

Ask participants to come up with possible actions. You can guide them with examples:

- start tracking expenses
- avoid spending all money at once
- save the first 100–200 UAH

- come up with a way to earn money (even a small one)
- avoid borrowing money this week

Ask each participant to choose **one action for the week**.

Step 4. Reinforcement

Phrase:

"I am currently at level ______, and my upgrade is ________."

You can frame it as "leveling up your character" or "moving to the next level."

Ask participants:

- "Who wants to move to the next level?"
- "What was the hardest part to come up with?"
- "Who has already realized their main mistake?"

Break - 10 minutes

Lecture (with examples and participant exercises) - 45 minutes

Ask the group: "What do you think young people spend the most 'invisible' money on?"

When we talk about personal finances, everything actually comes down to two simple things - income and expenses. However, what's interesting is that most people understand these basic concepts only superficially.

Let's start with income. Income is all the money that comes to you. And it's important to emphasize - not just salary.

Ask the group: *What else could it be?*

It can include side jobs, gifts, cashback, bonuses, passive income, and even occasional or unexpected inflows.

Why is this important? Because when a person only considers their salary, they underestimate their real financial flow - and therefore lose the ability to manage it effectively.

Active vs Passive Income: What's the Difference?

When talking about income, it is very important to distinguish between active and passive income.

Active income is money you earn in exchange for your time and effort.

You work - you get paid. You don't work - there is no income. This includes salary, freelancing, side jobs - any activity where there is a direct link: *time = money*. Most people live within this model.

Passive income is different. It is money that comes in regardless of whether you are actively working or not.

Examples include:

- investments
- rental income (e.g., from an apartment)
- a business that operates without your constant involvement

However, it's important not to romanticize it. Passive income almost always requires either time or money at the start. You first invest resources or build a system - and only then it begins to generate income.

The key difference is that active income is limited - there are only 24 hours in a day. Passive income allows you to decouple income from your time.

That is why financially stable people gradually move from complete dependence on active income to a model with multiple income streams, including passive ones.

Ask the group:

- "Who thinks you need a lot of money to start investing?"
- "What is harder for you right now - to start or to wait?"

(Show the visual/illustration here.)

	own funds	funds, thanks to investments
18 years old	$100	$100
28 years old	$12,000	$26,000
58 years old	$12,000	$ 349,000

	own funds	funds, thanks to investments
18 years old	$0	$0
28 years old	$100	$100
58 years old	$36,000	$ 208,000

Price 10 years - $141,000

"Look at these two people. They have almost the same opportunities, but they make different decisions."

Left story (girl):

"She started investing early - at the age of 18.

She invested just $100 at first and then kept adding small amounts over time.

By the age of 28: she had invested $12,000 and, thanks to investing, already had $26,000.

And here's the most interesting part: by the age of 58, she does not add any new money, but her investments grow to $349,000."

Right story (boy): "He starts saving later - only at the age of 28.

By the age of 58:he invested $36,000 (three times more!), but ends up with only $208,000."

"The person who invested LESS money achieved MORE results."

Key takeaway: *"The difference is not in the amount - the difference is in time."*

"Money starts working on its own - that is what passive income is. And the earlier you start this process, the more money works INSTEAD of you."

"Time is the most valuable asset in finance. And it cannot be recovered."

Now, let's talk about expenses.

Expenses are all the money you spend. And here's an important nuance: people usually remember only large purchases - rent, utilities, loans. But in reality, it is the small daily expenses that shape your financial picture.

Coffee, food delivery, taxis, "something for tea," subscriptions - these may seem insignificant, but they often consume a large part of your budget.

Ask the group: *Why do most people not understand where their money goes?*

The first reason is the lack of tracking.

People simply do not record their expenses. They rely on feelings: "I didn't really buy anything," yet the money disappears. Without numbers, the brain cannot objectively assess the situation.

The second reason is the small expenses effect. One coffee doesn't matter. Even five don't seem significant. But when it happens every day, over a month it turns into an amount that can equal half of your savings or even a full payment toward a goal.

The third reason is automatic spending. Subscriptions, auto-payments, recurring charges. A person agrees once - and then money keeps being deducted without active involvement. Often, they don't even remember what they are paying for.

The fourth reason is emotional spending. We don't spend only rationally. We buy when we are tired, when we want to reward ourselves, when we feel bored or stressed. These decisions don't go through the logic of "I need this," but rather "I feel like it right now."

And one more important reason is the lack of a system. If a person does not clearly understand how much they can spend, how much they should save, and what their priorities are - money simply slips away.

That is why the problem is often not that people earn too little, but that they do not see the full picture.

To summarize this block, many people think: "If I had more money, it would be easier."
But the truth is: if you don't know how to manage small amounts of money, larger amounts will disappear too.

EXERCISE: "ANNA'S CASH FLOW"

Anna is a second-year student majoring in marketing. She moved to another city and lives with a friend in a rented apartment.

At the same time, Anna works as a barista in a café. Her schedule is unstable: on average 18–20 hours per week, but sometimes her shifts are canceled.

She earns 120 UAH/hour, and her income fluctuates: on average 9,000 UAH/month (gross), about 7,200 UAH net.

Sometimes she takes side jobs (managing Instagram accounts), but this is not stable: on average +800 UAH/month.

TOTAL INCOME: 8,000 UAH

Anna's expenses

- rent (her share) - 5,000 UAH
- utilities - 1,200 UAH
- food - 4,000 UAH
- transportation - 800 UAH
- mobile + internet - 300 UAH
- subscriptions - 300 UAH

Basic expenses: 11,600 UAH

Additional expenses

- clothing / personal care - 1,200 UAH

- coffee, delivery, social outings - 1,500 UAH

Total additional: 2,700 UAH

TOTAL EXPENSES: 14,300 UAH

Situation

Income: 8,000 UAH

Expenses: 14,300 UAH

DEFICIT: –6,300 UAH / month

Ask the group: *What is Anna actually doing to maintain this level of spending?*

- sometimes asks parents for money
- sometimes borrows from friends
- sometimes delays payments
- does not track expenses
- thinks: “I just need to earn more”

Financial goals (but without a system)

- trip with friends in 2 months - 5,000 UAH
- new phone - 10,000 UAH
- wants to save “at least something”

TASK FOR PARTICIPANTS

- What is Anna’s actual financial situation?
- What is the main problem?
- Can she afford the trip?
- What about the phone?
- What 3 decisions could change the situation?

NOTES FOR THE TRAINER

1. Key insight to draw out (do NOT give the answer immediately)

Ask: “What do you think Anna’s problem is?”

Participants will likely say: *she doesn’t earn enough.*

You respond: “That’s true. But it’s NOT the main problem.”

Correct focus: “The problem is not her income. The problem is that her expenses are twice as high as her income.”

2. Bring in reality

Ask: “Do you know people who live like this?” (Expect reactions.)

Normalize it: “This is not just Anna’s problem. This is the system many young people live in.”

3. Break the illusion: I’ll just earn more

Say: “If Anna starts earning 12,000 UAH tomorrow - will this solve the problem?”

Answer: **NO**

Because expenses tend to grow along with income.

4. Draw solutions from the group

Ask: “What can be done RIGHT NOW?”

Expected answers:

- reduce expenses
- track spending
- increase income

5. Give the correct model (very important)

Say exactly: “Financial stability is not built on income. It is built on the difference between income and expenses.”

6. Emotional reinforcement

Say: “Anna thinks she is independent. But in reality, she is financially dependent - she just doesn’t always acknowledge it.”

7. **Final insight for the group**

“If you don’t manage your money - you are simply postponing a financial crisis.”

WHAT THIS CASE PROVIDES:

- strong relatability
- emotional trigger
- realization: “this is how I live”
- motivation to change

Break - 10 minutes

Lecture (with examples and participant exercises) - 45 minutes

Ask participants: “Who here knows exactly how much money they spent last week, down to the last hryvnia?”

(Usually only 5–10% raise their hands.)

“Name your last 5 expenses.”

- Which of them were necessary?

- Which were impulsive?

If we put it simply, financial literacy today is no longer something "nice to have" - it is a basic skill for survival and stability. A person's finances are built on four key pillars.

The first pillar is tracking (bookkeeping/accounting).

Because you cannot manage what you do not measure.

If a person does not know how much they spend - especially on small things like coffee, subscriptions, or delivery - money becomes uncontrollable. And at the end of the month, there is a common feeling: "I seem to earn money, but nothing is left."

It doesn't matter where you start tracking your income and expenses - what matters is that you START doing it.

You can use mobile apps such as:

- Saldo
- Money Lover
- Monefy
- Budget
- Google Sheets / Microsoft Excel
- or simply notes on your smartphone

In reality, tracking your finances is not that difficult. The key is to do it regularly and not be lazy about recording every expense or income. It takes up to 5 minutes a day.

Avoiding tracking your income and expenses means being careless about the money you earned through your own effort, as well as about your well-being and future.

If you pay in cash - keep the receipt and write down what you bought and how much it cost. Even if you just bought a bottle of water while walking outside, make sure to record it when you get home.

If you pay by card - set aside 5 minutes in the evening to record all your transactions for the day. Alternatively, you can use the statistics available in your banking apps.

The second pillar is analysis.

Simply tracking expenses is not enough. It is important to understand exactly where your money goes. A very effective and simple model is: "needs" and "wants."

- “Needs” - basic expenses: housing, food, health
- “Wants” - comfort and emotions

The problem is not that people spend on “wants.” The problem is when it happens unconsciously.

Another approach is to define 10–12 spending categories and divide them into groups: fixed, variable, small pleasures, and savings. This separation helps you clearly see your minimum monthly living cost, which is impossible if random expenses are mixed with regular ones.

At the end of the month, calculate your expenses in each category. You may notice that you spend more than expected in certain areas. If so, ask yourself why this is happening and whether it is possible to reduce these expenses.

The easiest place to save money is on emotional purchases (for example, new shoes, accessories, or dining at expensive restaurants). However, it is difficult to eliminate them completely, so think about how to make these pleasures more affordable.

Try to record your expenses daily for a month. Only then will this process truly bring results.

An important rule: savings should become a regular category of your expenses.

Saving money is just as important as eating, taking care of your health, and отдых.

At this point, it is helpful for the trainer to share a personal story about how their own savings proved useful.

SAVINGS RULES

As soon as you receive income (any kind), even if it is 1-3-10% of your income

As your income increases, increases your saving %

RAMEMBER that you are doing for yourself in the future !

Cases of 3 People

Person X

Saved 3,000 UAH per year from the age of 25 to 34. After that, no more contributions were made, but the invested capital continued to grow until the age of 60 at 10% annual return.

- Saving period: 10 years
- Total contributions: 30,000 UAH

Person Y

Started saving 5,000 UAH per year from the age of 35 to 60, with the same 10% annual return.

- Saving period: 26 years
- Total contributions: 130,000 UAH

Person Z

Started saving at the age of 45, contributing 10,000 UAH per year until the age of 60, also at 10% annual return.

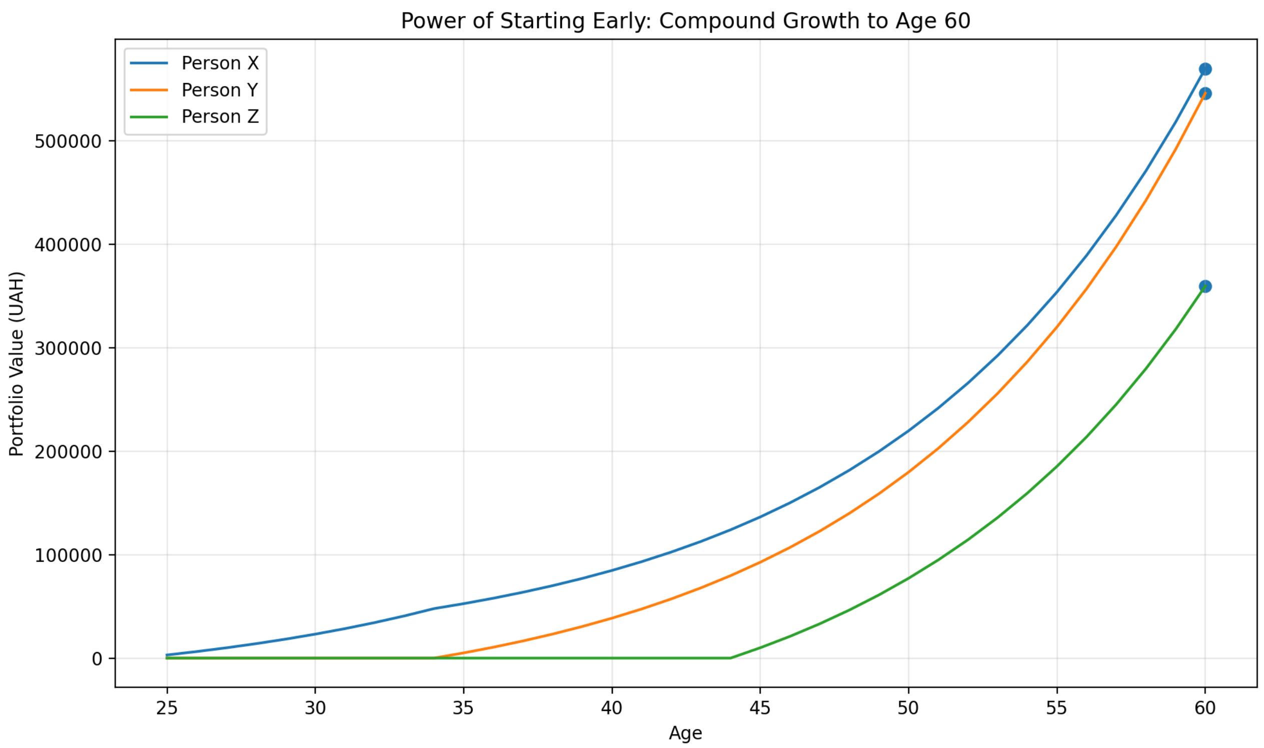
- Saving period: 16 years
- Total contributions: 160,000 UAH

Ask participants to make a guess - which of these people will save more money?

Ask participants: *Who do you think will have the most money by age 60?*

Result:

1. Person X – 569,835 UAH
2. Person Y – 545,909 UAH
3. Person Z – 359,497 UAH



Main lesson: The person who started earliest wins, even with the smallest contributions. Time in the market matters more than amount invested later.

The third pillar is goal planning. If a person does not have a financial goal, money will always "disappear." We will explore this in more detail in the next session.

The fourth pillar is financial security. Because today it is not enough just to earn and save money - it is equally important not to lose it. Fraud has become much more sophisticated and psychologically targeted.

Case 1: The Bank Call

Situation: A person receives a call: "Hello, this is the bank's security service. Someone is trying to withdraw money from your card right now. We need confirmation - please tell us the code from the SMS."

The person panics, shares the code, within 5 minutes, 15,000 UAH disappears from their account.

What happened: Scammers created a sense of urgency and fear.

How to present during training: "In this situation, the person is not stupid. They were simply in an emotional state."

Ask the group:

- "Who has received calls like this?"
- "What did you feel in that moment?"

Case 2: Financial Aid / Payments

Situation: A person receives a message: "You are eligible for financial assistance of 6,600 UAH. Follow the link."

The website looks like an official government page. The person enters their card details and money is withdrawn.

What happened: Scammers exploited trust and the desire to receive support.

How to present: "This is especially sensitive for internally displaced persons, as scammers often exploit this situation."

Ask the group:

- "Have you seen similar messages?"
- "What did you do?"

Case 3: Selling via OLX / Instagram

Situation: A person is selling a product online. The buyer writes: "I've already paid, here is the link - please confirm."

The person clicks the link, enters their details, money disappears from the card.

Key point: fake "secure deals." "As soon as you are redirected from a platform to an external website - it's a red flag."

Case 4: Easy Money / Crypto

Situation: A person receives a message: "Invest $200 - in a week you'll have $400." They are shown "successful cases." The person invests - the money disappears.

Key point: exploiting greed and the desire to earn quickly. "If it looks like easy money - it is almost always a scam."

Case 5: A Friend Asking for Money

Situation: A message comes from a friend: "Hi, I urgently need 2,000 UAH, I'll return it tomorrow."

The person sends the money → the friend's account was hacked.

Key point: exploiting trust.

Phrase: "Always verify through a phone call."

Scammers do not steal money directly. They create situations in which you give it away yourself. They do not hack systems - they work with emotions: fear, trust, or the desire to earn quickly.

To summarize this block: financial literacy is not about complex investments or large amounts of money. It is about simple daily actions - seeing your money, understanding it, and protecting it.

And the good news is: this is a skill that can be developed at any age, step by step. It is built through how you respond to real-life situations.

Game: "Fast Money or Smart Money?"

How to run it:

Say: "I will give you a situation - you vote:

👍 - this is a smart decision

👎 - this is emotion / a mistake"

Situations:

1. “Someone messages you: invest 500 UAH - get 5,000 in a week” (👎 scam / trap)
2. “You want to buy something now, but if you wait 2 weeks - you’ll realize you don’t need it” (👍 impulse control)
3. “Your friend earns money from video editing, and you want to try it too” (👍 initiative and growth)
4. “Everyone is buying a new game - and you do too, even though you don’t have much money” (👎 peer pressure)
5. “You received 1,000 UAH and decided to save at least 200” (👍 future-oriented thinking)
6. “You donated 100 UAH to a streamer, even though you currently have little money” (👎 emotional spending)
7. “You spent 10 minutes tracking your daily expenses” (👍 control)
8. “You saw an ad ‘today only - discount’ and bought it immediately” (👎 marketing manipulation)
9. “You decided to learn a new skill (editing, design) to earn money later” (👍 investing in yourself)
10. “You are offered easy money without effort - and you agree without checking” (👎 naivety = risk)

Ask participants: “What conclusions can you draw from this exercise?”

Break - 10 minutes

Lecture (with examples and participant exercises) - 45 minutes

Ask the group: “Do you ever have a feeling when you have a goal, but it is either too vague or completely unrealistic - and you just can’t achieve it? Sounds familiar?”

The human brain is designed to save energy and resources. That’s why, instead of deep analysis, it often looks for simple answers.

That’s exactly why **SMART goals** were created. This is not just another trendy term from LinkedIn, but a real tool that helps set goals in a way that makes them easier to achieve.

What are SMART goals?

SMART is an acronym that describes the key characteristics of a well-defined goal. The method was introduced in 1981 by consultant George Doran for the business environment. Since then, it has become a universal tool - for both organizations and individuals.

A goal formulated using the SMART principle becomes clear, structured, and manageable. It is the opposite of vague wishes like “I want to earn more,” “start exercising,” or “be more productive.”

SMART Framework Breakdown

1. S – Specific The goal should be clear and unambiguous.

Bad: “I want to improve my health.”

Good: “I want to start running three times a week.”

Ask yourself: What exactly do I want to do? Where and how will it happen? Who is involved?

2. M – Measurable

You should be able to track progress and determine whether the goal has been achieved.

Bad: “I want to get better at my sports club.”

Good: “Win 3 professional competitions by July.”

Ask yourself: How will I know I’ve achieved the goal? What numbers or indicators will confirm it?

3. A – Achievable

The goal should be realistic, considering your resources and circumstances.

Bad: “Learn a new language in a week.”

Good: “Learn 500 new English words in 2 months.”

Ask yourself: Is this realistic for me? Can I actually achieve this within the given time?

4. R – Relevant

The goal should be important right now and aligned with your priorities.

Bad: “Learn coding,” when you are a designer and not planning to change your career.

Good: “Improve my Figma skills to get a UI/UX designer position.”

Ask yourself: Do I really need this? Does it move me closer to something important?

5. T - Time-bound The goal should have a clear deadline or timeframe.

Bad: “Someday I’ll learn Excel.”

Good: “Complete an Excel course by May 1.”

Ask yourself: By when do I want to achieve this? Are there intermediate deadlines?

SMART goal-setting system

Example of setting financial goals (SMART):

A financial goal should be as specific as possible. Example: *to buy a new bicycle.*

The goal should be measurable so you can clearly understand when it is achieved. Example: *a new “Ardis” bicycle that costs 15,000 UAH.*

The goal should be achievable - aligned with a person’s financial capacity, preferences, and personal situation.

Example: *I want a new bicycle because I already know how to ride, I enjoy it, and I have some savings.*

The goal should be relevant - connected to your broader life goals and supporting them. Example: *I want a new bicycle to exercise regularly, stay active, and spend enjoyable time with friends.*

The goal should be time-bound. Example: *I want to have a new bicycle by the beginning of next summer.*

Types of personal financial goals Ask participants: *What might people save for over 1 / 3 / 5+ years?*

- Short-term goals (up to 1 year)
- Mid-term goals (1 to 5 years)
- Long-term goals (more than 5 years)

Exercise: Group Work

Divide participants into teams and assign 3 different personas.

Task: Formulate savings goals using the SMART method for:

- 1 year
- 5 years (total of two goals per persona)

Each group receives a character and creates goals for them. For each written goal, label it with S-M-A-R-T to check whether it meets all criteria (Specific, Measurable, Achievable, Relevant, Time-bound). Also estimate how much money is needed to achieve each goal.

CASE 1: ALINA - STUDENT AND BARISTA

Alina is a second-year student. She moved to another city due to the war and lives with a friend in a rented apartment.

She works as a barista in a café: income - 8,000 UAH/month

Sometimes she takes side jobs (managing Instagram pages): additional 1,000 UAH/month

Total income: 9,000 UAH/month

Expenses:

- rent + utilities - 5,500 UAH
- food - 3,500 UAH
- transport + communication - 800 UAH
- other - 1,200 UAH

She often runs a budget deficit, but sometimes manages to save.

Average savings: 500–1,000 UAH/month (unstable)

CASE 2: DMYTRO - VOLUNTEER AND FREELANCER

Dmytro is 23 years old, a volunteer. He lives alone.

He works online (copywriting + translation): income is unstable - from 10,000 to 15,000 UAH/month

Average income: 12,000 UAH

Expenses:

- rent - 6,000 UAH
- food - 4,000 UAH
- internet + communication - 400 UAH
- other - 1,500 UAH

Some months he breaks even, other months he saves more.

Average savings: ~2,000 UAH/month

CASE 3: IRYNA - YOUNG MOTHER + SIDE INCOME

Iryna is 26 years old and has a 4-year-old child. She works partly online (does manicures at home and occasionally sells items via Instagram).

Income: 8,000–10,000 UAH/month

Average: 9,000 UAH

Additionally, she receives government support: 2,000 UAH

Total income: ~11,000 UAH

Expenses:

- utilities - 3,000 UAH
- food - 4,500 UAH
- child-related expenses (kindergarten/clothes/etc.) - 2,000 UAH
- other - 1,500 UAH

She often lacks money because her child frequently gets sick.

Savings: almost none or up to 500 UAH/month

Lunch break - 20–40 minutes

Block 3: Employment (1 hour 20 minutes)

Lecture (with examples and exercises) - 1:10 + 10-minute break

Ask the group:

- “Who has already sent at least one CV after graduation?”
- “Who has received a rejection and still doesn’t know why?”

“Imagine: you are offered a job - the position sounds great, but the salary is not mentioned. Would you go to the interview?”

(Participants raise hands, starting short discussion.)

Today, we will explore not just how to find a job, but how to build a career - and not get lost in the job market after graduation.

From Skills to Opportunities

Many young people believe employability starts when they find a vacancy. In reality, it starts earlier - when they understand what they can do, what value they can offer, and where this value is needed.

A common mistake among young people is thinking: “I have no experience, so I have nothing to offer.” This is not true.

Employability begins with recognizing your strengths, identifying where they are relevant, and learning how to present them in a way employers understand.

Ask participants: *What can you already do well? What do people usually ask you for help with? What tasks feel easy to you but difficult for others?*

Explain: *Your first job does not begin with a diploma. It begins with a skill, a habit, a responsibility, or a result that can be useful to others.*

Key message: You do not need to know everything to start. You need to know what you already have - and how to connect it to real opportunities.

Suggested activity elements

5 things I can do

3 things I have done

3 types of work or roles where these could be useful

Examples may include communication, organizing tasks, writing texts, helping children with homework, editing videos, managing social media pages, volunteering, supporting family members, or selling products online.

3 Ways to Earn Money

There are only three main ways. The smartest people combine all three.

Employment (hired job) You work for a company and receive a salary. Examples: junior specialist, assistant, intern, manager.

The idea: there is a supervisor, KPIs, and stable pay. “Here, you are told what to do - and you get paid for it.”

Freelancing

You find clients yourself and sell your skills. Examples: design, copywriting, development, translation.

The idea: no boss, income is unstable, but potentially higher. “Here, you are your own bos. but also your own accountant.”

Entrepreneurship

You create something of your own - a product, service, or brand. Examples: your own business, online course, agency.

The idea: more risk, but also more freedom and opportunities. "Here, you build something that can work without you."

Key Idea

Say: "The smartest people don't choose just one - they combine."

Example: During the day, you work as a marketer in a company (employment). In the evening, you take on client projects (freelancing). At the same time, you develop your own Telegram channel or product (entrepreneurship).

One person can have 2–3 income sources already in the first year after graduation.

Ask the group:

"What is closest to you right now: 1 - employment,
2 - freelancing,
3 - your own business?"

(Participants show by raising hands.)

"This is not forever. This is just your starting point."

Adaptation to the Job Market After Graduation

Ask the group: "What do you think is the main difference between a student and a junior specialist?"

Lead-in: The biggest trap after graduation is expecting that an employer will find you, or believing that a diploma guarantees a job.

Three Things That Change After Graduation

Explain briefly:

- Grades no longer matter - results do. At work, you are evaluated not for what you know, but for what you deliver.
- There is no clear "schedule" anymore - you are responsible for your own development. No one will remind you to keep learning.
- Your first job is not a life sentence. Most people change jobs several times within the first 3–5 years. This is normal and even beneficial.

"The first year after graduation is not the time to wait for the perfect opportunity. It is the time to gain experience and understand what you want."

Where and How to Look for a Job?

Transferable Skills: You May Have More Experience Than You Think

Many young people underestimate their background because they think only official employment counts as experience. But employers often value transferable skills just as much as formal work history - especially for entry-level roles.
Transferable skills are skills you develop in one context and use successfully in another.

Suggested activity elements

- helping at home -> responsibility, time management
- volunteering -> teamwork, communication, initiative
- academic projects -> research, presentation, problem-solving
- content creation -> creativity, digital communication, consistency
- caring for children or relatives -> patience, organization, multitasking
- freelancing or side jobs -> self-management, client communication, discipline

Ask participants to complete a simple table: What I did / What skill it shows / Where it can be useful. Key message: "No experience" is often just "experience not yet translated into professional language."

Main options job searching:

- job platforms such as Work.ua, Robota.ua, DOU (for IT)
- LinkedIn
- Telegram channels related to your field
- through personal connections and networking
- directly contacting companies you are interested in

What I did	What skill it shows	Where it can be useful

Helped organize a student event	organization, teamwork	coordinator, assistant
Managed a friend's Instagram page	communication, content creation	SMM, junior marketing
Took care of younger siblings	responsibility, patience	education, childcare, customer service

80% of graduates search only on job websites. But those who find jobs the fastest are the ones who actively network and reach out first.

The Secret of Networking: Not: "I am looking for a job." But: "I would like to connect and learn more about your field." People are more likely to respond to curiosity than to direct requests.

Example: Want to join a specific company? Don't wait for a vacancy - write to them: "Hello! I have been following your company and would like to learn more about internship or job opportunities."

Ask the group: "Which company or field would you like to enter right now?" (1–2 answers, discuss together how to realistically reach out.)

How to Read a Vacancy Correctly

Many candidates read vacancies too quickly. They focus only on the job title and salary, and ignore the most important part: what the employer actually needs.

A vacancy is not just an announcement. It is a description of a problem the company wants someone to solve.

Explain that every vacancy usually contains the role title, key responsibilities, required skills, preferred qualifications, working conditions, salary or benefits, and application instructions.

Ask participants to identify what is essential, what is desirable but not critical, and what problem the role is solving.

Suggested activity elements

- 3 must-have requirements
- 2 nice-to-have requirements
- 2 phrases they could use in their application to show fit

Reflection questions: Would I apply for this job? What do I already match? What do I need to improve? What can I still say confidently, even if I do not meet every requirement?

What a Strong CV Looks Like

"Your CV is not a list of everything you know. It is an argument for why someone should talk to you."

Basic Structure

- Name + contact details + LinkedIn
- Short summary (2–3 sentences: who you are, what you can do, what you want)
- Experience (internships, projects, volunteering, academic work)
- Skills
- Education

Key Principle: Focus on results, not responsibilities. Not: "managed social media", But: "increased page reach by 40% in 2 months". Even if it's a study project - numbers matter.

Common Mistakes

- writing "responsible and communicative" without examples
- sending the same CV to all вакансії without adapting it
- making a CV longer than 3+ pages

"Your CV is not the full truth about you. It is your presentation. Every job application is a new performance."

CV Clinic: From Responsibilities to Results

A weak CV lists tasks. A strong CV shows value.

Many young people write phrases such as "managed social media," "helped with events," or "worked with clients." These phrases are too general. They do not show impact.

Explain the difference between responsibility-based wording and result-based wording.

Suggested activity elements

- Responsibility-based: helped organize an event
- Result-based: supported the organization of a university event attended by 80 students
- Responsibility-based: wrote posts
- Result-based: created social media posts for a student initiative for 2 months

Ask participants to improve weak lines and then rewrite 2 lines from their own experience using the formula Action + Context + Result. Suggested verbs: created, organized, supported, communicated, researched, assisted.

Practical Exercise: “CV in 5 Minutes”

Goal: Each participant formulates a short “career profile” - the foundation for their CV summary and LinkedIn profile.

How to run it:

Hand out paper or ask participants to open notes on their phones.

Each participant answers 4 questions in writing - about 1 minute per question:

- Who am I? (your specialization or field of interest)
- What can I already do or what have I done? (even academic projects, internships, volunteering)
- What is at least one result or achievement? (what you completed, improved, or created)
- What do I want next? (what role or field you are looking for)

After that, give 2–3 minutes to combine answers into one sentence using this formula: “I am [who you are] with experience in [what you can do]. [Specific result]. Currently, I am looking for [what you want].”

Debrief (5 minutes): 2–3 volunteers read their sentences aloud. The group and trainer provide short feedback:

- Is it clear?
- Is it specific enough?
- What can be improved?

“This is your elevator pitch - what you would say to a recruiter or a new contact in 30 seconds.”

What to do if the offer is lower than expected: Do not agree silently and do not reject it immediately. Say: “Thank you for the offer. I was expecting slightly more - would it be possible to review this after 3 months?”

Make sure to document agreements in writing.

Common mistakes:

- stating a salary that is too low “just to get hired”
- not asking about a future salary review

- agreeing to verbal promises without written confirmation in the contract

“Salary is not a gift. It is the result of negotiation.”

Career Development and Job Changes

Ask the group: “How many years do you think is normal before changing a job?”

The average time in one role for young professionals is 1.5–2 years. This is not a problem if you are growing.

When to consider changing jobs:

- you have stopped learning new things
- your salary is not increasing and there is no перспектива
- your skills are not developing
- you have been thinking about quitting for 6+ months

How to Grow Within a Company

- ask for feedback regularly - don’t wait for an annual review
- take on new tasks, even if they are slightly outside your comfort zone
- openly discuss your ambitions with your manager - most managers won’t guess if you stay silent
- build a reputation as someone who solves problems, not just completes tasks

“Career is not a ladder. It is a network of skills, connections, and experience that you build every day.”

How to Avoid Scam Employers

Ask the group: “Why do you think some employers prefer not to officially hire you?”

(Lead to answers: avoiding taxes, avoiding responsibility, easy dismissal.)

5 rules:

- check the company on Google and read reviews
- read the contract before signing - especially termination conditions and probation period
- do not agree to work without official employment
- do not pay for “training before work” or “test materials”
- consult someone you trust

"If an offer seems too good to be true - check it three times."

How to Handle Rejection and Stay in the Game

One of the most difficult parts of employability is rejection. Young people often interpret rejection personally: "I'm not good enough," "I failed," or "I should stop trying."

But rejection is a normal part of the process. It does not automatically mean the candidate is weak. It may mean the company chose someone with more experience, the timing was wrong, or the application was unclear.

Say clearly: Rejection is feedback from the market - not a final verdict on your value.

Suggested activity elements

- Do not disappear emotionally. Pause, but do not quit.
- Review what you sent. Was your CV adapted? Was your message clear? Did you prepare well for the interview?
- Ask for feedback when appropriate.
- Keep momentum. Do not wait too long before applying again.

Ask participants what usually happens to their motivation after rejection and what helps them continue. Key message: a career is built not by people who never hear "no," but by people who hear "no" and keep improving.

Role Play: "Job Interview"

Role distribution: 1 "recruiter", 1 "candidate", all others - "observers". (Play 3 rounds to cover different scenarios.)

Scenario (given to the candidate):

Option 1 (standard): You are 22 years old, have just graduated from university. This is your first serious interview for a junior position.

Option 2 (more challenging): You want to change your field - you studied economics but want to move into marketing. You have no direct experience in this field.

Option 3 (negotiation): You receive an offer - but the salary is 20% lower than expected. You need to either accept or negotiate.

Task for the recruiter. Say: "Your task is not just to talk - but to decide whether you would hire this person or not."

Suggested questions

- Tell me about yourself
- Why this field?
- What is your biggest project or achievement?
- What are your salary expectations?
- Where do you see yourself in 2 years?

For the trainer: Do not interfere - let it go naturally. Real mistakes are more valuable than perfect answers.

Debrief (the most valuable part)

Start with the candidate: “What was difficult?” “What would you change?”

Then ask the recruiter: “Would you hire this person? Why or why not?”

Then the group: “What was good?”, “What could be improved?”

Second round (mandatory). Say: “Now let’s take the same candidate - but this time, they are prepared.”

Give them a formula: “Who I am + what I can do + a specific result + why this company”.

Example: “My name is Artem, I graduated in Marketing from [university]. In my graduation project, I launched an advertising campaign that generated 500+ registrations. I want to develop in digital marketing, and your company is one of the leaders in this field.”

Participants will clearly see the difference - this creates a strong “wow effect.”

Final message: “You are not rejected because you are bad. You are rejected because you are not prepared. Preparation is also a skill. A job is not a coincidence.

Interview Answer Frameworks

Interviews are difficult not because candidates are weak, but because many of them answer without structure.

A strong answer does not have to be long. It has to be clear, relevant, and specific.

Suggested activity elements

- Tell me about yourself = Who I am + what I can do + one example + what I want next
- Why should we hire you? = Strength + evidence + relevance to role

- You do not have much experience = acknowledge + reframe + show readiness
- Tell me about a challenge = Situation + Action + Outcome

Put participants in pairs. Each person answers 3 questions: Tell me about yourself; Why do you want this role?; What can you offer even if you are still a beginner? Partners provide feedback on clarity, specificity.

It is the result of: searching, preparing, and communicating."

Activity - 7-Day Employability Action Plan

Information alone does not improve employability. Action does. At the end of this block, each participant should leave with one short-term, realistic plan. With name 7-Day Employability Action Plan.

Suggested activity elements

- My target role
- My second possible role
- Where I will search
- What I need to improve first
- Who can help me or advise me
- Day 1: update my CV summary
- Day 2: find 3 vacancies in my field
- Day 3: adapt my CV for one role
- Day 4: write one networking or application message
- Day 5: practice my 30-second self-introduction
- Day 6: apply to at least one real opportunity
- Day 7: reflect on what worked and what I still need

Break - 10 minutes

Block 4: Entrepreneurship (1 hour 30 minutes)

Lecture (with examples and exercises) –90 minutes

Introduction

Ask the group: “Name the richest person you know personally.” “And now the question: do you think they were born that way, or did they become that way?” (Give 1–2 minutes for discussion.)

According to a study by Ernst & Young (“*Nature or nurture: Decoding the entrepreneur*”), which surveyed 685 leading entrepreneurs, one of the key conclusions is: entrepreneurial leaders are made, not born.

Research suggests that about 40% of entrepreneurial tendencies may be linked to genetics, while the remaining 60% comes from learning, experience, and the environment in which a person grows and works. Among the most important success factors are prior work experience, the ability to learn from mistakes, and a strong network - all of which are developed skills, not inborn traits.

Key message: “Entrepreneurs are made, not born.” “Entrepreneurship is not a talent. It is a skill that anyone can develop.”

Activity 1. Entrepreneurship as a Problem Solving

Time	10 minutes
Goal	Participants should see that entrepreneurship starts with a problem, not capital.
Expected result	The group has a common language and framework upon which further activities are built.

Steps for the trainer

- Ask the question: “When you hear the word entrepreneurship, what comes to mind?”
- Collect 5–7 responses on a flipchart.
- Summarize with the formula: “Entrepreneurship = Problem + Solution + Customer.”
- Briefly emphasize that in the context of PACE, we are interested in small, realistic, quickly testable ideas.

Activity 2. “An entrepreneur is a person who...”

Time	10 minutes

Goal	Activating initial perceptions and gently breaking down stereotypes.
Expected result	Participants see that entrepreneurship is an accessible path for them too.

Steps for the trainer

- Give each participant 1 minute to complete the sentence: “An entrepreneur is a person who...”
- Then ask 4–5 volunteers to read.
- Collect recurring words: initiative, action, responsibility, problem, value, risk, learning.
- Add: "An entrepreneur can also be someone who starts a small service, not just someone who creates a large company."

Activity 3. Problem Map

Time	15 minutes
Goal	Discovering real needs as a source of ideas.
Expected result	is being created that we will use when generating ideas .

Steps for the trainer

- Divide participants into groups of 3–5 people.
- Give an assignment: Write down 10 problems in everyday life that you, your community, or a specific target group face.
- Topics may include: education, employment, relocation, childcare, online services, local services, youth life.
- Each group will mark 2 problems that they think are most real and solvable.

Activity 4. Resource Backpack

Time	10 minutes
Goal	Participants should realize that they already have some initial capital in the form of skills, interests, and networks to start with.
Expected result	The participant sees their own initial strengths.

Steps for the trainer

- On the handout, separate four fields: "What I know/can do," "What I love," "What resources I have," and "Whom I can help."
- Allow 4–5 minutes to complete individually.
- Then, in pairs or threes, they share and add one additional resource to each other that they may not have noticed themselves.

Activity 5. Idea Generator 3×3

Time	15 minutes
Goal	Skill/interest + problem + specific person = idea.
Expected result	Each participant has at least three initial ideas.

Steps for the trainer

- Ask participants to use the problem map and resource backpack.
- Formula on the flipchart: “What I do well or what I love” + “Who can’t get what/what is difficult for them” = “Suggestion.”
- Each participant should write at least 3 ideas.
- In pairs, check whether each idea is specific enough.

Activity 6. Idea Selection Matrix

Time	10 minutes
Goal	Choosing one priority, quickly testable idea.
Expected result	One idea is chosen, on which the remaining block will be built.

Steps for the trainer

- ideas on four criteria with a score of 1–5: demand, my ability, starting with small resources, and the chance to test in 7 days.
- Choose one idea based on the total score.
- The trainer emphasizes that at this stage we are not choosing the “biggest”, but the “most real”.

Activity 7. User Portrait

Time	10 minutes
Goal	Turning a “for everyone” offer into a specific user.

Expected result	An idea is related to a specific person and context.

Steps for the trainer

- The handout includes the following fields: who is my customer, what problem does he have, how is he solving it now, what channel will I use to reach him, and why should he choose me.
- Trainer explains: “Youth” or “all parents” are too broad a category; a narrower description is needed.
- Participants fill out the template and name one real person who could benefit from this service in the first place.

Activity 8. Client Interview Carousel

Time	15 minutes
Goal	Getting the first quick feedback from the user's perspective.
Expected result	The idea receives its first real feedback and becomes more precise.

Steps for the trainer

- Participants are divided into pairs; A is an entrepreneur, B is a potential customer.
- A asks the questions: “Do you have this problem?”, “How do you solve it now?”, “What don’t you like about the current way?”, “Would you pay for such a solution?”, “At what price or in what form would it be acceptable to you?”
- After 2–3 minutes, the roles are reversed; then the participants move on to a new partner (carousel-like) and repeat the interview.
- Finally, each participant should note one unexpected discovery and one change they would make to the idea.

Activity 9. Quick competitor scan

Time	12 minutes
Goal	Understanding that “there is nothing like it” in the market is rare; it is important to find a difference.

Expected result	The participant better understands his place among the existing offers.

Steps for the trainer

- Handout: Who is doing something similar already? What do they offer? How much does it cost? What are their strengths? What would I do differently, more simply, or more specifically?
- If the Internet is available, participants quickly check examples; if not, they work based on experience.
- The trainer's main focus: A competitor is not always a threat — it is often evidence of the existence of a market.

Activity 10. Freelance vs Business

Time	10 minutes
Goal	Participants should distinguish when they are just selling their time and when they are starting to build a system.
Expected result	The participant better sees what type of income model they have in the first stage.

Steps for the trainer

- Make a comparison table on a flipchart: Freelance / Business.
- On one side, write: selling direct time, executing per client, relatively fast start; on the other side: creating a process, brand, team, or repeatable service.
- Ask yourself: Which side is my idea on at this point, and do I want to turn it into a system in the future?

Activity 11. Rapid Prototyping / MVP

Time	15 minutes
Goal	Creating a visible, test version of the idea.
Expected result	The idea moves from the abstract to a visible and explanatory form.

Steps for the trainer

- Give them accessible materials and tell them, "Make your idea visible."

- This could be: a post mockup, packaging, a single page of a service, a menu option, an Instagram story sketch, a flyer, or an app/product drawn on paper.
- The trainer moves between groups and asks questions: “What problem does it solve?”, “Who is it for?”, “What will the customer pay you for?”

Activity 12. Mini-Canvas on 1 page

Time	10 minutes
Goal	Structuring a brief business logic of the idea.
Expected result	The participant has a 1-page clear description.

Steps for the trainer

- There are 6 fields on the handout: Problem, Customer, Solution, Price, Channel, First Step.
- Participants fill in each field with a maximum of 1–2 sentences.
- Trainer's tip: The shorter and clearer the note, the more ready the idea is for testing.

Activity 13. Quick assessment

Time	10 minutes
Goal	Participants should see that the idea must be translated into revenue logic.
Expected result	The participant establishes a minimum price and understands the logic of profit.

Steps for the trainer

- Ask: How much does it cost to do this? How long will it take? What is my minimum price? How much will I have left if I sell 5 or 10 units?
- Use a simple formula: cost + time value + small margin = trial price.
- Add discussion: Testing pricing could be more flexible in the initial, "trial" stage.

Activity 14. 30-Second Pitch

Time	10 minutes
Goal	To present the offer clearly and concisely.
Expected result	The participant learns to clearly formulate their own idea.

Steps for the trainer

- Formula on the flipchart: "I help [who] solve [what problem] [with what offer] [at what price/in what form]."
- Give them 2 minutes to write the text; then 4–6 volunteers will present it.
- After each pitch, the group answers three questions: Is it understandable? Is it necessary? Would I buy/try it?

Activity 15. 7-day action card

Time	8 minutes
Goal	Precise planning of the first step.
Expected result	The module ends with an action, not just an idea.

Steps for the trainer

- On Handout, a participant writes: What will I do this week? Who will I talk to? What will I test? When?
- Offer examples: I will contact 3 people; I will post first; I will compare 5 competitors; I will find one trial client.
- Finally, each person says out loud one step that they will actually take.

Evaluation and reflection

Use a short oral or written assessment at the end of the module. Recommended questions include:

- Which activity was most useful and why?
- What changed your idea after talking to the customer?
- What have you learned about your competitors?
- Is your idea more of a freelance or business idea at this point?

- What one action will you take in 24 hours?

7. Activities

All activities are integrated throughout the training module.

8. Teaching Methods

- experiential learning
- group work
- role play
- reflection
- practical exercises
- short trainer input
- guided reflection
- individual ideation
- pair and group work
- rapid feedback
- micro-prototyping
- presentation and peer review

9. Adaptation Options

- shortening the module to 3–4 hours
- online format (Zoom + breakout rooms)
- delivery without a projector

10. Online Component

List of platforms for delivery: Zoom, Google Meet, Microsoft Teams, active engagement through chat

11. Assessment / Reflection

- verbal reflection
- feedback questionnaire
- exercise “1 action after the training”
- pre and post test

12. Connection with Other Modules

This module is foundational and provides a basis for:

- career development
- leadership skills
- financial planning
- investing

Annex 1. Participant Handouts and Templates

The following pages may be printed as worksheets or used digitally. Trainers may copy them directly into a training pack.

Handout A. Resource Backpack

What I can do	What I enjoy
____ ______ ____ ______ ____ ______ ____ ______ ____ ______	____ ______ ____ ______ ____ ______ ____ ______ ____ ______
What I have access to	**Who I can help**
____ ______ ____ ______ ____ ______ ____ ______ ____ ______	____ ______ ____ ______ ____ ______ ____ ______ ____ ______

Handout B. Idea Selection Matrix

Idea	Real need (1–5)	I can do it (1–5)	Low-cost start (1–5)	Can test in 7 days (1–5)	Total
Idea 1					
Idea 2					
Idea 3					

Handout C. Customer Interview Carousel

Interview questions:

- Do you experience this problem?
- How do you currently solve it?
- What is inconvenient or frustrating in the current solution?
- What would make the solution better or easier for you?
- Would you pay for such a solution? If yes, about how much?

Notes from interviews:

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Handout D. Quick Competitor Scan

Competitor / alternative	What they offer	What seems strong	What I could do differently

Handout E. Freelance vs Business

Question	Freelance	Business
What am I mainly selling?		
What happens if I stop working?		
How do I earn more?		
Do I depend mainly on my own time?		
Can the activity become a system?		

Handout F. One-Page Mini-Canvas

Problem ____________________________________ _____ ____________________________________ _____ ____________________________________ _____ ____________________________________ _____ ____________________________________ _____	**Customer** ____________________________________ _____ ____________________________________ _____ ____________________________________ _____ ____________________________________ _____ ____________________________________ _____
Solution ____________________________________ _____	**Price** ____________________________________ _____

Channel	**First step**

Handout G. 7-Day Action Card

My idea	
This week I will...	
I will talk to...	
I will test...	
Deadline	

13. Author's Recommendations

To strengthen your expertise as a trainer of this module, you can use the following additional resources:

- https://prometheus.org.ua/prometheus-free/start-your-own-business/ - *"Start Your Own Business"* course
- https://business.diia.gov.ua/service/idea - "Business Ideas" section
- Goodbye Scam - campaign on payment security and fraud prevention
- Free course - Iplan EDU - free course on personal and family finances
- http://www.youtube.com/@FamilybudgetUa - YouTube channel

Recommended Viewing

- How to Handle Money
- Billions (seasons 1–7)
- How to Get Rich

Books (with authors)

- Baby and Budget - Liubomyr Ostapiv
- Love and Budget - Liubomyr Ostapiv
- War and Budget - Liubomyr Ostapiv
- The Richest Man in Babylon - George S. Clason
- Rich Dad Poor Dad - Robert Kiyosaki
- Think and Grow Rich - Napoleon Hill
- The Road to Financial Freedom - Bodo Schäfer
- A Dog Named Money - Bodo Schäfer