EDUCATIONAL MEETING SCENARIO WITH LIBRARY USERS FOR LIBRARIANS-EDUCATORS
THE FINANCIAL SYSTEM
MODULE NO. 2 / BASIC LEVEL OF THE COURSE

--->>> If you will conduct an educational meeting in a stationary mode, use this version of the scenario prepared in black.

--->>> If you are conducting an online educational meeting, use the methodological guidelines prepared in blue.

This is the scenario of a stationary educational meeting on financial education for final recipients, i.e. residents of the commune / region - library users. The scenario is adapted to the corresponding online course module located on the FINLIT platform: https://finlit.eu.

Therefore, financial education in the library will take place in a mixed learning formula. During the on-site training for library users, online educational resources will be used on the FINLIT e-learning platform.

The scenario proposes the use of adult learning methodologies according to David Kolb's concept. The scenario supports the leaders and provides them with methodical inspiration for educational work with library users. Using this scenario, the librarian who had previously completed the training for financial education trainers will conduct an educational meeting.

As an online meeting leader, use the functionality of your chosen remote working platform to guide your course participants through the training content of the module. Participants will also be able to perform specific activities stationary at their place of stay during the online meeting (i.e. they will be able to perform short tasks on their own according to the instructions given by the teacher, e.g. "write some of your associations with personal finance / financial institutions / financial market, etc. . on a piece of paper and read your answers to the other course participants ").

Participants will also take part in various online activities proposed by the trainer, such as speaking in front of the camera, asking questions, commenting / answering in a chat, participating in surveys, working in virtual rooms, performing short tasks alone or in a group. During the online training, educational materials and short exercises from the course screens on the e-learning platform of the FINLIT project will be used.

Caution:
The stages of the educational meeting are planned for a few clock hours. It may be too long for one educational meeting with the residents. You can choose from among the substantive stages of the meeting and decide which stages you will eventually complete during an educational meeting with a group of participants. It all depends on the specificity of the age group of students and their personal needs in terms of knowledge contained in the module and interest in the subject.
Remember, however, that if you decide to carry out a selected stage of the educational meeting - make sure to guide participants through the entire activity described in this stage (do not shorten a given stage of the meeting and do not select only individual parts from it!). Try to complete all 4 stages of the Kolb cycle, such as: experience, reflection, knowledge / theory and application / implementation) described in the script. It is important that the goal of a given stage of the meeting that you carry out with the participants is achieved while maintaining the principle of adult learning in accordance with the Kolb cycle proposed in the scenario.
After selecting the stages of the meeting that you plan to carry out with the participants, do not forget to plan two breaks (15 minutes each) between each stage of the meeting.

TITLE OF THE EDUCATIONAL MEETING

THE FINANCIAL SYSTEM

EDUCATIONAL GOALS OF THE MEETING

1. The participants will know which are the main players on the financial market
2. The participants will learn which are the types of banks within the banking system
3. The participants will find out how to start a relationship with a bank
4. The participants will understand what the non-banking financial institutions are
5. The participants will be able to compare the banking sector with the non-banking sector
6. The participants will be able to distinguish between a bank and a non-banking financial institution

STAGES OF THE MEETING

STAGE 1 – (20 min.) - Welcoming participants, meeting people, mini-integration

STAGE 3 – (10 min.) - Presentation of the project, goals and principles of the meeting

STAGE 4 – (10 min.) - The Financial System

STAGE 5 – (15 min.) - What we need to know about the National Bank

STAGE 6 – (30 min.) - What we need to know about commercial banks

STAGE 7 – (30 min.) - The non-banking system

STAGE 8 – (15 min.) - State financial institutions, guarantee, assistance and supervision institutions

STAGE 9 – (10 min.) - Summary and conclusion

STEP-BY-STEP DESCRIPTION OF THE EDUCATIONAL MEETING

STAGE 1

Before starting an online meeting, make sure you choose a remote working platform. You can choose from popular online meeting platforms such as Zoom, Jitsi Meet, Microsoft Teams. They have the necessary communication tools to engage people participating in the meeting (give them a voice, organize group work for them, collect their opinions, etc.). You can choose from tools such as: online writing board (Whiteboard), screen sharing (Share Screen function), online surveys, chat, real-time conversation with participants.

Before starting an online meeting, plan it, for example on the Zoom platform, and send each participant a meeting link with short instructions on what to do to join the meeting. You can also contact the participants before the meeting and explain to them, for example by phone, how to log into the online meeting.

Once all participants have logged into the online platform and are in the virtual room, do a short tech warm-up, show participants how to navigate the platform, discuss available functionalities (e.g. screen sharing, chat, virtual whiteboard, etc.). Inform participants how they will communicate with each other and how to work together online. (important points to mention are: camera and microphone on / off, chat).

1.1 Name of the stage: Welcoming participants, meeting people, mini-integration.

You can offer the participants a mini-integration depending on the group, taking into account the technological mobility of the participants:
(1) on the online whiteboard - participants write their name in color and attach a symbol using the available tools of the whiteboard or
(2) write in the chat - give their name along with a character trait that begins with the name, e.g. Ewa - eloquent, Paweł - powerful.

1.2 Educational purpose of the stage:
a) introducing the participants
b) knowledge of the conditions, means of work and facilities provided in the room (environment)
c) creating a set of rules for the course participants
1.3 Organizational issues:
1.3.1 Planned time for activity: 20 min.
1.3.2 Required materials to conduct the educational meeting: medium-sized sheets and a pen, pencil or marker for each participant, badges, proper space, computers, electronic equipment, regulation draft.

1.4 Activity (description and additional comments):

1.4.1 The trainer introduces himself and welcomes the participants. He lets them know about the idea of having financial education classes at the library. Then the trainer initiates a knowledge game. (Of course, the trainer is free to choose from a multitude of games that he knows depending on the specifics of each group) - 10 min.
We shall describe the game "Two truths and a lie".
Hand in each participant a sheet of paper and a writing tool. Ask them to write two true things and one false about themselves.
Up to 5 minutes are planned for this activity.

All the sheets are gathered in a bowl and after that each participant will take one sheet out of the bowl.
Each participant reads what is written and tries to figure out who wrote it, what the true qualities are and what is false.
The uncovered person will introduce himself/ herself (name, occupation, reason for attending the course, maybe a hobby on or a personal opinion about himself / herself ...) and will mention the name he/ she likes to be called in the group (5 min).
If we have a larger group, this game can be played between 2 teams.
Each team will draw a card from the opponent team and together with the group try to figure out whose card that is.

To introduce the participants, you can propose a "stationary" exercise on pieces of paper: let each person prepare a short description about themselves, as if they would like to introduce themselves to the other participants, e.g. "my name is Ewa, I am a librarian, and my hobby is practicing potted plants" . And the presentation continues: "if I won a large amount of money - I would like to spend it on… ..". As the leader, you ask the participants to take the floor and make sure that everyone can express themselves, and thus integrate with the group.

1.4.2 The trainer introduces the conditions, the means of work and the facilities in the room (environment) 5 min.
- room, conditions (lighting, heating, drinking water, toilets, etc.)
- the facilities the participants may have access to (computers, flipchart, materials made available to participants etc.)
The trainer asks whether someone needs special conditions (e.g. more light, louder speaking etc.) and decides what can be done.

1.4.3 The trainer presents the rules of conduct in the room, then asks the participants to suggest additional rules specific to the group (e.g. personally accepted opinions can be expressed; no offensive words are allowed; criticism is not permitted, participants may share their opinion constructively, rules about coffee breaks; punishments for breaking the rules: to sing, to recite, to tell a joke etc.).
It is recommended that you have a draft regulation so you can adapt it quickly (5 min).
At the online meeting, you will present the principles of online work. Inform participants how they will communicate with each other and how to work together online (important points to mention include: camera and microphone on / off, chat).

STAGE 2

2.1 Name of the stage: Presentation of the project, goals and principles of the meeting.
2.2 Educational purpose of the stage:
a) To know the title and the subject of the module
b) To know the benefits of the module
c) To know the structure of the module
2.3 Organizational issues:
2.3.1 Planned time for activity: 10 min.
2.3.2 Number of slides in an online course: 1-3
2.3.3 Required materials to conduct the educational meeting: computers, project website, moodle platform, presentation, projector, post-it notes, pens, pencils, flip chart board.
Use the initial screens of the online course with a description of the objectives and structure of the course by sharing your screen with participants (Share Screen function).

2.4 Stages of the Kolb cycle:
2.4.1 Experience
The trainer announces the title of the module – The Financial System. Participants are asked to say the first word, the first sentence or the first thought that crossed their minds when hearing the title. It can be fun. The trainer appreciates, encourages and applauds every answer. People may say things that will help the trainer to start with in future discussions of the module. The trainer asks the participants what they know about banks and other institutions where they have to give money to or take money from. Are there many such institutions, are there few, are they confusing or clear to the participants? How do they feel when they have to solve a problem that involves payments or getting money. Do they know immediately what to do, how to solve their financial needs. Do they find this difficult or easy?

You can use various online groupware tools for this exercise, such as the Etherpad tool (text document) or the virtual flipchart Jamboard, or the Mentimeter application, which will allow participants to immediately present the results on the screen. As an online meeting leader, you need to prepare these tools in advance and edit them for the purpose of practicing. In your Etherpad, virtual Jamboard, or Mentimeter app, write the sentence: "What do you associate with the financial system? ".
Once you have chosen a specific tool for the participants and offered them participation in the online exercise, you need to briefly provide instructions on what to do to enter their association using the selected online tool. You must explain to participants how to use this tool so that they can work with it.

2.4.2 Reflection

Starting from what the participants know and how they feel when it comes to financial institutions, the trainer suggests to them to imagine that they could order them according to the type of activities.
The trainer wants to know their opinion, whether they find it difficult to do so.
In general, the participants will find out that they can list the financial institutions they come in contact with, but it is not very clear to them what their role is, what they do for people and what they expect from people for the services provided.
The trainer explains that completing the first module will clarify the basics of the financial system.
Ask a few willing participants to post comments in the group forum to say what was difficult for them during the exercise. People willing to speak can give a signal, e.g. in a chat or raise their hand - this is possible in two ways: either virtually (e.g. the Reaction function on the Zoom platform) or stationary - showing a raised hand to the camera.

2.4.3 Knowledge/ theory

Here is what the trainer prepared in this course module (slide presentation 1-3) (benefits and structure)
The trainer introduces the title of the module: The Financial System
He explains the benefits of the module:
- The participants will find out who the main players in the financial market are;
- The participants will learn about the types of banks in the banking system;
- The participants will learn how to start a relationship with a bank;
- The participants will understand what non-banking financial institutions are;
- The participants will be able to compare the banking sector with the non-banking sector;
- You will be able to distinguish between a bank and a non-bank financial institution.
The trainer will present the subdivisions of the module:
- The Financial System
- What participants need to know about the National Bank
- What participants need to know about commercial banks
- The non-banking system
- State financial institutions, guarantee, assistance and supervision institutions
Take advantage of the e-learning course by sharing your screen with participants. (Share Screen function). In this way,
you will quickly show participants the individual chapters of the module and the issues discussed in them.

2.4.4 Application/ deployment

The trainer encourages participants to write down on post-it notes of a colour what they do not understand. On a different colour post-it notes questions, suggestions and whether the structure of the module meets their expectations should be written down.
On a third colour post-it notes, the participants are required to write down write down the first step (that comes to their minds) they would take about their money in order to benefit from the knowledge gained in this module - how the participants would apply it to their daily lives
The trainer displays the post-it notes on a flipchart sheet.
The trainer reads them and tries to identify and indicate the questions that will be answered during the course.
The post-it notes will remain on the flipchart sheet. At the end of the session they will be compared with the final answers.
The exercise with colored cards can be successfully performed on a virtual flipchart - Jamboard, or on a virtual whiteboard.
Give the participants instructions in advance:
(1) On a pink piece of paper, write down what you don't understand
(2) on a green piece of paper, write down your questions about the content of the module

STAGE 3

3.1 Name of the stage: The Financial System.
3.2 Educational purpose of the stage:
a) To know the parts of the financial system
b) To understand that the banking system is only a part of the financial system
c) To understand how the banking system is structured
3.3 Organizational issues:
3.3.1 Planned time for activity: 10 min.
3.3.2 Number of slides in an online course: 4-10.
3.3.3 Required materials to conduct the educational meeting: computers, FINLIT website, online course.

3.4 Stages of the Kolb cycle:

3.4.1 Experience
Starting from the discussion in stage 3 on the multitude of financial institutions we have to interact with, the trainer will go back
to some terms mentioned by the participants regarding the financial system, such as: too big, very complicated, difficult to understand etc.

At the online meeting, you invite participants to an online discussion, give the floor, and encourage as many people as possible to speak.

You summarize the opinions expressed on the forum.

3.4.2 Reflection

The trainer will ask the participants if they think it would be useful to be able to distinguish between different financial institutions.

Would it also help them to understand the banking system? The trainer and the participants will comment upon these answers.

In the online meeting, you have the option of having an online discussion again or asking participants for comments in a chat.

It is unlikely that an active discussion will develop, rather you will collect individual statements and summarize briefly.

3.4.3 Knowledge/ theory: See slides 4-10.

The trainer announces that it is time to get acquainted with the main actors that are part of the financial system.

- The Eurosystem and the banking system

- The non-banking system

- State financial institutions, guarantee institutions, assistance and supervision institutions

The trainer will explain the importance of knowing basic notions about the banking system, the most important part

of the financial system.

The trainer encourages the participants to go through this chapter individually.

During the online meeting, you do exactly the same and invite them to go through the corresponding chapter of the module.

You can ask a willing person to share their screen (Share Screen function) and read the content on the course slides for the whole group.

3.4.4 Application/deployment

The trainer will ask the participants how they see the banking system now?

Does this information give them more confidence when making decisions about their money?

Ask the participants to prove their point.

You can ask participants to write their opinions / answers on colorful virtual sticky notes in Jamboard.

First, however, you need to prepare a question document, and then send the Jamboard link to participants, preferably via chat.

STAGE 4

4.1 Name of the stage: What we need to know about the National Bank?

4.2 Educational purpose of the stage:

a) To know what a national bank is and its role.

b) To know the impact of the decisions taken by the national bank on the personal budget.

c) To have an idea about a national bank.

4.3 Organizational issues:

5.3.1 Planned time for activity: 15 min.

5.3.2 Number of slides in an online course: 11-15.

5.3.3 Required materials to conduct the educational meeting: computer, online course, the National Bank website.

4.4 Stages of the Kolb cycle:

4.4.1 Experience

The trainer will ask the participants what they know and about the National Bank and how they see it.

In the online meeting you can ask the question: "What do you know about the central bank?" and ask them to write down (stationary) their information on pieces of paper, and then read their notes to the camera.

4.4.2 Reflection

The trainer will ask the participants what think about how the National Bank influences other financial institutions. He will ask them to reflect on the question: Does the activity of the National Bank affect me as a citizen?

Ask participants to answer the question in chat. Comment on the answers that appear and say that they will expand their knowledge on this topic during the course. No answer also comment: they don't need to know the answers to these questions.

They will learn it from scratch during the course.

4.4.3 Knowledge/ theory: See slides 11-15.

The trainer will explain that:

- The NB controls inflation,

- The NB supervises the insurance of savings,

- The NB sets the reference interest rate,

- The NB does not deal directly with citizens or companies (one cannot open an account with the NB).

Use the appropriate course slide to share your screen (Share Screen).

4.4.4. Application/deployment
Virtual visit to the National Bank.
The trainer will invite the participants to the virtual space of the National Bank.
He will guide them to discover interesting things
(such as the building, the treasure, the numismatics section etc.).
In the end of the virtual tour, the trainer will ask the participants to talk about the National Bank.
The trainer will discuss the points in the recap.
The trainer will ask whether this information was helpful.
The trainer will guide the participants to the basic level of the module no. 6 should they want to know more about the National Bank.
During the online training, you carry out exactly the same activities with the participants.

STAGE 5

5.1 Name of the stage: What we need to know about commercial banks?
5.2 Educational purpose of the stage:
a) to know what access to banking services means
b) to know the steps for opening a bank account (basic information)
c) to know what a bank savings account means
d) to understand bank loans and how the interest charged by the bank depends on the reference interest
e) to understand the profile of the banking services consumer
5.3 Organizational issues:
6.3.1 Planned time for activity: 30 min.
6.3.2 Number of slides in an online course: 16-24.
6.3.3 Required materials to conduct the educational meeting: computers, FINLIT website, online course,
paper sheets, pens, pencils, worksheets.

5.4 Stages of the Kolb cycle:
5.4.1 Experience
The trainer asks the participants whether they know of an incident related to a relationship with a bank, without specifying the name
of the bank or the person. If they want to share details from their own experience, it would be preferable to refer to a fictional character.
Ask about the same question during the online training and invite them to speak in the group forum. Be prepared for the fact that no one
may be willing to speak. Prepare your own example in advance.

5.4.2. Reflection

The trainer will distribute worksheets with the following three questions:
 Is it important to know how to build a relationship with a bank?
- If I need a bank account, how do I establish this relationship?
- Do I know the steps to open an account?
The trainer asks the participants to give themselves a grade from 1 to 10, where 1 means very unimportant or I don't know,
and 10 means very important or I know very well)
Certainly, very few will rate themselves high.
Most of the participants will produce a score ranging from the mark they gave themselves and 10.
The trainer should let them know that this range represents their necessary knowledge and experience in order to build
a very good relationship with a bank.
Prepare the same exercise in Jamboard, put these questions on the virtual whiteboard for participants to add their answers.

5.4.3 Knowledge/ theory: See slides 16-24.
The trainer will announce the general notions the participants will become familiar with in this chapter:
- Access to banking services
- Steps to follow in order to open a bank account
- Basic concepts
- Savings at banks
- Loans from banks
The trainer will encourage the participants to go through the chapter "What we need to know about commercial banks?"

Participants go through a chapter of the course. Ask if they are willing to share their course screen (Share Screen)
and read the content one by one. You can offer participants a division into roles: depending on the applications,
they are eager to read 1-2 screens.

5.4.4 Application/ deployment

Slide 21 contains an exercise. When everyone has reached this slide, the trainer will tell the participants to stop there.
This exercise can be completed individually.
The trainer will give the necessary instructions for doing the exercise, and the correct result will appear by clicking the interactive buttons.
If there are a lot of participants, the trainer can choose to do the exercise in the group, according to the following instructions:

The trainer divides the participants into two groups (ask them to count up to 2 in a row and then all the numbers 1 are in one group, all the numbers 2 will go to the other group. The trainer can also ask the participants to count from 1 to n, grouping them at the end on even and odd numbers). The trainer will give each group a sheet of flipchart and coloured markers.

Each group will do the two parts of the exercise.

Participants have 5 minutes to do the exercise and they can read the theoretical part of the slides already studied. In the next 5 minutes

Group no. 1 will provide and support the solution to the first part of the exercise (What is the interest rate for me (client)

(I) required by the bank for the loan?

Group no. 2 will present and argue the requirement no. 2 (What is the actual cost of the loan for me (client)?

And see the answer. At the end of the exercise, the trainer will go through the recap slide together with the participants.

The trainer will ask the participants to give themselves grades again and to let him/her know how they did.

You do the same during the online training. You propose individual work. Everyone solves the problem on the screen of their course. Whoever completes the task can show their result (Share Screen function). When it's too hard) you can choose to do the task together with the participants. Then show the whole task on your screen and ask the participants to recreate the same in their courses.

STAGE 6

6.1 Name of the stage: The non-banking system.

6.2 Educational purpose of the stage:

a) to know the financial institutions of the non-banking system.

b) to distinguish between a commercial bank and a non-bank financial institution.

c) to understand how the interest rate of a bank and of a non-bank financial institutions is determined.

d) to learn how to compare costs for loans and how to choose between the bank and NBFI.

6.3 Organizational issues:

6.3.1 Planned time for activity: 30 min.

6.3.2 Number of slides in an online course: 25-33.

6.3.3 Required materials to conduct the educational meeting: computers, FINLIT website, online course, paper sheets, pens, pencils.

6.4 Stages of the Kolb cycle:

6.4.1 Experience

The trainer will ask for two volunteers. One of them will play the bank, the other will play a non-banking institution.

They will be placed at a distance of 2-3 m. Each of the two will try to attract as many customers as possible.

The trainer will tell the other participants that they will play the people who need a loan (36 000 thousand for a period of 3 years) and he will ask them to choose one of two the institutions in order to get a loan and to sit down next to the colleague who represents the institution.

You can offer work in virtual rooms and divide the participants in such a way that they work on a virtual flipchart in two groups and analyze the examples given above. In rooms for group work, one of the participants provides their screen (Share Screen function) and encourages them to analyze the examples provided, others comment on the method of calculating interest and "catch" the differences between financial institutions.

6.4.2 Reflection

The trainer will distribute to the participants (grouped as seen above), sheets of paper on which to write down three arguments at most to explain their choices. The trainer encourages the participants to be honest. Then he asks them to read the three reasons.

The trainer suggests that students keep these sheets for the end of the session and go through the next stage of the online course.

Ask the same questions and ask to speak. Initiate a discussion if the participants of your online meeting are an active group interested in the subject of credits and loans.

6.4.3 Knowledge/ theory: see slides 25 – 33

The trainer tells the participants what they are about to learn in this chapter:

- The non-banking system
- What do participants need to know about IFN?
- The reasons why people choose to borrow from non-banking institutions
- What people need to know to make the right financial decisions when taking out a loan.

Participants will get acquainted with the content of the course on their own. You can suggest that you read the information on their screens by sharing your screen (Share Screen function). Adapt the pace and presentation of content to the needs of the course participants.

6.4.4 Application/deployment

The trainer will ask the participants whether they have learned new things.
If the answer is positive, they trainer will ask the participants if they found the information useful.
The trainer asks the participants whether they would make a better choice about their money.
Next the trainer asks the participants to review the three arguments for the choice they made at the beginning of the session.

The trainer will ask the participants to agree or disagree to the choice they have made and give reasons if they changed their minds.
Each participant is supposed to talk about his choice.
Go back to step 1 (The trainer will ask the two volunteers - bank and NBFI - to take their places.)
And he will tell the other participants - the people who need a loan (36000 thousand over a period of 3 years) - to sit down again,
depending on the new arguments, by the colleague who represents the institution from which he would take the loan.
The trainer will discuss their choices.
You can suggest a short exercise in the Mentimeter App. Ask the question: "What did you learn / learn from this chapter of the module?"
Plan the exercise so that the participants can give, for example, up to 5 answers. Present the results on the screen and comment on them.

STAGE 7

7.1 Name of the stage: State financial institutions, guarantee, assistance and supervision institutions.
7.2 Educational purpose of the stage:
a) To be acquainted with the state financial institutions, guarantee, assistance and financial supervision
7.3 Organizational issues:
7.3.1 Planned time for activity: 15 min.
7.3.2 Number of slides in an online course: 34 - 38
7.3.3 Required materials to conduct the educational meeting: computers, FINLIT website, online course, paper sheets, pens, pencils.

7.4 Stages of the Kolb cycle:
7.4.1 Experience
The trainer will explain that people often have to deal with financial institutions that can give them assistance, protect them, and secure their rights to spend or save their money. The trainer will also add that some mediate people's social debts (they set the amount of money and help them pay the debts to the state).
The trainer will ask the participants if they have interacted with such institutions in their daily lives and if they can give some examples.

Divide participants into Breakout Room groups to discuss what institutions that provide assistance to financial services customers know.
Depending on the group and its mobility in terms of online skills, you can also ask a question and request comments in the chat.

7.4.2 Reflection
The trainer will ask the participants how they did when dealing with such financial institutions.
The trainer will ask the participants if they know who can give them some advice or protection in case of a financial abuse.
The same question to ask at the online meeting: in the group forum with a request for comments from people willing
or in a chat with a request to send short comments.

7.4.3 Knowledge/ theory
The trainer tells the participants that this chapter provides information on state financial institutions, guarantee institutions,
assistance and supervision. And he encourages the participants to go through the slides 34-38.
The same activity takes place in the online training.

7.4.4 Application/deployment
The trainer tells the participants that at this stage they will visit the websites of the institutions listed
in the course and they will see how and where to get information from.
The trainer will ask the participants to access each site and become familiar with how that works.
The trainer lets the participants know that there they will find ways to benefit from competent advice
in order to solve possible financial problems etc.
The same activity takes place in the online training.

STAGE 8

8.1 Name of the stage: Summary and conclusion.
8.2 Educational purpose of the stage:
a) Acquiring knowledge of the financial system in general.
b) Finding useful practical actions that involve familiarity with the financial system.
8.3 Organizational issues:
8.3.1 Planned time for activity: 10 min.

8.3.2 Number of slides in an online course: 39-41.

8.3.3 Required materials to conduct the educational meeting: computers, FINLIT website, online course, paper sheets, pens, pencils.

8.4 Activity (description and additional comments)

8.4.1 Facilitated discussion about the structure of the financial system.

The trainer will ask the participants to name the financial institutions that they interact with directly and to discuss the advantages.

While the participants are doing the task, the trainer can structure the financial system in a scheme (e.g. Scheme of the financial system)

You can ask participants to enter their responses in the chat. Then ask who would like to comment on your post.

Read chat comments from participants and summarize them.

8.4.2 Assessment tool.

8.4.3 The trainer will review the ideas noted along this session.

The trainer will display the flipchart sheet with the ideas noted at the beginning of the module (session 3).

Starting from these, the trainer will ask the participants whether they would you change anything, add something or have new ideas.

The trainer will ask the participants what they feel about the financial institutions they need to interact with.

The trainer asks the participants to write down on a post-it note their first practical decision on the relationship with the institutions of the financial system.

The participants will read their notes. The trainer will make a list of practical ideas suggested by the participants.

9. Methodical materials:

9.1 List of materials needed to conduct an educational meeting: flipchart or blackboard, markers, multimedia projector, tables for group work, writing instruments, A4 sheets, computers with Internet access.

Online tools:

- remote work platform (Jitsi, MS Teams, Zoom, Clickmeeting etc.)

- online applications and tools (ETHERPAD, MENTIMETER, JAMBOARD, Share Screen function, chat).

10.2 List of sources for expanding knowledge - individually for each country.

https://www.ecb.europa.eu/ecb/html/index.en.html

https://www.ecb.europa.eu/ecb/visits/visitor-centre/html/index.en.html

10. Structure of the educational meeting:

Course issue / module:	Meeting stage (no.):	Chapter in online course:	Number of slides in the course:	"From ... to" slides:
Welcoming participants, meeting people, mini-integration	1	----	----	----
Presentation of the project, goals and principles of the meeting	2	Introduction	trainer's decision	trainer's decision
The financial system	3	1	trainer's decision	trainer's decision
What we need to know about the National Bank	4	2	trainer's decision	trainer's decision
What we need to know about commercial banks	5	3	trainer's decision	trainer's decision
The non-banking system	6	4	trainer's decision	trainer's decision
State financial institutions, guarantee, assistance and supervision institutions	7	5	trainer's decision	trainer's decision
Summary and conclusion	8	Test	trainer's decision	trainer's decision

Place for notes: