



LTTA

Training for adult educators: delivering FIRE

A two-day learning, teaching and training activity (LTTA) in Italy for eight adult educators from the partner organisations (four from Informamentis Europa, two from EDUMANSHA, two from Never Give Up Förderverein). It prepares them to deliver the FIRE training modules and Training Pills to women in vulnerable situations, to apply the FIRE guidelines in their work, and to pass on what they learn to other adult educators. Day 1 focuses on understanding economic abuse and building the skills to address it; Day 2 on supporting women through adult education and financial literacy.



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Italian National Agency Erasmus+ INDIRE. Neither the European Union nor the granting authority can be held responsible for them. Project 2025-1-IT02-KA210-ADU-000354693



Learning objectives

- Recognise economic abuse, the tactics abusers use and the signs that may appear in participants.
- Teach financial literacy, budgeting and money management in practical, accessible ways.
- Explain the main legal protections that support women's financial independence.
- Use stress-management and emotional-resilience techniques with groups of women.
- Deliver a Training Pill confidently and give and receive constructive peer feedback.
- Apply a sensitive, trauma-informed approach, create safe spaces and respond well to disclosures.
- Plan the pilot sessions in Italy, Germany and Portugal.

Day 1: Understanding economic abuse and building the skills to address it

Time	Title	Method	Materials
09:30 (30')	Welcome and overview of the LTTA objectives	Plenary presentation; agree group agreements for the two days	Programme, objectives slide, name badges, pre-training questionnaire
10:00 (45')	Introductions: our experience with women in vulnerable situations	Pairs interviews, then each person introduces their partner; facilitator collects themes on a flipchart	Flipchart, markers, interview prompts
11:00 (30')	Introduction to the FIRE training modules	Guided tour of M1 to M4: lessons, exercises, case studies, workbooks, website tools and the LMS	Module decks, workbooks, website on a projector
11:30 (60')	Defining economic abuse, abusers' tactics and recognising the signs	Discussion based on M1 (L1.1 to L1.3) and Guidelines Sections 1 and 2; small groups try EX 1.1 'Abuse, or not?' and the Spot the tactic tool	M1 deck, Guidelines Sections 1 and 2, spot-tactic and control-care tools
13:30 (45')	Practical strategies for teaching financial literacy, budgeting and money management	Demonstration and practice with M2 (L2.1, L2.2): 50/30/20, zero-based and envelope methods; educators try the Budget builder as learners	M2 deck, budget-builder and savings-planner tools, printed budget template, calculators
14:15 (45')	Group discussion: challenges in promoting financial independence and possible solutions	World café in three rounds (barriers in our contexts; what has worked; what FIRE can add), then a short plenary	Three tables with flipcharts, markers
15:15 (30')	Legal education for financial independence	Short input on M3 (L3.1, L3.2): Directive (EU) 2024/1385 and rights on bank accounts, housing, work and credit; quick case work in pairs	M3 deck, rights-finder tool
15:45 (30')	Techniques to manage stress and build emotional resilience	Experiential practice from M4 (L4.2): 4-4-6 breathing, 5-4-3-2-1 grounding; reflection on using them in groups	M4 deck, calm-toolkit tool



Time	Title	Method	Materials
16:15 (15')	Questions and answers, and Day 1 evaluation	Open Q&A; quick written feedback on the day	Sticky notes or a short online poll

09:30 Welcome and overview of the LTTA objectives: Participants complete the educators' pre-training questionnaire (evaluation.json) before the session starts or during the welcome.

10:00 Introductions: our experience with women in vulnerable situations: Prompts: who do you work with, what money-related issues come up, what do you hope to take away. Coffee break 10:45 to 11:00.

11:00 Introduction to the FIRE training modules: Show how each lesson works: content note, slides, two exercises, quiz, takeaways and 'Where to get help'.

11:30 Defining economic abuse, abusers' tactics and recognising the signs: Stress the key test: is another person using money to control her? Remind the group that participants may have their own experiences. Lunch 12:30 to 13:30.

13:30 Practical strategies for teaching financial literacy, budgeting and money management: Use euro examples close to participants' lives. Discuss how to adapt for women with no income of their own, low literacy or limited digital skills.

14:15 Group discussion: challenges in promoting financial independence and possible solutions: Collect practical solutions for the pilots: transport, childcare-friendly times, devices, language. Coffee break 15:00 to 15:15.

15:15 Legal education for financial independence: Educators give general legal information, not legal advice; they refer to free legal advice services.

15:45 Techniques to manage stress and build emotional resilience: All exercises are optional. Model how to invite, never require, participation.

16:15 Questions and answers, and Day 1 evaluation: Ask each educator to choose a Training Pill to prepare for Day 2.

Day 2: Supporting women through adult education and financial literacy

Time	Title	Method	Materials
09:30 (45')	Overview of the Training Pills	Presentation of P1 to P6: short video, infographic, social media format and handout; how to use them in workshops, for self-study and online	Pills videos, infographics and handouts, projector
10:15 (30')	Practice delivering a Pill: preparation	Educators work in pairs to plan a 10-minute delivery of the Pill they chose, using the delivery brief	Delivery brief, Pill materials, linked tools
11:00 (60')	Practice delivering a Pill: delivery	Each pair delivers its Pill to the group, who take part as learners	Projector, Pill materials, timer
12:00 (30')	Peer feedback on the training approach	Structured peer feedback in small groups, then a plenary on common lessons	Peer feedback questions



Time	Title	Method	Materials
13:30 (60')	A sensitive, trauma-informed approach	Input on trauma-informed principles; practice with the Responding to a disclosure scenario; role play using the say and avoid examples from Guidelines Sections 3 and 4	Guidelines Sections 3, 4 and 6, disclosure-scenario tool, local resource map template
14:30 (30')	Creating safe spaces and peer-support groups for women	Small groups design ground rules, room set-up and a peer-support routine; share in plenary	Pilot ground rules, flipcharts, information on the FIRE online support network
15:15 (45')	Planning the pilot sessions in Italy, Germany and Portugal	Country teams plan their pilot using the pilot kit: recruitment, dates, venue, blended format, support for participants, evaluation	Pilot kit, session plans, evaluation tools, calendar
16:00 (30')	Evaluation, closing remarks and certificates	Post-training questionnaire and LTTA evaluation form; closing round; certificates	Questionnaires, evaluation form, certificates, attendance list

09:30 Overview of the Training Pills: Start with a five-minute recap of Day 1 and any open questions.

10:15 Practice delivering a Pill: preparation: Make sure all six Pills are covered across the pairs if possible. Coffee break 10:45 to 11:00.

11:00 Practice delivering a Pill: delivery: Keep strictly to time so everyone delivers. Observers note strengths and suggestions using the peer feedback questions.

12:00 Peer feedback on the training approach: Feedback is specific, kind and useful: one strength, one suggestion. Lunch 12:30 to 13:30.

13:30 A sensitive, trauma-informed approach: Cover the disclosure steps used in the pilots, confidentiality and its legal limits, and self-care for educators.

14:30 Creating safe spaces and peer-support groups for women: Include practical safety: neutral names for groups, safe contact by phone, what to do if a partner turns up. Coffee break 15:00 to 15:15.

15:15 Planning the pilot sessions in Italy, Germany and Portugal: Each team leaves with a draft timeline and a named contact for safeguarding and referrals.

16:00 Evaluation, closing remarks and certificates: Collect the attendance list and photos only from people who agreed to be photographed.

Delivery practice

In pairs, prepare a 10-minute delivery of one Training Pill for a group of women new to the topic. Open with a short question that links to everyday life, show the Pill video or infographic, run one quick activity using the linked tool or handout, and close with the 'try this' action for the week. Use plain language, euro examples and an invitation to take part, never a requirement. After delivering, you receive feedback from your peers.



Peer feedback

1. What did the presenters do that made the topic clear and easy to follow?
2. Was the language plain enough for women with low formal education or limited English, Italian, German or Portuguese?
3. Did the delivery feel safe and respectful, with participation invited rather than required?
4. How well did the activity connect the Pill to participants' everyday lives?
5. What one change would make the delivery stronger?
6. How could this Pill be adapted for online or self-study use?



Evaluation form

1. Overall, how satisfied are you with the two-day training?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

2. The training improved my understanding of economic abuse and its signs.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

3. I feel ready to teach financial literacy and budgeting to women in vulnerable situations.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

4. I feel ready to deliver the FIRE modules and Training Pills.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

5. I feel confident responding to a disclosure of economic abuse.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

6. The balance between input, practice and discussion was right.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

7. The venue, materials and organisation supported my learning.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

8. Which session was most useful for your work, and why?

9. What would you change or add to the training?

10. How might you share what you learned with colleagues?

Certificate

This certificate confirms that [Name] took part in the two-day training for adult educators 'Supporting women facing economic abuse through adult education and financial literacy', held in [place], Italy, on [dates], within the Erasmus+ project FIRE (Financial Resilience), 2025-1-IT02-KA210-ADU-000354693. The training covered recognising economic abuse, teaching financial literacy and budgeting, legal education for financial independence, emotional resilience, trauma-informed practice, and delivery of the FIRE training modules and Training Pills (11 hours of training).

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Co-funded by
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