EXPLANATORY NOTE ACCOMPANYING THE FINANCIAL COMPETENCE FRAMEWORK FOR CHILDREN AND YOUTH IN THE EUROPEAN UNION

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1. Introduction

1.1. The context and objectives of the financial competence framework

This document presents the financial competence framework ("the framework") for children and youth in the European Union, jointly developed by the European Commission and the OECD International Network on Financial Education (OECD/INFE).[1]

The Commission and the OECD/INFE developed this framework in the context of the 2020 Capital Markets Union Action Plan[2,3] and within the context of the OECD/INFE programme of work. This framework follows the publication of the joint EU/OECD-INFE financial competence framework for adults in the European Union, published in January 2022.[4]

Nowadays children have access to money and start using (digital) financial services from a young age.[5] They are growing up in a fast-evolving financial landscape that means potentially more opportunities but also more individual responsibility for financial decisions than the previous generations. Conversely, most habit formations, including financial habits, occur at a young age, with bad financial habits being difficult to correct later in life.[6] To ensure that children can meet these challenges and can take charge of their own financial future, they should be helped to understand key financial concepts and principles and start developing financially savvy attitudes and behaviours.

The framework aims to build a common understanding of financial literacy competences for children and youth at different ages and across different stages of their formal education. This is expected to facilitate the coordination, design and evaluation of policies and concrete actions taken by national policymakers and stakeholders, including education practitioners, which will facilitate the sharing of best practices and make financial literacy measures more effective across the EU. The framework would for instance:

- support the **development, implementation and revision of national financial literacy strategies**, which often include young people as one of their primary target audience;

1 https://www.oecd.org/financial/education/oecd-international-network-on-financial-education.htm

2 A Capital Markets Union for people and businesses - new action plan, COM/2020/590 final, https://ec.europa.eu/info/business-economy-euro/growth-and-investment/capital-markets-union/capital-markets-union-2020-action-plan_en

3 Results of the feasibility assessment for the development of a financial competence framework in the EU: https://ec.europa.eu/info/files/210408-report-financial-competence-framework_en

4 https://ec.europa.eu/info/publications/220111-financial-competence-framework_en. The work is ongoing on supporting the uptake of the framework in concrete policies and initiatives.

5 OECD (2020), PISA 2018 Results (Volume IV): Are Students Smart about Money?, PISA, OECD Publishing, Paris, https://doi.org/10.1787/48ebd1ba-en

6 David Whitebread and Sue Bingham, "Habit Formation and Learning in Young Children", the Money Advice Service (2013): https://mascdn.azureedge.net/cms/the-money-advice-service-habit-formation-and-learning-in-young-children-may2013.pdf

- support the **integration of financial literacy elements within curricula for school,** internships and vocational training;

- support the **development of specific financial literacy** programmes and learning materials for children and young people to be implemented in school and in other contexts, including the **design of learning material and educational tools**, such as courses, textbooks, financial education games to be implemented in school and other contexts, videos or other;

- **support the assessment of financial literacy levels and the evaluation of financial literacy initiatives** by facilitating the development of assessments, surveys and impact studies. Country-level and EU-wide indicators based on this framework could help assess the effectiveness of financial literacy initiatives for children and youth and facilitate comparison across Member States.

1.1.1. Process followed to develop the framework

The framework builds on a number of existing frameworks, including the joint EU/OECD-INFE financial competence framework for adults, the OECD/INFE Core Competencies Framework on Financial Literacy for Youth,[7] the OECD PISA 2021 Financial Literacy Analytical and Assessment Framework[8] as well as existing national frameworks on financial literacy for children and young people.[9]

Building on these existing sources, the framework was developed through a collaborative process that involved the Financial Education Sub-group of the EU Government Expert Group on Retail Financial Services (GEGRFS) as well as members from the EU of the OECD International Network on Financial Education (OECD/INFE). Delegates from Ministries of Education and other national education authorities from Member States also joined the expert group. This enlarged GEGRFS subgroup met eight times between April 2022 and July 2023 to discuss and approve the framework. This collaborative development process ensured that the framework would meet the needs of financial education policy makers across the EU.

The framework also benefited from a technical discussion with expert practitioners (administrators, academics, teachers, education professionals) about the usability and practical implementation of the framework. Specifically, feedback was collected on the content of the competences and the user-friendliness of the framework. The technical discussion provided useful suggestions to make the document comprehensive in terms of content and easy to implement by practitioners. This technical discussion also contributed to early buy-in by practitioners and helped to pave the way for the future uptake by building practitioners' ownership.

The framework was approved by GEGRFS and OECD/INFE in [July 2023 TBC].

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[7] OECD (2015), OECD/INFE Core competencies framework on financial literacy for youth: https://www.oecd.org/finance/Core-Competencies-Framework-Youth.pdf

[8] PISA 2021 Financial Literacy Analytical and Assessment Framework: https://www.oecd.org/pisa/sitedocument/PISA-2021-Financial-Literacy-Framework.pdf

[9] Examples of such frameworks include the ones from Portugal, Italy and Netherlands.

1.1.2. Next steps

In cooperation with EU Member States, the Commission and the OECD/INFE will start work on its uptake and use as of the end of 2023. The uptake and use of the framework will be voluntary, similar to the approach taken for the financial competence framework for adults. National policy makers, practitioners (NGOs, educational institutions, academia, and industry) and other stakeholders could consider using the framework in concrete policies and educational initiatives. The Commission and the OECD/INFE will provide support during the uptake phase, for instance by offering a platform to exchange best practices and lessons learnt in Member States.

The success of the framework will depend on **the ability to build a common understanding of financial literacy among various stakeholders in EU Member States,** and on their willingness to use the framework and to contribute to the effectiveness of financial literacy policies and initiatives.

1.2. Goals and scope of the framework

The framework has been developed having in mind a series of overarching goals (see section 1.2.1) related to the ultimate objective of improving the financial literacy and financial well-being of children and youth in the EU, and to prepare them to take sound financial decisions as adults. The framework is structured along age groups (see section 1.2.3), contexts (see section 1.2.4) and content areas (see section 2.1).

1.2.1. Overarching goals

At the onset of the development of the framework, **four overarching goals** were established related to three broad areas, such as money management, financial decision-making and the general financial-economic environment, in which children take decisions now, as well as later in life when they become adult.

More specifically, the competences have been developed with the following overarching goals of equipping children and young people with the knowledge, skills, attitudes and behaviours to:

1) **be able to manage money effectively in the short and long-term**. This goal aims, for instance, to ensure that children know how and why it is important to store money safely and that they are able to prepare a budget to manage basic expenditures and income.

2) **be able to make sound and informed financial decisions, be aware of their consequences and know where to find help**. This goal underlines the importance of equipping children and youth with the skills to act responsibly in relation to money, including the importance of setting aside emergency savings and being confident to seek assistance when needed.

3) **have a basic understanding of the economic and financial landscape**. This goal strives to ensure that children and young people are generally familiar with the main financial products and services, and with the role of the main bodies in the economic and financial system (including pertaining to tax aspects).

4) **be adequately prepared for the economic and financial aspects of adult life**. This goal aims to make sure that children and young people have the financial literacy to take a broad range of personal financial decisions relevant for their adult lives.

These goals led the development of the competences and were inspired by existing OECD/INFE work on the financial literacy of young people, including the financial literacy definition used in the OECD PISA financial literacy assessment:[10]

> "*Financial literacy is knowledge and understanding of financial concepts and risks, as well as the skills and attitudes to apply such knowledge and understanding in order to make effective decisions across a range of financial contexts, to improve the financial well-being of individuals and society, and to enable participation in economic life*"

1.2.2. Dimensions

The framework identifies the most relevant competences in the area of personal finance. Similarly to the framework for adults, this framework considers three dimensions that are important to support financial literacy throughout life:

- **awareness, knowledge and understanding**;
- **skills and behaviours**; and
- **attitudes**.

It is important to note that these three dimensions are not explicit in the structure of the framework, but that they are identified through the verbs used to frame the competences and are tagged in the MS Excel tool (see section 2.3.1 and Annex A). In reading and applying the framework, it should be taken into consideration that for the sake of simplicity competences are only tagged as belonging to the "knowledge", "behaviours", or "attitudes" dimensions, but that for some competences the distinction between knowledge, behaviours and attitudes may be blurred, or that some competences on knowledge or behaviour may also contribute to the development of attitudes in the field of financial literacy.

1.2.3. Age groups

The framework takes into account the importance of establishing the foundations for financial literacy at a young age: it sets out financial competences for children and youth from six years of age. Nevertheless, in line with the 2020 OECD Recommendation on Financial Literacy,[11] it also recognised that it is important to develop financial literacy from the earliest possible age, including, where appropriate, for children younger than six years old.

Acknowledging that children are a very heterogenous group and that competences should be age-appropriate, competences are presented for three distinct age groups:

- **6-10 year old**
- **11-15 year old** and
- **16-18 year old**.

[10] PISA 2022 Financial Literacy Analytical and Assessment Framework: https://www.oecd.org/pisa/sitedocument/PISA-2021-Financial-Literacy-Framework.pdf

[11] OECD Recommendation of the Council on Financial Literacy (2020) https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0461

The choice of the age groups reflects broadly the progression of education levels across the EU (even though there are national specificities) and recognises that children develop competences gradually over time. The ability of children to acquire knowledge, develop skills and build motivation will depend on their age. On certain topics, children may first need to grasp financial concepts and develop the right skill-set to be able to display positive behaviour when they are older. Certain skills and behaviour are initially limited to a simple context and only over time (i.e. with age) become more sophisticated: children must have acquired the relevant competences in early age groups to master those in older age groups.

1.2.4. In reading and applying the framework, it will be important to take into consideration that competences in the framework should be intended in a cumulative sense, meaning that competences stated for younger age groups will remain relevant for older children, and that competences stated for older age groups imply that children have mastered competencies from younger age categories. In order to keep it concise, the framework does not include the whole progression of competencies across age groups and it only focuses on the most important competences for each age.Contexts

Competences were developed with the specific contexts relevant for children and young people in mind. More specifically, the following context areas – inspired by the PISA 2022 Financial Literacy Analytical and Assessment Framework – were considered:

- **education and work**, taking into account that some young people are engaged in forms of paid work outside school hours, and that young people approaching the end of compulsory education have to make choices regarding their future education, training and work paths
- **home and family**, to capture the fact that many financial decisions of children and young people are taken within the context of the family and of household finances. This context also reflects the fact that when young people leave their family home, they may start to live in shared accommodations that are not based on family relationships
- **individual**, considering that even at a young age people need to make financial decisions for personal need or benefit, and that many risks and responsibilities must be borne by individuals. These decisions may span essential personal needs, as well as leisure and recreation, and also cover the importance of protecting personal information
- **societal,** recognising the importance of the broader landscape in which decisions are taken and the inter-relation between individual financial decision, the environment (e.g. with respect to sustainable finance) and society as a whole (e.g. with respect to paying taxes)

While the framework covers all areas that are relevant to the financial decision-making of children and young people in their current and future lives, the framework also highlights competences in areas that are particularly relevant in the current financial landscape, such as digitalisation, sustainability and entrepreneurship (see Section 2.2 for more details).

2. Navigating the financial competence framework

2.1. Structure of the framework: content areas

In line with the structure of the joint EU-OECD/INFE framework for adults, competences in this framework are divided into four content areas: **1) money and transactions, 2) planning**

and managing finances, 3) risks and reward, and 4) financial landscape. These content areas are then further divided into topics (with one or more dedicated subtopics for each topic).

2.1.1. Content area 1: Money and transactions

This content area covers some of the most fundamental competences on knowledge, attitudes and behaviours related to (*i*) money and currencies; (*ii*) income; (*iii*) prices, purchases and payments, and (*iv*) financial records and contracts.

Competences in this area would allow children to be familiar with the main characteristics of money, including its value, the way it can be exchanged for goods and services and the importance of keeping track of personal or family budget.

More specifically, this content area covers competences related to the *different forms* that money can take and how to *store, access and handle* it. In addition, the *income-related competences* cover competences related to income sources and financial resilience. For instance, children should understand the expected income they could earn and take this into account, when making decisions about their future career. In addition, they should have the confidence to discuss their wage in job interviews. Competences on *prices, purchases and payments* relate to exchanging money for services and products, payment methods and money transfers. These competences should encourage children to seek the best price for products and services and consider the most appropriate payment method. Finally, competences on *financial records and contracts* focus on the need to keep track of financial documents and contracts.

2.1.2. Content area 2: Planning and managing finances

This content area covers knowledge, skills and attitudes related to (*i*) budgeting/planning; (*ii*) managing and planning income and expenditure; (*iii*) saving and investing; (*iv*) retirement and pensions; and (*v*) credit. The main goal of this content area is to establish competences for planning and managing finances from an early age.

Competences related to *budgeting and planning*, such as drawing up a budget and the use of budgeting tools, are essential to meet personal or household objectives in the short and long term. Competences on *managing and planning income and expenditures* relate to one's ability, from an early age, to monitor and manage the day-to-day expenses and income. Good financial planning requires preparation for irregular money flows - a skill that becomes more relevant as children grow up. Competences on planning and managing finances in the medium to long term are also relevant in the context of *savings and investing*, as well as *retirement and pensions*. Competences related to savings focus on the importance of putting money aside (rather than spending immediately). This content area also covers competences on the basics of investing and investment choices that tend to be more relevant for the oldest age group. Basic competences related to *retirement and pensions* are meant to set the foundation for a positive retirement behaviour and thus prepare children for the future. Finally, competences on *credit* focus on basic concepts of borrowing and lending for younger children, and on more advanced competences (different types of credit, credit application, information search, consequences of defaulting on a credit and the risk of over-indebtedness) for older children.

2.1.3. Content area 3: Risk and reward

This content area covers knowledge, skills and attitudes related to (*i*) the identification of risks and rewards; (*ii*) the relationship between financial risk and reward; and (*iii*) insurance and managing financial risk. Children that have acquired these competences should be able to relate returns to risk, and to identify and mitigate risks, while making personal finance decisions.

For younger children, competences are limited to those related to basic concepts of risk and insurance. Particular attention is given to (more advanced) competences for older children related to financial risk, investment risk-return trade-off, and ways to reduce financial risk through diversification.

2.1.4. Content area 4: Financial landscape

This content area refers more broadly to financial services, and covers knowledge, skills and attitudes related to (*i*) financial products, services and providers; (*ii*) consumer protection; (*iii*) rights and responsibilities; (*iv*) scams and fraud; (*v*) financial education, information and advice; (*vi*) tax and public spending; and (*vii*) external influences.

The financial landscape is largely shaped by the available *financial products, services and providers*. From an early age, children should be able to distinguish simple products and providers. Older children should be aware of the importance of comparing products and services and have the confidence to shop around. In addition, they should be able to spot non-regulated entities and be aware of the providers' obligations.

Competences related to *consumer protection* and *rights and responsibilities* should help children navigate the financial landscape. For younger children, mastering competences should help be aware of the protection provided by law and of the fact that they have responsibilities along with rights. Older children should be aware of more specific consumer rights and responsibilities of financial providers. In addition, they should be able to exercise their rights, for instance by filing a complaint.

Scams and fraud are becoming more prevalent and lead to significant losses for consumers. Children should acquire the necessary competences to navigate the financial landscape and ensure that their financial well-being is not compromised by scams and fraud. They should be aware of the different types of scams and fraud and become vigilant to suspicious requests. Younger children should already understand that it is important to take simple online security measures and older children should also be able to take the necessary steps when they are confronted with a suspicious (online) request or have become a victim of a fraud or scam.

It is important that children rely on *financial education, financial information and advice* that is trustworthy and, where possible, independent. The content area covers the ability for children to retrieve reliable information and the role of financial education. It also looks at when and where to seek for financial advice.

Taxes and public spending are an indispensable part of the financial landscape, as everybody will have to deal with taxes during their life. Young children should become familiar with different types of taxes and their use, while older children should develop a more in-depth understanding of the tax system and be motivated to pay taxes on time.

Finally, competences on *external influences* seek to ensure that children are aware that external factors can influence financial decision-making, but also that their financial decisions can have an impact on society. In particular, peer pressure, behavioural biases, advertising, and other types of external pressure are relevant in this context.

2.2. Cross-cutting dimensions of the framework

2.2.1. Digital finance competences

Digital technologies are increasingly integrated in people's daily lives and are also more widely used in the financial sector, with the COVID-19 pandemic accelerating this trend. Financial products and services are now increasingly being offered digitally.

Many young EU citizens can be considered as digitally savvy, as they have grown up in the information age. They can access digital technologies easily and often have sound digital competences. However, these skills do not automatically imply that they are also digitally financially literate. Overconfidence with digital financial services may lead to poor financial decisions and outcomes. This framework therefore devotes considerable attention to digital finance competences. These competences are formulated in a flexible way to enable to take into account future developments.

Digital finance competences relate to awareness and skills in the area of digital financial services, including digital assets, digital tools or digital media that are relevant for personal finance. Since digital competences are relevant across the framework, they are not grouped into a separate section. Instead, they are integrated across all content areas and highlighted in blue to make it easier to track them. Examples include competences related to digital payment methods, digital finance concepts (such as gamification and crypto-assets), online personal data protection, digital financial products and services, online scams and fraud, and cyber risks.

2.2.2. Sustainable finance competences

Consumers are increasingly paying attention to sustainability considerations in their daily lives, including their personal finance decisions. Sustainable financial products and services have surged in the EU, and the EU legislation related to sustainable finance is being developed at a high pace. This offers opportunities for individuals to align financial decisions with their sustainability preferences.

In contrast to the framework for adults, the framework for children includes only basic competences relating to sustainable finance, given its relative complexity. Children should, for instance, be able to understand how purchasing behaviour affects the environment and how sustainability aspects (environmental, social and governance) are related to financial matters.

Similarly to digital competences, sustainable competences are incorporated horizontally throughout the four content areas and are highlighted in green to make it easy to track them.

2.2.3. Citizenship competences

This framework also highlights (in orange) financial competences that can foster a sense of community and encourage civically responsible financial behaviour. Examples include the understanding of why the state collects taxes or why donating money is different from lending money.

2.2.4. Entrepreneurship competences

The EU Entrepreneurship Competence Framework defines entrepreneurship as a sense of initiative and the capacity to turn ideas into action, ideas that generate value for someone other than oneself.[12] Sense of initiative and entrepreneurship is a transversal key competence, which every citizen needs for personal fulfilment and development, active citizenship, social inclusion, and employment in the knowledge society.

By including entrepreneurship competences in this framework (highlighted in pink), children can develop the entrepreneurial mindset to turn ideas into concrete business projects or projects with a social or environmental impact.[13] Examples include the confidence to handle simple transactions within an enterprise and being motivated to learn about how fiscal policies can support entrepreneurship. Entrepreneurship competences are highlighted in pink in the framework.

2.2.5. Competences relevant when becoming an adult

The Excel tool developed to navigate the framework (see the following section) allows practitioners to identify the most relevant competences for individuals as they approach adulthood, which is typically associated with reaching the legal adult age or finishing compulsory education (not highlighted in the text version of the framework). As the legal age or age for compulsory school attendance may differ across Member States, adaptations may be needed when the tag is applied in a specific Member State. Examples include *inter alia* competencies related to such topics as financial contracts, future education or career choices, paying taxes, irrespective of the age group for which the competence is developed.

2.3. Tool to filter competences

Policymakers, teachers and education practitioners may need to identify a selection of competences to tailor content to the specific needs of their target audience. The framework is set up to be comprehensive to cater to a large group of possible users but can easily be converted to fit more focused initiatives.

For instance, future users of the framework can easily select competences relevant to one of the three age groups. The framework can also be adapted to extract competences that are specifically relevant to certain topics, such as planning or saving.

Similar to the adult framework, an Excel database was developed to make it easier for users to browse through and filter competences. Competences can be filtered out, based on a subject area, or along the three dimensions (awareness/knowledge/understanding, skill/behaviours or attitudes). In addition, different tags are used to flag digital finance competences, sustainable finance competences, social competences, entrepreneurship competences, and competences relevant for children reaching the legal adult age or finish the compulsory school attendance. In the future, additional tags could be considered, while users are invited to set up addition tags to adjust the framework to their needs.

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[12] The European Entrepreneurship Competence Framework (EntreComp), https://ec.europa.eu/social/main.jsp?catId=1317&langId=en

[13] Note that entrepreneurship competences for adults are included in a separate EU framework, EntreComp, and are therefore not considered in the financial competence framework for adults. The OECD/INFE also developed a [Core Competencies Framework on financial literacy for Micro, Small and Medium-sized Enterprises (MSMEs)]

2.3.1. Identifying competences related to knowledge, attitudes and behaviours

To simplify the structure of the framework compared to the adult framework, the three dimensions of knowledge, attitudes and behaviours are not made explicit in this framework.

Instead, it is possible to identify competences related to knowledge, attitudes and behaviours through the tags in the Excel tool or through the list of verbs pertaining to knowledge, attitudes and behaviours, as described above and set out in Annex A.

3. Uptake of the framework

The uptake and use of the framework is voluntary, but several measures were considered to support the uptake. The Commission and the OECD/INFE will continue to provide support during the uptake phase that will start in late 2023. They will offer a platform for policymakers and stakeholders to exchange best practices and lessons learnt **and stimulate an exchange among Member States and stakeholders** to support the implementation of the framework.

Annex A Mapping dimensions: List of Verbs

When preparing the framework, different verbs were used to assign each competence to one of the three dimensions along which competences were developed: (i) knowledge /awareness/understanding, (ii) skills/behaviours and (iii) attitudes. The dimension of each competence can be identified by checking the verb in the below list (NB: dimensions are separately tagged in the Excel tool).

For example, competences starting with verbs such as "(is) aware of" and "knows" are considered under "Knowledge, Awareness and Understanding", while competences starting with verbs such as "names" and "evaluates" are considered under "Skills and Behaviours". Competences within the "Attitudes" dimension are identified through the use of, for instance, "(is) confident to" or "(is) motivated to".

When the modal verb "can" precedes an action verb, it is done to show that the competence requires the capability to demonstrate a skill or behaviour *if necessary or applicable* rather than requiring a person to display this skill or behaviour in its own standing, in order to be considered financially literate. For example, competence 63 refers to: "Can use digital methods to pay for a good/service or transfer money in a safe way (such as with a phone)". In this case, a financially literate person should have the ability to use digital payment methods *if needed* but is not required to actually use them in order to be considered financially literate.

In reading and applying the framework, it should be taken into consideration that for the sake of simplicity competences are only tagged as belonging to the "knowledge", "behaviours", or "attitudes" dimensions, but that for some competences the distinction between knowledge, behaviours and attitudes may be blurred, or that some competences on knowledge or behaviour may also contribute to the development of attitudes in the field of financial literacy.

Knowledge, Awareness and Understanding	**Skills and Behaviours**	**Attitudes**

• (Is) aware of • Grasps (a concept) • Knows • Realises • Recognises • Relates • Understands	• Accesses • Analyses • Appreciates • Calculates • Checks • Chooses • Compares • Completes • Considers • Describes • Develops • Differentiates • Distinguishes • Draws up • Evaluates • Exchanges • Exercises • Explains • Finds • Gives examples • Identifies • Inquires • Invests • Lists • Makes • Monitors • Names • Pays • Prioritises • Protects • Puts • Reduces • Requests	• (Is) Confident to • (Is) Cautious • (Is) Motivated to (Is) Willing to

	• Resists • Saves • Seeks • Starts (to plan) • Takes into account • Thinks • Uses	

Annex B Glossary

These definitions are set out in the existing EU legal acts, build on the relevant definitions or provisions in the existing EU legal acts, or are based on globally recognised OECD policy instruments and publications. In some cases, these definitions have been shortened or simplified. In the cases where definitions were shortened, simplified or introduced solely for the purpose of this document, they do not constitute an established legal definition.

Terms and expressions defined in this glossary are highlighted in italics in the text of the framework.

- **Crypto-asset**: a digital representation of value or rights which may be transferred and stored electronically, using distributed ledger technology or similar technology (*2020/0265 (COD), Proposal for a Regulation on Markets in Crypto-assets*)

- **Financial literacy**: a combination of financial awareness, knowledge, skills, attitudes and behaviours necessary to make sound financial decisions and ultimately achieve individual financial well-being (*Recommendation of the OECD Council on Financial Literacy, 29 October 2020*)

- **Financial education**: the process by which financial consumers/investors improve their understanding of financial products, concepts and risks and, through information, instruction and/or objective advice, develop the skills and confidence to become more aware of financial risks and opportunities, to make informed choices, to know where to go for help, and to take other effective actions to improve their financial well-being (*OECD/INFE High-level Principles on National Strategies for Financial Education, endorsed by G20 Leaders in 2012*)

- **Financial resilience**: the ability of individuals or households to resist, cope with and recover from negative shocks with financial consequences (*G20/OECD-INFE 2021 Report on Supporting Financial Resilience and Transformation through Digital Financial Literacy*)

- **Financial well-being**: Individual financial well-being can be considered as being in control, feeling secure, having freedom and being resilient about one's own current and future finances, based on objective and subjective factors, and taking into account individual and aggregate contextual factors (*OECD/INFE working definition*).

- **Gamification**: the application of typical elements of game playing (e.g. point scoring, competition with others, rules of play) to other areas of activity, typically as an online marketing technique to encourage engagement with a product or service

- **Greenwashing**: the practice of gaining an unfair competitive advantage by marketing a financial product as environmentally friendly, when in fact basic environmental standards have not been met (building on the provisions of *Regulation (EU) 2020/852 on the establishment of a framework to facilitate sustainable investment*)

- **Impartial**: For the purpose of this document, "impartial" is to be understood as unbiased and free of any conflict of interest. Please note this is not an EU legal definition.

- **Independent investment advice** (or independent financial advice for the purpose of this framework): advice that an investment firm provides to a client on an independent basis and where this investment firm complies with a number of requirements, notably on a sufficient range of financial instruments available, as well as restrictions on fees, commissions or any monetary or non-monetary benefits paid or provided by any third party in relation to the provision of the service to a client (building on the provisions in *Directive 2014/65/EU on markets in financial instruments*)

- **Payment account with basic features**: payment account that allows consumers to carry out certain transactions, such as at least placing funds, withdrawing cash and executing and receiving payment transactions to and from third parties, including the execution of credit transfers (building on the provisions in *Directive 2014/92/EU on the comparability of fees related to payment accounts, payment account switching and access to payment accounts with basic features*)

- **Personal data**: any information relating to an identified or identifiable natural person (‘data subject’); an identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person (*Regulation (EU) 2016/679 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data*)

- **Sustainable investment**: an investment in an economic activity that contributes to an environmental objective, or an investment in an economic activity that contributes to a social objective, or an investment in human capital or economically or socially disadvantaged communities, provided that such investments do not significantly harm any of those objectives and that the investee companies follow good governance practices (building on the definition in *Regulation 2019/2088 on sustainability-related disclosures in the financial services sector*)

Annex C

List of institutions participating in the Financial Education Sub-group of the EU Government Expert Group on Retail Financial Services (GEGRFS)

MS	Institution
AT	Central Bank
AT	Ministry of Education
AT	Ministry of Finance
BE	Financial Services and Markets Authority
BG	Ministry of Education and Science
BG	Ministry of Finance
CY	Central Bank of Cyprus
CY	Ministry of Education, Culture, Sport and Youth
CZ	Ministry of Finance
DE	Federal Financial Supervisory Authority
DK	Ministry of Children and Education
DK	Ministry of Education
EE	Ministry of Education and Research
EE	Ministry of Finance
EL	Ministry of Education and Religious Affairs
ES	Ministry of Economic Affairs
ES	Ministry of Education
FI	National Agency for Education
FI	Ministry of Education and Culture
FI	Ministry of Finance (Financial Markets Department)
FI	Ministry of Justice
FR	Central Bank of France
FR	Ministry of National Education
FR	Ministry of the Economy and Finance
HR	Agency for Vocational Education and Adult Education
HR	Ministry of Finance
HR	Education and Teacher Training Agency
HU	Ministry of Finance
HU	Ministry of Human Resources
IE	Ministry of Education
IE	Finance Ministry
IT	Bank of Italy
IT	Companies and Exchange Commission

IT	Finance Ministry
IT	Ministry of Education
LT	Ministry of Education, Science and Sport
LT	Ministry of Finances
LU	Ministry of Finance
LV	Bank of Latvia
LV	Ministry of Education
MT	Financial Services Authority
MT	Ministry for Finance and Employment
MT	Ministry for Social Justice and Solidarity, The Family and Children's Rights
MT	Education Ministry
NL	Finance Ministry
PL	Finance Ministry
PL	Ministry of Education and Science
PT	National Agency for Professional Qualification
PT	Central Bank of Portugal
PT	Ministry of Education
PT	Portuguese Securities Market Commission
PT	Portuguese Insurance and Pension Funds Supervisory Authority
RO	Financial Supervisory Authority
RO	Ministry of Education
RO	Ministry of Finance
RO	Central Bank of Romania
SE	Financial supervisory authority
SI	Ministry of Education, Science and Sport
SI	Ministry of Finance
SK	Ministry of Education, Science, Research and Sport
SK	Ministry of Finance

Content Area 1: Money and Transactions

Topic	Age groups		
	Age group 1 (6 to 10 years old)	**Age group 2 (11 to 15 years old)**	**Age group 3 (16 to 18 years old)**
1.1 Money and Currencies	**Forms of money** 1. Knows that money can take different forms, including banknotes, coins and electronic money 2. Distinguishes and can name banknotes and coins used in one's country or region 3. Confident to discuss everyday money matters with family and other trusted persons in real life situations	4. Evaluates the characteristics and risks of different forms of money (including money and currencies with or without legal tender, in traditional or electronic form, etc.)	
	Role/purposes of money 5. Can use money to store and measure value as well as to pay for goods and services		

	6. Appreciates the value of money		
	Storing and accessing money 7. Understands that money can be stored in different ways (at home, in a bank, etc.) and can be accessed in different ways (from ATMs, electronically, etc.)	8. Knows how to withdraw cash from an ATM	9. Chooses best ways of storing and accessing money based on considerations of safety and cost
	Handling money 10. Realises that people have limited amounts of money at their disposal 11. Understands that giving money or donating is different from lending money		12. Can explain why there are limits to the amount of money that can be withdrawn or transferred (e.g. security reasons, anti-money laundering)
	Foreign currency and exchange 13. Understands that countries and regions (e.g. Eurozone) have their own currency that can be exchanged for the currency of other countries	14. Can calculate the amount of foreign currency applying the exchange rate 15. Knows what type of financial service providers can offer currency exchange services	16. Exchanges currencies taking into account exchange costs and risks 17. Aware that fluctuations in relative value of currencies can impact purchasing power, savings and debt

			18. Compares costs related to currency exchange between different providers (including with the use of reliable currency converter tools)
1.2 Income	**Income sources and levels** 19. Knows that there are different sources and forms of income 20. Understands that income differences exist between people	21. Understands the characteristics and expected income levels of different jobs and career paths, including self-employment/entrepreneurship, to make first career choice with confidence 22. Realises that in some countries people have the right to a minimum wage when working 23. Identifies different sources of income (e.g. income from work, financial income, rent, social benefits, profits from business, etc.) and understands that some sources may not be legal	24. Understands what income tax is and how it is applied to income (the difference between gross and net income) 25. Aware of the basic legislation concerning employment wages and other income and confident to seek legal assistance when treated unfairly. 26. Confident to discuss wage when applying for a job 27. Considers the expected level of income when making a career choice or pursuing a business idea and is motivated to make choices/plans to achieve the income one expects to have in the future 28. Realises that the state intervenes in various ways on individual income (with taxes, subsidies and social benefits)
	Income needs 29. Realises that income contributes to financial well-being of oneself, one's family and the community	30. Understands that different people may have different income needs and that these can change throughout the course of life due to various factors (e.g. different needs according to life stages, family needs, unforeseen events etc.)	32. Makes an estimate of one's future income needs, including the income needed for higher education and/or training 33. Willing to take steps to obtain or increase own income if needed (e.g. takes occasional/summer jobs, etc.)

		31. Understands the benefits of having higher education in terms of job opportunities and future income	34. Starts to plan one’s future educational/training/occupational path to ensure an income throughout life
1.3 Prices, Purchases and Payments	**Prices** 35. Differentiates between the price and value of a good or service 36. Compares similar products according to prices and understands that a product/service can be overpriced 37. Lists prices of basic items, including food	38. Aware that prices of goods and services can increase over time (inflation) 39. Understands that there is a difference between wholesale and retail prices, between producer prices and consumer prices, and between price per unit and total price 40. Knows that certain goods are public (for e.g. the public park) and knows that the cost is borne by the community 41. Considers criteria other than price when choosing a product (including quality, terms and conditions, environmental, social and governance considerations, etc.) while taking into account personal income situation and other circumstances 42. Uses mental arithmetic to estimate the final price of a good or service (including discounts)	43. Analyses factors that may be reflected in the final price of a good/service (competition, supply and demand, quality, innovation, advertising, taxes etc.), while being aware of externalities not reflected in the final price (environmental / social shortcomings, etc.) 44. Confident to negotiate a fair price, when this is possible and appropriate

	Purchases 45. Understands that once one spends money to purchase a good/service, it is no longer available to spend on something else 46. Differentiates between needs and wants before planning a purchase 47. Resists temptation to spend impulsively 48. Checks that change and receipts are correct, and is confident to speak up if this is not the case 49. Considers recycling or re-using existing goods before considering a new purchase	50. Aware that some products/services are bundled 51. Considers that the use of some products/services entails additional costs (e.g. maintenance or usage costs) 52. Lists and prioritises spending preferences 53. Compares the pros and cons of buying from different shops and channels (including online shopping on safe websites) 54. Confident to refuse offers of products/services that are not needed, not wanted or unsatisfactory (e.g., intrusive pop-ups or online ads, influencers, social pressure, etc.) 55. Realises that companies that offer something for 'free' ultimately obtain income through other means.	56. Motivated to act in a fair and honest manner when considering a purchase and avoid contributing to informal economic activities e.g. avoids counterfeit products, asks for a bill/receipt when making a purchase. 57. Uses reliable online comparison tools, when available, that compare price, quality, terms and conditions of goods and services 58. Considers both short and long-term factors when making spending decisions (income constraints, family needs, contingencies, environmental, social, ethical considerations) 59. Seeks to learn more about the origin, production conditions, environmental and social impacts of a good or service, as well as the governance performance of the company offering it 60. Takes into account how inflation can impact the cost of goods and services, and purchasing power
	Payment Methods and Transferring Money 61. Aware of different methods for paying and transferring money (e.g., cash, digital payments, in-		62. Can use digital methods to pay for a good/service or transfer money in a safe way (such as with a phone) and analyses potential risks and costs

	game purchases) available in the country for this age group		63. Confident to handle simple transactions within an enterprise such as a shop or market stall (family business / occasional job)
1.4 Financial records and contracts	**Financial records and contracts**	64. Understands the main elements of a payslip 65. Understands that certain financial documents and contracts that have legal implications, should be read carefully before signing and kept 66. Understands that signing a contract in paper or digitally may make one legally obliged to pay and failing to do so may have negative consequences 67. Understands that people need to reach a certain age to be legally able to sign a contract, start working or to create a company	68. Saves receipts and other relevant important financial documents (warranty certificates, payment overviews, payslips, bills, receipts etc.) on paper or digitally and can retrieve them 69. Completes financial forms carefully and accurately 70. Aware of importance of regularly reading documents from financial institutions and inquires in case of mistakes

Content Area 2: Planning and Managing Finances

Topic	Age groups		
	Age group 1 (6 to 10 years old)	**Age group 2 (11 to 15 years old)**	**Age group 3 (16 to 18 years old)**
2.1 Budgeting/ Planning	**Drawing up a budget** 71. Understands the concept of a budget and living within one's own means	72. Draws up and adjusts a personal or household budget to meet short-term and long-term objectives 73. Can draw up a simple budget for a small business or project (entrepreneurs)	74. Uses simple, reliable budgeting tools from impartial providers, including mobile apps, programs
2.2 Managing and Planning Income and Expenditure	**Monitoring and managing regular income and expenses** 75. Considers different spending options for pocket money, gifts and other income 76. Understands the need to prioritise certain expenses especially when income is limited	77. Distinguishes between regular and irregular income, and between expected and unexpected expenses 78. Monitors and actively manages income and expenses 79. Differentiates between personal and family/household finances 80. Considers that family, community and socio-cultural aspects often play a role in drawing up a budget and	81. Confident in planning and monitoring one's own expenses taking into account expected and actual income 82. Manages personal, household and business finances separately when applicable 83. Pays bills and complies with other financial obligations on time to avoid late payment penalties and other negative consequences

		managing money, including for charity purposes	
	Managing irregular and unexpected income and expenses	84. Makes informed decisions about the use of exceptional income received such as gifts, unexpected pocket money, etc	85. Puts aside funds to pay for irregular/unexpected expenses (e.g. emergency savings) 86. Actively seeks ways of adjusting income or expenditure as necessary, when confronted with unexpected expenses and income fluctuations
2.3 Saving	**Saving goals and priorities** 87. Knows the benefits of starting to save and having saving goals from a young age 88. Develops the habit of saving some of one's pocket money or other income received	89. Identifies realistic and specific saving goal(s) and draws up a plan to achieve them 90. Prioritises saving for a goal over discretionary spending	91. Can monitor the implementation of one's own financial/savings plan to detect possible gaps between goals and outcome and takes action to reach one's goals
	Factors influencing savings 92. Understands that saving money in a bank or other financial institution can bring interest	93. Understands the relationship between inflation, interest rates (nominal/real) and savings), costs	

		for the saving product offered by the bank or other financial institution 94. Differentiates between simple and compound interest	95. Able to take into account the level of inflation and interest rates when making saving decisions
	Choosing how to save 96. Understands that money can be saved physically (e.g., at home) or in a deposit account at a financial institution	97. Knows about different saving options and that they might differ in terms of protection, time horizon and expected return, as well as in terms of environmental and social impacts.	98. Confident in choosing suitable saving products 99. Compares and chooses different saving options based on their characteristics (interest rates, fees, taxes, withdrawal policy, including where available environmental, social and corporate governance aspects), also using reliable and impartial comparison tools
	Managing savings **100.** Monitors savings to eventually fulfill the savings goal determined before	101. Monitors savings and makes adjustments if necessary 102. Aware of reliable digital tools for savings	103. Recognises and uses reliable and impartial digital tools to manage saving products

2.4 Investing	**Basics of investing** 104. Understands the goals of investing, and that it is different from saving	105. Understands what a stock exchange is and in general what capital markets are and can identify investment products (shares, bonds, investment funds) and their potentially corresponding sustainable characteristics. 106. Is aware of the risks of investing	107. Can calculate the return on investment 108. Can access impartial information on investments (including via reliable digital tools) 109. Regularly monitors any investments held 110. Understands the implications of being a shareholder, a bondholder or an investor in a fund
	Choosing investments	111. Aware that past performance of an investment does not predict future performance, and that the value of an investment can be influenced by several factors (e.g. macroeconomic and investment-specific factors)	112. Able to make investing decisions based on one's own investment profile, risk tolerance and sustainability preferences 113. Understands the differences, main (sustainable) characteristics, tax treatment, risks and fees of different assets including shares, bonds, investment funds, commodities and real estate 114. Aware that different types of investment providers give different services and charge different fees

	Crypto-assets and recent digital developments	115. Understands the concept of gamification and its impact on investment decisions	116. Aware that crypto-assets can be very risky (high volatility), can be traded in a risky manner and certain crypto-assets may not be regulated 117. Takes into account gamification features when investing through trading platforms and apps

	Sustainable Investment	118. Aware that some investments can have sustainability aspects	119. Understands the concept of ESG and its three dimensions (environment, social and governance) and is aware of labels, which makes it easier for investors to identify sustainable financial products 120. Understands the concept of double materiality (European Sustainability Reporting Standards) of an investment 121. Considers investments in accordance with one's sustainability preferences 122. Aware that investments can be made to have an (ESG) impact 123. Aware that sustainability investments can have the same performance as traditional investments (within the same risk category)

2.5 Retirement and Pensions	**Retirement and pensions** 124. Understands the purpose of pensions to provide an income in retirement	125. Identifies the reasons why it is important to start saving for retirement from a young age	126. Makes plans for saving actively for retirement from a young age to ensure an adequate retirement income 127. Understands and compares the main characteristics, funding sources, risks and types of benefits of public and private pensions (including occupational and personal pensions)
2.6 Credit	**Borrowing and lending money** 128. Differentiates between borrowing (from family, friends or banks) and lending money	129. Aware of the advantages, disadvantages and risks of borrowing and lending 130. Understands that a commitment to repay a loan must be honored on time and there may be consequences for not doing so 131. Knows that borrowing costs money (e.g. interest rate, loan fees) and the total level of debt incurred must be sustainable over time	132. Considers when it may be more appropriate to take credit rather than waiting and saving up, or vice versa 133. Considers risks, costs and potential benefits when borrowing money
	Taking credit 134. Grasps the concept of loan	135. Aware of different types of credit (e.g., overdrafts, credit cards, consumer loans, student loans, mortgages, etc.) 136. Aware that payment schemes like "buy now, pay later" are a form of credit and may have a high cost	137. Distinguishes between loans with fixed and variable interest rates, and between interest cost and the total cost of a loan

			138. Understands the consequences of defaulting on a credit (such as foreclosure and goods repossession) and the risk of over-indebtedness 139. Can calculate the impact of interest rates variations on loan repayment 140. Motivated to keep a positive bank balance (to avoid overdraft) due to being aware of the negative side effects 141. Motivated to look for and compare credit offers, when necessary (e.g. student loans), based on relevant criteria, including via reliable digital tools 142. Motivated to enquire about sustainable debt instruments 143. Understands that access to credit and credit conditions depend on the applicant's creditworthiness (including credit scores, where available) due to past spending behaviour 144. Aware that sometimes a guarantor or a collateral is requested in order to grant a credit and limit the risks in the event of default 145. Confident to seek help at appropriate institutions when one faces financial difficulties or becomes over-indebted 146. Confident to borrow after assessing costs and risks for personal projects or starting a business

Content Area 3: Risk and Reward

Topic	Age groups		
	Age group 1 (6 to 10 years old)	Age group 2 (11 to 15 years old)	Age group 3 (16 to 18 years old)
3.1 Identifying Risk and Reward	**General concept of risk, sources of risk and its impact on personal finance** 147. Identifies different types and sources of risks (e.g. financial, economic, environmental, health, technology) 148. Understands that some life events (i.e. job or business loss, illness, changes in family composition) and decisions can have negative financial consequences for family finances	149. Considers the potential impact on personal finance of life events and macro-events (war, inflation, political instability)	Motivated to seek information from reliable sources in order to assess risk and reward 150. Can classify the acquired information and make financial decisions based on it
3.2 Relationship between Financial Risk and Reward	**Financial risk**	151. Understands the concept of financial risk and the expected reward for taking such risk 152. Is aware of one's own financial risk tolerance, that it can change over time, and of its importance when making financial decisions	

		153. Realises that some financial products are risky because of their features and investing in such products can result in the loss of money (or may even be fraudulent)	
	Relationship between financial risk and reward	154. Relates the level of reward to financial risk taken 155. Understands that investment opportunities promising high returns are necessarily riskier	156. Takes financial decisions in line with one's own risk tolerance, risk and reward characteristics of a financial product/service and exercises caution over high reward financial promises 157. Is cautious in investing in risky financial products and services that may not be regulated (such as some crypto-assets)
3.3 Insurance and Managing Financial Risk	**Choosing insurance** 158. Understands the concept of insurance and how it works	159. Can distinguish between the different types of public and private insurance (car insurance, health insurance, travel insurance, natural disaster insurance etc.) 160. Realises that cost of insurance will be higher when risk is higher	161. Understands and can compare different ways to increase one's financial resilience (e.g. buying insurance, keeping sufficient precautionary savings or access to emergency funds) 162. Chooses between different insurance products based on relevant criteria (e.g. type of insurance, costs, ESG factors) and provides complete and accurate information when applying for insurance 163. Analyses the proposed insurance coverage when taking an insurance

			164. Aware of available reliable digital tools to compare and make decisions on insurance products. 165. Understands when mandatory insurance needs to be taken by oneself or by a third party (e.g. one's employer) 166. Takes into account the conditions and coverage of insurance that would apply when applying for a job (e.g. for summer job) 167. Understands the concepts of policy premium and insurance claim
	Managing financial risk	168. Aware that there are different ways of managing financial risk	169. Compares different ways to reduce financial risk (e.g. diversification) 170. Reduces or mitigates financial risk when possible

Content Area 4: Financial landscape

Topic	Age groups		
	Age group 1 (6 to 10 years old)	**Age group 2 (11 to 15 years old)**	**Age group 3 (16 to 18 years old)**
4.1. Financial Products, Services and Providers	**Overview of financial products, services and providers** 167. Can distinguish the main products/services offered by financial institutions (e.g. bank accounts, loans, insurance products, etc.)	168. Can distinguish the main types of financial institutions (e.g. banks, insurance companies, etc.) 169. Aware that most financial service providers are regulated 170. Understands that some financial products and services may not be regulated/supervised or may be offered illegally 171. Knows the benefits of comparing financial products and services from different providers 172. Aware of the availability of sustainable financial products 173. Motivated to enquire about sustainable financial products	174. Confident to shop around for financial products, including by using reliable (online) comparison tools, where available 175. Can describe the roles and functions of the main types of financial institutions 176. Can describe the difference between a standard and a sustainable financial product 177. Knows that some financial service providers have an obligation to provide certain types of services, such as basic bank accounts, and is motivated to use such services if needed 178. Aware that funds deposited on a bank account up to 100,000 EUR per person and per bank are protected under the deposit guarantee scheme in the EU (not applicable if money is lost due to risky investments)

			179. Distinguishes if a financial service provider, whether operating physically or digitally, is regulated by national competent authorities or not
4.2 Consumer Protection	**Consumer Protection** 180. Aware that consumers have rights that are protected by law	181. Understands that consumers are protected by consumer protection rules when they buy financial services or products including via digital channels	182. Identifies relevant oversight bodies (such as financial regulatory and/or supervisory authorities) in one's country and the channels they use to communicate, and understands their main role
4.3 Rights and Responsibilities	**Consumers' rights and responsibilities** 183. Aware that consumers have rights and responsibilities	184. Can give examples of basic rights of a consumer (e.g. related to price disclosure, returns, withdrawal, complaint, redress, etc.) 185. Can give examples of basic responsibilities of a consumer (e.g. repaying debt, providing relevant information to financial service providers, etc.) 186. Understands that there can be negative consequences for consumers who do not meet their responsibilities (e.g. failure to repay a loan can lead to fees, higher costs of credit and restricted access to credit in the future, etc.)	187. Can exercise basic rights as a consumer of financial products and services 188. Confident to file a complaint and seek redress from relevant entities (financial provider, relevant public authorities, or alternative dispute resolution bodies, etc.) in case of any problems with financial service providers 189. Motivated to look for information on consumer complaints, supervisory warnings, or enforcement actions taken against a particular financial service provider

	Financial services providers' responsibilities		190. Aware that financial service providers have responsibilities (e.g. disclosure, transparency, due diligence, etc.) and that not meeting them may have negative consequences for consumers
	Personal data protection 191. Gives examples of basic personal data	192. Aware of the concept of identity theft, and that personal data, including with financial implications, should be protected and shared with caution 193. Aware that consumers of financial services enjoy rights with respect to their personal data and that they have discretionary control over it 194. Understands the financial consequences and risks of disclosing personal financial data, such as account information whether digitally or through other channels 195. Protects one's own personal data/information in a financial context, including when navigating online	196. Aware of the existence of national authorities in charge of data protection and of their role 197. Understands why financial providers use personal data (for e.g. personalisation of financial offers, tracking behaviours etc.)

4.4 Scams and Fraud	**Common types of scams and fraud, and means of protection** 198. Explains why simple security features such as passwords, face ID, fingerprint and PIN codes are important (i.e to protect oneself and avoid being victim of online fraud/scam)	199. Can identify common financial scams and frauds (such as shoulder surfing, spyware, phishing, pharming, etc.) and the means to safeguard against these 200. Can identify warning signs (“red flags”) of fraud (such as offers “too good to be true”, "risk-free" investment opportunities, pressure to buy right now, etc.) 201. Confident to apply basic safety procedures online (for e.g. keep personal data and passwords safe, use strong and different passwords, regularly update passwords and refrain to share them, etc.)	202. Motivated to get information about financial scams and fraud 203. Understands how pyramid/Ponzi schemes work and the implications of investing in them. 204. Confident to take the necessary steps (block bank card, contact the financial service provider and/or relevant authorities etc.) when one suspects being the target of financial fraud or scams, including suspicious requests for information or action 205. Aware of the concept of greenwashing and its implications
4.5 Financial Education, Information and Advice	**Financial information** 206. Aware that not all the sources of information about money matters are trustworthy	207. Able to identify impartial sources of information on financial matters (e.g. from public authorities or other independent source) and to distinguish it from marketing and advertising communications	208. Makes financial decisions based on impartial information using reliable tools 209. Requests information that should be disclosed before concluding financial transactions and makes sure that such information is understood

	Financial literacy and financial education 210. Aware that financial literacy helps to make better informed decisions and to increase financial well-being	211. Aware that some sources of financial education may not be impartial and may hide commercial material	212. Motivated to educate oneself on economic and financial matters throughout life using impartial sources of information
	Financial advice	213. Aware that advice can be sought from impartial sources when making financial decisions 214. Aware that financial advisors are obliged to enquire about sustainability preferences	215. Can find impartial sources of financial advice (including online) in case of need 216. Distinguishes between independent and non-independent financial advice 217. Aware that conflict of interest can arise when financial advice is offered 218. Considers the opportunity of consulting independent financial advisors when making financial decisions

4.6 Tax and public spending	**Purpose and impact of taxes** 219. Understands that there are taxes on different products, services, income and assets, etc 220. Understands why the state collects taxes (i.e. to spend on public services such as health and education, to provide support to people in difficulty, to protect the environment and facilitate the climate transition, etc.)	221. Can explain why people may be subject to different taxes, pay different amounts of taxes or may receive different public benefits 222. Understands the main types of taxes at national/local level	223. Pays any applicable taxes or fines on time, including online 224. Understands the consequences if taxes are not paid or paid late 225. Motivated to learn how fiscal policies can impact one's spending and saving decisions and support entrepreneurship
4.7 External Influences	**Macroeconomic impact**		226. Considers the impact of the macroeconomic and ecological situation (such as inflation, changes in interest and exchange rates, environmental risks, opportunities and impacts etc.) and of public policies when taking personal financial decisions or when considering setting up a business. 227. Understands the role of the main bodies having an impact on the economic and financial system (e.g. Central banks, governments etc.)
	Advertising and impact of external pressure 228. Recognises an advertisement when seeing one, including online and on social media	230. Can identify advertisements even when they are not presented as such (eg in movies, social media, influencers, etc.)	236. Takes into account that the way a product is presented (including online) may leverage behavioural biases and can influence personal decision

	229. Aware that spending decisions can be influenced by others, including friends (peer pressure), social and other media, and advertisements.	231. Aware that personal financial decisions can be influenced by emotions and behavioural biases (e.g. fear of missing out, herding behaviour, overconfidence or lack of confidence etc.) 232. Aware that advertisement and social media can seek to exploit certain emotions and can amplify certain behavioural biases. 233. Aware that behavioural biases can lead to irrational or suboptimal decisions 234. Realises that branding has an impact on the price of a product 235. Aware about the profession of (f)influencers and how they earn money	237. Aware that one's personal digital footprint is used by companies (including through Artificial Intelligence-based tools) to create tailor-made online adverts 238. Thinks critically and independently in the face of external pressure, including from marketing, friends, social media (social trading, meme stocks, (f)influencers, etc.)
	Sustainability considerations 239. Aware that personal financial decisions have an impact on society and on the environment	240. Considers how environmental or social considerations may impact one's personal financial situation (e.g. cost of organic products, reduction of waste, etc.)	241. Understands societal goals related to sustainability (e.g. net zero) and the implication for the economic and financial environment 242. Takes into account environmental, social or governance considerations in one's personal financial decisions

			243. Able to differentiate between managing green / sustainable financial risks and generating impact through a financial product