

Curriculum, Learning Outcomes

Learning Units 1-5



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IFLY-SLOW

Innovative Financial Literacy for You for a Sustainable Lifestyle Of
Wealth management



Project Result 2: Training Curriculum, Financial Literacy in a digital economy

1. Introduction

The IFLYSLOW project aims to facilitate empowerment and financial literacy among underprivileged groups in European societies, which may include refugees, immigrants, and other socio-economic groups left behind in the field of financial literacy. The idea is to provide facilitators and adult educators in organizations and adult teaching institutions with perspectives, tools, and methodologies to aid teaching and counseling on financial literacy.

IFLYSLOW provides a toolkit with an extensive and useful database with updated learning resources, inspirational APPS for learning, a Pedagogical Handbook for educators and this Curriculum to guide the planning of training and courses.

We believe that in order to be a good adult educator and facilitator, one has to understand the social standing and life experiences of the participants. In adult education, placing the subject in question in the life of the participants is of utmost importance to communicate the importance and relevance of the learning topics.

Furthermore, when the field is financial literacy, have you ever wondered why your grandfather, a World War II survivor who lived through the 1930s, did not use the banking system? He experienced the Great Depression when banks went bankrupt, and money was losing its value due to high inflation rates. Similar experiences are shared by several immigrant groups in Europe today. Why should they save money if the banking system is not to be trusted based on their experiences from their home countries? Some of the participants may also hold religious beliefs linked to mortgages, etc., that you need to understand as a facilitator to establish a trustful and genuine platform for communication and learning about financial literacy in the European context.

Financial literacy is even more important in the 2020s. The means of payment and the methods of paying for goods and services are changing rapidly as we speak. Today, we can talk about an almost fully digital payment system in Northern Europe, a mix between “real” physical money and digital payment in Central Europe, and mostly a preference for physical money in Southern Europe. As citizens in European countries move and work in different countries and are given the right to a flexibility of movement, it is important to share information about the basic financial features of the different regions they travel and live in, for a shorter or longer period of time, in order facilitate free movement, the use of public transportation systems, banking systems etc.

Upon completion of these units, the adult educator will have the competence and tools to facilitate an introduction to basic concepts and functions in the digital economy, as well as the ability to teach and explain the services in the digital economy. The facilitator will have the ability to assist learners in planning and budgeting to ensure a sustainable economic lifestyle in both private life and business. The adult educator will have acquired relevant methodologies to teach e-commerce, including different means of payment and understanding subscriptions for the benefit of negotiation and choosing the best offer.

In addition, the facilitator will have knowledge of European consumers' rights and methodologies and tools to train learners in using these rights to achieve a fair and sustainable economic lifestyle in European countries today.

2. Learning outcomes

Learning units	Learning Outcome
Learning unit 1: FINANCIAL LITERACY IN THE DIGITAL ECONOMY	Provide educators with relevant methods and tools to help participants building financial literacy and acquire an understanding of digital economy and the basic concepts.
Learning unit 2: TRANSFORMATION AND NEW COMPETENCES	Support teachers, trainers and educational professionals in the identification of the new framework for financial competences and services in the digital economy and environment, as well as explaining the new financial elements in our daily lives, facilitating trainees' identification and choice of them.
Learning unit 3: PLANNING AND BUDGETING SKILLS	This unit aims to support trainers, teachers and educational professionals to guide adult learners and migrants towards planning and budgeting skills. With these skills, learners can acquire basic knowledge required for a sustainable lifestyle in business and their private life.
Learning unit 4: UNDERSTANDING DIGITAL TRADING	Give educators a menu of methodologies and tools to support their teaching of these topics within E-commerce to the target groups: Digital trade in services and taxation, using different means of payment,

	<p>understanding invoices, contracts of sale and of subscriptions, salary, paychecks.</p> <p>Basic introduction to the exchange economy.</p>
<p>Learning unit 5: CONSUMER PROTECTION AND WEALTH MANAGEMENT</p>	<p>Support educators in empowering trainees through wealth management principles and practices as well as legal protection provisions enabling them to take the right economic decisions and to secure their best interests as consumers of modern financial services.</p>

3. Learning units

Learning unit 1: FINANCIAL LITERACY IN THE DIGITAL ECONOMY

AIMS

This unit aims to give an introduction to financial literacy in the digital economy.

ALLOCATED ECVET POINTS: 25

Contact: 13 hours

Hands-on practice: 5 hours

Autonomous studying: 5 hours

Assessment: 2 hours

LEARNING OUTCOMES

Upon completion of these units, the adult educator will have the competence and tools to facilitate an introduction to basic concepts and functions in the digital economy.

K n o w l e d g e	K1. Acquire a basic understanding of budgeting, surplus, deficit and accounting	S1. Explain central aspects of the creation of a budget, as well as surplus, accounting and deficit	R e s p o n s i b i l i t y & A u t o n o m y	C1. Explain basic concepts like budgeting and surplus to peers
	K2. Increase knowledge about financial transactions, remittance and different means of payment	S2. Distinguish between different kinds of payments, and describe remittance and financial transactions		C2. Find relevant examples from daily life illustrating different means of payment and transactions
	K3. Understand the fundamentals of debt, mortgage, refinancing and credit	S3. Explain the foundations of debt, mortgage, credit and refinancing		C3. Identify the process of refinancing with others, and discuss credit, debt and mortgage
	K4. Comprehend the basics of financial frameworks and taxation, as well as investment, cryptocurrency and risk management	S4. Identify financial frameworks and risk; describe the basics of taxation, investment and cryptocurrency		C4. Evaluate financial frameworks and discuss the fundamentals of risk and risk management with peers



Unit 2: Transformation and New Competences

AIMS

This Unit aims to support teachers, trainers and educational professionals in the identification of the new framework for financial competences and services in the digital economy and environment, as well as explaining the new financial elements in our daily lives.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

- Contact: 13 hours
- Hands-on practice: 5 hours
- Autonomous studying: 5 hours
- Assessment: 2 hours

LEARNING OUTCOMES

Upon completion of this Unit, the adult educator will be able to facilitate:

<p>K n o w l e d g e</p> <p>K1. Match the new framework of skills for financial inclusion in the digital environment</p> <p>K2. Identify new financial services in the digital environment</p> <p>K3. Describe new channels to consume financial services in the digital environment</p> <p>K4. Recognise the challenges of digital finance in terms of security and data</p>	<p>S k i l l s</p> <p>S1. Practise basic digital tools for financial inclusion</p> <p>S2. Clarify new types of digital financial services</p> <p>S3. Distinguish between different new means of payment</p> <p>S4. Review financial uses of mobile services</p>	<p>R e s p o n s i b i l i t y & A u t o n o m y</p> <p>C1. Support others in adapting to the new financial competence framework in the digital environment</p> <p>C2. Instruct the trainees to select the best new services for their needs</p> <p>C3. Lead trainees to act responsibly in terms of security and data</p>
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Unit 3: *Planning and budgeting skills*

AIMS

This unit aims to support trainers, teachers and educational professionals to guide adult learners and migrants towards planning and budgeting skills. With these skills, learners can acquire basic knowledge required for a sustainable lifestyle in business and for private life.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

- Contact: 13 hours
- Hands-on practice: 5 hours
- Autonomous studying: 5 hours
- Assessment: 2 hours

LEARNING OUTCOMES

Upon completion of this Unit, the adult educator will be able to facilitate:

K n o w l e d g e	K1. Have the knowledge of financial planning and financial resilience	S k i l s	S1. Integrated financial planning as a step towards financial resilience	R e s p o n s i b i l i t y & A u t o n o m y	C1. Lead others in financial planning with the aim of financial resilience
	K2. Emphasize awareness of a business plan and budgeting		S2. Practice the steps of a business plan and calculate a budget		C2. Instruct others on the implementation of business plan and budgeting process
	K3. Outline the need of accounting and balance sheet		S3. Illustrate by example how to account and to balance a sheet		C3. Act responsibly in accounting and in the preparation of the balance sheet
	K4. Recognize comparative offers for decision-making process		S4. Identify comparative offers for decision-making process		C4. Evaluate comparative offers during the decision-making process



AIMS

This unit aims to provide learners with a clear idea of e-commerce and digital trading, and the skills and methodologies needed to perform in a sustainable and profit generating way in the digital economy that contributes to solidity and welfare over time.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

Contact: 13 hours

Hands-on practice: 5 hours

Autonomous studying: 5 hours

Assessment: 2 hours

LEARNING OUTCOMES

Upon completion of this Unit, the adult educator will be able to facilitate the topics in digital trading and e-commerce for learners at A2-B1 level who are interested in engaging in E-commerce and manage their digital economy.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">K n o w l e d g e</p> <p>K1. Provide understanding of the basic principles of digital training and e-commerce.</p> <p>K2. Mediating and explaining the basic features of the use of different means of payment, invoices, contracts of sale and of subscriptions, salary and paychecks.</p> <p>K3. Presenting the field of exchange economy focusing on the perspective of the end-user as a seller and buyer.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">S k i l s</p> <p>S1. Facilitating the mastering of digital trading via websites and trading platforms, understanding algorithms and search functions.</p> <p>S2. Promoting tailored tasks and training in digital tools that aid learners skills in using different means of payments, contracts and salary.</p> <p>S3. Organize training and testing of selected and relevant platforms for exchange economy promoting group discussions about sustainability and gains.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">R e s p o n s i b i l i t y & A u t o n o m y</p> <p>C1. Being able to adjust the performance criteria and the content to different learners background, experiences and needs for the future.</p> <p>C2. Picking relevant examples and models depending on learners level of competence, and continuously evaluate the training to optimize learning results for participants.</p> <p>C3 Collect input from learners about experiences with exchange economy, and facility group evaluations about exchange economy digital platforms.</p>
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AIMS

This unit aims at empowering trainees through wealth management principles and practices as well as legal protection provisions enabling them to take the right economic decisions and to secure their best interests as consumers of modern financial services.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

- **Contact: 12 hours**
- **Hands-on practice: 7 hours**
- **Autonomous studying: 4 hours**
- **Assessment: 2 hours**

LEARNING OUTCOMES

Upon completion of this Unit, the adult educator will be able to support and facilitate trainees achieve the following:

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K1. Comprehend principles of wealth management such as increasing savings and investment.

K2. Outline consumer vulnerabilities in a digital economy.

K3 Figure out the main consumers' rights and institutions acting in consumers' interests.

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S1. Create a personal budget and use budget apps to keep her or his financial plan on the right track.

S2. Propose an income diversification plan based on a clear distinction between assets and liabilities.

S3. Adopt efficient remittance practices to avoid dependency and debts.

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C1. Assess economic conditions and adjust her or his expenses and lifestyle accordingly.

C2. Advise on how to file a complaint in case of consumer unfair treatment.

C3. Draft an investment portfolio taking into consideration pertinent parameters such as insurance, financing needs and interest rates.