

PLOUTOS: Cooperation for achieving third country nationals' financial independence through financial literacy tools and entrepreneurship bootcamps

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Work package 2: Preparatory Activities, Business Language & Financial Literacy curriculum

Expected Output 2.3: State of the art and Synthesis report summarizing the results of the research



P L O U T O S



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Introduction to the Context

Integration in EU Member States remains a challenge not only for TCNs who are seeking to rebuild their lives but also for the local communities and authorities who envision a peaceful coexistence and prosperous life between all the people living in these communities. Unfortunately, the access to financial services (particularly at traditional banking institutions) for TCNs are hindered by the limited language proficiency registration, legal status, lack of experience and knowledge about the (local) financial system and their product offers.

PLOUTOS aims to improve TCNs' access to financial services which will impact the local communities by increasing TCNs' confidence and motivation for self-employment thanks to a new skillset; it also aspires to as well as it will reduce the fear and instability that comes as a result of TCNs' dependence on the surrounding society. Thus, the main outcome of PLOUTOS is the improvement of TCNs' financial literacy and the provision of access to a variety of financial services through language and community interpreting courses, entrepreneurship and financial literacy training, practice business programme enabling practical training of TCNs in applying their financial literacy skills on the job and innovative multi-lingual technological tools especially designed for TCNs.

During the implementation of "WP2: Preparatory Activities, Business Language & Financial Literacy curriculum", the consortium will take into account key methodological aspects for developing a combined financial literacy curriculum with elements of entrepreneurship and finance for TCNs and their families, namely:

- a) Knowledge and skills to make informed decisions about financial topics and instruments which go hand in hand with the understanding of issues that are specific to transnational families and the culture/society of migrants 'countries of origin;
- b) Educators, training strategies and materials must create trust, build self-confidence and empower the target group; they must be adapted to the needs and contexts of the target group;
- c) Financial literacy refers to an evolving state of competency; a one-off exercise is not sufficient, particularly as the target groups' needs, context and environment change;
- d) The impact goes beyond the migrant 's personal financial situation to the (extended) family and the community.



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Furthermore, WP2 is divided into five main objectives:

- Identification and engagement of the TCNs
- Needs analysis and field research
- Development of the Curriculum
- Delivery of Business Language course
- Piloting of Financial Literacy training

In the current stage of project's implementation, the consortium conducted a desk and field research in 6 pilot countries. In particular, the survey referred to the collection of existing literature about financial literacy and business language and the identification of the main obstacles faced TCNs (with the use of structured questionnaire translated in partners' national language and Arabic) when accessing financial services at each partner's national level. Both qualitative and quantitative research methods and tools were developed based on former relevant studies, existing literature and EU legislation.

The research results are presented and summarized by the 9 involved to the survey partners in their national reports. Innovation Hive, as the leader of WP2, is the responsible partner to summarize all results into a brief **State of Art and Synthesis Report** consisted of 30 pages. For further information about the desk, field research and resources/bibliography, the national reports will be available to project's website.



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1. Introduction to Educational Systems in Partners' Countries

In the following figure, we have summarized the main points of the educational systems in partners' countries:



Swedish education system teaches students about personal finances from the first grade to high school, providing them with all the necessary training. As result, Swedish population has a sufficiently high level of financial literacy (71%) being one of the top ten most financially literate nations.

Nevertheless, many people especially the young, the old, women, those with low income or low educational attainment and those with foreign backgrounds demonstrate the lowest financial literacy and arithmetic ability.

Swedish social studies teachers started teaching financial literacy in 2011 as a segment within the social studies subject. However, the content of the lesson depended on the experience of teachers.



Greece has developed several initiatives but until now the Greek Ministry of Education has not defined a national strategy for financial education. As result, only 43% of Greek citizens are financially literate.

Regarding the financial education of TCNs, there are few existing formal education programmes which can integrate them in the Greek education system or provide them knowledge about financial literacy and business/financial language.

Due to the lack of a national strategy, the Greek teachers and trainers should choose the most appropriate method, based on the content of curricula, funding, national educational policy and strategies and policies of other EU member countries, to present to the learners the concept of financial literacy during the courses.



In Italian education system the presence of courses for adults and children in schools and VET, which focus on economic-financial, is significant. However, recent surveys showed a very low level of financial literacy in Italy, especially when compared to the results of the G20 average. The ranking of financial literacy level with a final value of 11, compared to an average of 12.7.

Regarding the situation of TCNs in the educational field in Italy, the differences in the levels of education by citizenship are very large. However, the National Observatory on Financial Inclusion collected a series of data in 2019 showed that over the last decade the economic activities of TCNs in Italy have increased considerably, especially in the use of banks and payment services.



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In Belgium the financial education is a main part of primary and secondary education, achieving the percentage of Belgians financial literates be slightly above than the average score of 12 OECD countries.

Individuals with a migration background are more likely to have lower financial literacy skills because their background makes them less familiar with the local language and financial setting. The difference in financial literacy scores between natives and immigrants in Flanders is approximately 1 school year.



In Bulgaria no periodic studies on the level of financial literacy have been implemented while there are various activities that aim to improve the financial literacy of the citizens. In the beginning of 2019, a coordination mechanism with a more targeted policy in the field of financial literacy was established in Bulgaria, led by the Ministry of Finance and with broad participation of non-governmental organizations, universities, and others private companies. According surveys, Bulgaria is slightly above the average level for the region, but below the average level for EU member states in financial literacy.

Regarding the financial education of TCNs, no specific programs are designed for them.



Croatia lacks the systematic implementation program of financial education, in general. However, the last years the Ministry of Education strengthens and develops the financial education with numerous educational programs and with the establishment of National Strategic Framework of Financial Literacy. As result, the Croatians become generally financially responsible.

However, the third country nationals face obstacles in the labour market, as also that the employment rate of the third country nationals is lower comparing with the employment rate of the host country citizens.

Also, a new interdisciplinary subject being introduced in school education, addressing the issue of financial literacy and increase of the level of financial literacy is the Entrepreneurship. It educates on the responsible attitude towards the earned money, invested effort and work, and teaches on how to achieve personal and professional development.



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2. General Information about Educational Systems in Partners' Countries

Sweden

The Swedish educational system is a decentralized system where the government has the overall responsibility and sets the framework for all the educational levels and the municipalities organize the education in; preschool, preschool class, compulsory school, upper secondary school, municipal adult education, Swedish tuition for immigrants, and leisure-time centers. The Swedish educational system focuses on free lifelong learning for all Swedish citizens through compulsory and upper secondary school curricula. The higher education and higher vocational education are provided by state universities, state university colleges, and other public and private institutions. In addition, there is a comprehensive system of adult education which includes municipal and liberal adult education.

The educational integration of TCNs can be achieved through the Swedish tuition for immigrants (SFI) which is a free educational program where legal immigrants over 16 learn the Swedish language as well as learn about Swedish society. SFI program has three different levels and could be a suitable channel to provide TCNs with personal financial education. Financial Services Agency focused to the development of appropriate and digital materials in order to avoid the lack of a systemic approach.

Italy

Education is free and available to children of all nationalities who are residents in Italy. Italy has both a private and public education system. The Ministry of Education and the Ministry of University and Research are responsible for the general administration of education at national level for the relevant fields, respectively. The Ministry of education has decentralized offices (Regional School Offices - USRs) that guarantee the application of general provisions and the respect of the minimum performance requirements and of standards in each Region.

Regarding the educational integration, the International-European Forum for Research and Immigration (FIERI) suggests that Italian labor migration policies have proved to be ineffective in addressing the





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complementary objectives of meeting the needs of the labor market by counteracting the irregular inflows, and provisions to promote migration for education and training purposes were poorly implemented. Vocational education and training program (VET) for TCNs Article 23 of the 1998 law, grants preferential admission treatment to foreigners who have participated in pre-departure language and vocational training programs in their country of origin. Also, TCNs can receive an entry visa for study purposes and it is accompanied by a personalized training project.

Bulgaria

Bulgaria identified education and skills development as 1 of the 13 national priorities under the government's 10-year national development strategy, Bulgaria 2030. In line with overall objectives set by Bulgaria 2030, the Ministry of Education and Science (hereinafter the Ministry) has developed a Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria 2021-2030. Basic education is provided free of charge, except in private schools.

While there are various programs and activities that aim to improve the financial literacy of Bulgarian citizens, any specific programs are not designed for TCNs.

Greece

The centralized Greek educational system is mainly characterized by their provision of free education to all citizens. The development and establishment of different laws was originated by the willingness of each government to adopt latest scientific findings and retrieved education models of all over the world in order to address the needs of the Greek society and labor market. Most students in Greece attend public schools of all levels without tuition fees while, according to the Hellenic Statistical Authority, between 4 and 6.5% of the student population enrolls in private schools of all levels.

There are few existing formal education programmes for adult refugee population which can integrate them in the Greek education system or provide them knowledge about financial literacy and business/financial language if they do not meet the requirements. For example, only individuals who graduate from secondary education in Greece (Lyceum) can participate in examinations in order to enter Universities or Higher Technological Institutions, or register in the Institutes of Vocational Training (IEK), in which there are plenty



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of trainings in Financial Literacy and Business/Financial Language. TCNs who graduated from secondary school in another country, they are treated as other migrants; there are no special provisions of law facilitating refugees and asylum seekers to enter Universities in Greece. There are non-formal vocational training programmes and supportive services provided by NGOs and some municipal authorities, however the most of these programmes are mainly focused on vocational counselling, online job search with the help of specialized consultants, networking activities and learning of Greek language and History. Only recognized refugees and other beneficiaries of international protection can enroll to the training programmes of Schools of Second Chance or/and Manpower Employment Organization (OAED), which have courses related to financial sciences. On the other hand, all migrant pupils (regardless of their legal status and that of their parents) are entitled to access the Greek education system through separate preparatory reception classes (DYEP) in public schools and be educated in financial literacy and basic business language through the few related courses in the curricula of Ministry.

Belgium

Belgium is a federal state with regions and communities wherein education is a community matter. In Belgium there are 3 communities; the French community, Flemish Community and the German Community. It is important to mention that in this survey we focused only in the Flemish Community. The Flemish Community is competent for the education and training policy on the Flemish territory, including Dutch-speaking education in Brussels and is based on the constitutionally anchored principle of freedom of education (Art. 24 of the Constitution). The education policy in Flanders is realized within the Ministry of Education and Training. There is no enrolment fee in compulsory education. In order to receive subsidies/funding from the government, schools must comply with various decrees and regulations.

If we look into basic and secondary education in Belgium for people of different origins, refugees or migrants we see that there are some specialized offers for these kids like the OKAN classes. These classes are designed especially for kids with migrant background. Also, there are plenty of initiatives which offer courses relevant to financial literacy and business/financial language. In addition, nearly all universities and colleges schools in Belgium offer courses regarding economics, finance, management in the form of bachelors, masters and postgraduates. Often higher studies cannot be started immediately, but only after the student meets the admission requirements and a minimum language level of B2 Dutch, French or English.



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Croatia

The education in the Republic of Croatia has been accessible to everyone under the same conditions, it is free and differs according to the possibilities of individual persons. The competent state body taking care for the education system in the Republic of Croatia is the Ministry of Science, Education and Sport, that is at the same time the competent and implementing authority ensuring with its role, structure, activities and capacities the fundamental prerequisites for the sustainable development of human resources within the education system. It is important to mention that the entire education has been financed from public funds and that the Constitution of the Republic of Croatia defines the obligatory education to be free.

In Croatia there is an action plan for educational integration of TCNs which contribute to easier exercise of the rights through measure of activation, motivation and directing persons with the approved international protection into the program of learning the Croatian language, get the persons with the approved international protection acquainted with their rights and obligations in the employment system and implement measures of the active employment policy for the persons with the approved international protection including them in the measures of the active employment policy.

3. Trainings and Initiatives related to the Financial Literacy and Business/Financial Language at Partners' National Levels

In the following template we present a brief review of the existing trainings and initiatives related to the financial literacy and business/financial language in partners' countries:

Country	Trainings and Initiatives
Sweden	The Swedish Financial Supervisory Authority (FSA) works together with the Swedish National Network on Financial Education, it is responsible for the network's administration and communication and partner in different educational projects for immigrants, like SFI-Ekonomi (SFI Finance), "En





	Enkel Kurs I finans” (A simple course in finance) and Personal Finance in Sweden course.
Italy	At the national level, the “National Observatory on the Financial Inclusion of Migrants”, which is a multi-year project, born from the collaboration between the Ministry of the Interior and the Italian Banking Association, gave a first input towards an implementation of practices aimed at enabling TCNs through financial education. The Observatory intends to provide a tool for analysis, and constant monitoring of the phenomenon of financial inclusion for migrants in Italy. As for the projects related to the third sector, these include for example the inCOME project and The FIN project.
Bulgaria	Bulgaria has already implemented numerous programs and carried out a number of initiatives aimed at improving the financial literacy of the population. Although so far these resources and activities have not been centrally coordinated, many of them have been carried out in partnerships of different organizations. Also, there are two initiatives supported by the Ministry of Education and Science for financial literacy of high school students: "Taxation Basics," developed by the National Revenue Agency (NRA); "Entrepreneurs in the classroom," developed by the Non-profit Association Global Entrepreneurial Monitoring.
Greece	Greece has developed several initiatives and has even participated in international surveys (PISA) but until now the Greek Ministry of Education has not defined a national strategy for financial education. The “Hellenic Bank Association” is the only relevant stakeholder with developed initiatives oriented in financial literacy and implement programs like ‘Banks in Action’. In addition, there is one more initiative named “European Investment Bank” who implement the project “HELTFIN”.





Belgium	Wikifin was founded by the Financial Services and Markets Authority (FMSA) in Belgium and has the legal authority to support financial literacy, bringing stakeholders together and make initiatives visible through the platform Wikifin, which has been launched in 2013. Its objective is to offer to the general public neutral and objective information in an accessible and non-jargon language regarding financial topics. It is available in French and Dutch. Also, there are the projects “Financial literacy at school” and “Brede School”. Other initiatives are the centre for adult education like “CVO (centrum voor volwassenen onderwijs.”, Centers for basic education like Ligo and Training and formation centres like Syntra, SAACE, IFAPME etc.
Croatia	Besides, the concrete examples form practice, such as workshops, thematic lectures, publication of educational materials picture positive contribution, as also the activities undertaken by the stated bodies with the intention to raise awareness of the entire community about the importance of financial literacy in the Republic of Croatia. Organizations and institutions like Croatian Agency for Supervision of Financial Services (HANFA), “Basics of financial literacy” by the Society of Female Consumers, Croatian Institute for Financial Education, Institute for the Development of Education, Croatian Insurance Bureau, Croatian Banking Association (HUB), “Institute for Financial Education – Štedopis” and Ministry of Science and Education encouraging increase of level of financial literacy.

4. Legal Frameworks in Partners’ Countries

In the following figure we presented general information of the legal educational framework in





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partners' countries:



Swedish municipalities provide nursery school, or preschool from age 1-5 with a special curriculum of the preschool. The children go to school from the age of 6.

The structure of education in Sweden comprises: Pre-School, Primary and Lower Secondary School, Upper-Secondary Education, Vocational and Education Training, and Higher Education.

Compulsory schooling includes four phases and Gymnasieskola (Upper secondary school) is optional, and it lasts for three years (from age of 16 to 19). The Swedish higher education system is divided into: Undergraduate Studies and Postgraduate Studies and Research.



In Italy, compulsory education begins at the age of 6 and lasts 10 years, covering the entire first cycle of education.

The structure of education in Italy comprises: kindergarten, primary school, lower secondary school, upper secondary school and university.

At the end of the compulsory cycle, the last two years can be attended either in an upper secondary school or within the regional vocational training system (VET). Students who successfully pass the final secondary education exam receive a diploma which gives them access to higher education.



Education in Bulgaria is compulsory between the ages of 4 (since 2020) and 16.

The structure of education in Bulgaria comprises: primary school and pre-secondary school, Upper Secondary, Higher education.

Upper Secondary education is provided in three types of schools: comprehensive (general) secondary schools, profile-oriented schools and vocational-technical schools.

There are four types of higher education institutions: Higher Education College (non-university higher education institution), University, Specialized Higher Education Institution Equivalent to Universities /Technical University, Academy. All universities have some kind of competitive entry process.



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In the Flemish region the compulsory education starts at the age of 5 years old and ends to 18 years).

The educational system of the Flemish region has three levels of education: basic education, secondary education and higher education besides a lifelong learning which is aimed at adults (adult education.)

Basic education has two forms: classic basic education or extraordinary basic education. Secondary education has been organized according a unitary structure which includes grades, forms of education and fields of study. Higher education comprises courses leading to the degrees of Bachelor, Master or Doctor and is offered by universities, Higher College School or Permanent learning.

In Greece the regular school life of the students starts optionally from 2,5 years old termed as the early childhood education / care and offered in institutions both private and public. The compulsory education lasts 11 years for all children.

The educational system is divided to 3 stages: Pre-primary education, Primary education and Secondary education. The last level of the Greek formal education system is Tertiary education comprises the University and Technological sectors and it is optional. There is, also, the lifelong learning.

The two-year pre-primary is compulsory. Primary education spans 6 years. Secondary education includes two cycles of study: 1) "Gymnasio" is compulsory and lasts 3 years. 2) "Lycium" is optional general or vocational upper secondary school and lasts 3 years.

The education system in the Republic of Croatia consists of: Early childhood and pre-school education, Primary education, Secondary school education and Higher education.

The early childhood and pre-school education has been divided in three educational cycles: (1) from 6 months to the completed 1 year of the child's age, (2) from the completed 1 year to the completed 3 year of the child's age, (3) from the completed 3 year of the child's age to school age. Elementary education has been obligatory and free for all children from 6-15 years of age. Secondary establishments are: secondary schools and dormitories. Students enroll in schools divided into; gymnasiums, vocational and art schools. Higher education provided by universities and institutions.





5. The Connection amongst the EU National Qualification Framework and National Qualification Frameworks

Sweden

The Swedish Qualifications Framework (SeQF) is based on the European Qualifications Framework (EQF) and is adapted to suit the current standards in Sweden. The Swedish Qualifications have two frameworks: Swedish National Qualifications Framework and the National Qualifications Framework for higher education.

Italy

In 2005, the Italian Ministry of Education, University and Research (MIUR) started working on the Italian Qualifications Framework, in compliance with the procedures established at European level. In January 2018, Italy's national qualifications framework (NQF) was finalized and adopted. The Italian NQF has eight levels and its level descriptors are knowledge, skills, autonomy and responsibility.

Bulgaria

The European framework aims to improve citizens' financial skills and knowledge and, on the other hand, aims to support the development of public policies, programs, educational materials and institutions, and financial literacy enterprises. It is this framework that is used as a basis for the development of the national framework for financial competence of adults, a commitment in the Action Plan (2021-2025) to the National Strategy for Financial Literacy of Bulgaria, from which all described practices for expanding financial literacy are derived. competencies of pupils, students and senior citizens.

Greece

Greece has developed a National Qualifications Framework (NQF) for lifelong learning, the Hellenic Qualifications Framework (HQF) responding to the Recommendation of the European Parliament and of the Council of the 23rd April 2008 (2008/C111/01) on the establishment of the European Qualifications Framework for lifelong learning. The referencing of HQF to EQF was completed with a presentation made by the Greek delegation during the 33rd Meeting of the European Qualifications Framework Advisory Group in Berlin on 2 December 2015.





Belgium

In Belgium there is a co- existence of three frameworks referenced to in the EQF – the European Qualifications Framework, however they have the same structure; an eight-level framework with dual entries: one for education qualifications, the other for vocational qualifications. Financial literacy thus ties in with the 8 European key competences. The key competences are those that each individual needs for self-fulfillment and development, active citizenship, social integration and inclusion.

Croatia

The Croatian Qualifications Framework is in some principles in compliance with the principles of the EQF. The compliance relates to accessibility of evaluation results accessible electronically, providing guidelines and objectives, the resources being provided, the life-long learning made easier, both informal and formal. Speaking about differences between qualification levels between the Croatian Qualification Framework and the European Qualification Framework we notice being partly connected with the level 8 EQF, and being entirely connected with all other levels.

6. Integration with PLOUTOS Project, Identifying Gaps: Case Studies/Good Practices

In this section, each pilot country presented five collected cases which could be a good example for PLOUTOS and which could give us a general view of what has happened in our national contexts regarding the financial literacy initiatives. In addition, these cases show us which organizations and institutions are interested in the financial literacy issues.

In the State of Art and Synthesis report, we mention one good practice per country.

1. Sweden	
Title of the Training/ Course	New arrivals program https://www.sfiekonomi.se
Target Group of Students	Immigrants





Learning Outcomes	Provide immigrants with information about the Swedish (digital) financial system. Financial literacy and personal finance management. The material introduces Swedish terminology for private finances, provides orientation within the Swedish banking and payment system, and clarifies important rights and obligations in simple Swedish.
Description of the Training/Course (which are the main topics of the curriculum? Which didactical methods are used? What literature?)	Website, online tools, a book. A textbook and movies for teachers of Swedish for immigrants. The language in the book is simple Swedish. Eleven chapters book (Private finances, Budget and taxes, looking for work, Bank ID, safety for all, pensions, accommodation, pay bills, pay on time, agreements and purchases, save and borrow insurance, test questions) including films and web-based education.
Potential Opportunities & Challenges	This initiative provides material for teachers with the opportunity to order the book in printed form. "Your money and your finances" is a free handbook that is adapted for sfi teaching.

2. Italy	
Title of the Training/ Course	National Observatory on Financial Inclusion of Migrants www.migrantiefinanza.it (Institutional)
Target Group of Students	Communities of migrants, financial system operators, public institutions and authorities
Learning Outcomes	Provide a tool for constant and organic analysis and monitoring of the phenomenon of financial inclusion of migrants in our country, as a necessary condition to favor the integration process, providing operators and institutions with knowledge and interaction tools that





	make it possible to identify and define strategies integrated for its strengthening and expansion
Description of the Training/Course (which are the main topics of the curriculum? Which didactical methods are used? What literature?)	The National Observatory on the Financial Inclusion of Migrants provides for the creation of information, training and support processes. For training, it provides tools aimed at operators, policy makers, migrant associations for an "education" in financial inclusion. It also monitors the phenomenon and provides an integrated system of updated information, on an annual basis, capable of highlighting the evolution of the phenomena over time.
Potential Opportunities & Challenges	The multi-year project was born from the collaboration between the Ministry of the Interior and the Italian Banking Association (ABI) and is the main instrument of institutional origin for the financial literacy of TCNs. It supports and strengthens the process of financial inclusion and the evolution of the banking of migrants towards more advanced financial profiles and the strengthening of immigrant entrepreneurship.

3. Bulgaria	
Title	Education program of National Revenue Agency, Know Your Taxation
Target group	Youth 14-18 years
Expected results and outcomes	Acquiring basic knowledge of the taxation and social security system in the country
Short description of the practice	Course topics include how to file your taxes and social security; invoices and receipts; national budget; countering the grey economy. Delivery: online and offline Training materials: online courses and lectures available on





	<p>YouTube</p> <p>Course leaders: the video lectures are recorded by popular figures – artists, musicians, TV personalities.</p>
Potential to integrate within PLOUTOS:	Some video lectures may be subtitled and used in the classroom.

4. Greece	
Title of the Training/ Course	Diversified educational seminars and workshops for sensitive social groups by Hellenic Financial Literacy Institute (HFLI) in collaboration with the University of Piraeus
Target Group of Students	Immigrants
Learning Outcomes	<ul style="list-style-type: none"> - Be well informed and financially responsible - Possess financial knowledge and necessary skills - Understand better the workings of the financial sector
Description of the Training/Course (which are the main topics of the curriculum? Which didactical methods are used? What literature?)	<ul style="list-style-type: none"> - Setting up and management your personal budget - Understanding the characteristics and risks of the various financial products and services (including savings and insurance products), as well as online payment services - Know how to calculate exchange rates and money transfer fees - Management of cash inflows and outflows





	- Learning the different taxation rules and different labour rights
Potential Opportunities & Challenges	<p>Opportunity: Their smooth integration with a special emphasis on their financial education from the very first time they come to the host country, with a tailored approach.</p> <p>Challenge: Language barriers</p>

5. Belgium	
Title of the Training/ Course	MicroStart: Entrepreneurship without Borders
Target Group of Students	The specific target groups are people from different origin, mostly born outside the EU.
Learning Outcomes	Basic information of the administrative and financial framework in Belgium with a practical approach. Mostly focused on how to set up and manage a business.
Description of the Training/Course (which are the main topics of the curriculum? Which didactical methods are used? What literature?)	<p><u>Collective training:</u></p> <p>Form: webinars and courses. In different languages e.g. French, English, Dutch, Arabic etc. Adapted to the audience, simple, visual, accessible, tailor-made.</p> <p>Topics: business creation, administrative steps, basic course business management, e-commerce, marketing & commercial strategy, attention points when renting a house or professional location, import / export, basic course accountancy, financial plan, work / life</p>



	<p>balance</p> <p>Social mining and outreaching campaigns to different communities to create awareness. Through adapted communication towards the target groups, networking, prospecting, ambassadors, through community leaders etc.</p> <p><u>Individual:</u></p> <p>Community officers: make the bridge between migrant communities and microStart support solutions of business development support and access to finance. Individual and tailormade support for people of different origin. Can as well make translations in different languages for a better understanding. Understanding of cultural background.</p> <p>Mentors & coaches: individual guidance and support for TCN's. Adapted to the public, their language (level) and cultural background. One-on-one advice and coaching. Different topics as mentioned above. Coaching can be done before starting a business, while starting or when they already have a business.</p> <p>Adapted financial products:</p> <p>Microcredit without interest for religious beliefs.</p> <p>Adapted guarantees with partners.</p>
Potential Opportunities & Challenges	<p>Opportunities:</p> <p>Creating economic, social and cultural added</p>



	<p>value. TCNs creating their own jobs and those of others, gaining self-esteem, empowerment, solid livelihood. Through their business they learn language skills. Generating social impact in Belgium.</p> <p>Challenges: Focus on entrepreneurship and self-employment. However, microStart is also developing a personal credit to work. Which includes broader financial literacy.</p>
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6. Croatia	
Title of the Training/ Course	„New neighbours – inclusion of persons with the approved international protection in the Croatian society “– implemented by Dialogue Culture Centre
Target Group of Students	Persons with the approved international protection
Learning Outcomes	Contribution to full integration of persons with the approved international protection in the Croatian society
Description of the Training/Course (which are the main topics of the curriculum? Which didactical methods are used? What literature?)	The head of the integration case and the cultural mediator take part in work with persons having the approved international protection, whereas it will be proceeded with each person individually according to the individual





	integration plan created in course of the project.
Potential Opportunities & Challenges	The project encourages and develops the multidimensional process of acceptance and inclusion of asylum seekers and persons under the subsidiary protection in the community focusing on three dimensions: legal-political, socio-economic and cultural-religious.

7. Survey

In April 2022, the partnership distributed a structured questionnaire (developed in English, Arabic and partners' national languages) amongst TCNs who lived in their countries. In order to gather the maximum number of responses, the consortium applied a mixed approach between reaching out the network of local stakeholders, contacting other organizations -which are active in the field of migration in order to ask them to distribute it to the people they work with-, organizing face-to-face encounters and phone calls with possible collaborators and publishing it on social media and websites.

The final results presented in the State of Art and Synthesis Report include answers from:

- Sweden: 93 questionnaires
- Italy: 57 questionnaires
- Greece: 78 questionnaires
- Bulgaria: 91 questionnaires
- Croatia: 102 questionnaires
- Belgium: 28 questionnaires

7.1. General and demographic information

Sweden

More than 60% of the respondents are Syrian and the rest of the respondents have different nationalities



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such as Palestinian, Egyptian, Turkish, Algerian, Iraqi, Sudanese, etc. However, some of them have a double nationality as they got the Swedish nationality, and they live in different Swedish cities. 63.4% of the respondents are women and 36.6% are men (which shows that the women are so much interested in financial literacy), most of them are married with children and they are between 25 and 44 years old. Regarding the educational background, almost half of the respondents have bachelor's degree with and without certificates from their home countries while 12.4 % has a trade, technical, vocational education, or training. In addition, 43% of the respondents are employees and 31.2% are students while 14% are jobless and 4.3% are entrepreneurs.

Italy

The respondents to the questionnaire in Italy had various countries of origin (Gambia, Bangladesh, Guinea, Senegal, Kenya). The ages are from 18 to 64 years old. The major part of them lived in Sicily, while some of them had their place of residence in Turin, Bologna or in Reggio Emilia. 26 of the respondents were male and 6 females. Of all the participants 27 were single, two were separated without a divorce, one was married or in a domestic partnership with children and two were married without children. With regards to their education, it can be said that most of them had a Highschool degree (11 out of 32) as their highest educational degree, while three each had a Bachelor's and a Masters's Degree. 5 of them stated to have no degree, 4 had gone to primary school and 4 indicated to have had some secondary education without a degree. Finally, one had some university credit without having finished university yet and one had a doctoral degree. In terms of occupation, most of them were students (13 out of 32 in Palermo, 10 out of 25 in Rome and Naples), while one was a schoolteacher and 11 were employees. Furthermore, there was one volunteer doing a civil service, one intern as well as one cultural mediator and for seller. A total 11 of them stated to not have any occupation in the moment and one did not indicate anything regarding his current occupation.

Bulgaria

Out of the 87 questionnaires, most respondents are from Iran, Syria, Ukraine, North Macedonia. The majority currently live in Sofia (over 58%); other cities include Varna (on the Black Sea), Plovdiv (Southern Bulgaria), Burgas (Black Sea), but also smaller cities in the country (nearby the big cities). The majority of respondents are male; the highest percentage is in the 25-34 age group, followed by 35-44 and 45-54; and the age group 18-24. Responses concerning education vary: the majority indicate that they have graduated high school;



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next is the group of people with college education (BA); over 40 % indicate they have a bachelor's or a master's degree. Close to one-fourth declare that they have completed a technical/vocational/professional education. In terms of marital status, there are different groups: almost half are married with children, the next big group is people who are single, followed by people who live in domestic partnership (with or without kids). Concerning the current employment of the respondents, around 15% are currently unemployed, close to one-fourth are employees; 9 % are homemakers. Among the occupations mentioned are auto mechanics, restaurant workers, some teachers, some students.

Greece

The most of the participants in PLOUTOS field research have Syrian nationality and the rest of the respondents have different nationalities such as Iranian, Pakistani, Palestinian, Somalian, Afghan, Irakian and some of them have a double nationality as they got the Greek nationality. The most of TCNs live in Larissa and Athens and some of them they would not like to give further information about the place of their residence answering only Greece. 53% of the respondents are women and 46% are men and one TCN is a non-binary person, most of them are single and a 17,9% are married without children. Also, the majority of the participants are between 25 and 44 years old. Regarding the educational background, over the half of the respondents have a low educational attainment, as they either have completed schooling or have completed only the secondary education. Only a 10,3% has a bachelor's degree. In addition, most of the TCNs are unemployed while the rest of them are working as employees and farmers or are houseworkers.

Belgium

Most TCN's that have participated in the survey origin from Syria (21%), Afghanistan (16%) and Ethiopia (16%.) The majority of the respondents are female (68%) and the highest age-group represented is 25-34 (37%) followed by the age-group of 35-44 (32%.) If we look into the degree of education, we see that a majority did not have any higher education. Only 10% indicated that they had a form of higher education. Most respondents had accomplished their secondary degree of education (37%) and 16% of the respondents did not complete their secondary education. 26% of the respondents only basic education. Responses regarding marital status, we see that a majority (53%) of the respondents indicated that they are married and have children followed by the group who are single (11%). In terms of employment of the respondents, 26% of them are unemployed, 36% are employees and 11% have created their own job or are self-employed.



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A small part of the respondents works as volunteer (5%) and 10% of the respondents is students. Among the occupations mentioned are restaurant workers, household professions, nursing and one accountant.

Croatia

The majority of the 102 respondents stated that they were of Ukrainian origin (95 people), while the other respondents were Afghans (two people), Syrians (three people) and one person each from Iraq and Sudan. As a place of residence, most respondents from Ukraine listed the places from which they came to Croatia (Lviv, Kharkiv, Kyiv, Odessa, Nikolaev, Zaporizhia, Krivoy Rog, Kherson, Melitopol, Mariupol), but also one respondent came from Kandahar (Afghanistan). Slightly more than half of the respondents indicated their residences, where they are now - Osijek (47 persons), Tenja (5 persons), Sisak (4 persons), Zagreb (1 person). Out of a total of 102 respondents, 86 persons were female and 16 were male. The largest number of respondents is in the age group from 35 to 44 years (31 people) and from 44 to 54 years (24 people). Most are people with a high school diploma (34 people), followed by bachelors (18 people) and masters (16 people) and one person with a doctorate. 16 people have completed vocational schools and trainings, while 10 of them have not completed secondary school, and seven of them have completed primary school. Half of the respondents are persons married to children (51 persons), followed by: singles (25 persons), married children (nine persons), widows (six persons), married or domestic partnership with children (5 persons) and one person in such partnership without children, divorced three persons and separated two persons. The majority of respondents stated that they are unemployed (35 people), and 20 of them as workers. Some respondents emphasizing their occupations that can connect them with workers, such as hairdresser, computer scientist, translator, cook, agro-economic consultant, trader (2 persons), economist (2 persons), nurse, sailor, merchant traveler, beautician, farmer, doctor (four persons), teacher (three persons), and there are also two entrepreneurs and two managers. Thus, the number of workers can be rounded up to 47 people. Other respondents identified themselves as retired (four people), houseworkers (eight people) and students (eight people).

7.2. The needs related to the financial literacy and business/financial language education

As the partners analyzed in their national reports, the majority of their respondents **have not attended any financial courses or have no previous financial experience**. However, **those who have financial knowledge**



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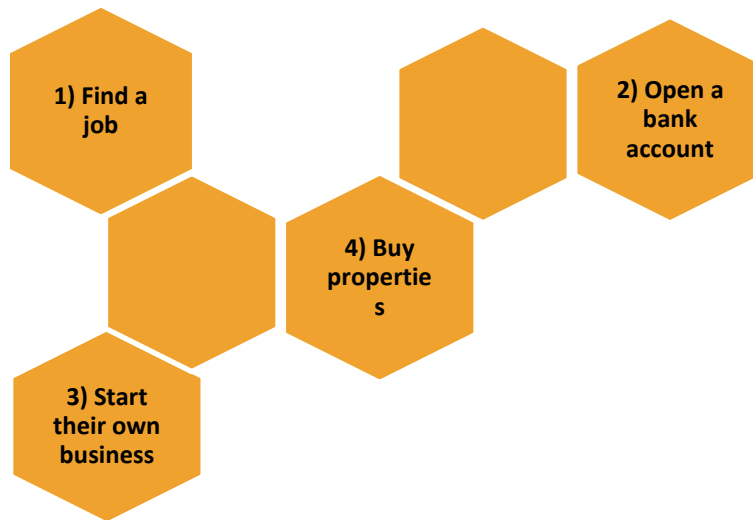




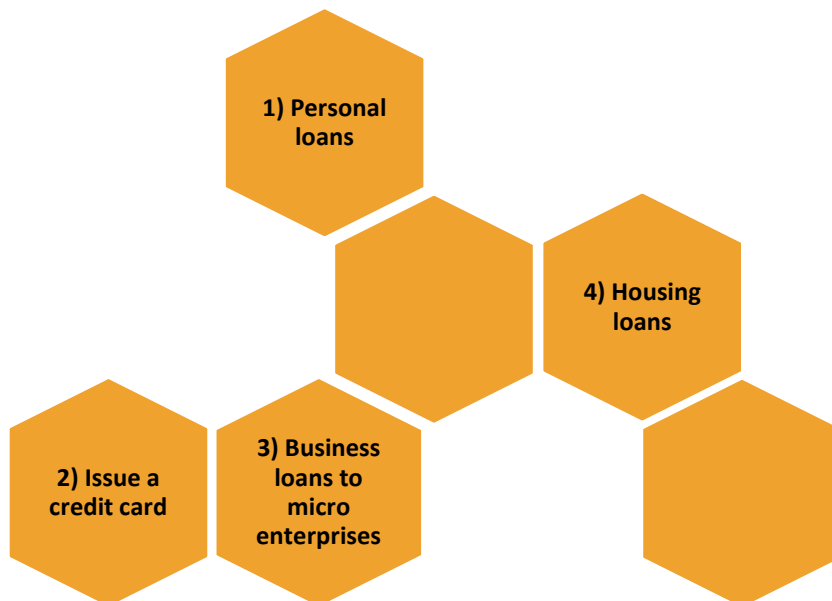
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or experience have got their experience from formal education and informal sources like informal education, family and friends. Also, the respondents who mentioned that have attended in financial courses described their experience as positive.

In the national reports of involved countries, we noticed that the most mentioned reasons for the need for financial literacy and/or business and financial language education are to:



The respondents answered that the most financial products and services they need are:



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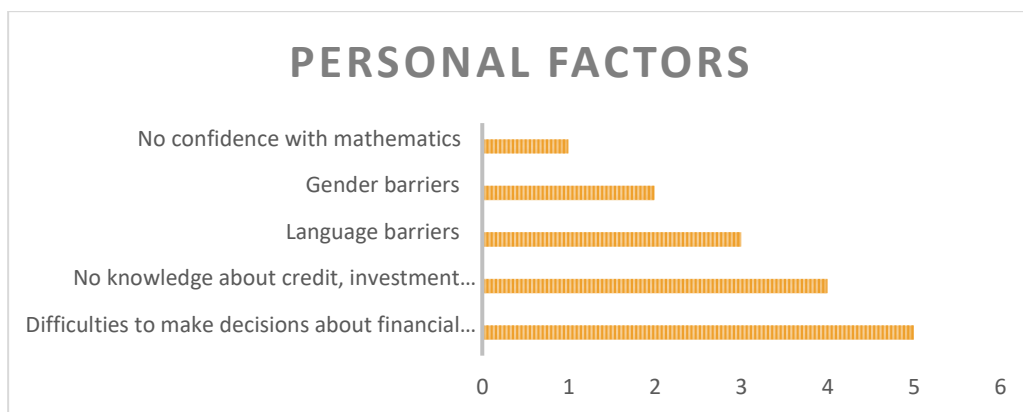


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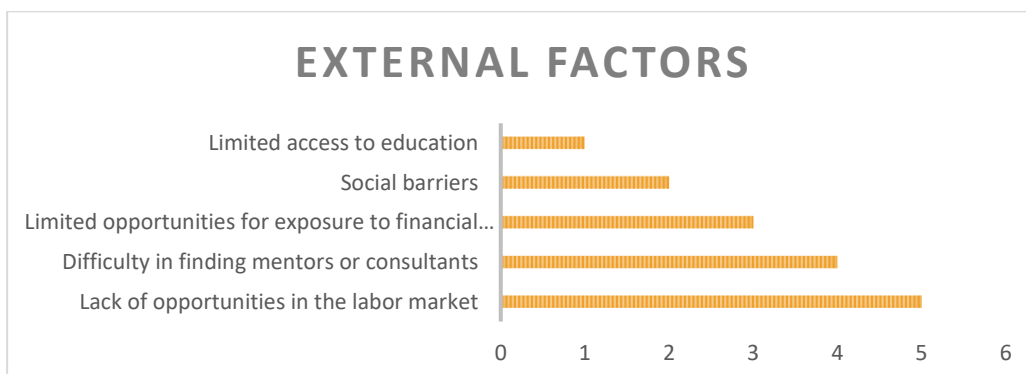
Respondents' answers about the most needed saving products and services varied almost equally between compulsory savings, voluntary sight deposits, and current/checking accounts while in all countries they chose that the most needed insurance product/service is **health insurance**. In addition, all of them expressed their needs for **remittances** rather than payments.

7.3. Difficulties that TCNs face

As the partners analyzed in their national reports, the majority of their respondents face many financial difficulties which are personal-related challenges. The most common are the following:



According to the survey in the six involved countries, the TCNs face financial difficulties which are external - related challenges. The most common are the following:





Respondents who want to start their business face challenges related to:



7.4. TCNs Preferred support, Expectations, General comments, and recommendations

The aim of the questionnaire was not just to map the current situation of TCNs in the six countries but also to identify the preferred support that they need and expect from the PLOUTOS project. The respondents chose:





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The preferred time to be invested in the training for the majority of the respondents was **once per week** for a duration of **3-6 month**.

The main expectations of TCNs regarding the PLOUTOS project are that they would like to:

- ✓ **learn how to establish a business**
- ✓ **learn more about financial literacy and business/financial language in order to be financial literate and enhance their skills**
- ✓ **get a job**
- ✓ **understand the national financial system, taxes and its laws in order to have easier access in the financial authorities and their benefits (like loans and insurance)**
- ✓ **gain experience**

8. Conclusion

From the conducted survey, we realized that TCNs are so much in need of financial literacy and/or business and financial language education which help them to integrate into the host country. While they lack lots of information about financial issues and they struggle with personal and external challenges related to financial matters, statistically they would like to start businesses at higher rate than locals, create jobs, and thus contribute to overcoming the problem of urban poverty.

Furthermore, the survey is a great starting point for the development of business language and financial literacy curricula, the designing of technological tools focused on TCNs and the organization of their practice in order to apply their financial literacy skills on the job.

In addition, the survey also indicated that educational institutions such as schools and universities, as well as financial institutions such as banks, may need to develop customized information packages for TCNs in order to meet their needs.

Thus, the PLOUTOS project can contribute to the priorities of the EU Urban Agenda and be a potential solution for improving of TCNs' access to financial services and overcoming the present gap in educational offers. At the same time the project will increase TCNs' confidence, financial independence and motivation for self-employment thanks to a new skillset as well as it will reduce the fear and instability that comes as a result of TCNs dependence on the surrounding society.



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