

OECD INTERNATIONAL NETWORK ON FINANCIAL EDUCATION

# GLOBAL MONEY WEEK ANNUAL REPORT 2023





**GLOBAL MONEY WEEK 2023**  
**20-26 MARCH 2023**





# FOREWORD

In 2023, Global Money Week (GMW) drew inspiration from the theme "Plan your money, plant your future." This theme emphasises the importance of encouraging young people to consider a long-term perspective and reflect on the future consequences of their decisions, not only for their personal financial well-being but also on the overall health of the planet and society.

Financial education is a powerful tool in shaping the future of young generations. It provides individuals with basic financial literacy skills that are crucial at various life stages, such as the transition from education to the workforce, or the effective engagement in the ever evolving and technologically driven financial markets. Financial education is also a tool to promote inclusion in financial and social systems and to reduce inequalities among and between generations.

As such, GMW plays a significant role in raising awareness about the importance of financial education for young people, their families, and teachers. As the Chair of the OECD/International Network on Financial Education (OECD/INFE), I take great pleasure in witnessing the growth of GMW and its take-up by countries. In 2023, 106 countries participated in GMW. I am grateful for the collaboration of colleagues from across the globe who join forces to ensure the success of the GMW campaign every year.

The 2023 GMW Launch event, co-hosted by the Bank of Italy and the OECD/INFE, is testament to such a global effort. Policymakers from around the world engaged in a frank dialogue with students from all continents, uniting their voices in a concerted effort. The event underscored our shared commitment to enhancing the financial literacy of young people and, consequently, their future financial well-being.

## MAGDA BIANCO

Chair of the OECD/INFE, Head of Consumer Protection and Financial Education Department, Bank of Italy, and Co-Chair of the G20 Global Partnership for Financial Inclusion (GPII)



ARMENIA

*"Pursue your dreams, study hard, combine theory and practice, respect your talents, be proud of yourself, enjoy life, and have fun."* - **Mauricio Costa Da Moura**, Deputy Governor for Institutional Relations, Citizenship and Conduct Supervision, Banco Central do Brasil

## ANGOLA



## ABOUT GLOBAL MONEY WEEK (GMW)

Global Money Week (GMW) is a global campaign to raise awareness of the importance of ensuring that young people, from an early age, acquire the knowledge, skills, attitude and behaviours necessary to make sound financial decisions and ultimately achieve financial well-being. The goal of GMW is to ensure that all children and youth have access to high-quality financial education, they learn about money matters and are able to take smart financial decisions that can improve their future financial resilience and financial well-being.

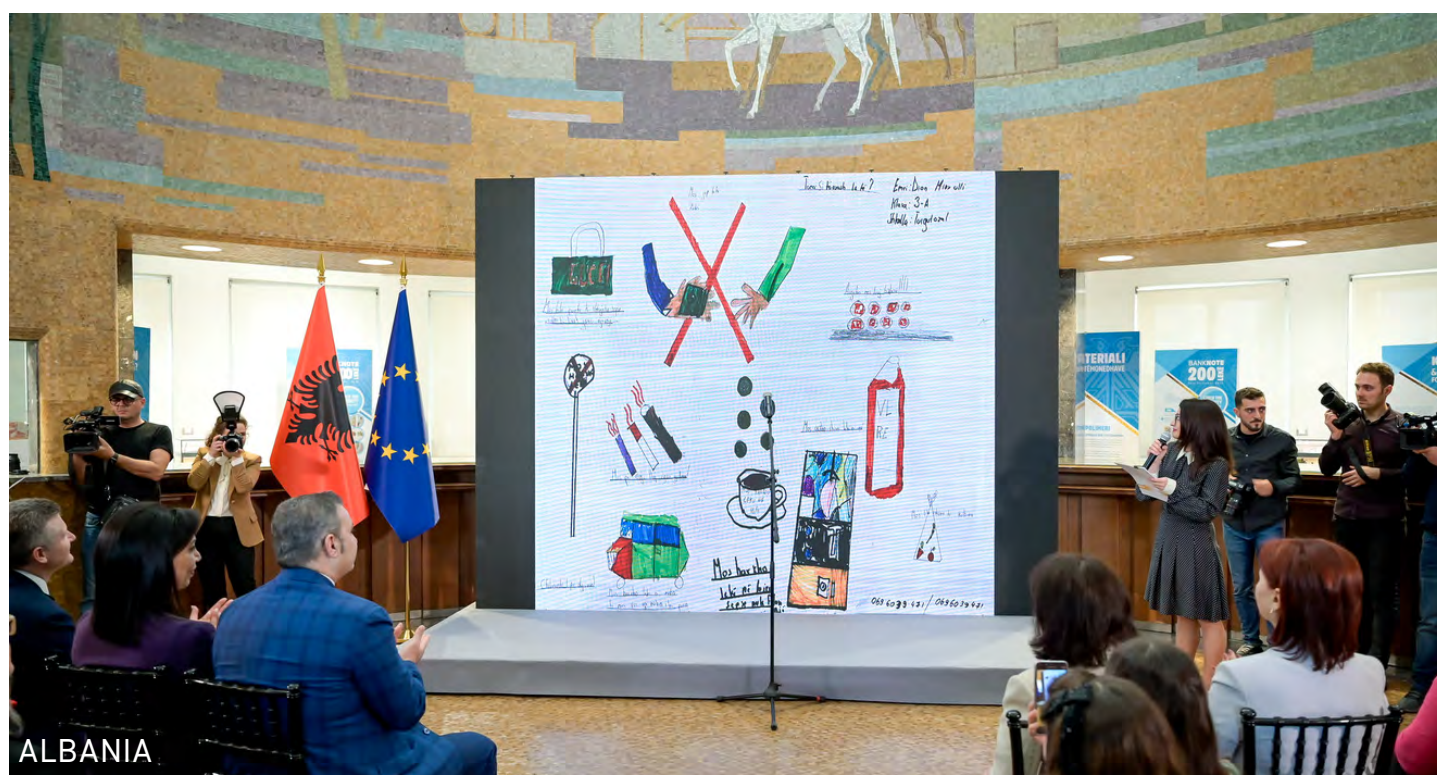
The campaign is coordinated globally by the OECD International Network on Financial Education (OECD/INFE) and organised at a national level by a wide range of stakeholders. Participating organisations engage young people during GMW through a variety of financial education activities conducted in person and online. These activities can include financial education workshops, trainings and seminars, visits to money museums and financial institutions, public debates and competitions, financial literacy games and fairs, and much more. In many countries, financial education messages are broadcast and disseminated via a variety of channels including social media, websites, TV, radio, printed media and other online channels. Over the years, many of the countries represented in the OECD/INFE have joined the GMW campaign.



# ABOUT THE OECD INTERNATIONAL NETWORK ON FINANCIAL EDUCATION

OECD governments officially recognised the importance of financial literacy in 2002 with the launch of a unique and comprehensive project on financial education. In 2008, the project was further enhanced through the creation of the International Network on Financial Education (OECD/INFE), which is now at the forefront of global financial education policy. Members of the OECD/INFE collect cross-comparable data and evidence; develop methodologies to measure financial education impact; share experiences and good practices; develop research and comparative analysis; design policy instruments and promote effective implementation and monitoring.

The OECD/INFE has membership from over 280 public institutions – including central banks, financial regulators and supervisors, ministries of finance and ministries of education – in over 130 countries. It develops high-level policy guidance on financial literacy and new methods and tools, several of which have been endorsed or supported by G20 leaders and other international and regional fora. The OECD/INFE disseminates work in a variety of ways, including via global and regional reports and conferences, webinars, roundtables and technical workshops.



The OECD recognised the importance of financial education for children and young people as early as 2005. Accordingly, the [2020 OECD Recommendation on Financial Literacy](#), the international standard in this area, encourages adherents “to develop financial literacy from the earliest possible age”. In parallel, the OECD/INFE developed a number of policy tools and practical guidance to advance financial literacy for children and young people. Importantly, a specific assessment tool was developed by assessing financial literacy as part of the OECD Programme for International Student Assessment (PISA). The OECD also recognised the importance of engaging a wide range of stakeholders in developing and implementing financial education initiatives. Concurrently, OECD/INFE members have increasingly focused their efforts in reaching children and young people with financial education programmes.

Through the GMW campaign, the OECD/INFE aims to support countries and institutions delivering impartial, objective, high-quality and fair financial education to young people.







40 416

organisations participated in GMW2023

2 015

organisations participated in GMW2023 for the first time



## THE GLOBAL LAUNCH 2023

In 2023, the GMW theme was “Plan your money, plant your future”, highlighting the importance of sustainability in the context of one’s personal finances.

The 2023 edition of GMW was launched on 20 March 2023, through a virtual event accessible on YouTube and the GMW Website [available [here](#)]. The event was co-organised by the OECD/INFE and the Bank of Italy and was supported by India 2023 G20 Presidency.



The GMW2023 Global Launch represented an opportunity to discuss the importance of thinking about one's own future when making financial decisions. Taking a wider perspective, it also provided the opportunity to consider the importance of financial education to promote more sustainable and inclusive growth.

The GMW campaign was launched by **Yoshiaki Takeuchi**, Deputy Secretary-General of the OECD. Mr. Takeuchi reminded participants of the GMW2023 theme, "Plan your money, plant your future!", emphasising that personal financial decisions not only impact individuals' financial future but also influence society and the environment. He acknowledged the essential role that sustainable finance plays in ensuring a sustainable development pathway for future generations and for the planet, and the fact that young people are especially attuned to the importance of taking action for a greener and more sustainable future.

COLOMBIA



At the same time, the rise of sustainable finance poses challenges for consumers, and introduces new potential risks, such as the risk of greenwashing. In this context, financial education has a crucial role to play in equipping individuals with the knowledge and skills they need to navigate an evolving and complex financial context. Financial education can also raise awareness about the importance of adopting a responsible, informed and forward-looking approach to financial decisions, including preparing for future risks, such as those related to climate change.

**Mr. Takeuchi** concluded his opening remarks by highlighting the importance of efforts to promote and support financial literacy.

The opening remarks were followed by a session with representatives of the G20, where Mr. Ashwani Bhatia, representing the G20 India 2023 Presidency and Ms. Magda Bianco, the Chair of the Global Partnership for Financial Inclusion (GPII) discussed how the G20 is supporting the financial inclusion and financial literacy of young people worldwide.

- **Mr. Ashwani Bhatia**, representing the G20 India Presidency and the Securities and Exchange Board of India (SEBI), highlighted the importance of financial resilience, independence and sustainability, in line with the GMW2023 campaign theme.

- In her intervention, **Ms. Magda Bianco**, co-Chair of the GPII and representing Bank of Italy, highlighted the work of the GPII and its core objective of increasing financial inclusion and financial well-being. This objective aligns with the GMW campaign and its focus on the financial inclusion and well-being of young people. Financial education and consumer protection are high on the agenda of the GPII, as they are key in ensuring meaningful and high-quality financial inclusion.





Following these remarks, high-level policy makers from around the world engaged in a panel discussion on the topic “Money Matters for Young People”, moderated by **Alessandra Migliaccio** from Bloomberg News. The expert panel was composed of:

The expert panel was composed of:

- **Rohit Chopra**, Director, Consumer Financial Protection Bureau, US
- **Ziad Al Yousef**, Deputy Governor for Development and Technology, Saudi Central Bank, Saudi Arabia
- **Friderica Widyasari Dewi**, Member of the Board of Commissioners, Indonesia Financial Services Agency
- **Maurício Costa de Moura**, Deputy Governor for Institutional Relations, Citizenship and Conduct Supervision, Banco Central do Brasil
- **Annamaria Lusardi**, University Professor of Economics and Accountancy at the George Washington University School of Business; Founder and academic director of GWSB’s Global Financial Literacy Excellence Center; Director of the Committee for Financial Education, Italy





CROATIA

The panellists answered questions from young people about managing one's personal finances, how to deal with influences and financial advice from social media sources, risks of digital financial services and the relationship between education, job opportunities and future income. Questions were asked by Aurora and Sofia from Italy, Khule and Buhlebenskos from South Africa, Imane from Morocco, Matteo from Ecuador and Dasha from Ukraine.

Closing remarks were provided by **Flore-Anne Messy**, OECD Senior Counsellor, G20/G7/APEC Deputy-Deputy Finance, Sustainable Finance/Financial Inclusion Lead at the OECD.

## GMW AND THE G20

In 2023, GMW was organised with the support of the India G20 Presidency.





# GMW2023 ACTIVITIES ABOUT THE THEME *PLAN YOUR MONEY, PLANT YOUR FUTURE*

“Plan your money, plant your future” was the official theme of GMW2023. It was used by GMW participants as inspiration to create their own financial education activities. The theme aimed at raising awareness about the importance of adopting a responsible, informed and forward-looking approach in making financial decisions. It also recognised that future individual financial well-being is strictly linked to the health of the planet and of the society as a whole.

Around the world, participating countries and organisations have addressed the GMW theme through various activities, including games, contests, drawing or essay competitions, webinars, radio shows, lectures and presentations on various financial literacy topics.

Some of these activities focused on the importance of prudent money management to secure one’s financial well-being, while others addressed the broader theme of sustainability and its link to one’s finances. Some examples are highlighted below.[1]

As mentioned above, some organisations took the GMW2023 theme as an opportunity to highlight the importance of financial planning to securing one’s future financial well-being. For example, Bank of **Israel** representatives went to elementary schools across the country to speak with students on issues related to saving. The activities included distributing and discussing a children’s book titled “Mr. Saver and Mr. Spender”. Such visits also included discussions on the importance of saving for the future.

*[1] Examples and countries mentioned in the following paragraphs are a sample and do not provide an exhaustive list of activities implemented throughout the Week to address the GMW 2023 theme.*







Similarly, in **Hong Kong (China)**, the Investor and Financial Education Council (IFEC) promoted various edutainment resources, such as online quizzes, animations and toolkits, to instil good money management habits among schoolchildren and placed emphasis on educating the young generation to start financial planning early. The Digital Stock Trading Guru Competition aimed to help secondary school students to gain essential financial knowledge and learn about stock trading in an interactive way. It also encouraged them to understand the importance of having a responsible attitude to investing and financial management to attain life goals.







Always in relation to long-term financial planning, in **Korea**, financial investment experts gave lectures on personal finance for teenagers and young people, such as on how to prepare lifelong assets. To improve accessibility, lectures were conducted through live YouTube broadcasts in the evening.

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Many activities in **Malaysia** focused on GMW2023 theme. Examples included games and quizzes to help children and youth make informed financial decisions in the future; in person and online financial education talks and workshops on the importance of having a financial plan even at an early age, including investing and planning for retirement; and an article on “sustainability in finance”.







Other organisations highlighted the link between individual financial well-being and the health of the planet and of the society as a whole. For example, in **Austria**, the Federal Ministry for Climate Protection, Environment, Energy, Mobility, Innovation and Technology organised a Green Finance workshop. Workshop participants discussed the effects of individual financial behaviours on one's own financial future as well as on the environment and society as a whole. The theme of sustainability and green finance was addressed in several workshops organised during the week.



IRELAND

Similarly, in **Ireland**, the Money Advice & Budgeting Service (MABS) organised workshops which stressed the importance of responsible spending. Protecting the environment, reduce, reuse and recycle, being conscious of fast fashion, reducing food waste and energy saving behaviours were all promoted in the workshops. Along with the core lesson plans for GMW2023, MABS offered schools further optional modules on sustainability, including on food waste, fast fashion and home energy saving tips.

The GMW2023 theme was also an opportunity to raise awareness on sustainable consumption and its role in relation to one's personal finances. The Finish Foundation who coordinated GMW2023 in **Finland** encouraged young people to be more aware of their spending habits, including through sustainable consumption. Similar initiatives were held in Mexico and the Philippines.

In **Mexico**, the Universidad del Claustro de Sor Juana delivered a workshop on the importance of opting for consumption alternatives aimed at saving money and resources and discussed the importance of community engagement in projects that take care of the environment.

The Bangko Sentral ng Pilipinas in the **Philippines** created social media infographics on the GMW2023 theme. A post displaying “cost comparison depicting sustainable lifestyles” was shared with the objective of making people reflect on the choices they make every day and how these impact their financial situation and the environment.



PHILIPPINES



Junior Achievement in Spain organised workshops and activities on sustainable development and consumption. Their aim was to make students acquire an environmental and social perspective on their decisions as financial users and consumers. The Institute for Financial Studies in Spain also organised workshops on the theme of sustainable finance and launched a TikTok channel to explain personal finance in Catalan language, with the support of the Generalitat de Catalunya.





**Sweden's** Financial Supervisory Authority continued to utilise materials developed in 2022 for the Svinnrik ("Waste rich") campaign, such as a series of educational content directed towards teachers with the purpose of teaching students about financial savings while reducing food waste.



SWEDEN

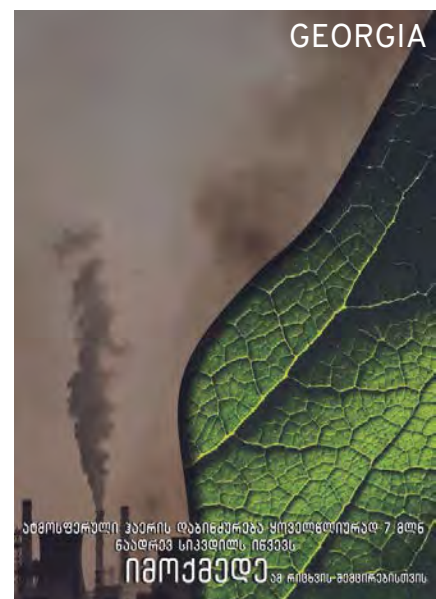




Some organisations emphasised the role of the circular economy in reducing the impact of our consumption on the environment as well as protecting our finances. In **Bahrain**, the organisers of GMW brought together local organisations and charities to educate youth on the environmental, societal and financial benefits of the circular economy. They also discussed how to reduce food waste through better planning and budgeting. These workshops emphasised that small changes in lifestyle and purchasing decisions can make a large impact on one’s pocket and the world. A marketplace was also organised bringing together mostly youth-owned vendors manufacturing and selling sustainable, recycled or upcycled products. Finally, a book swap was organised, in order to raise awareness on money-saving and environmental benefits of the “sharing” economy.



Another way to address the GMW2023 theme was through various competitions or festivals addressing the theme of sustainability and its link with one’s personal finances. The National Bank of **Georgia** in collaboration with other stakeholders held poster and slogan contests about sustainability and the environment. The name of the contest was “Plan your money, Plant your future” and participants had the opportunity to create posters with slogans around four topics, namely responsible consumption and purchases, purchasing alternatives and waste management, physical and financial risks associated with climate change, importance of eco-friendly and sustainable business.





The Central Bank of **El Salvador** organised a festival called the Green Route together with various financial institutions with the objective of promoting green financial products and services. Various workshops were also organised on topics such as green and sustainable bonds, green credit and financing sustainable projects, renewable energy for financial decision making, optimisation of natural resources, among others. As a closing activity, participants joined a “Plogging” initiative, consisting in combining physical activity with garbage collection. Students had to participate in an obstacle course while collecting garbage, and, upon reaching the finish line they had to differentiate the waste in the appropriate categories of containers.



EL SALVADOR



EL SALVADOR





In **Greece** and **Suriname**, emphasis was put on the link between one's professional activity and the impact on the environment.

For example, the Museum of the Bank of **Greece** implemented a programme focusing on the interaction between climate change and the economy, discussing the implications of individual financial behaviour on one's financial future, on the environment and the society. The programme was organised around three topics: climate change; "save your money, saving earth", with a focus on green saving; and "earn your money, saving earth", around green employment and professions of the future.



Also in **Greece**, a local bank implemented a pilot programme called "Circular Economy in Action", which consisted of workshops for secondary schools, aiming to familiarise students and teachers with the basic economic concepts and with the principles of sustainable economic development, with a strong focus on the protection of the environment.

In **Suriname**, the Central Bank of Suriname organised special sessions with young entrepreneurs in several secondary schools, to raise awareness on socially responsible and environmentally friendly entrepreneurship.





ECUADOR

Finally, some countries took the opportunity of the GMW2023 theme to get out and connect with the nature. To highlight the implications of finance on the environment and society, Bank of **Mongolia** organised a hiking event at the Bogd Khan Mountain. The hike was an opportunity to discuss sustainable finance and raise awareness of climate change and its impact on the society.

NORTH MACEDONIA



On a similar note, the Pension Authority of **North Macedonia** (MAPAS) planted 200 trees to raise awareness on the importance of a healthy environment and respect for the nature. The Forum of Women Leaders in North Macedonia (FULM) also organised an event in the nature, on the theme “Brave and own - closer to nature”. The objective was empowering women to learn to manage their money wisely, to save for their futures, and to understand the concept of sustainability and raising awareness on the implications of individual financial behaviour on the overall environment and the society.



# INTERACTIVE ACTIVITIES IMPLEMENTED DURING GMW2023

Participating organisations found, once again, creative and innovative ways to conduct educational activities that help students learn by doing and remain engaged. Examples in this section focus on interactive activities, such as games, competitions and debates, that are different from the workshops and lectures, which are the most common type of GMW activities. Most of the activities were tailored to the specific country situation.

Several countries used games to deliver financial education during GMW2023. The Financial Services and Markets Authority (FSMA) in **Belgium** developed a new educational board game called EuroKiD, to help primary school children learn to count by paying with euro coins and banknotes.

In Brazil, the Comissão de Valores Mobiliários (CVM) carried out a pilot project with gamification for public school students, guiding them to think and manage their money consciously. In **Colombia**, children played the game Superfinanzas, which also featured, for the first time, an avatar representing the financial regulatory entities in the country, which interacted with the characters of the game.

Another game and quiz was implemented in **Moldova** and **Italy** by a local Moldovan bank and the Museum of Savings of Torino, Italy, in an example of international collaboration between two countries. Children from Moldovan and Italian schools participated in a quiz-challenge about curiosities related to money and saving, using the “Kahoot!” platform.

## COLOMBIA





The Financial Supervisory Authority (ASF) of **Romania** launched the board game Financial Detective, an original game developed by the ASF for GMW2023. The game is based on 10 real financial stories (accompanied by 10 cards with financial education clues) and can be played either individually or in teams. The ASF also launched the first comics on financial education in Romania during GMW2023. In **Spain**, a commercial bank also organised an Escape Room Workshop on the theme “family budget”. Participants, working in teams, had to find clues and open chests by solving financial situations given to them about the family budget.

ROMANIA



Several countries organised competitions for young people. For example, the **Armenian** branch of the Economic Fundamentals Initiative, in collaboration with C-Quadrat Ampega **Armenia** launched a competition for high school students called the Tatevatsi Economics Olympiad. The competition aimed at evaluating students' understanding of economics. The winners advanced to the international round of the Economics Olympiad to compete with students from all around the globe.

ARMENIA





DOMINICAN  
REPUBLIC

The Central Bank of the **Dominican Republic** organised the Trivia Economica, a TV-style contest in which two groups of young people face each other. They are instructed on an economic topic and through a roulette wheel they choose their luck, on whether to answer a question on the subject or play a game. Bills Detective was another activity implemented in the Dominican Republic by the Central Bank. This was aimed at children aged 6 years old. They play to be detectives and with a magnifying glass and a hat they learn the details of national bills and coins.



RWANDA

In **Hungary**, the Ministry of Finance organised for the first time a “money run” (PénzFutam) for students. This is a game that takes place outdoors, where students need to find targets throughout the city and solve financial tasks. Finally, AIESEC **Rwanda** organised a competition for young people between the ages of 16 to 24 to promote creative thinking and share their thoughts about the cashless economy in Rwanda. Young people discussed “the role of Government and fintech institutions in promoting financial inclusion for youth in Rwanda”. They needed to come up with programmes and innovations that the Government and fintech institutions could implement to improve access to financial services and education.



PORTUGAL

During GMW2023, information, lessons, website content and video materials on new and emerging topics of interest to young people were produced in several countries. For example, the FSMA in **Belgium** produced four new educational videos on topics related to investing, crypto, taxes and credits. These videos were presented by political representatives and were accompanied by an information sheet for teachers and a quiz for students. Also, the financial supervisors in **Portugal** launched a specific website for the GMW in Portugal, where “Todos Contam Lesson Plans” and other educational materials were shared. In **Moldova** commercial banks organised conferences on new topics for the Moldovan market, such as on blockchain, investments and big data.



The GMW was an opportunity to launch new mobile applications and get people interested in managing their budgets. For example, the IFEC in **Hong Kong (China)**, launched the IFEC Money Track App, to help cultivate essential financial management habits through better budgeting and to help young people realise their savings goals. In **Luxembourg**, the mobile app "Money Odyssey" created by the ABBL Foundation and launched in February 2023 was used for the first time during GMW2023. The app covers several topics, including the role of a bank, financial scam and cybersecurity, sustainable finance, insurance, budget management, loans and credit, money laundering, payment types, investments and cryptos. The Centre for Inclusive Education from Filipeștii de Târg in **Romania** launched the “financial independence map”, an educational tool for career guidance and financial planning, which helps young people setting clear personal and financial goals with the help of behavioural insights.





MEXICO

Some countries organised debates, forums and festivals on themes related to money management. For example, Bank of **Lithuania** organised together with the Lithuanian Free Market Institute the Freedom Debate during the opening event of the GMW. Students from grades 9 to 12 from four different Lithuanian cities discussed various topics, such as “Can we buy anything with enough money?” and “Does a person need money?”. A financial education festival was organised by Museo Interactivo de Economía (MIDE) in **Mexico**. Almost 50 different organisations participated in the festival, which lasted two weeks and featured 96 unique events, featuring more than 60 financial education speakers.



MOLDOVA

The National Bank of **Moldova** organised for the first time the National Forum for Financial Education in the Republic of Moldova. This event fostered discussions around the importance of financial education among officials, external partners and civil society, and launched an initiative to work on the financial education strategy in the Republic of Moldova. The meeting brought together almost 150 participants. The Reserve Bank of **Zimbabwe** organised a financial services fair for the duration of GMW where financial institutions exhibited their products and several schools brought in young people for financial education and career guidance.





Social media was another way in which countries and organisations expressed their creativity. For example, in **Peru**, some financial institutions organised contests on TikTok to promote healthy savings habits among employees and clients. Likewise, the Peruvian largest commercial bank promoted its financial education series on YouTube, while a series of webinars and e-learning courses were delivered to rural women entrepreneurs via WhatsApp.





# AN INCLUSIVE CAMPAIGN

Many countries continued their efforts to ensure GMW reached a wide range of young people with different backgrounds and from different locations, especially those living in rural areas.

The **Peruvian** GMW partners, under the leadership of the Superintendency of Banking, Insurance and Private Pension Funds, joined efforts to promote financial education for vulnerable groups such as migrants, disabled people, boys and girls from Highland Andean areas, beneficiaries of social programmes and women entrepreneurs from rural areas as well as Amazonian ethnic groups. For instance, some of the interventions were performed in high-altitude locations or in remote areas in the Amazon with indigenous communities. Microfinance institutions developed different activities, such as talks, workshops, educational games, videos and resources aimed to address the cultural diversity of the country.

These activities and resources were developed in Spanish, Quechua, Aymara (native languages of Peru) and were targeting children but also women entrepreneurs from high Andean communities, seeking to promote their access to the financial system and the usage of digital platforms to promote and sale handicrafts produced by them.





SPAIN

GMW2023 activities carried out in **Spain** were open to all students, regardless of gender, race, economic condition or location. In addition, some specific activities have also aimed to reach vulnerable groups. For example, face-to-face financial education sessions were organised for groups at risk of social exclusion, migrant women, people deprived of liberty in penitentiary facilities and people with hearing disabilities, which participated in financial education sessions delivered using sign language. There were also activities aimed at young job seekers with low levels of education or young people with other abilities, such as those from the Asperger's Association TEA.



AZERBAIJAN

Most countries made efforts to involve both young people living in urban centres and rural areas alike. The Central Bank of **Azerbaijan** Republic (CBAR) and VISA co-organised several competitions for GMW2023. The staff of CBAR made sure that every student, including students living in most rural areas had the opportunity to participate in these competitions. They also visited schools in refugee villages or rural areas. Organisations in **Greece** targeted children from rural and remote areas. For example, the seminar “introduction to finance through the fascinating history of the coins” was shared in the form of a museum suitcases across primary schools in remote areas of Greece and **Cyprus**.



## NIGERIA



In **Japan**, 31 public libraries from across the country supported the GMW and organised exhibitions of books on money. Many of them were located in small towns and villages. The staff from Central Bank of **Nigeria** travelled to rural and remote areas in the country to ensure that students of different tribes and speaking different languages participated in GMW activities. The Reserve Bank of **Zimbabwe** focused on rural schools in provinces with the highest level of financial exclusion. These rural schools were visited physically by participating financial institutions to ensure inclusivity of marginalised young people.

## GERMANY



Most countries strived to ensure a balanced gender representation in the activities they implemented.

Others have considered their national contexts and aimed at reaching the most vulnerable young people. For example, some countries focused on disadvantaged young people, belonging to low-income families. The NGO Funnymoney, in collaboration with the organisation Talent-Scouts NRW, in **Germany** held a lecture which covered a whole range of topics including saving money, investing money, as well as the financial consequences of career choices for young people from poor neighbourhoods.



MALTA



In **Malta**, Be Wise Pay Smart is an educational programme targeting vulnerable students, such as those with lower abilities and those coming from disadvantaged backgrounds. It is organised by the Home Economics Seminar Centre of the Ministry of Education in collaboration with the Central Bank of Malta. Others have focused on young people living in orphanages, shelters or institutional houses. In **Brazil**, the CVM developed dedicated activities for underprivileged children from social projects of the Catholic Church. The Central Bank of Cabo Verde prioritised delivering financial education training to young people living in shelters.

The ASF of **Romania** implemented a programme dedicated to young people who are hosted in orphanage or similar types of institutional houses (Start4Life). The programme aims at strengthening their financial resilience and financial inclusion. In addition to standard workshops, the programme also included mentoring meetings and other supportive activities that contribute to the personal development of these vulnerable children.

In some countries, children and their families displaced by war or natural disasters were the focus of various financial education activities. In **Greece**, ERGO Academy held workshops for displaced **Ukrainian** mothers and their teenage children, introducing them to key concepts of financial management, such as budgeting, ensuring the security of financial transactions, and managing financial stress. As **Türkiye** was hit by a great earthquake in February 2023, Habitat Association, in cooperation with FODER, organised an online panel on "Youth Employment After the Earthquake" and provided financial literacy courses to children living around earthquake-affected zones, on how to plan their budgets in times of crisis.







EGYPT

Several organisations in **Dominican Republic, Egypt, Kosovo and Greece** developed financial education resources in braille for blind and visually impaired children and young people. For example, financial institutions from the Dominican Republic made it possible for children and young people with visual and hearing disabilities to attend their workshops. In Egypt, the Egyptian Banking Institute (EBI) developed a series of audio files on nine different financial topics (ATMs, loans, budgeting, entrepreneurship, financial statements, investment, mutual funds, online banking, banking careers) targeted to support blind and visually impaired children and young people. Furthermore, sign language has been inserted in EBI's financial literacy videos and e-learning courses.



KOSOVO

In **Kosovo**, a joint project of the Central Bank of the Republic of Kosovo (CBK) and Ministry of Education, supported by the European Fund for Southeast Europe (EFSE) developed five textbooks on financial education which were translated into Albanian, Serbian, Turkish, Bosnian, Romani languages, and that were also developed as audio books and in braille for visually impaired children. A financial institution in **Greece** developed financial education materials in braille language so that children with vision impairments could equally participate in the various programmes.

Various organisations devoted special attention to children and young people with disabilities. The GMW2023 activities implemented in **Kenya** by the Savings Banks focused on students in colleges and universities with disabilities. In **Morocco**, special attention was given to include in various activities people with reduced mobility or children who have dropped out of school. In **Korea**, the Financial Supervisory Service (FSS) ran educational programmes for people with developmental disabilities. The FSS visited welfare centres for disabled children, where it conducted workshops in small groups, using textbooks and board games developed for people with developmental disabilities.



KOSOVO

# MONITORING AND EVALUATING FINANCIAL EDUCATION ACTIVITIES DURING GMW

Participating organisations used various tools to monitor and evaluate GMW activities, such as satisfaction surveys, social media monitoring tools, post-event evaluation forms or pre-post questionnaires to gauge changes in knowledge among workshop participants.

It is important to learn about the experience of GMW participants, to know whether the activities were appreciated, and whether they should be replicated. Many countries and organisations therefore conduct satisfaction surveys at the end of the activities which they implement during the week.

For example, this is the case in **Greece, Portugal, Hong Kong (China), Belgium or Angola**. The Ministry of Finance of **Austria** asked students, teachers and organisations providing workshops in school to complete online feedback forms. Typically, the surveys asked about the theme and the content of the activity, the difficulty level, whether workshops matched the expectations of learner's goals, the timing of the GMW, the overall organisation and communication. The "Todos Contam Lesson Plans" in **Portugal** were also subject to an evaluation by the teachers who implemented the various activities. Teachers filled surveys that included indicators on the relevance of the topics discussed, the extent to which the activity contributed to students' learning, and the relevance of materials.

Social media monitoring is also a very important way of capturing the reach and engagement of different target groups throughout the week. In **Hong Kong (China)**, initiatives that are conducted or promoted online are monitored through the number of subscribers, views and social media engagement.



GREECE



GREECE



As with GMW2022, MABS in **Ireland** asked students participating in GMW2023 activities to complete a survey that looked at various attitudes and behaviours concerning money and personal finance. The survey asked students where they learn about money; how they protect their money when shopping online; how they access their personal bank accounts and how often they save. Other questions asked how students keep track of their money, whether they felt it was important to talk about money, and whether they felt comfortable asking for help with money. Results are analysed and published by MABS yearly.

**Malaysia** adopted a systematic approach to evaluating GMW2023 initiatives, using several tools. Some initiatives were evaluated through pre- and post-programme surveys. Preliminary results showed that GMW participants increased their understanding of the importance of managing money wisely. For instance, following attendance of the Belanjawanku module, 61% of respondents could answer correctly five questions on emergency savings, cash flow, inflation, budget management, and income diversification, compared to 39% before the session.



# GMW2023 OUTREACH: WHO PARTICIPATED THIS YEAR?



**106 COUNTRIES AND ECONOMIES**

**40 416 ORGANISATIONS**  
**\*2 015 FOR THE FIRST TIME**



**7 063 730 CHILDREN AND YOUTH**  
**REACHED DIRECTLY THROUGH**  
**ONLINE AND OFFLINE ACTIVITIES**

**11 691 503 ADULTS REACHED**  
**DIRECTLY THROUGH ONLINE AND**  
**OFFLINE ACTIVITIES**



**101 243 022 PEOPLE (YOUTH AND**  
**ADULTS) REACHED INDIRECTLY**



**GMW's global outreach** is measured by data reported by participating organisations after the GMW. The GMW Secretariat uses this self-reported data to understand global, regional and national outreach and the Week's growth.



**GMW national coordinators:** GMW coordinators are public authorities (central banks, financial supervisory authorities, ministries of finance, ministries of education, etc.) that play the role of focal point for the GMW campaign in a specific country or economy. Typically, full or regular OECD/INFE members take the role of GMW national coordinators.



**Organisations:** GMW is open to all organisations, national and international, that may have a role to play in ensuring that young people become financially literate. Such organisations include public institutions (ministries of finance and education, central banks, financial regulatory authorities), financial institutions and their associations, civil society organisations, youth associations, universities and schools, education and health professionals, parents and young people themselves. GMW is an opportunity for national policy makers to elevate the issue of youth financial literacy to the forefront of the policy-making agenda and advance the implementation of enabling policies. For financial institutions, civil society organisations, schools, universities and parents, it is an opportunity to talk about financial and money matters with young people, stimulate their interest in financial matters and build positive financial attitudes and behaviours.



**Activities:** Local, national, regional and global GMW events and activities both digital and in-person are organised during GMW with the aim of raising awareness of the importance of financial education for young people and improving financial literacy among children and young people. They can include financial education workshops and lectures online or in person, financial education games online/in person, launch of GMW online/in person, quiz or competitions, writing essays competition/creative competition, virtual visits to stock exchange, virtual or in person visits to money museum, online Youth Talks or media/TV shows, and others.



**Children and youth reached:** Refers to the number of children and youth participants (aged 3-30) reached through online and offline activities (i.e. children and young people in pre-school, primary, secondary, tertiary education or university).

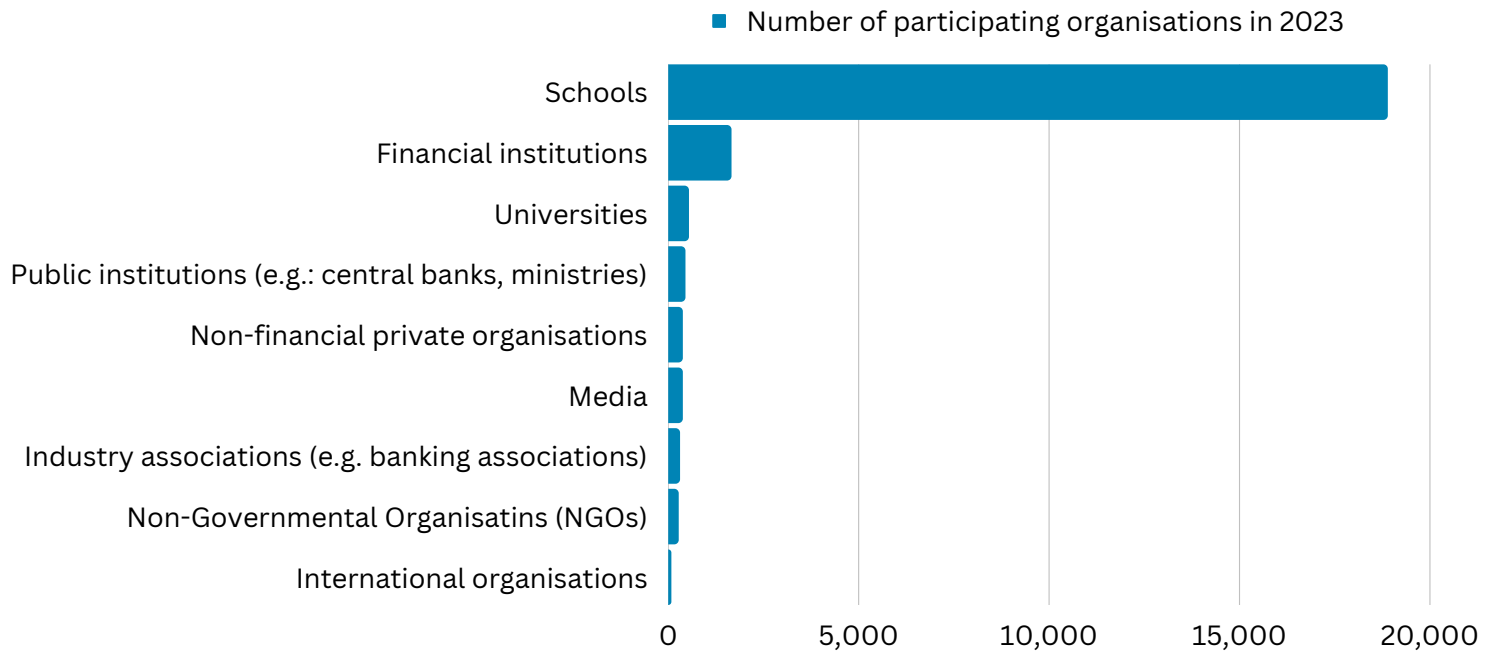


**Adults reached:** Refers to the number of teachers, parents, and other adults who have been engaged and reached through the campaign.

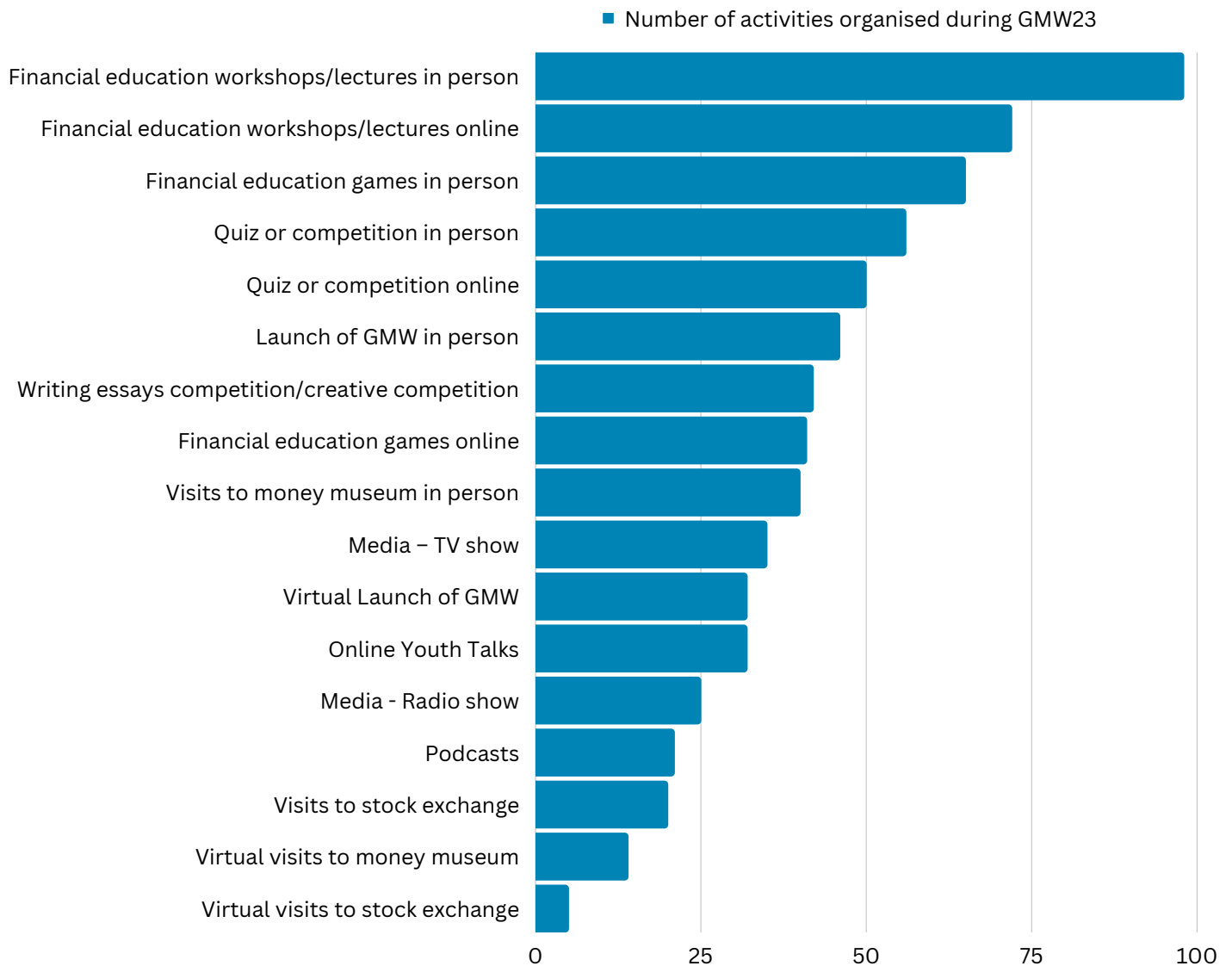


**People (youth and adults) reached indirectly:** Refers to the number of participants engaged through media, TV show, press release, newspaper articles, social media and media campaigns.

## TYPE AND NUMBER OF ORGANISATIONS PARTICIPATING IN GMW2023

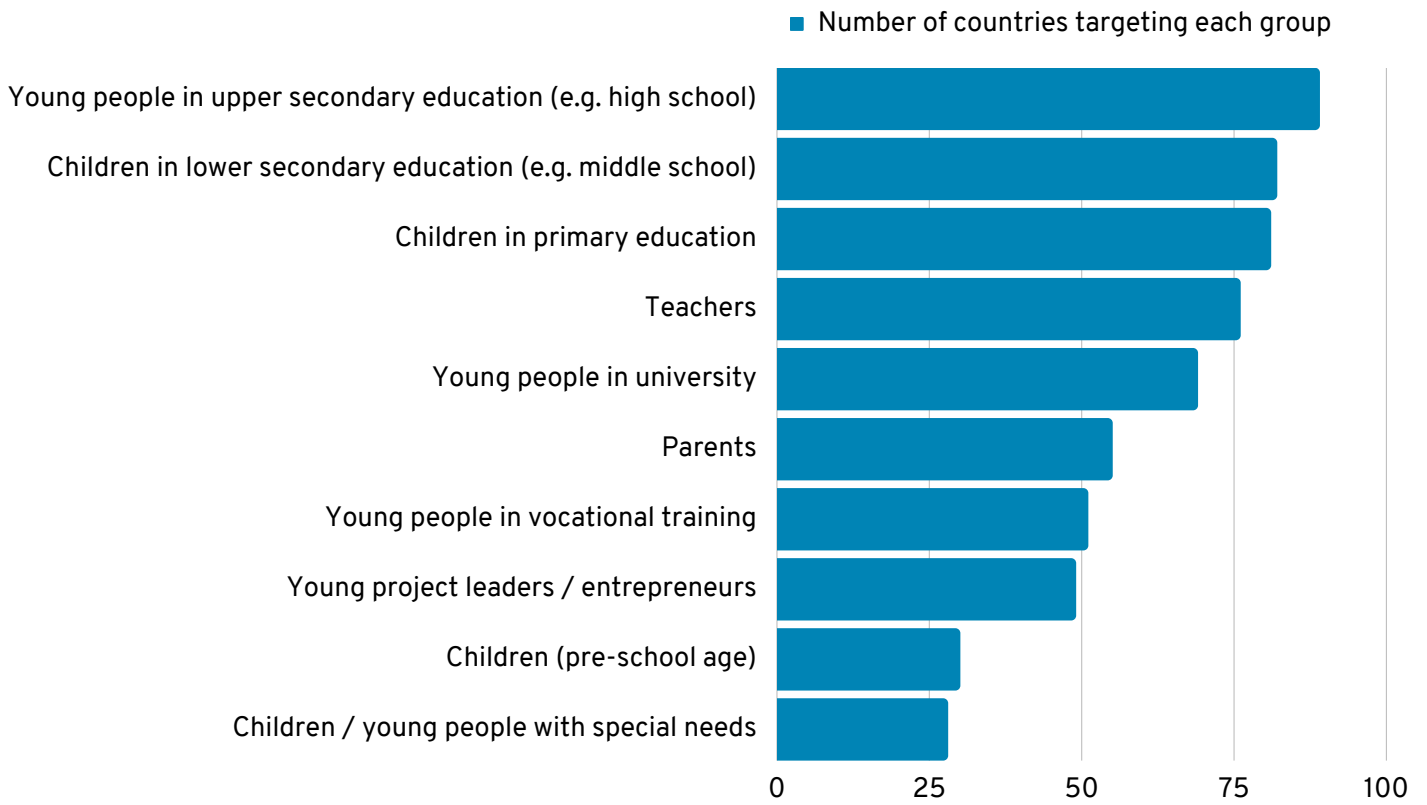


## TYPE AND NUMBER OF ACTIVITIES ORGANISED DURING GMW2023





### TARGET GROUPS OF GMW2023





WEBSITE

[WWW.GLOBALMONEYWEEK.ORG](http://WWW.GLOBALMONEYWEEK.ORG)



SOCIAL MEDIA: @GLOBALMONEYWEEK

[FACEBOOK/META](https://www.facebook.com/globalmoneyweek)

[INSTAGRAM](https://www.instagram.com/globalmoneyweek)

[TWITTER/X](https://twitter.com/globalmoneyweek)

[LINKEDIN](https://www.linkedin.com/company/globalmoneyweek)