

CurVe outcomes

In the context of the previous project 'Debt Counselling as a Starting Point for Basic Education - Curricular Networking and Transitions' (CurVe) several outcomes have been achieved, which serve as the basis for all tasks and activities in the current project 'Curriculum and Professional Development of Financial Literacy' (CurVe II).

Selection of outcomes

Available in German:



Finanzielle Grundbildung.
Programme und Angebote planen
www.die-bonn.de/doks/2015-oekonomische-grundbildung-01.pdf



Das Kompetenzmodell
„Finanzielle Grundbildung“
www.die-curve.de/content/pdf/DIE_Kompetenzmodell.pdf

Available in English:



The Financial Literacy
Competence Model
www.die-curve.de/content/pdf/DIE_Competence_Model-engl.pdf



Financial Literacy in Ireland, England
and Scotland. A Comparative Analysis
of Policy, Practice, Access and
Engagement.
www.die-bonn.de/doks/2015-grundbildung-01.pdf

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CurVe^{II}
Curriculum and
Professional Development
of Financial Literacy

Definition of financial literacy

‘Financial literacy focuses on basic, existential and practical requirements of everyday living in contexts relating to money management.’

Source: Mania, E. & Tröster, M. (2014), *Finanzielle Grundbildung – Ein Kompetenzmodell entsteht. Hessische Blätter für Volksbildung*, 64(2), p. 140.

CurVe II aims at

- » establishing financial literacy as one section of adult basic education
- » further development and implementation, throughout Germany, of the results of the previous project CurVe
- » providing a scientifically approved learning approach in the form of a curriculum manual and an educational game
- » creating new networks and transitions
- » further development and consolidation of suitable strategies for addressing potential learners
- » professional training of teachers and information providers in the field of financial literacy

First, a flexible and modular curriculum manual for financial literacy education and training, which extends beyond target groups and institutions and addresses curriculum planners as well as teachers, will be scientifically developed.

The curriculum manual encompasses an approach to learning which is oriented to the real world, methodological-didactic advice, and learning targets. It contains as well concrete didactic material exemplary formats based on The *CurVe Financial Literacy Competence Model* and the requirements of research and practice.

In addition, an educational game for recipients of financial literacy education and training will be conceptualized and tested.

Second, the professional development of financial literacy as a section of adult basic education will be established.

The workshop concept for awareness raising and networking among information providers, which has been designed in the previous project CurVe, will be further developed, implemented throughout Germany and evaluated. Adequate information material will be provided.

Furthermore the conception and testing of professional training courses for teachers in adult education institutions is planned. A handout containing the findings will be published.

