



FINANCIAL EDUCATION IN THE LIBRARY – A MODEL OF INFORMAL EDUCATION FOR ADULTS USERS OF PUBLIC LIBRARIES



**FINANCIAL
LITERACY
THROUGH
PUBLIC
LIBRARIES**





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LIBRARIES

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I. | INTRODUCTION

Financial literacy is one of the key competencies of the 21st century. It is typically defined as a combination of financial knowledge and skills that help people understand financial risks and opportunities, make rational and informed decisions, know where to get help, and be able to take effective action to increase their wealth. To quote the OECD Secretary General – "financial literacy is fundamental to well-being, entrepreneurship, social mobility, and inclusive growth".

A global survey from a few years ago (S&P's 2015, www.FinLit.MHFI.com) shows that financial literacy rates vary widely across the European Union. On average, 52% of adults are financially competent, and understanding of financial concepts is highest in Northern Europe. In Central and Southern Europe, the rates are much lower. For example, in Poland and Slovenia literacy rates are around 40%, while in Bulgaria only 35% of adults are financially literate and in Romania only 22%.

The survey of economic awareness and knowledge conducted periodically by the National Bank of Poland at the same time (www.nbportal.pl) shows that 67% of Poles aged 15+ declare the need for economic and financial education at the basic level, basic skills (this is 6% more than in 2012). Another 27% need to deepen their knowledge of saving, money management, family budget management. The situation is no different in Romania and Bulgaria (see Alfa Research's National Survey on Financial Literacy among the Bulgarian Population – <http://siteresources.worldbank.org>). This reality requires new knowledge related to finance and rational management, it requires practical life skills and the ability to apply them on a daily basis.

While there are various channels for imparting financial knowledge and skills aimed at children and adolescents (financial threads are included in the school curriculum or extracurricular activities), the offer for adults is small. These are occasional classes of varying standards, not generally available, usually conducted irregularly. And yet it is adults who make significant financial decisions on a daily basis. Moreover, all the studies mentioned above indicate that the level of digital literacy decreases with age, and is weaker in rural areas and small towns. Lack of digital literacy is a key obstacle for these two groups as most services are available online.

In order to meet these challenges, it was planned the activities of FINLIT project to create a model offer of free financial education for adults without financial education and work experience and thus to support the improvement of financial literacy of adults in four Central and Eastern European countries.

In FINLIT model, it was taken into account, above all, the issues of reaching the local population with financial education, especially in smaller towns, adapting the curriculum to the needs and expectations of the recipients and using the resources available locally, although not always used.

1.1 Hidden resources

Libraries very often serve as the only centers of adult informal education in local communities (especially in small towns and rural areas). They are sometimes referred to as the "third place" for the local community, just behind the most frequented home and work places. Therefore, libraries strive to meet the needs and expectations of the communities they know well because librarians are highly trusted by the community.

Public libraries are virtually the only network of open cultural institutions whose facilities are available to residents of smaller urban centers and rural areas, not just large cities. They are one of the most popular and widely recognized institutions that cover the entire territory of the four project countries (over 3000 outlets in Bulgaria, 8200 in Poland, almost 3000 in Romania, and 58 outlets with 269 lending points in Slovenia). Public libraries are recognized institutions of lifelong learning and provide a variety of educational services accessible to all sectors of society.

In addition, libraries that participated in the Global Library Program 2008-2013 in Poland (3808 outlets), Romania (2280 outlets) and Bulgaria (960 outlets), are technically equipped with ICT facilities and librarians are trained to provide innovative e-services to their users, such as e-health, e-employment, e-education, for example. In some small towns in the three countries, libraries are still the only place with free Internet access and modern ICT equipment. The FINLIT project exploits this potential of lifelong learning.

1.2 Where are we now within the financial literacy?

Before work began on the preparation and development of a model for a financial education program in public libraries, FINLIT partners carried out an overall mapping of existing financial education programs in their countries – those educational programs and initiatives that take place outside of public libraries.

The next step in diagnosing the state of financial education in partner countries was to look at public libraries and their experiences with financial education. To this end, a survey was conducted on financial literacy programs in public libraries of the FINLIT partner countries. In the first half of 2019, the FINLIT project partners conducted a survey that showed the realities of financial literacy programs in their public libraries. Each partner disseminated the survey through its network of public libraries and then collected and analyzed the results of the survey conducted in their country. in the period from March to May 2019. The study used 1KA, an open source application for online surveys, developed by the Center for Social Informatics at the Faculty of Social Sciences, University of Ljubljana, Slovenia. The questionnaire was translated into four partner languages and adapted to the specifics of the national public library networks of the project partners. A summary of the results and conclusions of the surveys are presented below.

According to the surveys described above, public libraries in all partners' countries have detected a huge interest among their communities in increasing financial literacy. They have very close connections with their local communities and are aware of their information and

knowledge needs. For many years they provide different kind of non-formal education through teaching courses and different events, and as main information providers they could play an important role in the non-formal education of their users. They are experienced to work with different target groups and all librarians are highly educated professionals included in permanent education development programs. The mission of the public library is to respond to the information needs of their users. One of these needs is financial literacy.

FINLIT project is the response to public libraries users' needs. The decision to address elder people (+55) came from different reasons:

- Many changes are taking place in European Union countries regarding the digitisation of all financial and administrative services. When becoming members of the EU, all partner countries had to adjust to EU requirements, which had a lot of impact on the national financial sectors. Foreign investments and new financial products require detailed acquaintance and trustful information in order to make optimal use of all of them.
- Older generations have many difficulties to cope with new digital technologies and understanding the changes taking part in their countries.
- Older users, mostly retired, do not follow all the information on the new developments in the financial sector. They need additional information, especially in the field of consumer protection, online banking, and inheritance.
- Project partners had very different experiences in the field of financial education and sharing them would be very valuable for other partners.
- Educational models to be developed in the FINLIT project could be extended to other target groups of public libraries.

In Bulgaria 233 libraries out of 2497 took part in the survey. The analysis of the collected responses showed that only 12 libraries had carried out any type of financial literacy training. Only one library had an annual financial literacy program, 8 libraries had carried out financial literacy training as part of other educational initiatives, while 3 libraries had conducted such training for their users only once. About 94% of Bulgarian respondents were libraries with no experience in financial literacy training. They recognize the need for this kind of training for their users and 88% of them were interested in taking part in financial literacy training for trainers. 20% of the libraries declared that they were not able to organize this kind of training because of lack of experience, absence of resources etc.

In all libraries that undertook any kind of training, the training was on the initiative of the library. A quarter of the training events were organized by external financial and educational experts (banks, insurance companies, media, schools and NGOs) and hosted by the library. The trainings were mostly organized for users aged under 16 and 50+. Rarely were these trainings organized for middle-aged and young people.

The content of the training included basic topics. Several topics were explored more in depth like budget management savings, indebtedness/borrowing, investments and deposits.

In Poland 127 libraries responded to the survey. Most of them were located in rural or semi-rural areas (61%) or small local communities. Most of them (53%) declared to have some experiences with financial education due to a former project implemented by FRIS ("About

finances... in the library". It seems that this project had a deep impact in the conception and implementation of financial education by these libraries.

The training was organized as individual or occasional training. The trainers were mainly librarians (74%) and experts of financial education (41%). Mostly, the organization of such training was entrusted to other entities such as NGOs, public institutions and private companies. The target communities were mostly people aged 55+ (73%), and less than 20% people aged 45-54 and younger than 15. Neither in Poland were young and middle aged people (17-45) included in this kind of education. But 3% of surveyed libraries provided financial literacy training for marginal groups (Roma).

The topics discussed on basic and advanced levels were: budget management, savings, finance and security, debt and loans, and insurance. Particularly popular were topics related to investing and entrepreneurship.

Most of the surveyed libraries (approx. 75%) detected the need for financial literacy training in their communities and were interested and confident in organizing this kind of training. They consider that this training should be organized for adults and young people under 16.

In Romania 122 (5,53%) public libraries out of 2207 and 24 county libraries out of 41 responded to the survey. Almost half of all libraries were located in rural areas, like in the case of Bulgaria and Poland.

About half of all surveyed libraries had organized any kind of financial education courses. These were as financial information sessions (30%) upon users requests or proposed by banks. One third part of surveyed libraries organized one training session and another third part delivered monthly and annual courses within the Biblionet program (IQ Money and Net Money), and 15% occasionally organized courses at banks' suggestion.

The training models differed very much, from e-learning, thematic workshops, off-line courses, educational games, videoconferences, webinars and coaching etc. Most of the trainers were librarians (90%) and experts from banks and insurance companies and other entities (NGOs, private companies and others).

In Romania libraries with financial literacy programs tried to cover different age target groups (up to 16, 17-24, 25-29, 30-44, 45-54, and 55+). 5% of surveyed libraries provided financial education to marginal groups (Roma).

The topics of the financial literacy programs were personal budget management, savings, credit-indebtedness, investments-deposits, insurance, finance and security, entrepreneurship, and others.

Of the libraries that have already delivered any kind of financial education courses, 73% responded that they were interested in delivering such courses in the future. Their main concerns were lack of experts and lack of resources. There were 74 libraries in Romania that did not deliver any kind of financial education, but most of them (61%) detected the need for this kind of education among their users. Most of them were considered important target groups of young and middle-aged people.

In Slovenia all public libraries (48 central and 10 central regional) responded to the survey. Among them, only 8 libraries (14%) had organized any kind of financial education. Only seven of them would repeat it again. The training had often been implemented by external experts, and in only one library the training was conducted by a librarian.

The target groups were from middle aged to elder people (30-44, 45-54, and +55). Only in two cases the target group was young people under 16. They consider that there is a need to organize such training for margin groups like unemployed people, immigrants, rural populations, Roma and other social groups.

The training covered topics on a basic level. Most frequently topics were: savings, finance and security, investments, budget management, and borrowing and entrepreneurship.

Only one public library expressed clear interest in organizing a financial literacy training program. Out of all Slovenian public libraries only 35 were able to organize financial literacy education, but they were concerned about their lack of experts and resources.

The surveys in four partner countries showed that most interest in financial education had been expressed by libraries in rural or semi-rural areas. The libraries that have had some kind of financial literacy training cooperated mainly with external experts from banks, insurance offices, NGOs and other entities. Due to the lack of experience and knowledge, the librarians did not feel confident enough to undertake this kind of training in their libraries. However, all of the surveyed libraries detected the need for this kind of training in their communities.

The target groups varied from country to country. Most of the programs in financial literacy were targeted to young or elder people, except in Slovenia. The topics were also very similar in all partners' countries.

The [mapping report](https://finlit.eu/edu/mod/page/view.php?id=6) from which the selected analyses quoted above were derived is available in English on the finlit.eu platform <https://finlit.eu/edu/mod/page/view.php?id=6>

1.3 Who can help?

Although public libraries serve as the only centers of non-formal education in local communities (especially in small towns and villages), adult education topics are absent from the formal training of librarians. Librarians who serve as local educators are very often self-taught people without proper qualifications to work with adults. Meanwhile, they are educated (e.g. in Poland this is the best educated professional group) and trustworthy. Recognition they have gained for their involvement, respect and popularity boost their self-confidence and mobilize for action. Thus they are natural "agents of education," inspiring residents, library users to realize their dreams of individual and professional development.

During the last years many librarians from FINLIT project partner countries have been additionally trained in providing services that meet users' needs (e.g. e-work, e-health, e-culture, cultural institution management). This has been achieved in Bulgaria, Poland and Romania through the Global Libraries programme and in Slovenia through various regular training courses for librarians. For years librarians have been conducting educational activities for adult library users following the expectations and needs of the local community (e.g.

training in the use of computers with Internet access). This is how financial education came to libraries in Poland – as part of a user needs survey conducted as part of the Library Development Program, adult respondents admitted that they lack financial knowledge and would like to acquire it in the library. This gave rise to the launch (2012) of the project "About finances... in the Library" project, which were used in designing and implementing FINLIT.

However, apart from the Polish experience, pioneering projects in Romania, and small individual steps in Bulgaria or Slovenia, rarely does any library network offer its adult users structured and organized financial literacy courses. Additional efforts are needed in this area and this need is the driving force behind our project.

The main goal of the FINLIT project was to offer a model of financial education which could be implemented in any public library. Most of the librarians in public libraries are not confident enough to undertake such training courses because of the lack of knowledge or confidence. The educational model developed in the FINLIT project is intended to guide the librarians-educators through the financial literacy contents with specific scenarios. It would require very little effort from the side of librarians and with a Moodle platform rich with contents in financial education, they will be able to deliver it to different target users.

The competences that the librarians educators will achieve during and after FINLIT project are:

- They will learn about financial topics on basic and advanced level;
- They will learn how to teach elder adults;
- They will acquire knowledge about blended learning;
- They will learn how to conduct online and off-line training;
- With FINLIT courses scenarios, they will become confident as teachers and guides to their users through financial literacy courses.

This kind of systematic and organized training in financial education would be for the first time implemented in Bulgaria, Romania and Slovenia. In Poland there were some former experiences which showed to be very successful. The result of the FINLIT educational model and contents of financial literacy are the result of many experts' experience and different approaches.

So far, all of the librarians and public libraries involved in FINLIT training have appreciated the efforts invested in the FINLIT project and considered all developed courses to be very useful. They believe that these courses could bring benefits and welfare to their users.

Many libraries have included FINLIT training as part of their training programs. The cooperation between FINLIT partners will continue after the end of the project by using a common platform finlit.eu and sharing experiences, which will support the implementation of financial education in the libraries of the four countries.

I.4 Financial education library necessary kit

- **Finlit learning path for librarians-educators**

Public libraries are local centers of culture, information, and education. In small towns and rural areas they are usually the only establishments open and accessible to all groups of the local community. Their network is so densely woven that it does not bypass even very small towns. In many areas, they are the only **centers of non-formal education available to adults**.

In responding to user needs, librarians act as local educators, although their formal education does not include adult education topics. They educate users in many areas, supporting them not only with cultural needs, but also with work life, health, or handling the household budget. Thus, librarians are most often self-taught without the appropriate qualifications to work with adults. They are well educated in information management and are trusted in the community as respected individuals because of their knowledge and commitment to the community.

However, operating in a knowledge-based society presents new challenges for librarians. Everyday users are confronted with increasingly specialized information and communication technologies, which they have to use to access services that are increasingly available only via the Internet. Financial literacy, in particular, is a complex area, but one that cannot be ignored because handling home finances cannot be eliminated from our daily lives. To tame this new knowledge, residents turn – as always – to librarians and librarianship.

The series of trainings for librarians-educators developed under the FinLit project was created in response to the needs of librarians to strengthen their competence and knowledge in teaching adults and transferring financial knowledge to confidently and professionally respond to the needs and expectations of the local community. The series includes both online and hybrid trainings as well as self-study on the finlit.eu platform.

Elements of the training cycle for librarians

1. Financial education of librarian-educators

Before teaching library users about finances, it is recommended taking **two 6-module financial education courses** (basic and advanced levels). These are the same financial education courses that librarians will use to train residents but the assessment scale is higher. To successfully fulfill their role as facilitators in training, librarians need to have sufficient knowledge. The financial courses are detailly described in the FINLIT program for users. FINLIT Program – <https://finlit.eu/edu/mod/page/view.php?id=1852>

2. Training of trainers (ToT)

During this phase, librarians will learn what methods to use to teach adults, what challenges may be encountered, and how to develop their educator skills. The training should be conducted by key trainers - educators experienced in training adult educators and familiar

with the work of libraries. The training program for librarian-educators has several components:

- 2.1 **ToT training of educators** Online course in 6 modules
- 2.2 **Onsite training program** (8 session x 90 minutes) – to be organized by the library for its librarians as needed.
- 2.3 **Online training; tips and tools** – an online course, created in response to the needs of librarians to expand the library's offer of online meetings and trainings. This course is recommended not only for beginning educators but also for those seeking inspiration for conducting adult education online using active methods.



Training of Trainers
online

[ReadMore »](#)



Training of Trainers
Onsite

[ReadMore »](#)



Online courses: tips
and tools

[ReadMore »](#)

3. Preparation for financial education classes in the local library.

Thinking about librarians planning activities in the field of financial education, we have prepared **12 scenarios of educational meetings** tailored to the content of modules of e-learning FINLIT courses in financial education for library users. The scenarios are designed both to conduct classes in the hybrid formula (blended learning), when the course meetings take place in the library) and online.

So on the finlit.eu platform you will find a package of materials to help librarians learn **how to act as financial literacy guides for adult library users**. The materials are available in 5 languages: English, Bulgarian, Polish Romanian and Slovenian, free of charge.

Training content, or what will librarians learn?

Educational content in e-learning courses is rich and diversely presented. There are charts typically informative, tasks to be performed by the learner, summaries, tests. There are also references to external resources – articles, video and audio materials. The modules are tailored to the knowledge and skills of people who do not have a trainer's background, but are already somewhat familiar with working with adults, such as leading meetings as part of

book clubs or other library activities. After passing the course with the appropriate score, you can receive a certificate.

ToT for librarians-educators (2.1)

ToT stands for training of trainers.

By taking this course, you can achieve the following goals:

- you will increase your knowledge of adult education and adult learning styles
- You will learn how to create learning situations;
- You will learn about tools and techniques that support adult education and practice using them;
- You will learn what is the role of an educator;

The course consists of 6 modules and finishes with an assessment test:

1. How do adults learn?
2. Introduction to facilitation
3. Simple solutions to increase engagement
4. Conflict resolutions
5. Useful online tools for FE trainers
6. Code of ethics of FE trainers (educators)

Here are sample module contents:

Moduł 1: Jak się uczą osoby dorosłe?

Elementy sytuacji edukacyjnej

Sprawdź swoją wiedzę

Jakie warunki muszą być spełnione, żeby można mówić o sytuacji edukacyjnej?
Kliknij w obrazki, aby je poznać.

Elementy sytuacji edukacyjnej 4 / 18

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- Uczestnicy
- Odznaki
- Kompetencje
- Oceny
- Cele kursu
- Mapa kursu
- Wskazówka
- Moduł 1: Jak się uczą osoby dorosłe?
- Moduł 2: Wprowadzenie do facylitacji

Moduł 1: Jak się uczą osoby dorosłe?

Model uczenia się przez doświadczenie

Źródło: Alice Y. Kolb, David A. Kolb, The Kolb Learning Style Inventory 4.0: Guide to Theory, Psychometrics, Research & Applications, Experience Based Learning

Model uczenia się przez doświadczenie 2 9 / 18

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Moduł 2: Wprowadzenie do facylitacji

Kim jest facylitator/facylitatorka?

Facylitator/facylitatorka to osoba, która ułatwia grupie osiągnięcie jej celów. W tym przypadku – celów edukacyjnych. Co dokładnie robi facylitator/facylitatorka? Kliknij niebieskie ikony, żeby sprawdzić, co kryje się pod hasłami.

prowadzi spotkanie

ogarnia emocje

dąży do osiągnięcia celu

Kim jest facylitator/facylitatorka? 3 / 31

PL SzkolEdu online

- Uczestnicy
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Moduł 2: Wprowadzenie do facylitacji

Zadawanie pytań

To najprostsza technika angażująca. I niezbędna. Uczestnicy kończą moduł szkolenia e-learningowego, zapraszasz ich do aktywności offline – i zadajesz pytanie. Jeśli sam prezentujesz jakąś wiedzę, dochodzisz do końca i... zadajesz pytanie.

Pytasz o opinię, o rozwiązanie, o prawidłową odpowiedź, o brakujące dane, o doświadczenia, o emocje. To angażuje, podnosi poziom energii, zwiększa zaangażowanie. Uczestnicy czują się zaproszeni do aktywnego udziału i ważni w procesie edukacji.

Zadawanie pytań wydaje się jednak tak oczywiste, że niektóre osoby myślą, że jest to łatwe.

Ale to nieprawda. Zobacz, jakie doświadczenia z pytaniami mają Marcin i Ania.

Zadawanie pytań 15 / 31

PL SzkolEdu online

- Uczestnicy
- Odnaki
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Moduł 3: Proste rozwiązania zwiększające zaangażowanie

Praca w grupach

Praca w grupach, liczących zwykle 3-5 osób, jest popularną techniką wykorzystywaną podczas zajęć edukacyjnych. Technicznie – o ile masz miejsce – to jest łatwe. Zastanów się jednak, jak ją wykorzystasz – bo masz minimum dwie możliwości. Kliknij w punkty 1 i 2, żeby je poznać.

1

Każda grupa robi to samo – np. tworzy listę korzyści z regularnego oszczędzania, a potem następuje wzajemna prezentacja efektów pracy lub dyskusja na forum.

2

Każda grupa zajmuje się inną częścią tego samego zadania, np. jedna grupa tworzy listę zalet regularnego oszczędzania, druga – listę wad, a trzecia – listę kroków, jakie należy podjąć, żeby zacząć oszczędzać. Na koniec efekty pracy zbiera się w jedną całość, jako efekt pracy całej grupy.

Praca w grupach 2
9 / 14

PL SzkolEdu online

- Uczestnicy
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- Kompetencje
- Oceny
- Cele kursu
- Mapa kursu
- Wskazówka
- Moduł 1: Jak się uczą osoby dorosłe?
- Moduł 2: Wprowadzenie do facylitacji

Moduł 3: Proste rozwiązania zwiększające zaangażowanie

Podsumowanie

W tym module zobaczyłeś/zobaczyłaś kilka prostych technik, które powodują, że osoby uczestniczące mogą więcej skorzystać z edukacji podczas spotkania na temat edukacji finansowej. Zaproszenie ich do pracy w grupach czy dyskusji na forum pozwala zwiększyć zaangażowanie, wyzwolić energię, której poziom może spadać podczas przechodzenia kursu online, dowiedzieć się czegoś od siebie nawzajem.

Zastanów się, które z tych technik zastosujesz podczas swoich zajęć, a najlepiej próbuj różnych, bo w różnych grupach różne sposoby działają w rozmaity sposób. Powodzenia!

Kliknij na znak zapytania, żeby zdobyć jeszcze jedną radę ☺

Podsumowanie
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Moduł 4: Rozwiązywanie konfliktów

Rodzaje konfliktów

Najbardziej znaną typologią konfliktów jest tzw. koło konfliktów Moore'a. Ten amerykański mediator, moderator i projektant systemów zarządzania konfliktami podzielił konflikty na 5 kategorii.

Kliknij w każdy z elementów koła, żeby sprawdzić, co kryje się pod nazwą danego typu konfliktu.

Przyczyny konfliktów


Rodzaje konfliktów
5 / 15

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Moduł 4: Rozwiązywanie konfliktów

Strategia kompromisu



kojarzona zwykle z zebraw lub lisem

Strategia kompromisu zazwyczaj wymaga od obu stron konfliktu rezygnacji z elementów swojego stanowiska w celu ustalenia akceptowalnego, uzgodnionego rozwiązania.

Strategia ta przeważa najczęściej w konfliktach, w których strony posiadają w przybliżeniu równoważną władzę. Właściciele/właścicielki firm często stosują kompromis podczas negocjacji umów z innymi firmami, gdy każda ze stron może stracić coś cennego, na przykład klientów lub niezbędną usługę, jeśli nie dojdzie do porozumienia.

Strategia kompromisu 11 / 15

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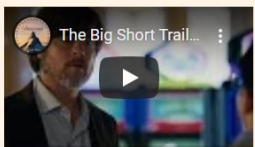

- Uczestnicy
- Odznaki
- ☒ Kompetencje
- Oceny
- Cele kursu
- Mapa kursu
- Wskazówka
- Moduł 1: Jak się uczą osoby dorosłe?
- Moduł 2: Wprowadzenie do facylitacji

Moduł 5: Użyteczne narzędzia online dla edukatorów

Filmy

„Wilk z Wall Street”, „Big Short” czy „W pogoni za szczęściem”? Który z tych filmów wykorzystasz w czasie zajęć z edukacji finansowej?

Nie planuj pełnej projekcji, bo nie masz na to czasu, ani (zapewne) licencji, ale dlaczego nie pokazać uczestnikom kilkuminutowego fragmentu, który będzie ilustracją zajęć o funduszach inwestycyjnych, światowym systemie finansowym czy osiągnięciu wolności finansowej?

Filmy 10 / 16

PL SzkolEdu online

- Uczestnicy
- Odznaki
- ☒ Kompetencje
- Oceny
- Cele kursu
- Mapa kursu
- Wskazówka
- Moduł 1: Jak się uczą osoby dorosłe?
- Moduł 2: Wprowadzenie do facylitacji

Moduł 6: Kodeks etyczny edukatora/edukatorki edukacji finansowej

Zastrzeżenie

Zasada nr 2

Bibliotekarz/bibliotekarka nie ocenia poziomu kompetencji cyfrowych czy ekonomicznych uczestników spotkań edukacyjnych. Bada ich kompetencje w tych dziedzinach, aby jak najlepiej dostosować profil zajęć do ich potrzeb. Udziela także uczestnikom spotkań niezbędnej pomocy w posługiwaniu się narzędziami internetowymi projektu.

Zasada nr 2 5 / 23

On-site training program for educators (2.2)

Training goals

- to increase facilitation skills of FINLIT educators,

- to refresh FINLIT educators' knowledge on adult education, method of group engaging and ethical aspects of the program,
- to familiarize FINLIT educators with the e-learning platform as a tool for educators.

Training agenda consist of 8 module sessions planned for 90 minutes each:

1. Introduction to the training
2. Knowing your audience and its needs
3. Commitment reaching and difficulties solving
4. Questions and other communication tools
5. Practicing facilitation skills
6. Practicing facilitation skills
7. Practicing facilitation skills
8. E-learning platform and the summary of the training

Training outline

1. How to conduct a diagnosis of local residents' needs for financial literacy – community profile, needs assessment.
2. Verification of knowledge and skills (in personal finance and ICT) of potential participants; methods and tools.
3. Users' knowledge of ICT – digital skills test.
4. Library enables training – team, equipment, space....
5. Group recruitment methods for courses.
6. Introduction to facilitation – the role of the facilitator.
7. Promotion of new library offering, financial education for adult users – methods and planning.
8. Networking and cooperation with local entities (associations, local business, local government.
9. Working in a team (financial education as part of library activities, division of tasks in a team of librarians, co-leading financial education training in the library, etc.).
10. Difficult situations and conflict resolution.
11. Monitoring and evaluation.

Training materials were also prepared for the educator.

E-learning course: How to deliver online training? – tips and tools (2.4)

By taking this course you will:

- increase your knowledge of online education methods
- expand your knowledge of designing online learning situations
- learn which applications are recommended by online training practitioners
- remember which elements of classroom training should be incorporated into remote education
- increase your alertness to common mistakes made during training

The course consists of 5 modules:

Module 1: Introduction and key recommendations

Module 2: How do I schedule online training?

Module 3: Selected applications to support online training delivery. Overview

Module 4: Applications are not everything - what else should be taken care of when planning online training?

Module 5: Mistakes you don't have to make

Here are sample module contents:

The screenshot displays a web application for an online training course. On the left is a sidebar menu with the following items: 'Szkolenie online' (highlighted), 'Uczestnicy', 'Odznaki', 'Kompetencje', 'Oceny', 'Cele kursu', 'Wskazówka', 'Mapa kursu', 'Moduł 1: Jak zaplanować szkolenie online?', and 'Moduł 2: Jak zaplanować szkolenie'. The main content area is titled 'Moduł 1: Jak zaplanować szkolenie online?' and features a yellow header bar. Below this, the section 'Szkolenie online, czyli...' is underlined. The text explains that online training is a broad category encompassing all forms of education based on internet contact. It mentions that it can include screen-based courses for self-paced learning at any time (asynchronous), with the current course being an example. It also notes that the focus is on preparing for the delivery of training (meetings or fragments of training) in online environments, but in a group, within a set time, concentrating on the form that most closely replaces traditional stationary training. A 'Uwaga jednak' (Note however) section states that online training should not be viewed as a direct replacement for 1:1 training, as that is a significant mistake and a pitfall to be avoided.

Moduł 1: Jak zaplanować szkolenie online?

Szkolenie online, czyli...

„Szkolenia online” to pojemna kategoria, można w niej ująć wszystkie formy edukacji bazującej na kontakcie przez internet.

Mogą być to tzw. kursy ekranowe, pozwalające na samodzielną naukę w dowolnym momencie (asynchroniczne) – przykładem tego jest kurs, który właśnie przeglądacie.

Ale to, na czym się skupiamy w tym kursie, to przygotowanie do prowadzenia szkoleń (też: spotkań czy fragmentów szkoleń) w realiach internetowych, ale w grupie, w określonym czasie. Czyli koncentrujemy się na formie, która w jak największym stopniu ma zastąpić klasyczne szkolenia stacjonarne.

Uwaga jednak – nie patrzmy na szkolenia online jak na „zwykłe szkolenia, które przekładamy 1:1 na realia zdalne”. To poważny błąd i pułapka, do tego jeszcze wrócimy.

Szkolenie online, czyli... 5 / 24

Szkolenie online

- Uczestnicy
- Odznaki
- ☒ Kompetencje
- Oceny
- Cele kursu
- Wskazówka
- Mapa kursu
- Moduł 1: Jak zaplanować szkolenie online?
- Moduł 2: Jak zaplanować szkolenie

Moduł 1: Jak zaplanować szkolenie online?

Kluczowe rekomendacje

Zanim przyjrzymy się szczegółowo, o co zadbać w czasie szkolenia, zaczniemy od trzech kluczowych rekomendacji, które warto zawsze mieć na uwadze. Kliknij niebieskie ikony poniżej obrazków, żeby je poznać.





Kluczowe rekomendacje 7 / 24

Szkolenie online

- Uczestnicy
- Odznaki
- ☒ Kompetencje
- Oceny
- Cele kursu
- Wskazówka
- Mapa kursu
- Moduł 1: Jak zaplanować szkolenie online?
- Moduł 2: Jak zaplanować szkolenie

Moduł 1: Jak zaplanować szkolenie online?

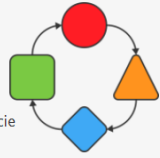
Rekomendacja 3: zaplanuj proces edukacyjny, a nie "szkolenie"

„Proces edukacyjny” zamiast „szkolenia” to wartościowa opcja niezależnie od tego, czy edukacja ma się odbywać zdalnie czy stacjonarnie. Jednak wiele osób już przyzwyczało się, że udział w szkoleniu polega na obecności na jednym czy kilku szkoleniach i na tym się kończy.

Warto przełamać takie myślenie i edukacja online jest dobrym pretekstem do tego.

Do czego zachęcamy? Do pomyślenia o szkoleniu jako o jednym z elementów efektywnej nauki. Ważnym, być może najważniejszym, ale nie jedynym.


Na kolejnych ekranach znajdziecie dwie propozycje – wariantów może być oczywiście więcej, ale tutaj chcemy Was zainspirować, a nie dać gotowe szablony.



Rekomendacja 3: zaplanuj proces 19 / 24

Educational meeting scenarios for financial education courses (3)

The scenarios provide guidance on how to conduct financial education classes both in the form of in-person meetings at the library as well as online, i.e. they allow for the implementation of the course for residents in a hybrid formula (blended learning) as well as online.

 Ogłoszenia

Ukryte przed studentami

Poniżej znajdują się scenariusze dla edukatorek i edukatorów, na podstawie których będzie można przygotować się do przeprowadzenia w bibliotece spotkań edukacyjnych z edukacji finansowej z mieszkańcami. ☒

▼ Scenariusze do prowadzenia spotkań edukacyjnych

- PL_scenariusz_Moduł 1_Planowanie finansowe i budżet osobisty_poziom podstawowy_v.final.pdf
- PL_scenariusz_Moduł 2_System finansowy_poziom podstawowy_v.final.pdf
- PL_scenariusz_Moduł 3_Kredyty i pożyczki_poziom podstawowy_v.final.pdf
- PL_scenariusz_Moduł 4_Ubezpieczenia_poziom podstawowy_v.final.pdf
- PL_scenariusz_Moduł 5_Bezpieczeństwo i ochrona konsumenta_poziom podstawowy_v.final.pdf
- PL_scenariusz_Moduł 6_Bank centralny_poziom podstawowy_v.final.pdf

POBIERZ FOLDER

 Ogłoszenia

POBIERZ FOLDER

How to participate in FINLIT training for librarians? – instruction on the finlit.eu platform

1. Register on the FINLIT platform - follow the user instructions
<https://drive.google.com/drive/u/0/folders/1f6x0DxBz-1WVpMPvkl3mrLgYolhEPast>

Contact your national coordinator in Bulgaria, Poland, Romania, Slovenia – the partner countries of the FINLIT project [<https://finlit.eu/edu/mod/page/view.php?id=7>] to discuss the organization of a financial education course in your library.

FINLIT training is free for both library users and librarian-educators. After going through a series of training courses for librarians on the finlit.eu platform, they will be certified as facilitators and can conduct financial education for adult users in their libraries. Librarians are not financial experts – they become guides to financial literacy for residents.

Upon successful completion of the online courses, each librarian receives an automatically generated Certificate with a unique number.

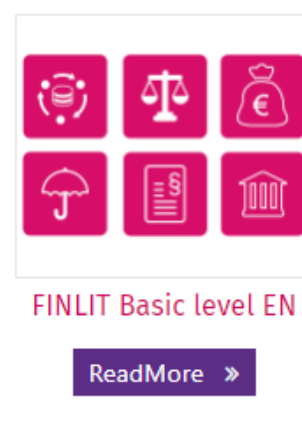
- Learning program for library users

Financial literacy (FIN+LIT) is one of the key competences for the 21st century. It is a combination of **financial knowledge, skills** and **behaviour** that help us make sound financial decisions so that we can achieve financial well-being. No matter how well we manage our personal finances, whether we ever used credit or insurance services, how far our knowledge of financial systems and the euro-zone extends, how much experience we have in online shopping or online banking, we all need more knowledge and more skills to protect ourselves and our families in the rapidly changing and very complex modern financial environment, in which financial products and services are getting more complex and more risky.

The FINLIT educational program provides **knowledge**, develops **skills**, and stimulates **practice** – online and offline. It is based on blended learning, combining face-to face trainings with online courses and is provided through public libraries by trained and certified librarians. The program is available in 5 languages – English, Polish, Bulgarian, Romanian and Slovenian and consist of two levels – basic and advanced available in two online courses with scenarios for onsite facilitation.

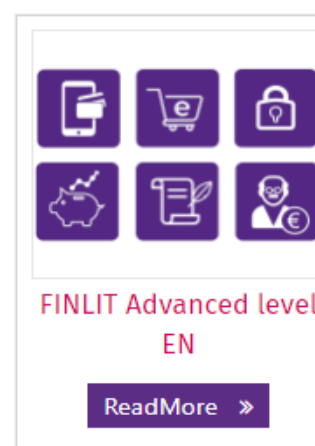
The basic level course consists of 6 modules:

1. Financial planning and personal budget
2. Financial system
3. Credits and loans
4. Insurances
5. Consumer protection and security
6. Central bank – only in Polish and Romanian



The advanced level course consists of 6 modules:


1. Online banking
2. Online shopping
3. Secure finances on internet
4. Saving and investing
5. Inheritance
6. Earning in retirements




The educational content is rich and presented in a very interesting way, professionally designed and full of practical examples, interactive exercises, individual or group tasks, video and audio resources. All modules are localised to the country's financial system and the products and services offered on the particular financial market.

Here are some examples:

Module 1: Financial planning and personal budget





**FINANCIAL LITERACY
THROUGH PUBLIC
LIBRARIES**

Financial planning and personal budget

Financial literacy through public libraries

Module 1, Basic level

Module 1: Financial planning and personal budget

Financial planning: Exercise 1 “My advice”

You have two couples and mixture of goals.
Meet Ana and Peter!
Please, give your opinion which goals belong to them!
Suggest other goals that they might have.



Peter, 58 and Ana, 56
married, have two adult
daughters, live in their
own house.

GOALS

- ♥ Buy a new car
- ♥ Buy an apartment
- ♥ Go on around the world trip
- ♥ Saving for children's education
- ♥ Saving for retirement
- ♥ Ensure for health expenses




Module 1: Financial planning and personal budget

Financial planning: EXERCISE 2 "Personal Balance Sheet"

This is the personal balance sheet of Ivan. Calculate his net value and write in the field below!

ASSETS	Euro	LIABILITIES	Euro
Apartment	200 000	Mortgage	140 000
Bank Deposits	5 000	Consumer loan	30 000
Car	12 000	Leasing	5 000
Mutual funds	10 000		
Country house	50 000		
TOTAL	?	TOTAL	?

Calculate

NET VALUE =  Check

Module 1: Financial planning and personal budget

Easy budgeting: budget 20-30-50

How does it work?

- You distribute your money (income) in three categories at a ratio of 50% -30% -20%, instead of 20 or more categories. You may not use detailed budget.
- The ratios may be different, so to reflect your individual situation, for example 60-30-10

50% of your income**Fixed expenses (Needs)**

Click to find out more!

**30%** of your income**Flexible expenses (Wants)**

Click to find out more!

**20%** of your income**Financial goals
Individual**

Click to find out more!




Module 2: The financial system


What to know when taking a loan?

**The cost of credit
Bank - NBFIs comparison**

Commercial banks are clients of the National Bank, therefore the calculation of interest for their customers (population and companies) starts from the reference interest

See the example 

NBFIs are the customers of commercial banks, therefore the calculation of the interest for their customers (population and small commercial companies) starts from the actual costs with the interests of commercial banks

See the example 

Module 3: Credits and loans

Source of financing



The purpose of the purchase is usually what most determines the form of the source of financing - credit or loan. It can be assumed that the more precisely the purpose, amount of purchase and repayment date, the more it will be possible to take advantage of the credit. Otherwise, the loan remains.

See examples of financing sources (credit, loan) depending on the purpose of purchase.

Only loan

- for any purpose
- on holidays
- on a trip
- "Zero percent"

Loan or credit

- cash
- for home appliances / electronics (credit available from the store, in other cases – a loan)
- for a car (used – e.g. loan; new from the living room – on credit)
- for education (loan for education in general, but student credit)

Credit only

- flat
- house
- plot
- seagoing vessels

Module 4: Insurance

Assessment tool

1. When choosing an insurance offer, you should be guided primarily by:



the amount of compensation due

the individual needs and financial possibilities of the insuring person

the attractiveness of the price of the policy



Module 1: Banking online



FINANCIAL LITERACY
THROUGH PUBLIC
LIBRARIES

Banking online

Financial literacy through public libraries

Module 1, Advanced level



Module 2: Online shopping

How to use blik?



Less popular **payment methods** include mobile payments, e.g. using **BLIK**.

Watch the video and learn about how to use BLIK in everyday situations.

Check! What is BLIK?

- What functionalities does it have?
- In what situations can you use it?



Module 3: Secure finances on Internet

How else can you improve the security of your transactions?



SMS and push notifications

To monitor your account status on an ongoing basis and not to miss any transaction, use the SMS or push notifications in the smartphone's banking application. If an unauthorized person gains access to your account or payment card, you can detect suspicious operations thanks to notifications. The notification service may be charged extra. Fees should not exceed several zlotys per month.

Transaction limit

To increase the level of security, it is worth setting daily transaction limits for payment cards and mobile payments. In addition, setting limits can help you manage your expenses better. When activating a bank account, the bank usually sets limits for specific types of transactions. You can change them yourself, e.g. lowering them to the level you choose.

BIK alerts

To protect yourself from taking a loan on your account, e.g. based on phishing data and stolen or falsified documents, you can activate the so-called BIK alerts. The Credit Information Bureau will inform you by SMS and e-mail about every attempt to take a loan on your data. The service is paid.

Module 4: Saving and Investment

Saving and investing (2/2)



SAVING



Saving is the process through which we set aside part of our income, which is not spent directly on the purchase of goods and services. The accumulated over time savings are to be used in the future.
How to manage our savings is one of the most important questions.

INVESTING



Investing is the process of allocating resources, usually money, with the expectation of generating an income or profit. In investing, risk and return are two sides of the same coin; low risk generally means low expected returns, while higher returns are usually accompanied by higher risk.

How to take a course?

1. Get registered on FINLIT platform – follow the steps in the user guide
<https://drive.google.com/drive/u/0/folders/1f6x0DxBz-1WVpMPvkl3mrLgYolhEPast>
2. Contact one of the public libraries that is providing FINLIT training and get information on the upcoming courses – see a list for each country (on the platform)
3. Determine your level and start a course – we recommend starting with the basic level and then upgrading your knowledge with the advanced modules.

FINLIT courses are free of charge and provided in public libraries by educational and financial experts and facilitated by certified librarian-trainers.

Upon successful completion of the course, each trainee receives an automatically generated **Certificate** with a unique number.

2. | PROJECT PARTNERS APPROACHES (BULGARIA, POLAND, ROMANIA, SLOVENIA – TIPS FOR THE MULTIPLICATION

2.1 Idea of implementation – preparation of courses for librarians and for library users

The program for preparing librarians to conduct financial education of adult library users in libraries was prepared after analysis of financial education offerings and needs in the four project partner countries. They were also used to establish a catalog of financial issues that were included in the adult library user training program. Conclusions were collected in the already mentioned report "Financial Literacy Through Public Libraries – Good Practices Mapping Report" available in English on the platform finlit.eu.

E-learning courses prepared on the finlit.eu platform are intended for adult library users, persons who are not financial professionals and do not have financial literacy background. Learning with the use of the prepared courses requires digital competence at the level allowing to operate a browser, use websites, set up individual accounts in various services, operate an e-mail box.

FINLIT educational program provides knowledge, develops skills and stimulates practice – online and offline. It is based on a hybrid (blended learning) method, combining face-to-face (classroom) training with online courses, and is delivered in public libraries by trained and certified librarians. The program is available in 5 languages - English, Polish, Bulgarian, Romanian and Slovenian and consists of two levels - basic and advanced. There are two e-learning courses. There are also prepared scenarios for leading librarians with tips on how to conduct classes on site as well as online.

2.2 What have we done? - some Data, Description of the Procedure (Resume);

Bulgaria

Global Libraries Bulgaria Foundation (GLBF) implemented the project in close partnership with the Regional Library of Russe that is the only library in Bulgaria with any, even small experience in financial education for adults. The piloting took part in the Russe region – a big administration unit in North Bulgaria. The Libraries were selected after an official invitation announced by Global Libraries Foundation among members of its library network in the region. All the libraries within the GLBF network are technically equipped to provide access to FINLIT platform (computers, software, training space). Specific attention was given to public libraries in small cities and rural areas. An application form was developed and all interested candidates submitted it to the GLBF director.

The following criteria were taken into account when assessing the applications:

- motivation to take part into the piloting stage,

- digital skills
- previous experience in adult training.

Totally 5 libraries were selected to take part into the piloting process in Bulgaria – one regional library and 4 chitalishte libraries¹. The chitalishte libraries were located in different areas - one in a small city and 3 were village libraries. 10 librarians were trained and certified as trainers.

The piloting training of librarians in Bulgaria was in hybrid form. The financial program was conducted only online while the ToT program was conducted in blended form combining online and traditional face to face education.

The training started with financial courses for librarians, including a series of webinars and financial modules. Both parts of the financial program –basic and advanced, were conducted online on FINLIT platform. Two types of e-learning were applied:

- Synchronous training – real time interaction of librarians with an financial expert and key trainer via the virtual class room on the platform;
- Asynchronous training – no live interaction of librarians with the trainers and experts, assisted self training with clear instructions and possibility to contact the trainer and ask questions;

Although the certificates for the financial courses were issued electronically, they were not mailed to the librarians. The certificates were printed and a certification ceremony was organised during the online LTT training where librarians from all project countries were presented.

After the successful certification in basic and advanced financial courses, the librarians proceeded with the ToT program in hybrid format. The online course was conducted on the platform, again using synchronous and asynchronous training for the different modules. The results were evaluated with the assessment test and certificates were issued only electronically. The onsite part of the ToT was conducted face-to-face in the Russe Regional Library.

The piloting training of adult users was in blended format too. The librarians invited their trainees in each library and presented the project and the platform. Afterwards, they proceed with the financial modules combining online training on the platform with traditional training. Most of the training was done in the library using the available computers and training spaces with very few exceptions when librarians trained their users distantly. A Total of 37 end users took part in the piloting phase in Bulgaria, 34 of them successfully accomplished the financial course and received automatically generated certificates. Additionally, some of the libraries organized small certification ceremonies and even added piglet saving boxes to the certificates to reward the efforts made by the participants during the training and to encourage them to apply the acquired knowledge and skills.

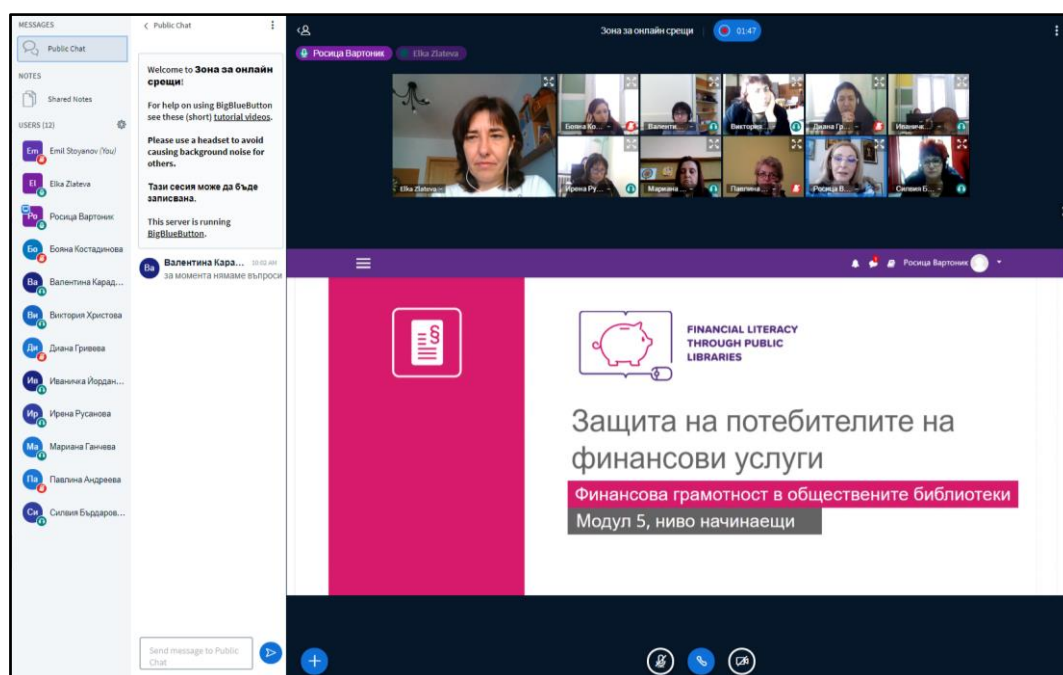
¹ In addition to the National Library, there are three types of public libraries in Bulgaria that differ according to their status and functions: regional libraries (27), municipal libraries (17) and chitalishte libraries (2453).

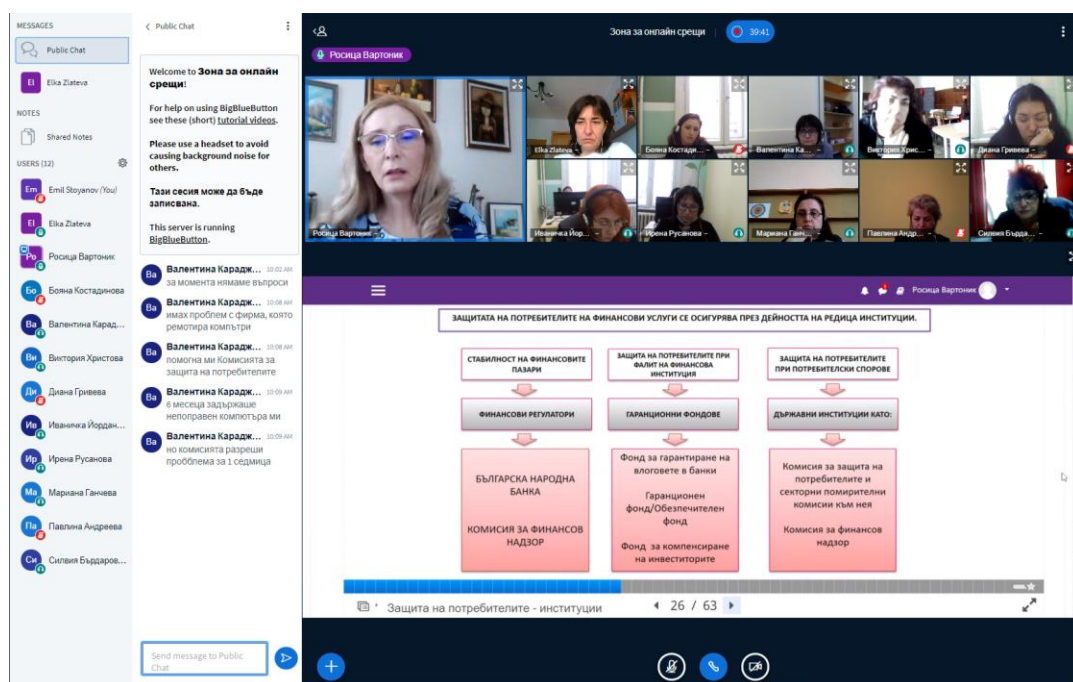
The training team in Bulgaria consists of three key trainers – financial expert, program expert and platform expert. The combination of these three profiles was very successful and the Bulgarian team didn't encounter any problems.

According to the selection criteria, all the librarians that took part into the piloting stage in Bulgaria were with very good digital skills. They didn't encounter any problems during their own training - they easily registered and used the platform, were always on time for the online sessions and webinars, accomplished all modules and assessment tests, all of them took part in the face-to-face training in Russe Regional Library. The regular communication and clear tasks were of key importance for the results.

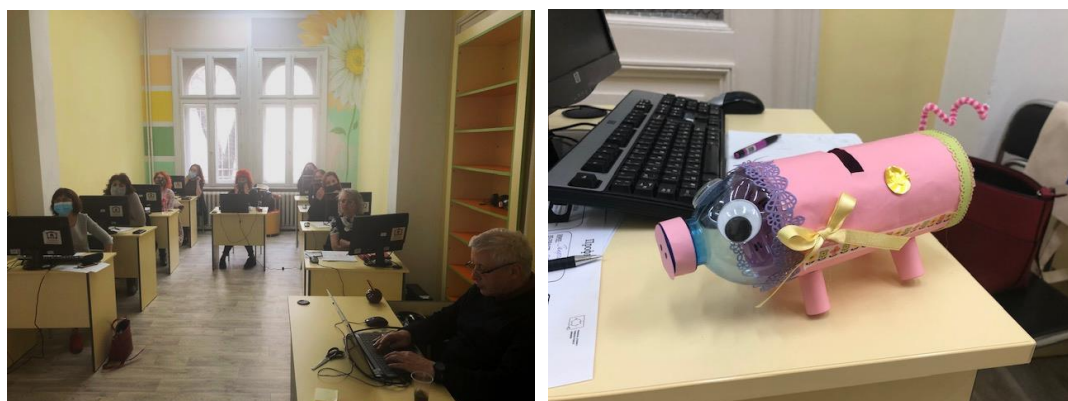
However, for all of them the situation changed when they themselves became trainers because neither one of the librarians was experienced in online education. The training team recognized that need in advance and prepared practical exercise after the ToT program and just before the end-users training. Guided by the project's key experts, librarians accomplished one financial module on the platform as a demonstration and practical exercise of the change that emerged in their role from trainees to trainers. This exercise was done in the computer room of Russe Regional Library where librarians were separated into two groups – one representing the trainers and the other one trainees. They learned how to register users on the platform, how to enroll them into the courses, how to navigate them through the content and assessment tests, etc.

Regional library "Lyuben Karavelov" Ruse. Webinars about FINLIT project implemented by experts.

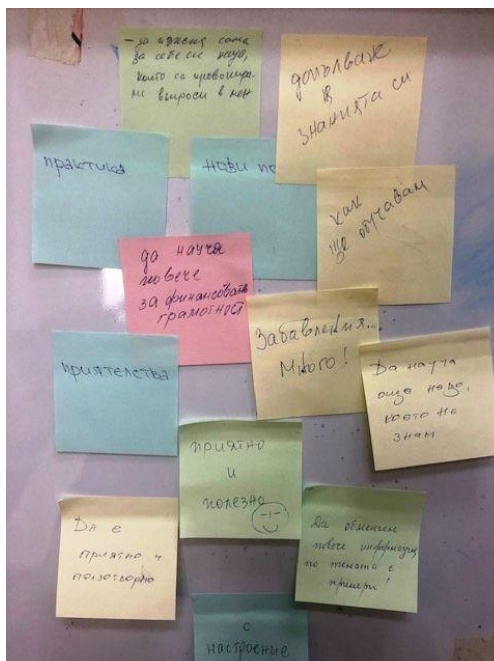




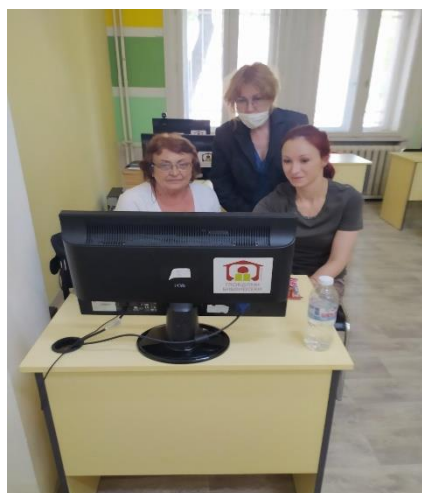
Regional Library "Lyuben Karavelov" Ruse. On-site ToT training for librarians-educators. Librarians conduct ToT e-learning course on the platform <https://finlit.eu/edu/>



Regional Library "Lyuben Karavelov" Ruse. On-site ToT training for librarians-pedagogues. Librarians working in groups do exercises and share their experiences.



Regional Library "Lyuben Karavelov" Ruse. On-site ToT training for librarians-educators. Librarians-educators with certificates obtained after ToT training Together with experts from the FINLIT project.



Regional Library "Lyuben Karavelov" Ruse. Training for end users (library users).



Poland

This is not the first time Poland has invited libraries to participate in a financial education project, so the project was drawn on previous experience. Libraries were selected as a result of online recruitment announced on the portal www.biblioteki.org, which for many years has been the main medium of communication between Information Society Development Foundation (FRSI) and libraries – the announcement is available at https://biblioteki.org/aktualnosci0/Zglos_sie_do_projektu_Edukacja_finansowa_w_bibliotekach_publicznych.html. The social media (FB) and the portal for librarians and friends of libraries www.labib.pl were also used. Libraries applying for the pilot filled out an online form. The rules of recruitment of libraries were defined in the Rules of Recruitment to the Project. It included the responsibilities of the library, selection criteria and benefits of participating in the project. The following criteria were taken into account when evaluating the applications:

- logistical background of the library (hardware, software, space for financial education meetings,
- library experience in conducting educational activities with adults,
- the library's experience in implementing a variety of activities for residents during a pandemic (including online, hybrid or stationary activities with sanitation),
- idea for conducting financial education (topic, target audience, how to reach potential individuals interested in financial education),
- experience of librarians in conducting adult user education.

In Poland, almost 10% of public libraries – mostly from rural areas and small towns – have already gained experience in conducting financial education in previous years. However, these were not permanent classes, but courses conducted once in a while, mostly with older people (55+) in groups of 5-20 people using the blended learning method. However, most of the libraries run various educational classes for adult users on a permanent basis, often in the

field of digital education. Because there was a great interest among libraries in the FINLIT pilot program, 20 libraries of different levels were accepted, i.e., libraries from rural and urban gminas, libraries performing the functions of county libraries and pedagogical libraries from different regions of Poland. They included libraries from the largest cities in the country (e.g. Warsaw, Lodz, Lublin) as well as from medium-sized towns and smaller villages (e.g. Czernikowo, Mamlicz, Mościsko). The financial education meetings within the pilot were conducted by 32 librarians and 2 IT specialists working in the library. 32 librarians-educators and 121 inhabitants of communes, adult users from those libraries, registered on the platform and tested the prepared offer of financial education. In total, there were 153 people from Poland!

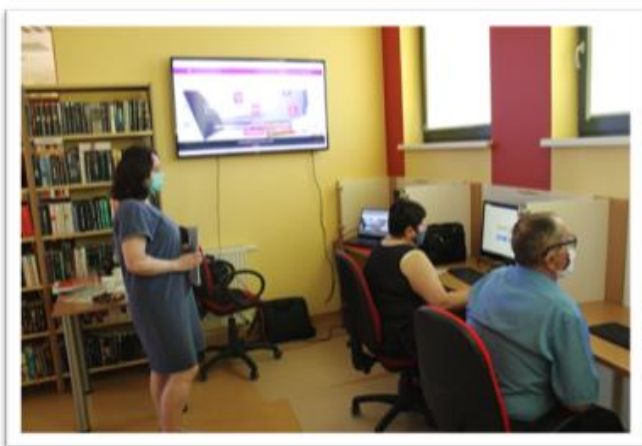
The pilot study began with the implementation and testing by the librarians-educators of the online financial education course for users on the finlit.eu platform (6 modules each of basic and advanced level course). Then the librarians-educators made the ToT online e-learning course (5 modules) – asynchronous training. They worked individually consulting them with experts during the online workshop. They also provided detailed comments on the content of the courses and on the functioning of the finlit.eu platform. As part of the training series, we conducted webinars but mostly librarians participated in interactive workshops (synchronous training). Due to the covid-19 pandemic, all training of librarian-educators was organized online. Out of necessity, we placed more emphasis on conducting trainings and meetings online – not only in terms of tools but also in terms of methodology.

The trained librarians then conducted financial education meetings in their libraries. Depending on the capacity of the library (related, among other things, to the restrictions imposed by the covid-19 pandemic) and the needs of users, they conducted courses on-site in libraries (in very small groups), online, or in a mixed format:

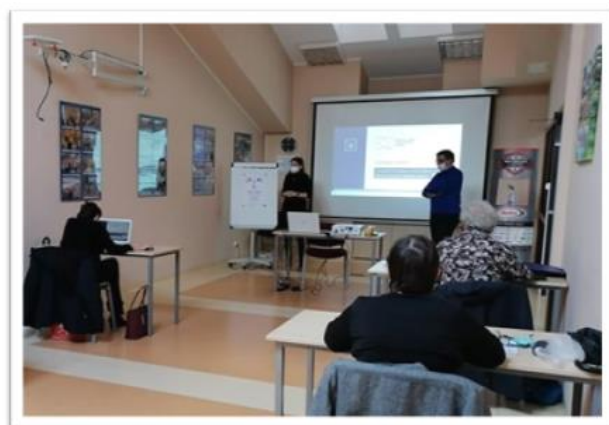
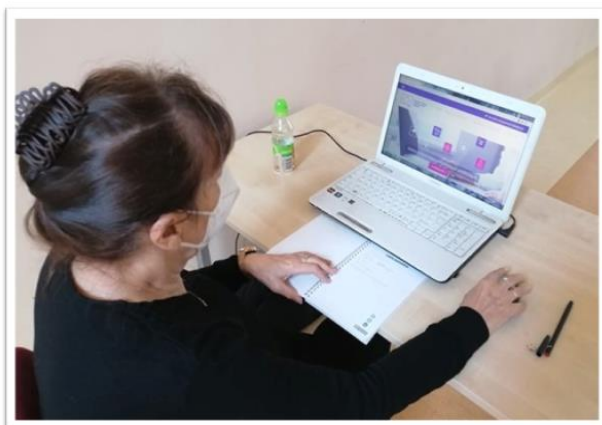
- 10 libraries, despite the pandemic, chose to offer classes exclusively onsite;
- 6 libraries provided classes exclusively online (via Zoom, Jitsi, MS Teams);
- 4 libraries worked hybrid

We examined the results of the FINLIT pilot project in Polish libraries through evaluation questionnaires addressed to the end users of the project, i.e. to the inhabitants of the municipalities, and to the librarians-educators from the libraries participating in the pilot phase of the FINLIT project. They indicate that the pilot took place in 19 municipalities, and courses were conducted for library users in 20 localities. 121 residents benefited from the financial education provided by 23 librarians – all of whom received certificates for completing courses on finance, and the librarians were also certified as educators. Training was conducted in-person (10 libraries), online (6 libraries), and hybrid – 4 libraries.

May/June 2021, Poland. Financial education courses conducted by the librarian-educators in a computer lab. 1) Public Library of the Town and Commune of Jakub Wojciechowski in Barcin.



2) Public Library of Solec Kujawski.



As indicated by the responses to the evaluation survey of librarian-educators after the FINLIT project pilot, which was answered 28 ways by 32 librarian-educators, the greatest challenge regarding the library training series was found to be:

- The length and intensity of the course (more than 30 hours of effective instruction) – it was time consuming and for many librarians it was extra hours of work (e.g. librarians emphasized that "it would be much more interesting to gain knowledge about finance by participating in a live meeting with a specialist, rather than independently go through the various stages of training on the platform"; therefore, more interactive online workshops were appreciated than webinars, because of the opportunity to discuss with experts;
- The varying degrees of preparation of librarians to deliver financial education as well as varying degrees of familiarity with the tools and techniques for delivering online training was a challenge for both those who were more knowledgeable and those who were just taking their first steps in the field;
- It was emphasized that conducting online financial education is particularly difficult for people who do not have any experience in financial matters and do not have a degree in economics;

- International meetings in the online format for people who did not know English or knew it insufficiently were not attractive, as it precluded the possibility of free discussion and exchange of experience.

As far as the subject matter of financial education courses is concerned, librarians pointed out that flexibility in selection of modules would be desirable, so that selected issues from basic and advanced course could be implemented (courses on the finlit.eu platform were planned as two courses, 6 modules each – after completing the whole course, one can obtain a certificate).

When organizing financial education for library users, a big challenge was the inability to organize meetings in a stationary mode, which concerned most libraries due to the covid-19 pandemic. Conducting training only in the online format was a difficult and tiring activity. In addition, in-person training is also an opportunity to share experiences among participants.

The librarians also indicated technical problems with the operation of the Moodle platform – they reported text errors to be corrected, improvements in the writing of modules, the way of marking pages with tests or exercises. They had no problems with registration or logging in. 70% of the librarians also evaluated the platform positively in terms of navigation, graphics and course structure. Over 92% of the librarians also found the course content very useful and tailored to the needs of the residents.

From the evaluation survey conducted among the end users (119 persons out of 121 course participants filled in the survey!) after the FINLIT project piloting ended, we learn about the difficulties in using the platform. These were mainly technical problems during the course, related to incorrect editing of the content, which were reported by 20 persons (about 17% of respondents), emphasizing, however, that they were explained by the educators on an ongoing basis. Internet connection problems were also reported, which caused problems with saving the results. More than 82% of the respondents had no problems using the platform.

Romania

‘Ovid Densusianu’ Hunedoara-Deva County Library was the Romanian partner responsible for implementing the project in Romania. Although not a big institution or one with experience in such projects, the library had delivered classes on financial education in the past (IQ Money and Money on the Net, and even classes for certified accountants), and some of the librarians were certified trainers.

The objectives of the piloting phase for the Romanian team were:

- testing the two courses: the Training of Trainers online course and the course of financial education (both levels, for both librarians and end users);
- improving courses both in terms of content and from a technical point of view;
- creating the basis for a national network of public libraries that would adopt and deliver FINLIT courses.

The project coordinator in Romania, Mariana Marian, drew up an address in which she argued the need for financial education, described the objectives of the project, and briefly presented the two courses. She proposed a number of county libraries to become Finlit

piloting centers. She also asked these libraries to appoint an experienced trainer librarian, who would have the ability to collaborate with other librarians from their county or even other counties and help them implement this financial literacy program in their libraries.

The Romanian team then selected 5 major county libraries on the following criteria:

- their willingness to implement financial education courses in their counties (as expressed in the initial survey),
- their potential to deliver courses,
- past successful collaboration,
- geographical location (so that they can adopt the training of other trainers from the neighboring counties).

The piloting in Romania was divided into (1) trainings carried out by the 'Ovid Densusianu' Hunedoara-Deva County Library, involving the 5 aforementioned major county libraries, but also 7 smaller city and rural libraries from Hunedoara County (2) trainings carried out by the 5 major county libraries with librarians and users from their respective counties.

Due to the pandemic situation and the distance, the trainings with the 5 major county libraries took place online only. We started with the Training of Trainers course, and only then continued with the two levels of financial education. The meetings were held every Thursday and during the first one we created a Google document in which all the participating librarians would put their feedback, questions (for the following meeting) or whatever technical, content or even grammatical error they came across. Given the fact that they all were certified and quite experienced trainers, the Training of Trainers course was a sort of warm up before the courses on financial education which they considered to be more problematic. Yet, no major issues were encountered during this stage either – they found the modules to be easy to understand, interesting and fun. Apart from the fact that teaching online and using Zoom were something new for us, the issues we encountered were mainly technical and easily repaired: some trainees did not receive their registration link in the mail, the grades would not always get recorded in the catalog on the completion of a module, the platform would not issue the graduation certificates right away or in the right form.

The trainings with the 7 smaller (city and rural) libraries from Hunedoara County took place online only as well. The most difficult part regarding the librarians from our smaller libraries was their initial reluctance. On the one hand, the subjects of financial education and personal finances seemed something difficult that both librarians and users would not be comfortable to talk about, on the other hand, the online component of the course was a big deterrent (despite the fact that all libraries in Hunedoara County had computers and – sometimes unreliable – internet connection). We followed the same path as with the 5 major county libraries: first the Training of Trainers course, which was shorter and regarded as easier, and then proceeded to the courses of financial education. The meetings took place once a week and we created a WhatsApp group in order to keep in touch for the rest of the time – it seemed less informal, friendlier than a Google document. Here, the librarians discussed freely and even encouraged each other to try once more a test if the grade previously obtained was not enough.

Apart from these two groups, we also had two Romanian volunteers, based in Germany, who took both courses (ToT and financial education).

The second stage of the piloting phase, in which the 5 initial major county libraries delivered the course to their own librarians and students, took place differently: 2 libraries chose to deliver classes onsite, 2 online, and 1 stepped back and promised to give it a try in 2022. For the most part and following the same path (first ToT, then financial modules), the trainings went well, with the usual but minor technical hiccups (generally, those described above). However, due to the pandemic, some of the classes that started onsite had to be finished online.

Overall, 30 libraries participated in the piloting phase: first, the 5 county libraries that we approached initially, and the 7 smaller libraries from Hunedoara County (2 city and 5 rural). Then, the 5 county libraries organized their own FINLIT classes for the other 18 libraries. As regards the number of people attending the Training of Trainers course, we had 30 librarians and 2 volunteers. These 32 persons also attended the financial education courses (both levels), and were joined by other 10 library users, resulting in 42 persons completing the financial education courses.

Romania. Online training of pilot FINLIT project organized for 5 national trainers from 5 pilot libraries.

The screenshot displays a web browser window with multiple tabs. The active tab shows a Finlit course grade report at the URL `finlit.eu/grade/report/grader/index.php?id=9`. The report table lists the following data:

Prenume / Nume	Modulul 4: Soluționarea c...	Modulul 5: Instrumente on...	Modulul 6: Codul de etică ...	Test de evalu...
Manuela Anghel	-Q	-Q	-Q	9,0Q
Traian Marian	-Q	-Q	-Q	8,0Q
Livia Marin Dumitru	-Q	-Q	-Q	-Q
Liliana Moga	-Q	-Q	-Q	8,0Q
Floricea Popa	-Q	-Q	-Q	9,0Q
Alice Roman	-Q	-Q	-Q	-Q
Nicoleta Vasi	-Q	-Q	-Q	-Q
Medie generală	-	-	-	8,5

On the right side of the browser window, a video conference interface is visible, showing several participants in a grid layout. The browser's address bar and tabs are also visible at the top.

Despre ce este vorba în acest curs

3. Inflația și stabilitatea monetară

- Inflația și deflația
- Ținta inflației
- Valoarea aurului în economie
- Valoarea banilor în economie
- Stabilitatea prețurilor

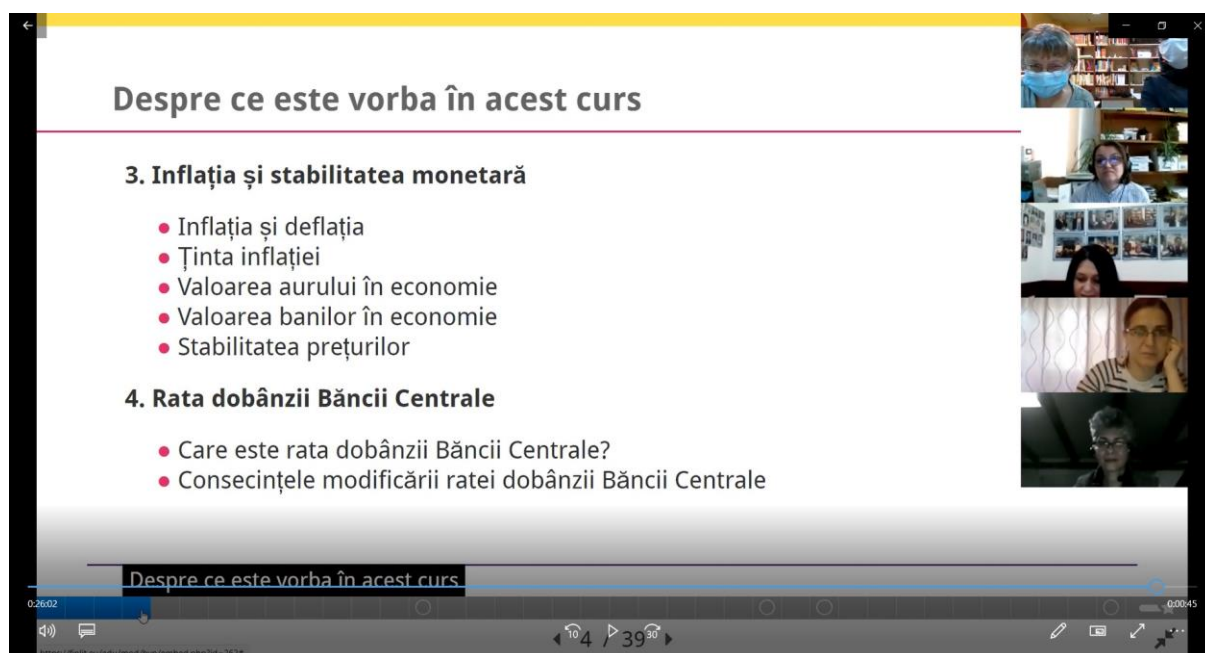
4. Rata dobânzii Băncii Centrale

- Care este rata dobânzii Băncii Centrale?
- Consecințele modificării ratei dobânzii Băncii Centrale

Despre ce este vorba în acest curs

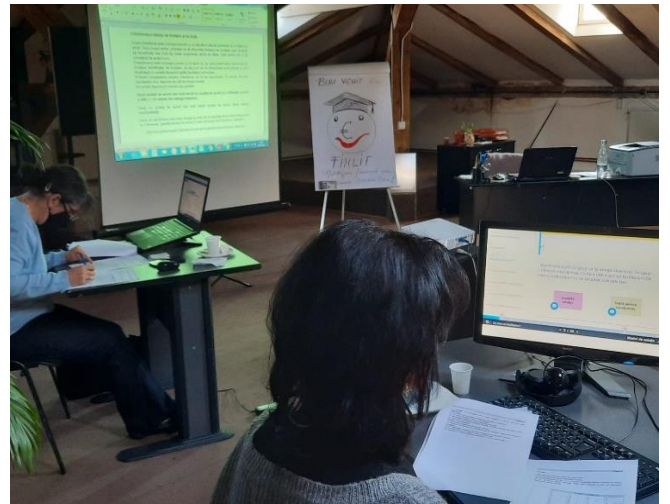
0:26:02 6:00:45

https://finlit.eu/edu/mod/htp/embed.php?id=262#



Documentation of ToT training for librarian-educators held in Vaslui, Brașov and Buzău Counties (Romania).





Presentation of the FINLIT project at the Hunedoara-Deva "Ovid Densusianu" Library by the national coordinator from Romania

FINLIT financial education pilot course for end users in Vaslui County during the covid-19 pandemic.



Slovenia

For the piloting phase the National and University Library in Slovenia (NUK) invited all the public libraries that in the 2019 survey expressed any kind of interest in providing financial literacy courses to their users. Only 4 city libraries, two central regional and two municipalities, responded to NUK's invitation.

Although the Heads of these libraries promised more attendees, only 7 participated in NUK's piloting courses. As a consequence of the covid-19 pandemic, it was very difficult for them to provide staff for this kind of training, although it took place online. Participating libraries signed a cooperation agreement with NUK. By this agreement, each library was obliged to organize FINLIT courses from June to October 2021.

The first part of the piloting phase in Slovenia took place during February and March 2021. After an introduction about the FINLIT project and platform, NUK started with the basic level modules on financial literacy, continuing with the advanced level modules and ending with the training of trainers modules (ToT). Each module was dedicated to two hours of online sessions delivered online with a zoom communication tool. NUK also organized additional counseling meetings for some of the librarians-educators taking part in the training. All the sessions were recorded and published on Google documents site, where they were accessible to our participants only.

Before starting with the training of trainers modules, NUK organized a question and answer session regarding both financial literacy courses. Between each course there was a break of

a week. The first piloting phase ended on 19 March 2021. The piloting group took part in the LTT2 online meeting on 22 March, 29 March and 19 April 2021.

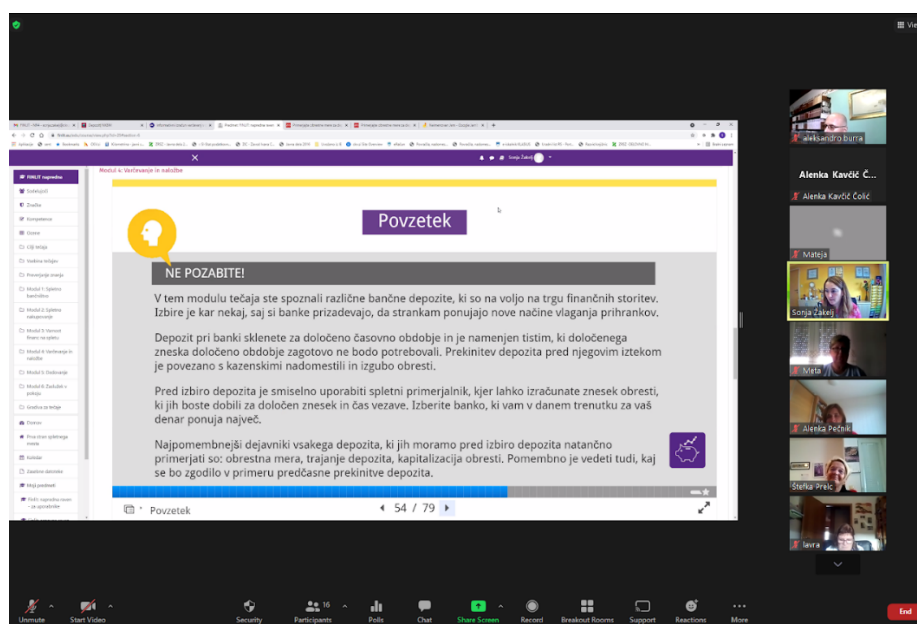
For the second piloting phase, together with the trained librarians NUK managed to gather 21 users from different regions that in some way were connected with the four aforementioned libraries. This piloting phase in comparison with other partner countries was delayed because of the specific situation in Slovenia. The number of visitors to libraries has decreased and they are still avoiding physical contact. Most of the services, including libraries, were locked down and it was extremely difficult to attract users. That is why in Slovenia the second piloting phase took part in September 2021 and continued in October and November 2021.

All modules for users training were delivered online through zoom technology every Monday and Friday, starting from 13 September 2021. On each day at least two modules were prepared and taken by different librarian-educators.

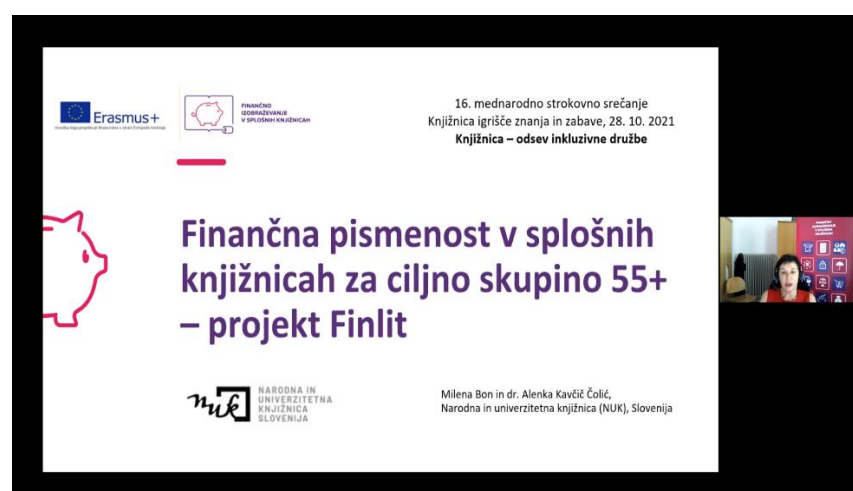
The major problem in the implementation of the second piloting phase was lack of experience with the Moodle platform. NUK's team had troubles in dividing the participants in groups/kohorts, users' registration and in recording their grades. Otherwise, all the systems worked very well and errors noticed during the training were additionally corrected on the platform.

The experience with the piloting phases helped the NUK team to plan improvements for the future. They realized that they should concentrate more on small libraries in rural regions and try to attract them to take part in the training. NUK has included FINLIT training in its training program, at least twice a year.

The online training, 27.09.2021.



FINLIT project presentation on the International conference Knjižnica – igrišče znanja in zabave (Libraries as a playground for knowledge and fun), October 28, 2021 – image of an inclusive society. (97 participants).

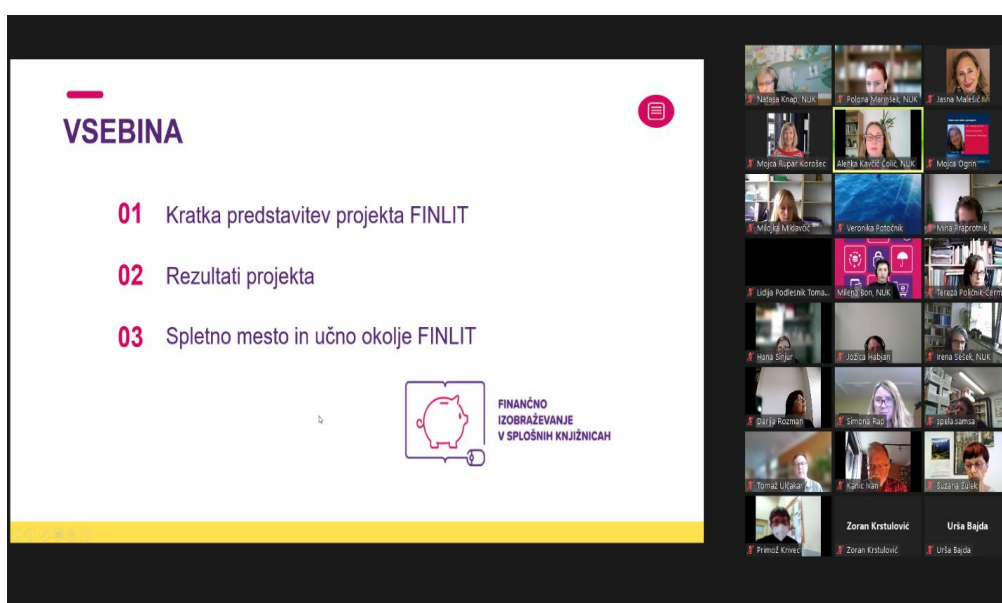


International Meeting: ERASMUS+ visit of Dutch librarians, 10th and 11th November 2021. A group of 26 librarians from the Netherlands, consisting of library directors and social inclusion experts visited Slovenia as part of the Erasmus+ programme. The guests got acquainted with programmes for increasing social inclusion of groups at

risk of social exclusion, which public libraries implement on their own or in cooperation with other organizations.



FINLIT effects dissemination – Seminar Novosti v knjižničarstvu (News in the library profession), November 5, 2021 (162 participants)



2.3 Lessons learned for the Country, Library and Users

As indicated by the statements librarian-educators from the four countries provided at the conclusion of the FINLIT pilot project in which they participated by training and teaching adult library users, there have been many changes in librarians' attitudes and approaches to financial education in the library.

Librarians who gained new knowledge and skills in adult education, working online, and teaching financial education courses in libraries provided feedback through surveys and in discussions at the concluding workshops. The main appreciation was for the opportunity to gain new knowledge and skills (in financial literacy as well as online work) and also to expand the educational activities offered in the library. Although the librarians admitted that both the series of training for librarians and conducting classes with users required maximum commitment, especially when working online (due to the covid-19 pandemic) –financial education is needed by their users. When asked "Do you feel that the topics of the financial education course delivered with the residents match their needs and interests, librarians from Poland responded "Yes, it is very well suited to their needs" (50% of respondents) and "It is well suited" with almost 43% of respondents.

Beside the new financial knowledge that trained librarians gained in Bulgaria, they enriched their digital skills, adult training skills and successfully conducted their first online training. The training programs of the libraries were enriched with a new one on financial literacy. The possibility to conduct blended but also distant training makes the FINLIT platform a needed tool during the epidemic situation all over Europe. Nearly 80% of the trained adult users gave maximum when asked to evaluate if the financial modules were useful for their everyday life.

The results from both librarians-educators and users in Slovenia, were very positive. The librarians have expressed satisfaction with the new knowledge acquired, especially in the field of users training. Among users we had also retired experts in economy. They declared that the content of the courses was excellent and they have even learned something that they did not know before. But it was interesting that several users said that they would prefer to have this kind of training online in the future.

Below we present some of the conclusions that librarian-educators from Poland expressed when answering the evaluation survey questions. We gathered many positive conclusions about the advantages of financial education for adults and the training cycle preparing librarians for their new role as financial educators. Here is a selection of librarians' opinions on the Finlit project:

- the project made it possible to broaden the financial knowledge you could learn about finance based on the short material of the e-learning course modules, which contained a lot of useful knowledge from various aspects of financial knowledge useful on a daily basis when using financial services,
- during the training cycle, we were able to learn about new possibilities of online communication and various ways of transferring knowledge, learning new online tools, learning new tools and applications, Focusing on the practical use of available

tools. These are all very useful skills in the era of hybrid work and using online educational resources,

- participation in the pilot of the FINLIT project enabled personal development, broadening the knowledge on how to conduct classes and gaining a workshop in this area,
- thanks to the FINLIT project it was possible to gain greater financial awareness, inspire yourself to personal development in the field of financial education and become sensitive to financial issues,
- the possibility of using an e-learning course with a knowledge base at a convenient time with a high level of knowledge, 24 hours a day and in an attractive form – it is a very favorable factor for self-education!
- the opportunity to gain knowledge about finances, exchange experiences, discuss with other people, learn through experience,
- the opportunity to exchange experiences and ideas with librarians from all over Poland; you could exchange experiences and doubts with other people from the library in Poland and abroad,
- access to a training platform, the opportunity to learn new techniques of online work, a professionally developed platform for online training, opening up to new possibilities of working with library users and proposing an attractive educational offer in a library of the 21st century.

2.4 What would we need more? – Future Plans & Recommendations

The librarians took a forward-looking view of the training program offered by FINLIT, and evaluated it in terms of activities they could develop in libraries in the future. They provided comments on both organizing new activities in the library and conducting specific meetings and training on financial education for adult users in the library. Although the way libraries function in the project partner countries differs, as well as the level of preparation of librarians to conduct educational activities or experience with financial education – the recommendations from the 4 countries are extremely consistent.

1. Librarians participating in the FINLIT pilot phase from all 4 countries pointed out the important role of practical training on how to use the finlit.eu platform. During the training preparing librarians-educators for providing financial education, it is worth devoting more time to practicing the use of the Moodle platform, including courses, not only practicing enrolling users in courses. Consultation with key trainers and experts is essential in this process. Some of the consultations should take place in small groups, in real time.
2. Librarians recommend conducting at least one part of the educational program for library users in a stationary format (face to face) in order to get to know the participants better and also to create conditions for getting to know each other in the group.
3. It is very important to prepare simple instructions on how to use the platform – both for librarians and for participants of financial education (residents).

4. When conducting online courses, it is important to focus on important topics, a few selected issues and discuss them in accordance with Kolb's cycle (learning through experience). It is not worthwhile to cover too much material at all costs. Less is more!
5. Working with the group stationary (offline) - the implementation of financial education in the formula of blended learning, when the group meets in the library and its participants work on the platform logging into individual accounts in consultation with librarians-educators – facilitates the use of detailed scenarios prepared for librarians (scenarios are tailored to the content of individual modules of courses on finance).
6. Integration of participants, even on the online course, is very, very important and absolutely should not be skipped.
7. The content and modules should be more aligned in terms of number of questions and level of difficulty.

As part of the summary of the training of librarian-educators in the pilot phase, there was also a list of practical tips for educators as to how to prepare and conduct financial education for library users. As we discussed this during the online workshop, we invited the librarian-educators to practice with the help of the Jamboard application, which helped to quickly analyze the responses, group the topics, and communicate the results of the analysis to the participants of the exercise. Here is a list of selected librarian recommendations – for librarians. ;)

- Prepare more exercise tasks (adjust the tasks to the content of the financial education course module),
- it is worth offering more practical exercises to participants, set aside time for them
- divide the tasks into those which can be done at home (e.g. reading modules) and those which can be done in the library (practical exercises),
- remember that the course is not only finlit.eu platform, plan various forms of exercises,
- take care of clear organization of the whole cycle of meetings,
- we recommend training in the e-learning formula for young people, youth (18+) is an important recipient of financial education training,
- the course gives the opportunity to gain knowledge useful in everyday life, use it – in the promotion of the offer as well as in recruiting participants
- it is important to learn about the problems of online safety; it is good that this important content was included in the course),
- the training formula should be quite condensed, set not too long breaks between modules, but not everything at once – adjust to the needs of the training group,
- Adapt the activities to each group individually; the pace of work and the level of difficulty that can be overcome will be different for each group, e.g. if the group works more slowly – divide the content of the modules into two or more course meetings,
- Have you been educating for a short time? – conduct training in two persons.

Rekomendacje bibliotek w pilotażu projektu FINLIT

Ustaw tło Wyczyść ramkę

GRUPA 1

Zaplanuj spotkanie towarzyskie, integracyjne (czas na poznanie bibliotek i uczestników kursu).

Wydłuż czas rekrutacji uczestników.

Wspieraj swoich uczestników w realizacji kursu.

Zaplanuj dłuższy czas na realizację projektu (zarówno dla uczestników, jak i edukatorów).

Zaplanuj dłuższy czas na przeprowadzenie szkolenia.

Podziel działania na te, które uczestnicy mogą zrobić w domu (np. czytanie modułów) i te wykonywane w bibliotece (praktyczne ćwiczenia).

Przygotuj więcej zadań praktycznych (dostosuj zadania do treści modułu).

Pamiętaj, że kurs to nie tylko platforma. Zaplanuj różne formy ćwiczeń.

Skup się na merytoryce podczas spotkań (szkoleniowych, międzynarodowych).

3. | JOIN FINANCIAL EDUCATION LIBRARY: MULTIPLICATION OF THE MODEL – RECOMMENDATION AND SUSTAINABILITY

3.1 Best Practices and Challenges

The idea of the FINLIT project was to develop a model of financial education, thanks to which adult residents of the 4 partner countries of the project would gain the opportunity to acquire knowledge in the field of finance, and libraries - a new educational offer for adult users. The intention of FINLIT consortium was that the new activities should fit in as much as possible with the existing way of working of libraries. Equipping librarians with new tools - knowledge and skills - to undertake user education in a difficult area such as financial issues was in itself a huge challenge. In addition, it remains on the librarians' side to show users the benefits of improving their financial literacy. As the reports indicate, most adults find financial literacy difficult and uninteresting, and they do not believe themselves that financial literacy education will make a difference in the well-being of their households, even though they admit that they cannot do without it in their daily lives. More than once, librarians in the four countries involved in the project have heard from their users: Why talk about finances? We have no money, so this project is not for us.

The FINLIT program was planned as a series of educational activities conducted in libraries using the blended learning method – e-learning courses and educational meetings in libraries. Librarians and users would then have at their disposal both tools and materials for individual use – courses on the educational platform finlit.eu but also direct support and mentoring by the experts. The integration and cooperation possible during joint work of the group at meetings of the financial education course in the library cannot be overestimated.

The biggest challenge in the implementation of the FINLIT project turned out to be the constraints of the covid-19 pandemic for all partners. Although the FINLIT model is based on a hybrid method (blended learning), it was necessary to develop solutions that would allow working exclusively online. Despite the huge challenge we faced, we managed to create a model for the delivery of financial education in an online format, which seems to be very useful given the evolving global situation we see every day. So, the solutions to work online without being able to meet face-to-face with both librarians and library users served not only to implement FINLIT's ongoing activities in 2020-2021, but enabled the development of additional solutions in the FINLIT model.

This thread will return later in the publication when discussing the possibility of continuing the project.

Challenges to the project related to the pandemic situation do not exhaust the list of challenges to FINLIT implementation. Summarizing the experiences of the project partners, the greatest challenges during the development and testing of the FINLIT model are:

- introduction of changes to the FINLIT model, i.e. solutions enabling work with librarians and education of users online, without the possibility of direct (in situ) actions in libraries;
- adaptation of materials for librarians, e.g., scenarios for meetings on financial education of adults to the specificity of workshops conducted online;
- development and introduction of additional training for librarians on conducting online training (methodology and increasing digital competence);
- adjustment of the planned method of cooperation between FINLIT project partners – elaboration and implementation of distance cooperation methods in dispersed teams without the possibility of face-to-face meetings also in national teams;
- uneven knowledge of English among project realisers and their collaborators, as well as among librarians participating in the piloting;
- diversity of experiences in implementing European projects, including Erasmus+, among FINLIT partners;

Librarians involved in the FINLIT program testing process also encountered challenges in setting up courses in the library. Teaching in pandemic conditions - was also one of the biggest challenges for libraries. In addition, we identified the following challenges that librarians in all project countries faced:

- research of digital and financial competences of users to accurately choose the level of financial education course (tools, organization),
- the need to increase the digital competence of adult library users so they benefit from financial education training,
- breaking the stereotypical opinion that librarians do not deal with finances but only culture, and therefore cannot conduct financial education classes,
- to show librarians that their competencies and experience not only give them the opportunity, but actually predestine them to be guides to financial literacy for adult library users,

There were also significant differences in how the project was implemented across countries. Given that the 4 partner countries vary considerably both in size and population, and thus in library system, law and financial services system, or experience in implementing financial education, country-specific challenges emerged. We present examples of challenges arising in the course of project implementation in partner organizations and implemented good practices – activities thanks to which the project functioned harmoniously and was successful.

Bulgaria

As for the other FINLIT partners, the biggest challenge for Bulgaria was the epidemiological crisis related to the covid-19 epidemic, which significantly changed the project action plan and also doubled the time needed for the implementation of the project, related to the adaptation of the training program, organization of the pilot, modifications in the finlit.eu platform.

Moreover, in Bulgaria the project team was organised differently than in the other partners. The project was implemented by a team of external experts, working regularly for a long time

with the partner organization BLGF and in close cooperation with one regional library that already had some experience in financial education for children and adults. The project team brought together diverse knowledge and experience in platform development, learning management system (LMS), adult education, e-learning, and financial literacy. They have shared this knowledge among the FINLIT consortium, and the proposed solutions have been used in creating the finlit.eu platform and training courses available there. FINLIT platform is the first multilingual educational platform with integrated LMS for GLBF and provides new opportunities for Bulgarian partner organizations.

Poland

As mentioned earlier, some Polish public libraries had some experience in implementing financial education. About 10% of them, especially in small and medium-sized towns, participated in the project "About finances... in the library, the successive editions of which were implemented periodically since 2012 by FRSI as part of the National Bank of Poland's economic education program. Thus, FRSI as a leader of the FINLIT project had more experience in planning and implementing the financial education program for libraries. However, for most librarians, participating in the project was as challenging as in other countries, especially in pandemic conditions - as it was in the other project countries.

Although a certain group of librarians were already familiar with the requirements of conducting online meetings and trainings, still librarians with adult learning and online working competencies represent a small percentage of public library staff in Poland. In addition, those who were already competent and experienced faced the challenge of reorganizing libraries to meet the requirements of the prolonged lockdown and subsequent sanitation work restrictions during the covid-19 pandemic. In Poland, compared to other project countries, the periods when libraries could only work remotely – were relatively longer than in other partners.

The lack of onsite training opportunities for librarian-educators became an obstacle when a very large group of librarians signed up for the pilot and their digital competencies and experience in adult education varied greatly. Conducting the training cycle remotely for a group of 32 librarians from 20 libraries created additional difficulties as most of the trainings were planned as interactive workshops conducted with the use of active methods.

These difficulties were reflected in the opinions of some librarians expressed in evaluation questionnaires - in their opinion the online training course was too long and tiring (March-June, over 30 hours of effective classes). FRSI representatives – organisers and trainers of online trainings also had an impression that we were not always able to reach individual participants in order to take care of their educational needs, although we worked in smaller groups, we also offered individual consultations, especially concerning work on the finlit.eu platform and all materials developed during the training were collected and available to participants (using padlet application) throughout the piloting period.

In spite of these inconveniences, the librarians appreciated the carefully designed course topics in personal finance and financial services being made available on a single platform. In addition, training was provided, methodological scenarios that teach future educators with what tools and how to convey financial knowledge, and above all, how to be a good guide in the world of finance. A good practice is the organization of the FINLIT platform, which is the

center of FINLIT financial education. Apart from e-learning courses, it has a content management system, gives the possibility to organize training groups and monitor the progress of trainees.

Romania

For the 'Ovid Densusianu' Hunedoara – Deva County Library it was the first Erasmus+ project. There were many risks associated with the organization's ability to manage the project, i.e. to complete all the tasks we were assigned at the same pace as our partners did. When we entered the project, we also considered the risks associated with working with external partners, such as banks, other financial and consulting institutions.

Our strength was that our library works very well with all county libraries in our country. Colleagues from libraries that have implemented European projects shared their experiences on how to manage Erasmus+ according to Romanian law, and five county libraries joined us in implementing the project, becoming pilot centers. For us, this project was a unique experience in working with external partners.

Although we were very apprehensive about international cooperation with three other countries, the coordinating organization FRSI and the partners GLBF and NUK were always with us, helped us, stimulated us, advised us and together we clarified many aspects related to the smooth running of the project. Together we have been able to get to this point, and the existence of this project has brought a rapid development of our Adult Learning Center and a special prestige for our library both nationally and among librarians in Hunedoara County.

Another challenge was communication. The coordinator for Romania did not speak English. To make sure that we understood the tasks in the project, we included two people in the team who are not only trainers but also able to communicate fluently in English.

It was also a very big challenge to adapt the courses to the regulations and specific financial situation in Romania. In our country, legislative changes in the financial field are very frequent and some of them even confuse citizens or contradict each other. Inflation shows large fluctuations and affects citizens' budgets. Therefore, the information provided in our courses had to be chosen very carefully so that it is clear, does not confuse people, but helps them make financial decisions appropriate to their situation.

Last but not least, we had some technical issues with the MOODLE platform. Uploading courses, correcting all sorts of glitches that occurred during the pilot period, such as users and training librarians not getting their grades registered or not receiving their certificates. The challenge was to track, report and seek support from our partners in Bulgaria for any problem that arose.

The Covid-19 pandemic impacted on the way the piloting went: due to restrictions, most courses in the piloting phase of the project took place online. Even some classes that started onsite had to be moved and finished online.

In addition, team members were sick or in quarantine due to other sick people they were interacting with, which caused difficulties and delays in completing project tasks. However,

the flexibility and adaptability of our external partners, as well as their support for any issues that arose, gave us encouragement and helped us keep pace.

All these challenges enriched our team members' experience, both organizationally and personally. We can now share our experiences with other libraries or organizations that will implement European projects and encourage them to apply for European funds.

Slovenia

As in Romania, this was the first experience of implementing a project on financial education on a national scale. The NUK experience in international cooperation projects so far has been in research projects. Until now, libraries in Slovenia have not been associated with financial education, nor have they been perceived as institutions that could address this topic and librarians could provide education in this area. It turned out that with the help of the pilot group it was possible to create a valuable financial literacy resource in Slovenian public libraries.

The restrictions associated with the covid-19 pandemic also affected the implementation of the project in the country. Librarians participating in the pilot phase of the project were willing to reschedule user classes to a later date due to limitations in gathering people (due to covid-19) and the libraries' difficulty in attracting participants to online classes. Despite the rescheduling, the challenge of working online with a small consultation component in a face-to-face format had to be addressed anyway. Dividing participants into small groups, providing consultants for those with difficulties, and recording the workshops to allow for repetition of the content learned were all good practices that made the project a success. The FINLIT training program will be integrated into the regular library training program for librarian-educators that NUK conducts.

Despite the many challenges, the librarians conducting financial education in their libraries within the FINLIT pilot sought their own unique solutions to adapt the project to the specifics of the library's work and, above all, to the expectations of a particular group of users. They were very inventive and committed in organizing e.g. individual consultations, additional trainings in digital competences for users, ceremonial presentation of certificates, group integration activities, etc.

It was also a good practice of FINLIT to invite new groups of users to the library who have not used the library services before. The new financial education service helped to encourage them to use the library.

In Bulgaria, the libraries recruited two new user groups for FINLIT training, which may be an indication to keep a close eye on the potential of new library service users and their needs. In the regional library in Russe implementing the FINLIT pilot in Bulgaria, the course was attended online by Bulgarian migrants in Germany and also by students (aged 18-29) doing an internship in the library.

In Poland, in one of the libraries of a rural municipality - in Moscisko, Lower Silesia - financial education was attended by residents of the Dom Dziennego Pobytu. These are elderly people who require a special approach to imparting knowledge (slower, louder, better less content at

once than more, lots of repetition, frequent breaks, etc.) The librarian-educator conducted financial education meetings outside the library, participating in classes during the residents' stay at this facility.

In Romania, the financial education course for users (basic and advanced modules) was recommended by the librarians not only to seniors but also to other age groups as the courses contained very valuable financial information for these groups as well. Thus, the decision was made to admit all willing users over the age of 18 to the course. In addition, two female volunteers from Germany participated in the user courses as well as the TOT. They found the courses so useful that they will popularize them among their friends in the diaspora recommending that they recommend the training to their parents and relatives back home and also that they ask libraries to provide access to the FINLIT course for their users.

In Slovenia, due to the pandemic situation, there were difficulties in attracting new target groups. Most libraries and other cultural institutions switched to online, and many online events were held. With the increased online offer, in a small country like Slovenia with only 58 libraries it was really difficult to attract and keep even registered users. It turned out that addressing the FINLIT training offer mainly to libraries from urban centers was not a good solution. Smaller libraries from smaller towns - could be more interested in the offer.

Adaptation of the FINLIT financial program to the specificity of the project partners' countries

was one of the main objectives of the project. The financial education program proposed in the FINLIT project is largely based on issues that formed the financial knowledge base in the Polish project About finance... in the library, which had its first edition in 2012, and was modified and updated during the realization of subsequent editions. However, in the FINLIT project, new financial topics appeared, such as: Financial System, Financial Planning and Personal Budget, Safety and Consumer Protection - proposed by the partners from Bulgaria and Romania, which required adaptation to the national conditions (especially the module Financial System and Consumer Protection).

Most of the content of FINLIT courses is common for all partners. However, the content of financial education courses had to be adapted to the requirements of the financial and legal system. While creating the course contents, Polish experts proposed the first versions of training modules, which were then discussed and consulted with financial experts in the other 3 countries of the partnership. As a result of this analysis, FINLIT experts from 4 countries designed the content of financial education courses taking into account the features of national financial systems and current legislation. The curriculum, and thus the e-learning course modules and training scenarios were adapted to local conditions (localization) and enriched with relevant examples relating to the local financial and social context. The most significant changes introduced in the courses designed for 4 FINLIT partner countries are described below.

Bulgaria

The most significant changes introduced in FINLIT courses for Bulgarian users are: 1. there is no separate module on the Central Bank in the basic level version of the course, because

Bulgaria is in the currency board and the role of the Central Bank is very limited and does not directly affect the portfolios of the final users; 2. there is a subsection on the Central Bank in module 2; 3. The credit system in Bulgaria differs significantly from other countries, and this part in Module 3 of the Bulgarian course has been modified; 4. Insurance and consumer protection are also completely different than, for example, in Poland, and therefore a significant part of Module 4 and Module 5 in Bulgarian has been prepared differently. The Bulgarian version of the FINLIT course at advanced level has the same structure as the others, but all the content is adapted to the specifics of the country – relevant examples and exercises have been developed.

Romania

This country is not a member of the Eurozone, so it has many specific financial regulations that are different from countries in the Eurozone. The national currency is the LEU (RON). Fluctuations of the value of this currency in relation to the euro are very large and are due to the galloping growth of inflation against the background of constant political and economic instability. This situation leads to very frequent and large-scale legislative changes in the field of finance. This has a direct impact on the personal budget of citizens; taxes are increasing and others are constantly being added, prices of basic products and services such as electricity, water, food, transport, health care are rising. These are the reasons why the mission of the Romanian team in the process of adapting the FINLIT program to the national conditions was very difficult.

We had to choose clear, general, necessary information, and express it in accessible words so that our users could use it easily. We also found it necessary to constantly adapt some modules in order not to confuse and disappoint course recipients by giving them information that is no longer relevant. These include, for example, changes in the field of state pensions, changes in policy towards private pensions, and the attempt by the state to take over the amounts accumulated by citizens through second-pillar contributions. These changes have caused great confusion in social policy. Romanians have great concerns about their ability to secure their financial future and are confused. For this reason, in Romania, the course module on these issues needs to be updated on an ongoing basis so that users do not lose confidence in the veracity of the information obtained in the FINLIT course.

Slovenia

Although most of the content of the FINLIT courses is common to the 4 partners, the difference is the issues related to the Central Bank and the Eurozone, to which Slovenia belongs. These differences influenced the need to modify the content of the financial education course for Slovenia, whose system is specific and differs from the approach in the other project partners. There are also differences between consumer protection systems. For example, Slovenia does not have a Consumer Ombudsman, but this role is performed by the Consumer Protection Association. There are also some differences in labor law, especially in the area of pensions, and in banking law concerning credit. In online banking, we noticed that some of the products common in some countries are not very often used or known in Slovenia (e.g. Flik), which was reflected in the content of FINLIT courses for Slovenian audiences.

FINLIT's good practice is not only to align the content of financial issues with the applicable law, but also to highlight the most important content from the point of view of the financial services market in the territory. Examples of services and how to use them are also significant and should reflect local specificities and follow the changing financial market situation in the country.

When designing the FINLIT training for librarians, it was also decided to **adapt the training program for librarian-educators in the 4 partner countries** of the project despite the fact that they mostly dealt with issues common to all 4 partners. The implementation of financial education in libraries also required adaptation to the way libraries operate in a given country, but also locally, as the differences between different institutions even in one country are significant. This is caused by many factors, such as the disproportion in budgets of public libraries in municipalities, which is well visible, for example, in Poland, due to the degree of wealth of municipalities. According to the current (since 1997) law on libraries, the financing of a network of communal public libraries remains in the hands of local authorities, who are the organizers of communal cultural institutions; according to the law, they are also obliged to establish and maintain a public library in each municipality.

The curriculum of the Training of Trainers (ToT) course introduced many new concepts and knowledge in adult education to the workshop of the librarian-educator. It is a solid dose of basic theoretical and practical knowledge from several fields: andragogy, psychology, communication, pedagogy. Many librarians work with library users and have what is called unconscious competence. This means that librarians have many natural talents and organizational and communication skills, as well as an aptitude for working with groups. The course allowed library staff to systematize many issues related to the way adults learn and sensitized them to the educational needs of adults, and it gave librarian-educators a new perspective on education and experiential learning.

The TOT program was adapted to both hybrid and online learning, which was new in **Romania**, for example. The ToT program per se was not a major challenge, given the fact that all the 5 librarians that were selected for the piloting phase were certified trainers, with knowledge and experience in the field of adult education. Difficulties arose when transferring the educational process strictly online, and were mainly caused by technical issues – due to the Covid-19 pandemic.

For **Slovenia**, the biggest problem proved to be the terminology for translating information about Kolb's cycle (adult education method, experiential learning). This section of the FINLIT course required additional modifications and additions in Slovenian. We contacted experts from the Department of Education who helped us with the translation. Describing this method was new to us, although we realized that most of our training for librarians is based on this logic. Introducing the theory of Kolb's cycle and practicing its application to training will help us in developing our next trainings for librarians.

3.2 Recommendations for the Financial Education Introduction in the Library

Hosting a financial education course at the library is a several-step process. Before librarians can invite residents to the course, the library has some preparation to do. That's why it makes sense to work with an established team. The Library Educator Pathway on the FINLIT platform describes how to prepare librarians for the role of financial literacy guides they will play when teaching a financial education class at the library. The role of the team, together with the head of the institution, is to decide how to organize the onsite (in situ) training in the library; whether the skills and experience of those who will lead the class requires 3 days of training in the library, or whether only a brief reminder of the 'rules of the game' is sufficient. Also, the selection of the key trainers who will deliver the training is at the discretion of the library.

In analyzing the results of the FINLIT pilot, we recommend that libraries that intend to conduct financial education plan the course in detail. Some of the activities should be done before the course begins; before inviting users to the library. Here is what we suggest you look for when organizing a course:

- investigate the expectations of library users with respect to financial education
- in consultation with other community stakeholders in the library's area, identify new target groups that might be interested in offering financial education,
- seek allies, local financial experts (e.g., retired accountant, bank employee, regional consumer protection agency)
- investigate the digital competencies of potential participants in a financial education course.
- provide separate training in computer skills with Internet access for those with low digital skills; use the younger generation to help older people (junior high school students will be proud to show their parents or grandparents their computer skills – intergenerational exchange has additional benefits).
- agree with the group on a convenient time and place for the course meetings
- adjust the library space to the needs of the meetings (computer equipment, possibility to display course content from the finlit.eu platform on the screen)
- ensure the integration of the group during the meetings and additional attractions such as a closing ceremony, a study visit to a local financial institution, a meeting with an expert.
- prepare a detailed plan for the organization of the course in the library
- easier in tandem! Especially those librarians who are beginning to conduct educational activities should lead them in two people; we recommend it to all – especially in groups that require individual consultations, two leading persons are needed.

During library activities

- adjust the pace to the capacity of the group
- don't try to cover all the material at any cost

- remember about the rules of working with adults (learning through experience, Kolb's cycle)
- use the FINLIT course scenarios - they will guide you through the course safely
- study the library's code of ethics for financial education courses and explain your role in the course to the group
- if you are teaching online – check in advance the functionality of the instant messaging tools you are using, make sure the participants are comfortable with them

We recommend that you create your own checklist, taking into account your library's policies, local customs, etc.

3.3 Benefits for the FINLIT Partners and Libraries in 4 Countries

Among the partners of the FINLIT project there were two foundations supporting library and librarian education from Bulgaria and Poland, and two libraries of different type - from Romania and Slovenia. All project partners have gained a lot of benefits as a result of the project implementation - first of all, they have developed their skills of cooperation in an international distributed team, they have established close partnership in building the model of financial education, they have gained new management competences, knowledge in the field of educational programme development, in particular financial training for adult audiences, online training, as well as in planning and operating the educational platform in Moodle system. Among the most important benefits of FINLIT implementation for its implementers are the following:

1. The implementation of the project had a direct impact on the organization of the libraries in the FINLIT consortium: a county library from Romania and a central scientific library from Slovenia. These partners have gained the opportunity to have a direct impact on the functioning of the library network in their countries. In Romania, the implementation of FINLIT by the 'Ovid Densusianu' Hunedoara - Deva County Library became an example of change and promoted public library-led financial education as a model for the library network in the country. In Slovenia, as a result of the implementation of the project, a change immediately occurred by including financial education in the professional qualification program for librarians in Slovenia. Thus, in these two countries, the implementation of the FINLIT project has had a direct impact on the functioning of the library network, through which their users have gained the opportunity to acquire new knowledge in the sensitive area of everyday life, which is finance, in libraries.
2. Thanks to the construction of the educational platform finlit.eu, which is the hub of FINLIT education, new educational content was created not only for end users, but also a very well structured training program for librarians as trainers of adults. The content of all financial modules and scenarios is adapted to the local financial context in the 4 FINLIT partner countries (and also in English). All training materials are available online and the created learning management system on the FINLIT platform allows flexible content management, targeting trainers' objectives and users' needs.
3. The curriculum and e-learning course with practical guidance on online education that has been added to FINLIT is much needed in the covid-19 pandemic situation. The

course can be used by anyone who teaches remotely and wants to improve their skills in delivering online education and achieve high quality online education – not only during a forced situation such as a pandemic, as hybrid and online education are becoming increasingly popular.

4. To create a comprehensive training offer for librarians and library users in the field of financial education (program, online materials, system of organizing courses on the platform).
5. Developing methods of distance collaboration in an international team, including strategic planning, development of tools and materials, change management in libraries
6. Possibility to train trainers in working on the Moodle platform – technical support, content design, course management.
7. The open source Moodle system allows course content to be updated by staff, within the organization's own resources. In the case of content concerning financial issues, this is extremely important because of the frequent emergence of new services and threats to the customers of financial institutions, which users should be taught about.

In addition, FINLIT partners highlighted some aspects of project implementation that are particularly important to them and have significantly enhanced the capacity of their institutions.

Bulgaria

Global Libraries Foundation from Bulgaria (GLBF) has been running its own educational platform for years. However, the FINLIT platform is the first multilingual learning platform with an integrated LMS for GLBF and brings new experiences and perspectives for the development of training capacity.

Poland

Although the Information Society Development Foundation (FRSI) has several years of experience in developing financial education materials, as well as training librarians to conduct financial education in libraries and coordinating such programs - the possibility of verifying Polish solutions in an international group and improving project management methods at a distance is very valuable to our organization. International cooperation with partners also working for libraries has given us a new perspective and inspiration for new projects. A very important aspect of the project is to have an integrated platform for financial education in Polish.

Romania

The 'Ovid Densusianu' Hunedoara – Deva County Library has been delivering various courses over the years (courses for certified trainers, courses of accounting). But the opportunity to participate in creating a multilingual financial education platform and providing this platform not only to its own users, but to all other libraries from Romania, was unique. The library staff taking part in the project benefited immensely from the other project partners, learning new working styles and methods to approach subjects and tasks. The librarians extended or gained new knowledge regarding adult education and financial issues. Apart from the FINLIT

platform, the library developed its Adult Education Center, enriching its offer of classes with two more certified courses for the community: Project Manager and Accessing European Structural and Cohesion Funds

Slovenia

The FINLIT project was very important for the National and University Library (NUK). In connection with the National Financial Education Program of 2010, it was noticed an increase in the number of different types of training on financial literacy development. However, none of them are as consistent, comprehensive, and systematic as the FINLIT training.

This project has had a major impact on our public libraries. We can be confident that we have developed excellent content in collaboration with experts in various financial fields. Another benefit is the educational model developed by the project. It is very useful for all types of training, both online and offline. The financial literacy training has been included in the NUK training of librarian-trainers in financial literacy from 2022.

We also examined the **benefits of the project in libraries that participated in the pilot phase** of the FINLIT project. In evaluation surveys conducted among librarians from the 4 project partner countries, librarians highlighted a variety of benefits to libraries as well as librarians:

- acquisition by librarians of new knowledge in andragogy and financial literacy
- acquisition of new digital skills, such as how to participate in webinars and online learning sessions – for some librarians this was the first e-learning experience;
- increase of skills in conducting e-learning on Moodle platform – how to conduct online classes, how to enroll users to the course, how to prepare certificates, etc.
- increase of librarians' competences in conducting online meetings and trainings – improving methods, getting to know useful tools for conducting online educational meetings,
- discovering the advantages of teamwork, including group work in an online application environment (Padlet, Etherpad, Jamboard, etc.)
- experience belonging to an international community of librarians involved in financial education and focused on developing their own social communication skills in a pandemic situation, exchanging experiences, including with the use of useful ICT tools;
- Raise awareness of librarians of their competencies and experience of their ability to act as guides to financial literacy for adult library users.

Slovenian partner, NUK library emphasizes that at the beginning of FINLIT training implementation, librarians were afraid that they would never be able to conduct such training because they are not experts in economics or finance. After going through the pilot training, they realized that all the content was there and as knowledge guides they could help users gain basic knowledge or advise them on what sources they should use. The teaching model

was also new to them but over time they came up with many new ideas for courses and financial literacy course delivery.

Librarians participating in the pilot phase also indicated the benefits their libraries achieved as a result of participating in FINLIT:

- creating a new state-of-the-art offering for residents - financial education for adult users in their own library;
- increasing the visibility and prestige of the pilot libraries vis-à-vis the funding institutions by providing information services of fundamental utility to the community;
- to augment the libraries' educational resources with two FINLIT financial education courses and the opportunity to analyze course content and provide feedback, participate in improving course content.
- The opportunity to train librarians in adult education, financial education literacy, including online work, and the use of the Moodle platform (in accordance with the FINLIT educational pathway, as described above in this publication);
- Gain experience working in a team environment, internationally, including working remotely;

And as a consequence:

- increasing the number of library users by new groups
- increase of importance and prestige of the library in the community as an institution with modern educational offer (lifelong education)
- dissemination of FINLIT project experience to local (community) libraries in other counties, regions, nationwide so that county and regional libraries become training centers for financial education trainers.

In addition, in Romania, all the county libraries participating in the pilot phase were faced with the need to analyze and use their existing resources: a team with adequate preparation, a work schedule to optimize time, equipment (e.g. subscriptions to online applications, computer equipment), Internet access, and premises conditions for education.

An additional benefit was the development of FINLIT implementation plans by libraries in each county. These were prepared by trainers from libraries participating in the pilot after completing FINLIT courses for trainers and users in financial literacy.

3.4 New Values for Europe, European Union

- **New Solution for Financial Education**

The identification of the needs of libraries and librarians as well as their users for the development of the FINLIT model, conducted in 2019 by the project partners confirmed how much there is to do when it comes to adult financial education. Existing financial education provision is fragmented, often inaccessible to the community groups that need it most, especially in smaller urban centers and rural areas. Full analysis of the situation is presented

in the mapping report prepared within the FINLIT project, which we wrote about in the first part of this publication.

The availability of finlit.eu platform creates a whole new opportunity for European public libraries. As a product co-funded by the European Union's Erasmus+ program, the platform is available (under CC license) and open to libraries that would like to include adult financial education in their educational offerings. Based on the Moodle environment, the content can be easily multiplied and adapted to the needs of libraries in a given country. In addition, the open system provides opportunities to build resources in your own language without significant financial outlays, which is invaluable for public libraries with limited budgets. Using Moodle also provides sustained access to existing resources.

Libraries can therefore work independently, with their own resources or with a little help from external experts (adapting the Moodle platform). They receive a ready-made tool and, most importantly, a program of activities developed and tested by librarians and end users, i.e. residents, recipients of library activities.

The **existence of integrated, freely available resources containing a complete programme to prepare the library for the implementation of the new service** – training for librarians, library users, system of handling e-learning courses and the possibility to manage learning groups by librarians – is a tool that can be successfully used by public libraries in Europe.

The platform is available in 4 project languages (Bulgarian, Polish, Romanian and Slovenian) and in English. Some of the resources in English require adaptation of the financial education courses to the conditions (legal system and financial services system and market) of a given country. We talked about the role of country-specific content customization earlier in this publication, discussing FINLIT best practices.

We recommend the FINLIT model for delivering financial education to adult library users primarily in European countries because the model has been tested in libraries and users in Europe. However, there is nothing to prevent its adaptation in non-European countries as well. Public libraries around the world are engaged in informal adult education, supporting lifelong learning, and librarians are prepared to act as guides to knowledge and information resources.

- **Empowerment for Libraries in EU – Dissemination**

The FINLIT model provides a new perspective on the role public libraries play in the community. It points to the possibilities of reaching those residents in the community that need financial education the most. The role of libraries in supporting the European Union's policies to promote long-life education has already been noted in the Europe 2020 Agenda.

- **Cooperation – Networking on the International Level and in Country**

The FINLIT model also shows how libraries in a country and at the European level can work together, which was successfully tested during the FINLIT project. Moreover, the FINLIT model shows how public libraries can cooperate with other local and national stakeholders dealing with financial education issues as well as with legislation and provision of financial services in a given country. We have shown examples of such collaboration in FINLIT, e.g. the

partnership of NUK library from Slovenia with the Slovenian Consumer Rights Protection Association.

3.5 Possible Follow up

The dissemination of FINLIT in libraries in the project partner countries started in the FINLIT pilot phase, in spring 2021, when selected libraries and their adult users were invited to test the developed materials - courses, scenarios and trainings for librarians on the finlit.eu platform. In the autumn of 2021, a series of dissemination events of the FINLIT financial education model were organized among public libraries but also among financial experts, institutions dealing with adult education, as well as monitoring of financial services offered to consumers in 4 partner countries of the project. As a result, the public library network in each country received information about the model financial education offer that can be implemented through libraries.

While most of the activities, due to ongoing restrictions related to the covid-19 pandemic took place online, some partners organized events in a hybrid format inviting some participants to libraries. These included online meetings, webinars as well as workshop meetings. An international online seminar (7.12.2021), brought together both librarians and those responsible for financial education and consumer protection, representatives of the Bulgarian Ministry of Finance, the Financial Ombudsman's Office.

In Bulgaria, the FINLIT model and the possibilities of the finlit.eu platform to offer public financial education to adults have attracted the interest of the Ministry of Finance. Work on a national strategy for financial education is underway. In 2022, Global Libraries foundations is planning further training and certification of librarians as facilitators in FINLIT courses.

In Poland, where already for several years some libraries, with the support of FRIS, periodically offered financial education courses to their adult residents, this idea was known. Now that an educational platform has been created with a set of educational materials available, libraries are ready to participate in financial education projects. However, so far there is no national strategy for financial education; some work began in January 2022; the Ministry of Finance is collecting data on financial education offerings. However, this offer is scattered, fragmented, and not always accessible to those who need it most. FRIS, a FINLIT project partner regularly offers support to libraries in implementing financial education locally. We will continue this work within the FINLIT model, encouraging libraries to act - interest is high (more than 30 libraries have already signed up for the pilot project); public libraries in Poland see the need to include financial education in their offer and offer users modern forms of acquiring knowledge and information using e-learning.

In Romania, it has been planned from the beginning to implement the FINLIT model in all public libraries in Romania. In the piloting phase, courses were implemented in other 5 county libraries. 'Ovid Densusianu' Hunedoara – Deva County Library together with the other 5 coordinate the activity of 262 local libraries, of which 34 in urban areas and 228 in rural areas.

The piloting phase involved 31 local libraries whose librarians became financial education trainers. The trained librarians organized courses (12) for users. As part of the dissemination

of the project results, the FINLIT model was introduced to the other 35 county libraries of Romania, the National Library, and representatives of the Association of Librarians and Public Libraries of Romania (ANBPR). In addition, the 'Ovid Densusianu' Hunedoara-Deva County Library offers support and access to FINLIT courses to all libraries in Romania that decide to implement financial literacy services. The result is a collaborative network for FINLIT. The National Conference of the National Association of Librarians and Public Libraries from Romania (ANBPR), taking place in May 2022, 'Ovid Densusianu' Hunedoara – Deva County Library being the main organizer of the event together with ANBPR, will focus on adult education in libraries and thus will be the perfect means to further promote the FINLIT project and financial literacy classes in all Romanian libraries.

In Slovenia, training of librarians took place in libraries at different levels, contact was made with the Ministry of Finance, Education, the Consumer Protection Association and the business community. Thus, the project is well-known and has received very good reviews, among others because of the neutrality of the content of the financial education courses in relation to the services of specific service providers. Training in adult learning and financial education has been included in the permanent training offer of the NUK Library for Slovenian librarians since January 2022.

The project partners have taken measures to ensure the sustainability of the project results. The financial education model developed in the FINLIT project has been described, the knowledge base is available on the finlit.eu platform and recordings of project information webinars are made available.

The FINLIT project partners will enter into a partnership agreement in order to jointly administer the finlit.eu educational platform and the national coordinators in the 4 project countries will be responsible for contacts and support for libraries applying FINLIT to introduce the financial education offer in the library. Each partner presents FINLIT at library events through its own communication channels.

Global Library Foundation Bulgaria coordinates a huge library network at the national level, covering all types of public libraries - regional, municipal and chitalishte. The FINLIT model has been presented to the network and any interested library will be able to be trained to run FL on the finlit.eu platform and to organize the program online, offline or in a mixed mode.

The network of public libraries in Poland has been informed about FINLIT through voivodship libraries, with which FRSI cooperates on a daily basis, their representatives participated in project dissemination events. Results of FINLIT project were described in portals for librarians: biblioteki.org, labib.pl. FINLIT was also presented as part of the Review of current financial education initiatives in Poland, conducted by the Ministry of Finance together with the OECD. FRSI has also joined in the works on the national strategy for financial education.

The FINLIT project has provided an opportunity to develop the Adult Education Center of the partner county library in Romania, Deva, by authorizing courses that contribute to improving the level of financial education of citizens. The Deva library will conduct advanced financial education classes (2021-2025) as part of its portfolio of ongoing adult professional courses.

In Slovenia, courses for librarian-educators have been included by the central library of NUK in Slovenia in the annual training program for librarians.

In 4 project partner countries, national financial education strategies are in the development stage or have started operation (Bulgaria). In 2020, the Bulgarian Ministry of Finance adopted a National Strategy for Financial Education. Libraries are listed as a key actor in lifelong learning. A key financial expert in the GLBF team is a member of the working group and the GLBF director participated in the plenary sessions. Financial education in Poland is supported by the Partnership for Financial Education (PREF), an informal agreement of community-based organizations with which FRSI works.

The 'Ovid Densusianu' Hunedoara – Deva County Library has proposed, together with the Romanian Association of Librarians and Libraries (ANBPR), to conduct a survey in each county to find out the actual level of financial education in the community. There are plans to implement a financial literacy program at the national level through public libraries in Romania. Public libraries in Romania (through ANBPR) will be able to join the institutions that have signed a cooperation agreement to carry out joint activities in financial education and to develop a National Strategy for Financial Education (SNEF), i.e., the Ministry of National Education, the National Bank of Romania, the Ministry of Public Finances, the Financial Supervisory Authority, and the Romanian Association of Banks.

In Slovenia, NUK library representatives participated in a consultation at the Ministry of Finance. This was followed by the publication of a website containing sources of information on finance. Perhaps our courses also had some impact on existing prejudices that finance is not a library issue. However, we can say that through the FINLIT program we have contributed to the National Financial Education Program.



As implementers of the FINLIT project, we hope that it will be continued at local, regional and European level. There are real reasons for this, given that in Romania the project has already influenced the organization of financial literacy courses in each county, and a needs survey is planned. Librarians are interested in the FINLIT model. As shown in the surveys at the end of the piloting. The most credible brand ambassadors for FINLIT will be the users of the platform from the project partner countries who have become familiar with the financial literacy resources offered on the platform and this knowledge has changed their perception of financial issues.

The project is developing and can be extended with new educational content, new language versions of the program, new target groups such as middle aged users, unemployed, groups of socially excluded or at risk of exclusion. It can also spread to other countries in our region.

