



**#FLIGHT**

Financial Literacy for Investment, Growth,  
Help and Teamwork 

**DFL FOR PERSONAL NEEDS ANDOR SELF-EMPLOYMENT  
(COURSE/CURRICULUM-TRAINING SCHEME)**

**TRAINING PROGRAMM**

### **Programme annotation**

Digitalisation is a clear trend in our lives and economy. The evolving financial environment, characterised by the increasing prevalence of digital tools in everyday life and the growing sophistication of some digital financial products on the markets, requires citizens to be financially and digitally literate. The evolution and development of the use of technology in financial services worldwide is changing many aspects of traditional financial services.

Investing in one's financial literacy is essential, as people with higher financial literacy can learn to manage their money correctly, have multiple sources of income, and can provide better financial security for their families. To build better financial well-being, we must first start developing habits that will help us build a financially secure life.

The aim of the Financial Literacy for Investment, Growth, Support and Teamwork programme is to provide the knowledge and practical skills necessary for personal financial well-being, as well as to enable people to improve their financial literacy competences, and to provide people with a framework to effectively manage their finances and increase their current income. The programme aims to develop knowledge and practical skills in digital financial literacy.

#### **After completing the programme, participants will:**

- Understand the essence and importance of financial literacy;
- Identify the key competences of digital financial literacy;
- Explain the role of loans, health insurance, retirement savings and self-directed investment accounts in digital financial literacy;
- Be able to use modern payments;
- Explain the necessity of personal financial management;
- Be able to critically evaluate information;
- Know the application of the GDPR.

### **Programm duration**

The duration of the programme is based on learning credits – units of learning volume that measure learning outcomes and learner time. 1 (one) learning credit is equivalent to 27 academic hours. The European Credit System for Vocational Training (ECVET), developed by the Member States of the European Union in cooperation with the European Commission, and supported by the European Commission and the countries participating in the Erasmus+ programme.

### **Programm scope**

The programme consists of one (1) learning credit to learn about the theoretical aspects of digital identity, the risks of digital identity, the importance of critical thinking, as well as to practice digital identification, digital identity and personal information protection tools.

## Curriculum plan

No.	Title of topic (subtopic)	Academic hours
1.	Understanding Digital Financial Literacy	2
2.	Women and Digital Financial Education	2
3.	Financial knowledge – an important component of financial literacy	2
4.	Financial Literacy core competencies for the safe use of Digital Financial Literacy	3
5.	Strategies to improve Digital Financial Literacy competencies	2
6.	Benefits of Digital Financial Literacy	2
7.	Scope of Digital Financial Literacy	2
8.	Importance of mortgages, loans, health insurance and self-directed investment accounts in Digital Financial Literacy	2
9.	Personal finance basics <ul style="list-style-type: none"> <li>• Payments in the digital age</li> <li>• How to start investing</li> <li>• What is a pension? Types of plans and taxation</li> </ul>	4
10.	Starting business <ul style="list-style-type: none"> <li>• Skills for Self-Employment</li> <li>• Self-Employment Options</li> <li>• Possibilities to set up a Business Online</li> <li>• Apps for Self-Employed Freelancers and Small Business ir for Accounting</li> </ul>	4
11.	Security risks in Digital Financial Literacy	2
	<b>Iš viso:</b>	<b>27</b>

*Remark.* In the light of technological progress and relevance, the geopolitical situation and other circumstances, the lecturer may supplement, adjust or modify the topics (sub-topics) included in the curriculum plan, as well as change the number of hours devoted to the topics according to the interests of the learners, without changing the overall duration of the course.

18 academic hours of learning credit 1 (one) may be devoted to contact work, tutorials and assessment of the learner's performance, and 9 academic hours may be devoted to independent study. Other ways of delivering the modules of the programme are also possible, depending on the needs and possibilities of the target group.

The teaching process can be:

1. Contact<sup>1</sup> (classroom);

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<sup>1</sup> Classroom teaching is a traditional teaching process that combines theoretical and practical teaching, where the lecturer and the learners are in the same place at the same time (lecture hall, classroom);

2. Distance<sup>2</sup>;
3. Blended<sup>3</sup>.

Given the rapid development of technology, learning providers, as part of their responsibility for the quality of knowledge and the effectiveness of learning, can provide the opportunity for self-directed learning in the Moodle<sup>4</sup> virtual learning environment.

### **Teaching and learning methods**

The aim of modern teaching and learning is to select and adapt content so that each learner, according to his or her own abilities and needs, acquires the competences necessary for further learning and a meaningful, active life in modern society.

Teaching and learning methods shall be selected taking into account the learner's activity during the learning process, the intensity of the interaction between the participants in the learning process, the nature of the activities prevailing in the learning process and the links with learning paradigms, the learner's age, readiness, etc.

The teaching methods are chosen by the teacher taking into account these criteria, but adult learning is organised with the main objective of helping the learner to respond to the main challenges and questions of the present, taking into account the readiness, age, etc. of the group. Learning methods must be adapted to adult learning and motivate learning.

It is recommended that both classical and modern teaching and learning methods be used in the selection of teaching and learning methods, but that the learner's age, readiness, etc. be taken into account as a priority. In working with adults, the recommended ratio of theory to practice is 1:4 (one part theory, four parts practice). It is recommended to divide the lessons into 90-minute (2 academic hours) blocks.

When working with learners, it is recommended that classical teaching and learning methods such as lecture, narration, demonstration, etc., be complemented by modern teaching and learning methods characterised by a variety of ways of conveying information and a multitude of sensations experienced in the teaching/learning process. These include case studies, group discussion, debates, brainstorming, projects, creative tasks, etc. Group learning methods that combine different activities, such as familiarisation, idea generation, grouping, etc., are also recommended.

### **The training programme provides general competences**

<b>Competences</b>	<b>Description of competences</b>
Communication	The ability to communicate, exchange, transmit, receive and understand information.
Cognitive	The ability to understand new things, to experience the joy of learning new

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<sup>2</sup> Distance learning - teaching(s) using information and communication technologies in a virtual learning environment, where the lecturer and learners are usually separated in time and space;

<sup>3</sup> Blended learning - a combination of different information and communication technologies, allowing for the development of the best curriculum for a specific audience, combining e-learning elements with face-to-face lectures and tutorials;

<sup>4</sup> A virtual learning environment is a system that includes tools for delivering e-learning materials, organising learning activities, communicating and collaborating with learners, providing access to core and supplementary learning materials, lecture recordings, slides, quizzes, tests, and a variety of assignments, as well as the ability to teach at a time, pace, and pace that is convenient for everyone.

	things.
Social	The ability to be aware, responsible, respectful of others and able to communicate and cooperate appropriately.
Personal	To know oneself, not to be afraid to face difficulties, to be able to overcome them, to be able to evaluate oneself and one's actions.
Digital	The ability to use digital technologies to learn, work, solve problems, communicate and collaborate, manage information, create and share digital content appropriately, safely and ethically.
Digital Financial Literacy	Ability to use modern digital technologies to address digital financial literacy issues, to use digitally delivered financial products and services safely, and to make informed financial decisions.

### **Requirements for lecturers**

All lecturers must have a university degree, experience in the subject, the ability to plan the learning process and the ability to work in a MOODLE (or other) virtual learning environment.

### **Expected professional competence(ies) to be acquired by the graduate of the Programme**

Digital, information and financial literacy competences.

### **Assessment of the competences acquired during the programme**

It is recommended not to use formal (assessment) methods in non-formal adult learning, as they can cause unnecessary tension between participants and do not provide anything of value to the trainer or the participant. However, in order to assess progress, which is a necessary part of the learning process and motivates further learning, the assessment of acquired competences can be applied. This assessment is organised by the lecturer, who chooses the most appropriate way of assessing the competences (test, presentation, written work, etc.).

### **Methods of (in)assessing the competences acquired during the programme**

Assessment methods are ways of determining what a learner knows, understands and can do at the end of a learning process. Methods of assessing competences can include: interview, portfolio, testing, observation, reflection on practical work, professional discussion, presentations, peer learning assessment and evaluation and/or other methods such as online questionnaires, discussion forums, problem-based assignments, as well as modern digital tools.

For learner (assessment), the trainer can use the innovative digital tool for romance fraud developed by the #FLIGHT project, "Financial Literacy for Investment, Growth, Support and Teamwork". This tool can be used for both diagnostic and post-programme assessment.

A certificate in the form prescribed by the learning organiser is issued to the person who completes the non-formal education programme and completes the prescribed tasks.

## Educational materials and technical tools used to run the programme

### Educational material

No.	Title of training material
1.	<a href="https://www.investopedia.com/terms/f/financial-literacy.asp">https://www.investopedia.com/terms/f/financial-literacy.asp</a>
2.	<a href="https://www.investopedia.com/guide-to-financial-literacy-4800530">https://www.investopedia.com/guide-to-financial-literacy-4800530</a>
3.	<a href="https://esaugumas.lt/articles/dazniausiai-pasitaikantys-sukciavimo-budai">https://esaugumas.lt/articles/dazniausiai-pasitaikantys-sukciavimo-budai</a>
4.	<a href="https://www.futurelearn.com/info/courses/cryptocurrency-beyond-bitcoin-teach-out/0/steps/226755">https://www.futurelearn.com/info/courses/cryptocurrency-beyond-bitcoin-teach-out/0/steps/226755</a>
5.	<a href="https://www.lrt.lt/naujienos/lietuvoje/2/2053440/patikeje-meile-pamirsta-viskaromantiniu-sukciu-aukos-atiduoda-pinigus-iklimpsta-i-skolas-palieka-artimuosius">https://www.lrt.lt/naujienos/lietuvoje/2/2053440/patikeje-meile-pamirsta-viskaromantiniu-sukciu-aukos-atiduoda-pinigus-iklimpsta-i-skolas-palieka-artimuosius</a>
6.	<a href="https://www.findevgateway.org/finequity/guide/2023/01/finequity-knowledge-guide-digital-financial-literacy">https://www.findevgateway.org/finequity/guide/2023/01/finequity-knowledge-guide-digital-financial-literacy</a>

### Technical measures

Computer/smart device, remote working environment, interactive whiteboard, video display tools.

### Annexes

1. Conspectus „Financial Literacy for Investment, Growth, Help and Teamwork“.
2. <https://pazangostestas.lt/?fbclid=IwAR3Ee5sIOA-LA0DQguUtcKAQOA9KR1-qYOSdCIdeyFaj8PX2KJaQFSQtnxA> – atsparumo internetinėms grėsmėms testas.