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TRANSFERABILITY AND EVALUATION HANDBOOK

DEFINE

DIGITALIZED FINANCIAL EDUCATION FOR SENIORS -
INTERACTIVE SCENARIO GAMING SOLUTIONS FOR INCREASING ONLINE
FINANCIAL LITERACY
OF SENIORS



MARCH 2022



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1. INTRODUCTION

1.1 Background and objective of the project

Demographic ageing within the EU is likely to be of major significance in the coming decades. Low birth rates and higher life expectancy are transforming the shape of the EU-28's age pyramid. In the coming decades the share of older persons in the total population will increase significantly. Unlike younger generations, seniors have not grown up with technology, therefore they are increasingly getting marginalized due to digital illiteracy.

Seniors rarely have people instructing and guiding them on how to use today's technologies, and it's often too complex for them to understand on their own. The DEFINE project aims to give these people the opportunity to get the needed skills via adult training providers/centers.

For many older adults the path to economic security begins with basic money management. Generally, most seniors (above 60 years) are well familiar with financial management services that are available offline such as in banking or money management. When managing finances offline, in nowadays world higher costs are connected to this type of management given the additional efforts that need to be made which leads to disadvantages for the target group in terms of costs. Tasks once handled with paper money and human interaction are now being completed entirely on digital interfaces and solely online to facilitate processes of personal financial management. All these new developments such as online banking are generally supportive for financial management, still, the older adults are not able to follow these developments because of two reasons:



- IT skills and understanding is mostly missing
- Technological developments in finances are not understood well given the lack of digital technology skills

Missing out on these skills currently leads to being a disadvantage group on the financial markets that cannot draw from the full source of offerings in terms of money management, budgeting, and investments.

The main objective of DEFINE project was to upgrade seniors' skills in handling online financial management services to increase their active participation at financial markets again, to decrease their costs of participation due to upgraded online IT skills, to enhance their investment possibilities and understanding which leads to a minimization of disadvantages and fraud of this target group.

The DEFINE project is an Erasmus+ Strategic Partnership spanning from October 2019 to March 2022. It is uniting seven partner organizations from five different countries: FH Joanneum Graz (FHJ) (Austria) -the coordinator of the project-, WIFI Steiermark (Austria), VHS (Germany), Marconi (Italy), VITECO (Italy), University of Alicante (Spain), E-seniors (France).



To achieve this goal, the project partners developed an innovative DEFINE training programme.

1.2 Overview of the different phases of the DEFINE project

Within the framework of the DEFINE project, the participating partners developed four outcomes. At the start of the project, the partners first analysed the target groups' training needs. To create an effective training programme, they first conducted desk research, focus group interviews, and a gap analysis, which led to a "Good practice catalogue on digitalized financial education for seniors". The partners then created a skill card to define the set of skills that the future trainees must acquire (Skill card creation and strategy design). Once these two steps were completed, they created the training materials (general information document, PowerPoint-presentation, interactive scenario games and a short video for each of these 5 modules) and implemented the training with seniors:

- MODULE 1: Definition of Digital Financial Services
- MODULE 2: Money Management for Seniors
- MODULE 3: Online Banking
- MODULE 4: Online Security and Data Protection
- MODULE 5: Using Alternative Payment Methods

Finally, we developed the DEFINE transferability and evaluation handbook to ensure that training is further used also in other countries and with other target groups.

1.3 Objectives of DEFINE transferability and evaluation handbook

One of the core outputs of DEFINE project is creation of the transferability and evaluation handbook. DEFINE transferability and evaluation handbook has three main aims:

- to evaluate DEFINE core products and improve them
- to develop a transferability option for other countries and other target groups after project end
- to ease the market penetration in other countries and for further stakeholders

To create this handbook, we determined and defined the evaluation and transferability criteria that seem to be the most relevant and important to ensure the DEFINE project to be useful for seniors in other countries.

2. DEFINE CURRICULUM AND TRAINING TOOLKIT

The training is divided into 5 modules. Below we are showing general information from the curriculum for each module.

MODULE 1: DEFINITION OF DIGITAL FINANCIAL SERVICES

Module 1:

Definition of digital financial services



The following topics are included in the Module 1:

- Definition of digital financial services
- General overview and main terms of digital financial services
- Digital payment methods
- Digital services for investment and savings
- Digital lending services

GENERAL DESCRIPTION OF THE MODULE

The main goal of this Module is to introduce the main topics and terminology related with digital financial services. The module introduces terms and services and illustrates them with concrete examples to allow seniors to become familiar with them and use them with confidence. The module is divided into units with a gradually increasing difficulty introducing more basic terms and services first and offering more complex terms as learners proceed in the learning experience.

LEARNING OBJECTIVES AND DESIRED COMPETENCES OF THE MODULE

At the end of this module, learners should be able to:

- Know the basic terms commonly used in digital financial services within the proposed categories
- Recognise terms relevant to digital financial services for financial inclusion and use them appropriately
- Identify basic financial products and services and their preferred context of use
- Recognize more complex terms and know how to find more information on them
- Interpret financial terminology and the new terms following the “digital transformation “

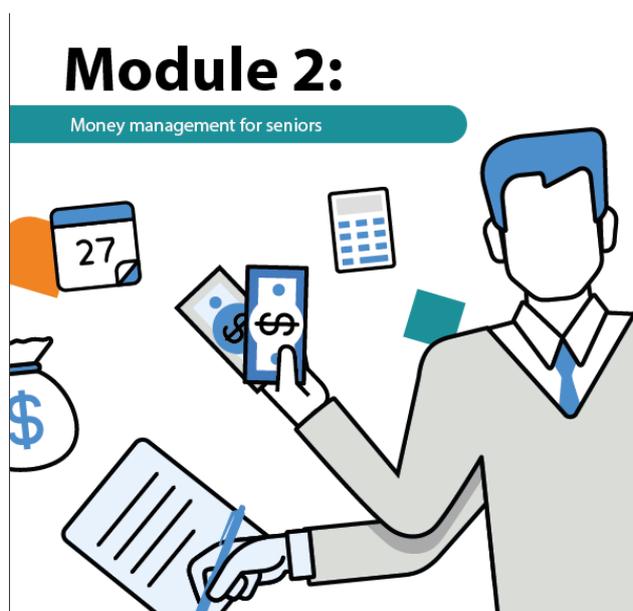
LENGTH OF THE MODULE

It is advised the module last 5 hours with the addition of the online activities.

TEACHING AND LEARNING CONCEPT OF THE MODULE

Face-to-face learning materials (PPT and instructional guide) including learning games and video are prepared.

MODULE 2: MONEY MANAGEMENT FOR SENIORS



Topics included in the Module 2 are the following:

- Personal budgets and individual financial decisions
- Time value of money
- Investment evaluation

GENERAL DESCRIPTION OF THE MODULE

This module presents a basic approach to financial decision-making for individuals in a context of certainty and provides the basis for understanding financial transactions in more complex environments. Therefore, this module is essential in the process of financial literacy for seniors. The understanding of the different financial decisions an individual face as well as the understanding of their temporal dimension is essential in everyday activities, for instance when managing their accounts, saving and investing money, buying properties, applying for a pension plan, applying for loans, using alternative means of payment, etc.

LEARNING OBJECTIVES and DESIRED COMPETENCES OF THE MODULE

At the end of this module, learners should be able to:

- Have a basic knowledge to monitor the evolution of their income and expenses from a time dimension, using digital tools.

- Be aware of how they should address their savings, what their risk profile is, what their attitude towards debt should be and what role the interest rate plays.

LENGTH OF THE MODULE

It is advised the module last 8 hours with the addition of the online activities.

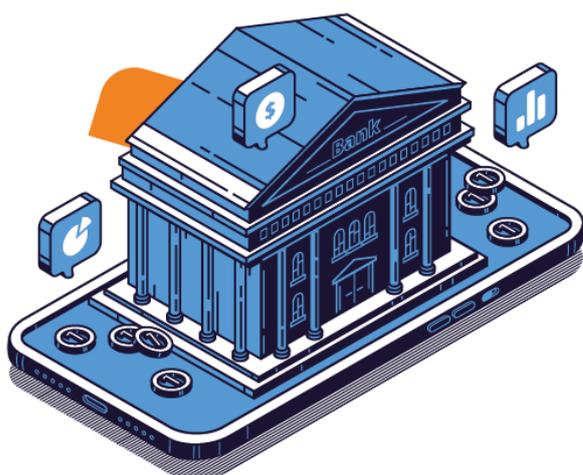
TEACHING AND LEARNING CONCEPT OF THE MODULE

Face-to-face learning materials (PPT and instructional guide) including learning games and video are prepared.

MODULE 3: ONLINE BANKING

Module 3:

Online Banking



Topics included in the Module 3 are the following:

- Introduction to online banking
- Online banking environments
- Online account management

GENERAL DESCRIPTION OF THE MODULE

This module focuses on building seniors' comfort and confidence using online banking while understanding the major components and the given framework.

In the introduction section the development of online banking from the ways banks have evolved to the digital technologies that now make everyday finances more convenient, the meaning of online banking, pros and cons of online banking and different online banking services is presented. Further, the module includes topics related with basic framework interfaces for navigation in the online banking environment. Within the module training participants should be led to an online learning environment

that replicates an online banking system to get to know its major components. Additionally, different platforms that banks are using are included in the materials and should be adopted to the national context. The last topic of the Module 3 includes all information needed to manage an account online. Here training participants can learn how to check their bank balance, pay their bills, and transfer money to other accounts, check their bank statements and go paperless, etc.

LEARNING OBJECTIVES and DESIRED COMPETENCES OF THE MODULE

At the end of the module learners should be able to:

- explain how banking has evolved
- list benefits and challenges of online banking
- identify different online banking services
- access to online banking
- recognize that there are different online banking environments, all having the same major components
- implement the knowledge gained in their life

LENGTH OF THE MODULE

It is advised the module last 8 hours with the addition of the online activities.

TEACHING AND LEARNING CONCEPT OF THE MODULE

Face-to-face learning materials (PPT and instructional guide) including learning games and video are prepared.

MODULE 4: ONLINE SECURITY

Module 4:

Online Security and Data protection



Topics included in the Module 4 are the following:

- Security of devices – the risks
- Security of devices – the instruments
- Security on online banking



GENERAL DESCRIPTION OF THE MODULE

This module is an indispensable part of the training. It cannot be divided into basic and advanced requirements, as security is fully required for every activity on online banking. Money and finance are very sensitive topics, especially for senior citizens. Even in the analogic world, there are threats related to money management and banking, for example con artists who pretend to rob other people's savings. On the Internet, the risks seem even more threatening, incomprehensible, and difficult to avoid. For seniors to use online banking, it is, therefore, essential that they can act safely, feel safe and know where to get advice in case of doubt. This includes knowing and understanding the central concepts related to security, the risks, the security instruments, and the rules for dealing with money on the internet.

Senior citizens are often very trusting, they seek contact with others and are used to seeking help. For them, it is particularly important to learn that in online banking you cannot trust anyone but must act on your own. In this module it is important to acquire knowledge, but also to try things out for themselves. The first two topics of this module should be placed before the Module "Online banking environment" and the third topic should be placed after seniors get the general information about online banking environment. Therefore, basically trainings of this module and module Online banking environment should be done together.

LEARNING OBJECTIVES AND DESIRED COMPETENCES OF THE MODULE

At the end of this module, learners should

know:

- what risks online banking entails
- what to look out for when using PCs and mobile devices to operate safely on the Internet
- what to look out for especially on online banking
- know the security procedures on online banking
- know the most important terms of online security

be able to:

- check the PC and WLAN for security
- recognize the security of Internet addresses
- enter the online banking account safely
- securely create, store and use passwords, access data, PIN and TAN
- avoid phishing attempts
- recognise the importance of not entrusting their access data to anyone
- respond in the event of unauthorised access to the account
- secure the bank statements and credit card statements

LENGTH OF THE MODULE

It is advised the module last 8 hours with the addition of the online activities.

TEACHING AND LEARNING CONCEPT OF THE MODULE

Face-to-face learning materials (PPT and instructional guide) including learning games and video are prepared.

MODULE 5: ALTERNATIVE PAYMENT METHODS

Module 5:

Definition of digital financial services



Topics included in the Module 5 are the following:

- General presentation of the alternative payment methods
- Zoom on NFC and mobile payment methods
- Zoom on online wallet (with simulation)
- Zoom on prepaid cards
- Zoom on payments online

GENERAL DESCRIPTION OF THE MODULE

This module helps learners to understand what the existing alternative payment methods are and how to use them safely. It provides learners with knowledge about the safe use of such methods. The main goal of the module is to give learners confidence in the use of some of the presented methods.

LEARNING OBJECTIVES AND DESIRED COMPETENCES OF THE MODULE

At the end of this module, learners should be able to:

- know what alternative payment methods there are
- be acquainted with the terminology used in alternative payment methods
- know how to use such methods safely and autonomously
- implement these methods in their everyday lives
- know about the NFC technology
- create an online wallet account (simulation) and be aware of how to use it
- know the common scams concerning online payments, how to prevent them and how to react to them
- know about prepaid cards, debit cards and their utility



- be aware of credit card fraud on the internet, how to prevent it and how to react in case of unauthorized accesses

LENGTH OF THE MODULE

It is advised the module last 8 hours with the addition of the online activities.

TEACHING AND LEARNING CONCEPT OF THE MODULE

Face-to-face learning materials (PPT and instructional guide) including learning games and video are prepared.



3. TRANSFERABILITY CRITERIA

According to the evaluations after the end of the piloting phase, discussion with seniors, trainers and partners in the project, the following criteria for transferability of the trainings were defined.

3.1 Key steps in the organization and preparation of a DEFINE training session

Below key steps for organization, preparation, and implementation of DEFINE training are presented. The presented steps are general and differ according to the type of the training provider, as well as its connection to the trainees.

STEP 1: Appropriate promotion and increase of awareness about the project

- With this step the interest of seniors to be involved in the trainings should be increased. Here different communication channels can be included, whereas you should always have in mind the target public for the trainings. In this sense, you could publish the news about the importance of digitalized financial literacy, some data about it, benefits of being financially literate and similar.

STEP 2.1: Get in contact with the potential trainers

- It is suggested to find a trainer that is familiar with the topics included.

STEP 2.2: Get in contact with the potential trainees to check whether they are interested in the topics.

- It is suggested not to implement the trainings with a big group of seniors; working in small groups make trainers easier to give the seniors the needed knowledge and practice in the field. Further, seniors feel more comfortable being trained in smaller groups than bigger ones. It is suggested to have a group with not more than 15 seniors in one group. If there are more interested seniors to be involved in the training, you should divide it in two or more groups and repeat the trainings.

STEP 3: Choose the trainer, time, and place for the training early enough before the training session

- Based on the experiences from DEFINE implementation of pilot training we suggest that time, place of the training as well as a trainer is chosen at least three to four months in advance before the training. However, planning the time and place strongly depend on the training provider, that is implementing the training and its access to the trainees.

STEP 4: Before the training day visit the senior oriented associations and other institutions close to seniors, present the benefits of the training, and inform them about the training implementation.

At the same time send out information together with training invitations to the banks, and to the other important contacts in your database.



At the same time, share the information also on your organization's website and social media platforms, and in the newspapers.

- The invitation should contain all the needed information: date, time, place, subject, introduction of the DEFINE project and information to sign up. Plan to do following up calls in case they have not answered.

STEP 5: After signing up, ask seniors about their level of knowledge in the field and their interests in the training modules.

- For this purpose, the questionnaire is prepared and is attached as an Annex I to this Handbook. Having information about the trainees' knowledge in the field and interest will help the trainer to adapt the trainings to the needs of the target group, that would like to attend the training. Not all modules are equally important for all. Therefore, providing the tailor-made training for specific target group will give you the opportunity to make the perfect match, marrying the needs of the trainees with the training options.

STEP 6: Prepare the training content approximately 4 weeks before the training.

- Based on the step 5, prepare the training materials, exclude the content that is not in the interest of the target group that you are expecting, if needed, include other topics that are in their interest.

STEP 7: Send and publish the reminders about the training before the implementation of the training.

- Based on the experiences from the pilot training implementation it is suggested that you send two reminders to attend the training. First reminder should be sent approximately three weeks before the training and the second reminder should be sent 3 days before the training. However, it is again depending on the usual process that the training provider is using when implementing the trainings.

STEP 8: At the same time, focus on the logistic organization including the room and the needed equipment for the training implementation for the number of participants.

- It should be considered that trainees should expand their skills in a high quality and friendly environment.

STEP 9: Conduct the training session and give participants all the training materials.

- Trainees should get the training materials already at the beginning of the trainings. In this way, they can be more focused on listening. There should be enough breaks while



conducting the trainings. It is suggested that trainees are asked how many breaks per day they need. According to the implementation of pilot training it is expected that breaks are done after each 1,5 hours of trainings. Breaks should be funny, informal and the trainer should take the opportunity in the breaks to get closer to trainees. Trust is one of the important components between trainees and trainers. It is important that the trainer always listen and watch the trainees, because this enables him/her the flexibility that is needed for training the specific target group.

STEP 10: After the training session: give the participants the certificate for participating in the training and evaluate the impact of the training.

- After the training, ask trainees about their opinion on the training, and evaluate the impact of the training. It is also suggested to give the participants the certificate for participating because this is important for the trainees' confidence.

3.2 Timeline for recruiting the participants

Although seniors are retired, their time is organized, therefore the recruitment process should be well planned. It should be taken into consideration, when they are most likely on vacation, during holidays they are not available because this is time that they spend with their families etc.

Further, you should be aware that it can be complicated to gain the interest and participation from seniors on short notice therefore the timeline for recruiting them should be well planned.

It is thus important to start with the promotion of the training as soon as possible and divide this task in different steps. At the beginning the interest of seniors to be part of the training should be increased. This can be done with publishing short articles/news about the digitalized financial literacy, importance and benefits of it, data on it etc. After that you can either visit different senior organizations, present them shortly the training and the details about its implementation.

In addition, the invitation letter should be published in different media. The most important is that it is published in the media, which seniors are reading (for example newspapers).

In addition, banks should be informed about the trainings, because they are in personal contact with seniors, when coming to the banks. You can also leave invitation letters in the banks, so that seniors get it when coming to the bank. This step should be well planned and should start early enough. However, as stated above, the timeframe depends on the institution and its connection with the target group.

3.3 Time needed for trainers to prepare themselves for the training (checking the materials, reading guidelines, games, etc.)

It is important that the trainer puts enough effort into preparation, because it enables the trainer to reflect on the materials, pick the most important elements, prepare the content for the training session



and the administrative documents, etc. It also enables them to reflect about how they are going to present the modules content, and what are the key elements they want to highlight for face-to-face training.

The trainer should be aware that the more they are paying attention to this preparation phase the more will be able to discuss the different topics easily.

From the experience of implementation of DEFINE pilot training the trainers needed approximately two working weeks for preparing for the training. This includes checking the training materials, adopting them according to the needs and interest of the trainees that are expected in the training. It also includes studying the training guidelines, games and structuring the training.

3.4 Finding a place to perform the trainings

While preparing the training session content, it is important to keep in mind the importance of the space in which you will hold your training session. You should be aware that the room with a computer per participant (or at least one computer per 2 participants) is needed, as well as a computer with the ability to project the PPT presentation is needed. In the room there is also an access to the internet needed.

Indeed, you should provide the location information early on to help participants organize themselves before the training.

The space for training should easily be accessible via public transport, by car, or by bike.

3.5 The best ways to contact the seniors

You should ask yourself what the most useful and efficient ways are to generate interest among seniors. Which way is the best to contact seniors depends on the training provider? Usually, personal contacts, telephone, social media including newspapers and email are useful for contacting the seniors.

In addition, a follow-up call after having sent an email is necessary to reach potential participants and gather interest.

If the training provider does not have a direct access to the seniors, it is advised to get in contact with the organizations that are close to the seniors and/or take part in the events where seniors are included etc.

3.6 Training material needed for the training sessions

For DEFINE training the following materials are needed for implementations:

- Training guide for trainers
- DEFINE PowerPoint slideshows and printed for participants
- Videos
- Scenario interactive games



- Solutions to the interactive games

It is important to implement just modules that are interesting for the participants. As modules are not connected to each other, not all the modules should be implemented.

As already written, after having information about the participants, a questionnaire (Annex I) should be sent to them about their pre knowledge as well as their personal interests in the modules. Also, after adopting the training materials to their interest, a trainer should be flexible when conducting the training and give the trainees what they need, and in duration appropriate for them.

It is also suggested to bring the administrative documents such as the feedback questionnaires, the attendance list, and the photo authorization document if you want to take pictures of the trainees and share them on social networks.

3.7 Number of training sessions necessary for each module and the appropriate length to meet the objectives of each module

In the curriculum there are recommendations about the length of each module written. However, a trainer should be flexible and adopt the length according to the needs of participants.

3.8 Availability of the training toolkit

The training toolkit including all training materials, videos, games, and solutions to the games in English, Spain, Italian, German as well as French is available on the DEFINE website (<https://define.fh-joanneum.at/>)



4. LESSONS LEARNED FROM THE FIRST PILOTING TRAINING

We have pre-selected a list of qualitative and quantitative criteria that seemed the most relevant to evaluate the success of the training sessions, as well as the DEFINE content in general, and thus optimize the ability to duplicate this program in the future.

These evaluation criteria were inspired by the experiences encountered in the piloting phase of the training modules.

4.1 Preparation phase

Here we include information on how partners contacted seniors through which channel; how many days/weeks before the training did the partners start with the acquiring participants; how was the response rate (approx. how many interested people)

E-SENIORS, France

E-Seniors has many subscribers and volunteers that are very active in the organization's activities. Being the target group of the DEFINE project, seniors were contacted through the social media accounts of the organization and directly through email. E-Seniors explained to them the rationale of the project, its objectives and asked them if they were interested in participating in the training modules. The recruitment of seniors started in July 2021 and finished at the beginning of October 2021.

E-Seniors contacted approximately 50 seniors. Due to the relevance and the fact that seniors considered the subject to be useful for them, around 20 people were interested in participating, but only 15 were available on the concerned dates and participated in the training sessions. It is relevant to highlight that half of the training sessions took place during the school holidays in France, which meant that seniors would be less available because they wanted to spend time with their families.

FHJOANNEUM, Austria

FHJ contacted different organizations connected with seniors via different channels. On one hand via phone, and e-mail and on the other via personal contacts. Many seniors were invited directly via personal contacts. First the training implementation was planned at the end of the summer, but as it was impossible to get enough participants, it was implemented in the following months. There was a challenge to get participants because of the COVID and as seniors over 65 are the most vulnerable group in the COVID situation they were afraid to be in the classroom with other people etc. However, at the end, FHJ implemented training with 15 seniors. All the courses were held in the morning.

MARCONI, Italy

To reach the seniors participants, Marconi contacted them via social media and via direct invite. They also use personal connections and professional networks of contact. They received little assistance from other senior oriented associations, as they already had their scheduled routine and they were not so interested to cooperate with Marconi.

It took Marconi a couple of weeks to set up a class of 20. In general, seniors were interested in the topic, as they really have no one else explaining those elements to them.



Connecting to the trainers has been quite easy, as our local associate FRAMEWORK association is interested in the results of DEFINE and offered 3 of their members to receive the training. The other 2 were internal trainers that have been then involved in implementation of the course with the seniors.

UNIVERSITY OF ALICANTE, Spain

University of Alicante reached seniors through UA Permanent University (UPUA). They included the course in their official Senior Diploma Programme. The course was disseminated via their website, direct mailing to UPUA students and to their networks. The course was also disseminated via OGPI networks and social media: OGPI UA website and DEFINE Facebook.

They started with recruiting the participants 8 weeks before the training. 21 seniors registered to the course and was attended by 17 seniors.

The train of trainers was very useful as the DEFINE project, partnership, aims, target groups, expected results and DEFINE training course were presented. Also, the trainers had the opportunity to solve their queries and met the volunteers from Santander Bank that collaborated in the implementation of two modules of the training. Meeting seniors during the first day of the course was very useful as it allowed us to understand their expectations from the course. Having the support from the UPUA made easier reaching the target group and managing the registration process of students and the implementation.

VHS, Germany

The Volkshochschule Hannover regularly offers IT courses for seniors as part of its program. So, it was also appropriate to advertise the DEFINE course in the program, which was published in March 2021 on the internet, so 4 months before the start of the first course. Due to the Corona pandemic, the course was offered once as a face-to-face course, but alternatively also as an online course, to also make an offer to those interested who do not want to sit in a face-to-face course due to infection protection. Another offer was made to the participants of the "Senior Computer Club (SCC)". The SCC is a permanent offer of the adult education centre for seniors who have already acquired a good basic knowledge in IT, e.g., through a corresponding IT-course, but who would like to acquire or deepen further special knowledge. This staggered implementation of the pilot course had the great advantage that the experience gained from the first course could be incorporated into the preparation of the other pilot courses. For example, it had become apparent in the first course that the participants needed a great deal of help with practical IT use and more than the planned time in modules 3 and 4. This was immediately incorporated into the planning of the second course.

The target group can be described as seniors who are already over 65 (mostly over 70) and retired. Therefore, the courses were often held in the morning.

All three types of courses were well attended - there were 5 participants in each course, then 6 in the SCC, in total 16 seniors.



4.2 The Active Training Implementation Phase

Here we include information if all participants complete all the modules; if they accepted the games as an important training tool; if the interactive tools included in the trainings were welcomed by the participants. We also include information on where the training took place (EDV room), and if they encounter any problems/challenge in piloting phase

E-SENIORS; France

The training sessions were quite interactive since there were participants that had more experience than others, which allowed those with less experience to feel curious and encouraged to get started. They also discussed the differences of traditional and online banking and addressed concerns on not being able to use online banking services themselves because these platforms are often too complex for them. Moreover, participants shared their personal experiences (concerning phishing and other types of online fraud), as well as their concerns on data security and protection.

Participants appreciated the games on the platform. The great majority of them did accept the games as an important training tool. However, not all participants were able to complete the modules online. First, there were some technical issues on module 3, which didn't allow participants to validate it. Some technical issues on other modules were noted, in module 1 the correct answer pop up didn't disappear for a few participants, even when they clicked next.

Apart from technical issues, some of the instructions weren't very clear to participants and the absence of answer keys was a problem as participants became frustrated.

Some participants had low ICT skills and struggled using tablets, therefore, in some cases the platform itself was not the main issue.

The interactive activities enabled the participants to reflect on the theoretical content they just reviewed in the training, even sparking enriching debates regarding their experiences of digitalized finance services. However, some interactive activities demanded an effort to reuse these newly acquired skills in games. In module 5 for instance, participants were invited to play a game in which one of them had to make the others guess an alternative method of payment using one sentence. Despite the repetition of the rules, the participants felt lost and found the exercise challenging. Many of them lost interest in playing as the training reached its end and participants were already tired.

During the sessions, trainers faced challenges, especially when several participants needed technical support at the same time. ICT skills levels varied greatly among the participants and for some, the technical difficulties while testing the platform caused even more frustration. Also, seniors faced difficulties regarding the vocabulary used during the training sessions. For instance, while presenting module 3, seniors were confused with the used terminology. It wasn't clear to them that "online bank" was a service offered by banks, rather than a bank solely offering online services.

At the end of each module, the participants of the training were handed out printed copies of the survey to be completed on site.



FHJOANNEUM, Austria

The piloting courses

All the participants completed the modules, although there were some, that were not present in all the hours of trainings.

At the beginning the trainer checked the interest of seniors in the topics related with financial literacy. It was exposed by the majority, that there is a big interest in the module 3 and in the module 4. They exposed that they have the biggest lack in handling the online banking and that they are afraid that they will do something wrong or that someone will take them money etc. On the other hand, within the module 1 there were some terminologies already well known to seniors and the module 2 and 5 they found less important for them. To conclude, trainers got the information from this discussion that they should focus on details in the module 3 and 4 and others were presented in general.

The face-to-face course took place in two rooms, one room without computers for trainings where computers were not needed and one well-equipped IT-room, where each participant had a computer for learning.

Participants accepted the games as an important training tool although some of them had some problems, because when they did not know the answers, they could not proceed with the game, and this was a bit frustrating for them. The group of 15 participants was in the opinion of the trainers too big for teaching them how to cope with computer because seniors have different backgrounds and knowledge on the field and their speed differ a lot. Participants contributed with their opinions and questions to get more information connected to their personal situations. It was shown that trainers should not be ex cathedra, but he should be a „guider „through the challenges and problems that seniors are facing with when it comes to digital financial topics.

In the module 3 there was a need to present different online banking environment. Also because of this, it is important that trainings in the future are implemented in small groups. Or at least that practicing is implemented in small groups and general presentation of the theoretical background in presented in bigger group.

In general, the main challenge was to adopt the content trained to the interest of the seniors as not all topics were equally important for them. Another challenge related to the games, where seniors could not define the solution and thus, they could not proceed with the game. And, as already written, the training should be delivered in smaller group not with 15 seniors at one time.

Train-the-trainer

To the event trainers, who were interested in the topics related to the digitalized financial literacy were invited. It was implemented on 21st October 2021. The event was structured as follows: presentation of the project; aims of the trainings; presentation of the target group, organization of the training together with the training materials. All components of the trainings were presented in general and after that all training materials were given to the trainers.

The trainers exposed their interest and excitement about the training materials, videos, and games. Especially they liked the interactive games. They exposed that the training could be offered also to



other target groups not just seniors. Further, they exposed the benefits of flexibility of the trainings as all the modules could be trained separately with no correlation within each other.

After the event trainers filled in the questionnaire with their opinion on the trainings.

MARCONI; Italy

Regarding the completion of all the modules, the trainer had to skip some elements in some modules, because the participants were not interested as some parts were not relevant for them, and too many English terms were included in some parts.

Interactive scenario games have been accepted mildly. In some parts seniors exposed that too many things were to consider while playing, and that got them confused.

When questioning if the interactive tools included in the trainings were welcomed by the participants, many seniors preferred the printed version of the contents.

Seniors contributed with personal opinions and questions. They interacted a lot with the educator, and they participated at the discussion, offering their opinion.

The trainings took place in the room with 1 PC per person. Projector and PC were in the room, so they did not need their own computer.

Regarding the problems/challenges in the piloting phase, we would like to expose, that prior the course with senior, the trainer thought that 30 hours were too much. During the training, he then realized that (given the number of materials) they were not enough.

UNIVERSITY OF ALICANTE, Spain

11 students out of 17 completed the 5 modules and therefore were issued DEFINE certificates. According to the results of the survey, most of the seniors (81,82%) considered the interactive learning scenario games as useful tool for applying the knowledge. Seniors welcomed the interactive tools included in the trainings. The training took place in a classroom and students were asked to bring their smart phones or tablets. The level of the students was much higher than that of the materials, so there was a significant mismatch. More than the games, the students were interested in putting the applications explained into practice in their own devices.

VHS, Germany

The piloting courses

At the beginning of each course, all modules were briefly presented. It quickly became apparent that module 2 met with rather little interest from the target group described above. The participants had their finances in order and saw no need for further information. Modules 3 and 4, on the other hand, were considered particularly important. The topic of "security" was considered the most important by participants, as this is where they want to feel well trained to conduct financial transactions online



without fear. Since the modules can be taught independently, which is a major strength of the DEFINE course, the trainer decided after consultation to give only a brief overview of module 2, but not to teach it in detail. Since the VHS offers non-formal learning, the participants ultimately decide what they want to learn.

The face-to-face course took place in a modern, technically well-equipped IT-room, where each participant had a computer (Windows10) for learning. This has the advantage that the trainer can work with a reliable and up-to-date technology, but a disadvantage is of course that the participants do not learn how to use it on their own device. This is especially significant if someone owns a MacBook, but this case did not occur. In the online course, of course, each participant used his or her own device.

The participants in the first two pilot courses often needed individual support and more time, and the IT skills required in the invitation to tender were not sufficiently present in all of them. However, since the learning groups were very small in each case (5 participants), the trainer was able to meet this need. The situation in the SCC was easier, because all participants had the appropriate knowledge through course participation and SCC. One suggestion made by participants should be included in future planning, namely, to include an introductory IT module before the course, where the IT skills required for online banking are taught.

Most participants enjoyed playing the interactive games, although the one from module 2 was not tried out - after all, the module was only covered briefly. In module 1 and 5, the participants sometimes had the problem that they did not know a solution and then could not continue the game. In this case, the participants were asked for help in finding a solution.

The practical online banking in the test accounts was also very fine, even though not everyone was able to do this in an account of their bank. In the face-to-face course, however, the problem arose that several participants could not work in parallel in one account, since the request was made via only one router, which the banks' system did not allow. With such small learning groups, however, it was then possible to work with test accounts from different banks; in the online course, of course, there was no such problem, which is why module 3 is particularly well suited for distance learning.

In general, it was found that all participants were very interested in the topic of digital banking and were very actively involved in the course, also with suggestions for improvement and additions. For example, in addition to the suggestion of the introductory IT module, it was also suggested that the topic of "digital tax returns" be included. In the meantime, the VHS has offered a course on this, which was in such high demand that there was a waiting list. All participants said they felt well prepared after the course and wanted to get into digital banking. However, they also criticized the course for being "too academic and theoretical" in parts (modules 1 and 2), as some of the information would not have been so important to them.

Train-the-trainer

The „train-the-trainer,, event was implemented on 21st November 2021. All trainers, who teach in ICT-skills, seniors, or financial education at the VHS, in total 32 were invited. These trainers are free-lancer, what means that they do not teach only at the VHS, they provide training in other institutions as well. So, beside of train them, this event has a meaning of dissemination. Surprisingly, 20 participants enrolled in the event. The training had to be carried out online, because of the actual Covid19-rules at that time. The advantage was, that all these 20 participants were able to be trained.



The training event started with a general overview:

- Structure and aim of the training
- Target group
- Process of development in the framework of the Erasmus+ project
- And the organization of the training

After that, five modules and their content were presented. For showing the different kind of material, the module 4 was presented in detail as an example for all the modules: the word-document, the power-point presentation, the scenario game, the video, and we reported the results of the first piloting.

The trainers were very impressed by the extensive material and praised the scenario game as a very good application example for the learning content - they were already looking forward to the other games. They also emphasized the importance of the modular structure, which allows the course to be adapted to different learning groups. Some trainers remarked that they consider the entire course too extensive for the target group "seniors", but this could be adapted by selecting individual modules. The question was also raised as to what prior knowledge seniors need to have to participate in online banking - a problem we also encountered in the pilot courses, that ICT skills were not sufficient. One idea was to approach participants from the senior IT courses directly in the future to ensure that they had the necessary prior knowledge, which is the same as piloting the senior computer club.

There were questions about the availability and accessibility of the interactive games, but these were resolved satisfactorily.

All trainers were finally sent the link where they could view or download the materials to get to know the other modules as well. 9 trainers expressed their interest in this, the others were satisfied with the first insight and would refer to it if needed. The evaluation form was sent to the 9 trainers; 5 completed evaluation forms were received back.

4.3 Meeting the participants' needs

Here we are summarizing the main outcomes of the evaluation (first trainees and afterwards trainers).

E-SENIORS; France

Evaluation of pilot-courses

Evaluations done by seniors after the end of the training implementation showed the trainees were on average satisfied by the training and appreciated the initiative. The main criticisms that emerged from the survey are the duration of the modules (participants requested a break after 1h30 of training) and more practice than theory based on concrete examples (how to create a bank account step by step on real websites, how to use an ad block).



The seniors showed particular interest in modules 1 (digital financial services), 4 (online data security and protection) and 5 (alternative payment methods). Feedback from seniors was very rewarding for the project. However, seniors weren't very interested in module 2 (money management) for several reasons. The training material was judged too complex and complicated and next to it the online module seemed infantilizing.

Seniors were confused by the difference of level between the two and many seniors remarked that they already know how to budget and handle their finances. What they don't handle is the ICT aspect of online banking and finances. The terms used were quite confusing or not applicable to their own experiences. Also, based on their own interests, they considered some of the content that was of more interest to them was reviewed a bit too quickly (e.g., prepaid cards).

One participant was very satisfied after the training and told the trainers she was hesitant about using digital technology but was now convinced. The participants appreciated having some time dedicated to discussing among themselves and with the trainers, although some of them felt the response to their questions were not properly answered (their questions mainly focused on their personal experience).

The topics reviewed during the training covered a lot of knowledge and some participants suggested adding online savings.

Evaluation of the train the trainer event

The trainers were on average moderately satisfied by the training. From the results of the surveys conducted after the Train the Trainer Event and the implementation of the modules, there is a gap between the expectations and the reality.

The trainers appeared really excited about the project. All the resources were given to them, and they found it very useful and clear to understand, and they appreciated the interactive tools to apply the knowledge acquired.

After the face-to-face training using the modules with the seniors, the trainers reported to us that the global feeling of the training was that the seniors looked for more hands-on practice to help them in their daily lives, and concrete responses to their questions. Therefore, the content was for some parts, not relevant to them.

Moreover, the trainers realized that for some seniors, it was challenging to follow the whole module until the end - the people concerned had trouble in hearing. Alongside the complexity of some terms used, the seniors followed the training at different levels of comprehension resulting in a loss of speed especially at the end of the modules.

To sum up, it's a moderate success as the expectations of the course were not completely met for our seniors as well as the trainers. The training covered a wide range of knowledge in finances that can be useful for our beneficiaries' everyday life. Shorter modules focusing more on practice would have been easier for the trainees to follow.



Showing them the different resources available turned out to be a powerful asset to enable the participants to practice, however, technical issues (as stated previously) hindered the progression of the modules.

On a positive note, the content developed by all the partners had a great value to improve the seniors' skills: another of our beneficiaries thanked us for the training as he had just experienced a phishing attempt on his bank account and had the reflex to contact his bank to enquire more and avoided an important loss of money.

FHJOANNEUM, Austria

Evaluation of pilot-courses

After the training implementation evaluations in the paper format were conducted. Below the findings from the evaluation are presented:

- Overall evaluation of the training is good. Almost 50 % of participants were highly satisfied with the training, none was moderately satisfied or dissatisfied.
- Module 3 and module 4 got the highest grades when evaluating the modules; these two modules were the most useful and interesting to them.
- Interactive learning scenario games were highly useful for understanding the topics for most participants, others found them useful. None of them exposed that those games are not useful.
- Participants were very satisfied with the preparation of the trainer.
- Participants evaluated that training objectives were met with the training implementation.
- Module 1 and module 2 were for some seniors too deeply presented, therefore it was suggested that the trainer should present them in a shorter format.
- It was also suggested that some other practical questions regarding insurance could be included.
- Not all modules were equally important for seniors; it was suggested that seniors express their interest in detail in future trainings and after that the training should be tailor-made to the group of participants.

Evaluation of the train the trainer event

Also, the evaluation of the "Train the Trainer" is similar to others. The training event was rated overall as "Highly Satisfied". It is suggested to shorten the modules and present just topics that are interesting for seniors; so tailor-made. Module 1 and 2 could be shorter. Practical orientation is sufficient, also games are a very useful tool that complements the training materials. The solutions of the games as a document that is part of the training materials is needed to assure that trainees do not have any problems when solving them.

To sum up, implementation of the training at FHJ was very successful. Seniors as well as trainers at the train the trainer event were satisfied with the trainings. Seniors gained a lot of new and practical knowledge and skills. It will help them being involved in the online banking environment and on the other hand also to be more self-confident when working online.



The most interesting for seniors were the module 3 and module 4. Some of them were also interested in the module 5 because they wanted to get more information about the alternative payment methods.

Special added value of the project is the flexibility trainer has when implemented the training. This is possible because modules are not correlated with each other. In this sense, trainers can adopt the training directly according to the trainees needs and wants. Complicated topics and topics described in too much detailed way should be avoided and offered just to seniors that are interested in them.

Scenario games are the good supplement to the training materials, participants found them very interesting. The document with solutions to the games could be helpful to avoid the issues or any problems when solving the games

MARCONI; Italy

Evaluation of the pilot courses

Every after module, the support teacher asked questions to the participants. She took notes and reported them to the project manager.

On the seniors' point of view, they have been satisfied with the course and they think the contents were appropriate to help them understand finance a bit better. Overall, they have been satisfied with all modules and but they rather preferred a bit more interaction and less theory.

Below the most important comments from the evaluations are presented:

The most important aspects of DEFINE trainings are:

- Competence, patience, availability of the teacher
- Clarify many doubts on the subject
- Being a class with other people of the same age
- Relaxed environment and not judgment by anybody (I do not use digital tools in everyday life)
- It would be better to translate also specific English terms in Italian
- Repetition of topics until understanding

Other topics that participants wished to be addressed in the DEFINE training:

- A specific course on Trading Online
- Learn more about specific tools

Evaluation of the train the trainer event

The train- the- trainers' event has been organized in Torino, ITALY, and led by Valeria Elia, that has been managing the project since the beginning of the activities. The 5 people invited at the event are all adult education trainers, with a specialization in Finance. The training activity, therefore, have been more focused on telling them about the tools and resources we created, rather than instructing them on finance and online financial tools.



Questionnaires have been delivered on paper to get their comments as soon as the training ended. The one bellows is the aggregated data.

Overall, the trainers in the initial training have been satisfied with the information received. They consider the course interesting and useful. They think that can use the materials with their training offer and they can integrate the contents with other activities they are running.

UNIVERSITY OF ALICANTE, Spain

Evaluation of the pilot-courses

The evaluation of the training for seniors was done via on-line questionnaires after the five modules were delivered. 11 seniors out of 17 provided feedback.

Trainees have benefited from their participation in the course. The overall evaluation of the DEFINE training for seniors was very satisfied with a percentage of 81,82%. Most senior students (81,82%) were either highly satisfied (18,18%) or satisfied (72,73%) with the structure and topics. Only one person out 11 senior students (9,09%) was moderately satisfied. As per the training materials, 27,27% of the seniors' students were highly satisfied and found them easy to follow and more than half (54,55%) were very satisfied. One person (9,09%) was satisfied and only one person (9,09%) was moderately satisfied.

As per the overall evaluation of the training modules by seniors, the module seniors' students were most satisfied with (90,91%) was module 4 - Online Security and Data protection (54,55% highly satisfied, 36,36% very satisfied), followed by module 5 - Using alternative payment methods protection (18,18% highly satisfied, 72,73% very satisfied).

Regarding the statements "interactive learning scenario games are a useful tool for applying the knowledge" and "practical exercise as useful and easy to follow", 81,82% of the students were either highly satisfied (45,45%) or satisfied (36,36%). Regarding the balance between theatrical and practical exercises 27,27% were very satisfied, 36,36% were satisfied. However, 27,27% were moderately satisfied and one person (9,09%) was dissatisfied thus glimpsing the importance of attending to this matter. As per the duration of the modules, most of the students (90,91%) were very satisfied or satisfied. Only one student was moderately satisfied. Most of the students (81,82%) considered that the training objectives of the modules were met with the prepared materials.

Comments made by seniors:

- Increase the level of the topics covered.
- The training materials were of a very elementary level.
- The pre-registration information did not communicate (as it should) that the course is intended for those who have no knowledge, not even the basics, of digital finance.
- More practical exercises to assimilate the contents and overcome fears.
- Consider that older people use online media more than they are supposed to.



Evaluation from the trainer

Following the delivery of the DEFINE training for seniors, each trainer evaluated the module delivered. Most of the trainers (90,91%) were highly satisfied or very satisfied with the modules.

Evaluation of the train the trainer event

The evaluation of the train the trainers' event was done after the event via on-line questionnaires. Five teachers and two volunteers provided feedback representing 100% of the attendees.

The feedback from the train the trainers' event was very positive about the running of the course and the benefits derived, trainers overwhelmingly rated the structure and topics included in the modules as highly satisfied (71,43 %) and very satisfied (28,57%) for being adequate for the target group. Trainers highly rated the practical exercises as useful and easy to follow by the senior (71,43% highly satisfied and 28,57% very satisfied). Training materials and the interactive learning scenario games, where considered equally (42,86% highly satisfied, 57'14% very satisfied) useful tools to follow the seniors and applying the knowledge acquired in the modules. The same way it was perceived that the training objectives of the modules are met with the prepared materials. Regarding the correct balance between theoretical and practical exercise 28,57% where highly satisfied and 71,43% were very satisfied. As per the duration of the modules 57,14% where highly satisfied and 28,57% very satisfied with the length of the course. According to the overall evaluation of training materials by trainers, all modules, were evaluated in the same range of agreement (33,33% highly satisfied, 66,67% satisfied). As per the training confidence, all trainers (71,43% highly satisfied and 28,57% very satisfied) consider that they will be able to understand the learning needs of future clients related to digital financial education and use the available training materials to implement a training course themselves. As regards teaching the topic with some examples and answer the questions of the participants on this topic most of the trainers (85,71%) were highly satisfied or very satisfied, only one trainer (14,29%) was satisfied.

Comments made by trainers:

- If the audience has previous knowledge, concepts can be expanded, but I think that it should be the teacher who must have the tools to be able to expand according to the topics. I would not expand the contents in a generalized way, only depending on the audience and at the discretion of the teacher.
- Cases should be proposed for discussion and participation in class
- The interactive learning scenario game in module 2 becomes long if you do the 24 rounds. The objectives should be per year and not for the two years and more caustics should be introduced (as far as possible), but in general it is a good game to apply once the budget issue is seen.
- The contents that appear in the presentations (module 3) have had to be expanded to adapt the training to the needs of our seniors. All the sections are interesting, but they should be treated in more depth. An effort has been made to add more content to the materials received and many real examples have been given to clarify each aspect of computer security, so that the training is useful and close to the needs of senior students.



As it can be seen from the evaluations from all countries most trainees as well as of trainers were highly or very satisfied with the DEFINE training modules. However, some improvements can be made in the future implementation, and they are listed in the following section of this handbook.

VHS, Germany

Evaluation of pilot-courses

Paper evaluations were conducted at the end of each course. This is in accordance with the usual procedure of course evaluation at VHS. We received a total of 15 evaluation forms back, 5 from each course.

The main findings from the evaluation:

1. The results are broad. Poor scores of "Dissatisfied" and "Moderately satisfied" were also represented, both in the evaluation of Modules 1 and 2, which obviously did not meet the interest of the participants to the same extent as the other modules, which were rated much better. Overall, however, the training was rated with an average of 4.80 ("Dissatisfied" = 1, Highly satisfied = 5), a very good rating. This can certainly be explained by the fact that the modular structure of the course made it possible to deal only marginally with modules 1 and 2, which did not meet the interest so strongly, and to take more time for the other modules.
1. A criticism that was voiced several times was that some of the course content was too demanding. This also corresponds with the trainer's feedback that some participants needed a lot of individual support and the feedback of the participants that they would have liked to have more practical application and less theory.
2. The scenario games and the associated possibility of interactive learning were also rated as very helpful and motivating.
3. The trainer also received a very good rating (also 4.80), which shows that the material was very well suited to prepare the trainer for the course.
4. The comparison of the evaluation results of the three piloting shows that the last course was rated significantly better. This may be due to the fact that there was more experience with the implementation of the course, but it is certainly also due to the fact that the participants of the senior computer club had previous knowledge of computer applications and could therefore act more confidently and implement the requirements.

The trainer evaluation

The trainer's evaluation of the individual module clearly reflects the feedback from the participants. He evaluates modules 1 and 2 as too theoretical and overburdening, and even suggests omitting module 2 because it does not interest the participants and is not necessary in the overall context. The other modules on the other hand as very important and interesting for the participants. He also evaluates the Scenario Games as helpful and promoting learning. For the time organization, the trainer considers it necessary to plan more time for module 4 and less time for module 5.



Evaluation of the train the trainer event

The evaluation of the "Train the Trainer" largely corresponds to the previous results. The training event was rated overall as "Highly Satisfied", but again the assessment that modules 1 and 2 did not meet the interest of all participants was strongly represented.

4.4 Needed improvement on the training materials and/or implementation

Here we are including comment on any improvements noticed in the materials after the implementation of pilot DEFINE training.

During pilot training implementation there were some issues with the interactive scenario games. Partners informed about parts that did not work well and VITECO, the partner who was responsible for technical development of the games, improved the working of the games. In addition, partners also developed a special document by two modules with describing the solutions to the games, so that trainers and participants of the trainings will have all the information needed to solve the games. Solutions to the games in other three modules are already included within the games (after the third wrong answer, the system provides you with the correct answer).

Further, it was exposed that especially the Module 2 is a bit complicated, therefore the trainer should consider that only the topics that are interesting for the participating seniors should be included. If there is an interest for deepening the knowledge, also the whole Module 2 can be provided.

When some words are too complicated for trainers and they could be hardly to understand to seniors, they should be excluded or replaced with other, more easy words.

Trainer guidelines are important and useful tool for trainers. Everything is included in the guides. Next to trainer guides, trainers should use video and games to implement the training appropriately.

All the modules include some information that are connected to the local environment; therefore, trainers should adopt the materials to their local situation. For example, by Module 3, trainers should search for local banks and show the participants how e-banking works in real banking environments.

There is no modification needed in the training materials, but the trainer should use his opportunity of being flexible by providing the training in different modules as the content is not correlated within the modules.

Further, the trainer should not complicate the trainings while presenting the content but should rather use easy words and be as practical as possible. We should be aware that seniors are a special target group, and the training should be implemented in an easy way with easy and understandable words.

There were also suggestions made by some participants that it would be good in the future to include an introductory module related to the ICT knowledge before the course, where the IT skills required for online banking are taught. Trainer could in this sense think about offering a special "Pre-course" on ICT knowledge.



5. CONCLUSION

This handbook provides trainers, and training providers with detailed steps on how to plan and implement the training. It includes some modifications and adjustments that were done to improve the training so that future trainers could easily take it over.

Implementation of DEFINE pilot training showed that the training toolkit including all the training materials, videos and interactive scenario games is an important tool that can help seniors to upgrade their skills in handling online financial management services to increase their active participation in financial markets again. Even more, the training toolkit is prepared in a way that it can be used also for other target groups as it can help them upgrade digitalized financial skills no matter of their age, or gender.

To conclude, this handbook enables readers to transfer the DEFINE training as widely as possible and have a relevant content according to each country's specificity.



Annex I: Questionnaire to be used for checking the trainees background in the field, ICT level of knowledge as well as their interests in the training Modules.

SECTION 1: SOCIO DEMOGRAPHIC

1. Your age:

- - 50
- 50-60
- 61-70
- 71-80
- 80+

2. Your gender

- Male
- Female
- Diverse

3. Your highest education levels

- Primary school
- Secondary school
- College
- University
- Master
- Doctorate
- Professional diploma
- Other (please specify) _____

SECTION 2: USE OF IT TOOLS

4. How often do you use these technologies?

	Regularly	Sometimes	Never	Not available
PC or laptop				
Mobile device (tablet, smartphone)				
Internet				

5. How do you rate your computer literacy (the ability to use the computer)?

- Very poor
- Poor
- Acceptable
- Good



- Very good
6. How do you rate your digital literacy (the ability to use digital technologies, i.e. electronic tools, systems, devices and resources that generate, store or process data? Well known examples include social media, online games, multimedia, and mobile phones.)?
- Very poor
 - Poor
 - Acceptable
 - Good
 - Very good

SECTION 3: YOUR KNOWLEDGE ABOUT FINANCE

7. How do you rate your financial literacy (the possession of the set of skills and knowledge that allows an individual to make informed and effective decisions with all of their financial resources)
- Very poor
 - Poor
 - Acceptable
 - Good
 - Very good
8. What would you like to learn about to improve your personal finances?
- How to keep personal information safe
 - How to plan household budget
 - How to use credit card intelligently
 - How to save money
 - How to increase my passive income
 - How to get rid of mortgages
 - How to use payment transaction services
 - Where do I get financial support/overview about this topic
 - Which taxes are relevant for me
 - Other (please indicate) _____
9. What services of the below listed would you like to know better or get the additional information about?
- Consumer credit
 - Bank account (current, deposit)
 - Currency exchange
 - Credit card
 - Bank plastic card
 - Mortgage loan
 - Insurance policies
 - Investments
 - Planning personal finance
 - Other financial services (please indicate) _____



SECTION 4: YOUR KNOWLEDGE ABOUT ONLINE FINANCES

10. How do you rate your digital financial literacy (knowledge of digital financial products and services, awareness of digital financial risks, knowledge of digital financial risk control, and knowledge of consumer rights and redress procedures)?

- Very poor
- Poor
- Acceptable
- Good
- Very good

11. Please evaluate your knowledge of digital financial products and services for each of the category.

Category	Very poor	Poor	Acceptable	Good	Very good
Payments					
mobile phone wallets					
remittance services					
Asset management					
internet banking					
personal financial management					
mobile trading					
Others: Internet-based insurance services, etc.					

12. Please evaluate your awareness of digital financial risks.

- a. Very poor
- b. Poor
- c. Acceptable
- d. Good
- e. Very good

13. Please evaluate your knowledge regarding awareness of *digital financial risk control* (understanding of how to protect myself from risks arising from IT use).

- a. Very poor
- b. Poor
- c. Acceptable
- d. Good
- e. Very good



14. What do you consider as barriers to use online finances? (Indicate all that apply)

- Lack of IT skills (using computer/smartphone etc.)
- Lack of understanding of financial topics
- Lack of trust
- Fear for my security
- Lack of interest
- Lack of accompaniment
- Other (please indicate) _____
- None on the above

15. How would you evaluate your interest in the topics listed below?

Topic	Not at all interested	Slightly interested	Moderately interested	Very Interested	Extremely interested
Introduction to digital financial services					
Main digital payment methods					
Investment and savings digital services					
Digital lending					
Asset management					
Budgets and individual financial decisions					
Time value of money					
Investment evaluation					
Online Banking					
Introduction to online banking					
Online banking environment					
Online account management					
Online Security and Data Protection					
Security of Devices – the Risks					
Security of Devices – the Instruments					



Security in online banking					
Using alternative payment methods					
General presentation of alternative payment methods					
Zoom on NFC and mobile payment methods					
Zoom on online wallet					
Zoom on prepaid cards					
Zoom on online payments					

Thank you for your answers!