

2024

# Global Money Week Annual Report

OECD INTERNATIONAL  
NETWORK ON FINANCIAL  
EDUCATION

*Protect your money,  
secure your future*  
18-24 March 2024



SLOVAKIA





# About Global Money Week (GMW)

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

The campaign is coordinated globally by the OECD International Network on Financial Education (OECD/INFE) and organised at national level by a wide range of stakeholders. Participating organisations engage with young people during GMW through a variety of financial education activities conducted in person and online.



These activities can include financial education workshops, training courses and seminars, visits to money museums and financial institutions, public debates and competitions, financial literacy games and fairs, and much more. In many countries, financial education messages are broadcast and disseminated via a variety of channels including social media, websites, TV, radio, printed media and other channels. Over the years, many of the countries represented in the OECD/INFE have joined the GMW campaign.



# About the OECD International Network on Financial Education

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

The OECD/INFE disseminates work in a variety of ways, including via global and regional reports and conferences, webinars, roundtables and technical workshops.

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

## BOSNIA and HERZEGOVINA







The OECD recognised the importance of financial education for children and young people as early as 2005. Accordingly, the 2020 OECD Recommendation on Financial Literacy, the international standard in this area, encourages adherents “to develop financial literacy from the earliest possible age”.

In parallel, the OECD/INFE developed practical guidance and a number of policy tools to advance financial literacy for children and young people. Importantly, the OECD assesses financial literacy as part of the Programme for International Student Assessment (PISA). The OECD also recognised the importance of engaging a wide range of stakeholders in developing and implementing financial education initiatives. Concurrently, OECD/INFE members have increasingly focused their efforts on reaching children and young people with financial education programmes.

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



# The Global Launch of GMW2024

The GMW2024 theme was "Protect your money, secure your future", highlighting the importance of adopting a responsible and informed approach to personal finances, by being aware of potential risks in the financial sector and protecting one's hard-earned money.

The GMW2024 Global Launch took place in hybrid format on 18 March 2024 at the OECD Conference Centre in Paris, France. It was organised in conjunction with the OECD/FinCoNet International Seminar "Tackling Financial Scams and Frauds", and back-to-back with the joint meetings of the G20/OECD Taskforce on Financial Consumer Protection and the Finconet Annual Meeting. The agenda and recording of the event are available [here](#).

The event highlighted the role of policymakers, supervisors and regulators in tackling financial scams and frauds using a range of tools, including financial consumer protection, law enforcement and financial literacy, with the goal of promoting consumers' financial well-being and trust in the financial system.



EL SALVADOR

*"Pursue your dreams, study hard, combine theory and practice, respect your talents, be proud of yourself, enjoy life, and have fun."*

Mauricio Costa Da Moura,  
Deputy Governor for  
Institutional Relations,  
Citizenship and Conduct  
Supervision,  
Banco Central do Brasil



The GMW campaign was launched by **Yoshiki Takeuchi, Deputy Secretary-General of the OECD**. Mr. Takeuchi highlighted that the GMW2024 theme, “Protect your money, secure your future”, is very timely. The OECD Consumer Finance Risk Monitor, published in January 2024, showed that financial scams and frauds were among the top risks for financial consumers around the world, as identified by financial sector regulators in over 40 countries.

Furthermore, the OECD/INFE 2023 International Survey of Adult Financial Literacy showed that, on average across 39 participating countries and economies around the world, 15% of adults reported that they have been a victim of at least one type of financial scams or frauds in the 24 months before the survey, such as phishing scams, scams involving personal information, investment scams, and unauthorized or unrecognized transactions.

Across all participating countries and economies, around two out of three adults who had been a victim of one of these types of financial scams or frauds did not reach a basic level of financial literacy.

Mr. Takeuchi emphasised that, while all consumers may become victims of financial scams and frauds, young people may be particularly easy targets, given their limited experience with financial issues and confidence in their digital ability.

Financial education, alongside financial consumer protection, are essential in ensuring a transparent and fair ecosystem for financial consumers and an informed participation in the financial market. He therefore welcomed efforts of policy makers, financial regulators and practitioners in tackling the issue of financial scams and frauds affecting consumers, in particular the younger ones, in a coordinated way.





The opening remarks were followed by a brief intervention from Connor Graham, a young representative of the OECD Youth Organisations Sounding Board for Governance (YOUNG), from Enactus UK and Ireland. Connor shared why financial education was important for him and provided his reflections on how policy makers can leverage networks of young people to deliver more effective financial education programmes.

Keynote interventions were also delivered by:

- **Mairead McGuinness, European Commissioner for Financial Services, Financial Stability and Capital Markets Union.** Commissioner McGuinness highlighted some of the key policies that the European Union has put in place to protect financial consumers and tackle financial fraud (for example, the strong customer authentication rules or a measure allowing consumers to check that the name of the person and the name on a specific bank account match).
- **Swaminathan Janakiraman, Deputy Governor, Reserve Bank of India.** Deputy Governor Janakiraman highlighted how the increasing digitalisation of the financial sector has heightened the risk of frauds, exposing consumers to cyberattacks and data breaches. He shared some of the approaches adopted by India to address financial scams and frauds, through regulation, supervision and enhanced consumer awareness.





Following these interventions, three panel discussions took place:

- **Effective ways to protect consumers**, especially young people, from financial scams and frauds. This session highlighted examples of financial education initiatives to empower consumers, especially young people, against financial scams and frauds.

Speakers from Brazil, Hong Kong (China), Indonesia, the Netherlands and the UK shared their countries' approaches and experiences in raising awareness and increasing the financial literacy of consumers, especially young people, in relation to protecting their money from potential financial scams and frauds. Magda Bianco, Head of Consumer Protection and Financial Education Department, Bank of Italy; Chair of the OECD International Network on Financial Education; Co-Chair of the G20 Global Partnership for Financial Inclusion (GPFI), moderated the discussion.

- **Taking a holistic view:** cross-sectoral perspectives and experiences regarding financial scams and fraud.

In this session, panellists representing the financial, telecommunications and law enforcement sectors shared recent trends and developments related to **financial scams and frauds**, highlighting that tackling financial scams and frauds effectively involves coordinated efforts. Nisha Arora, Director of Cross-Cutting Policy and Strategy, Financial Conduct Authority, UK, and Chair of the G20/OECD Task Force on Financial Consumer Protection, moderated the session.

- **Latest experiences and developments in regulatory and supervisory approaches** to tackling financial scams and frauds from around the world. In this session, financial consumer protection policymakers, regulators and supervisors from Australia, Canada, France, Japan and Peru shared latest developments in regulatory and supervisory approaches to protect consumers against financial scams and frauds. Juliana Mozachi Sandri, Head of the Department of Conduct Supervision, Central Bank of Brazil and Chair of FinCoNet, moderated this session.



# GMW2024 and the G20

In 2024, GMW was organised with the support of the **Brazil G20 Presidency**.

Luis Gustavo Mansur Siqueira and Juliana Mozachi Sandri representing the Central Bank of Brazil joined the event and shared their country's experience on the topic of protecting consumers from financial scams and frauds.





# *Protect your money, secure your future: highlights of GMW2024 activities*

**“Protect your money, secure your future”** was the official theme of GMW2024. The theme emphasised the importance of safe money management and of adopting an informed approach to personal finances, by being aware of potential risks in the financial sector and protecting one's hard-earned money. Such risks may include financial scams and frauds, including phishing, money muling and online shopping scams, as well as data privacy risks, such as identity theft. GMW participants used the theme as inspiration for their own financial education activities.

Around the world, participating countries and organisations have addressed the GMW theme through a variety of activities, including discussions, workshops, games, competitions, webinars, social media campaigns, lectures and presentations on various financial literacy topics.

Some of these activities focused on the importance of prudent money management to secure one's financial well-being, while others have focused on practical tips on how to stay safe online and avoiding becoming a victim of financial scams. Some examples are highlighted below.

*Examples and countries mentioned in the following paragraphs are a sample and do not provide an exhaustive list of activities implemented throughout the Week to address the GMW 2024 theme. A comprehensive list of activities organised in each country is available in the [Countries section](#) of the Global Money Week website.*

**GLOBAL  
MONEY  
WEEK**

18.03.2024  
24.03.2024

*Protect your  
money,  
secure your  
future*

#globalmoneyweek2024

**GLOBAL  
MONEY  
WEEK**



The GMW theme was used in **discussions, workshops, webinars or lectures** to explore the importance of staying safe online and protecting one's finances from financial scams and frauds.

In **Armenia**, for example, the "Central Bank in Schools" and "Money Museum in Sisian" programmes focused on financial security. Board members and officials of the central bank of Armenia visited schools in different regions and gave lessons to students.

In **Brazil**, the securities' regulator (Comissão de Valores Mobiliários, CVM) and its partners organised many initiatives to support the GMW theme, including webinars on financial scams and fraud prevention, behavioural biases and financial scams, digital security and other topics.

In **Ecuador**, the Superintendency of Popular and Solidarity Economy (SEPS) organised educational sessions for children and young people on financial security, protecting one's financial resources and planning for the future through savings and investments.

In **Ireland**, the Competition and Consumer Protection Commission (CCPC) organised workshops in secondary schools, with an emphasis on fraud, scams, crypto-investments, financial service complaints, and protecting personal data online. School workshops focused especially on the dangers and consequences associated with money muling.

In **Morocco**, the Foundation for Financial Education (Fondation Marocaine pour l'Education Financière, FMEF) organised a number of information and training sessions on informed and responsible financial management, safeguarding one's own money, and protecting against financial scams and fraud.

The central bank of **Yemen** and Y Foundation organised workshops on financial fraud prevention, cyber security, and personal data protection, and shared educational materials on identifying and avoiding financial scams.



In **Georgia**, various public bodies, not-for-profit organisations, financial industry associations and universities (FinEdu, the Banking Association of Georgia, the Pension Agency, the Insurance State Supervision Service of Georgia, Bank of Georgia, Basisbank, ProCredit Bank Georgia, the Insurance Company Unison, Alte University and Business Insider Georgia) hosted a panel discussion titled “Protect your money, secure your future”, focusing on cyber and financial security, Anti-Money Laundering (AML) regulation, financial planning and budgeting, pension schemes, and insurance.

In **Lithuania**, the Centre for Financial Literacy of the central bank organised an online seminar on fraud prevention called “How to avoid being caught up in fraudster web”.

Bank of **Mauritius** organised lectures on security practices against financial scams and frauds, with the aim of equipping students with practical skills to protect themselves.

In **Mexico**, Bank of America and Universidad Anáhuac invited experts to deliver guidance to young people on how to protect personal and financial information in the digital world.

In **Mongolia**, the central bank partnered with the National Police Agency to raise awareness of financial frauds through events and workshops.

In the **Philippines**, the Cooperative Development Authority Region III Extension Office in partnership with the central bank (Bangko Sentral ng Pilipinas, BSP) organised a webinar on financial literacy, digital financial literacy and cyber hygiene, with a focus on safe money management and risks associated with phishing, money mulling and data privacy.

In **Romania**, the National Bank of Romania (NBR) and the Financial Supervisory Authority of Romania (FSA) organised a variety of activities on the GMW theme. These included workshops for pupils and students on protecting and managing their money, and webinars for parents on how to teach their children about financial management and planning.

In **Serbia**, the Centre for Financial Education and Empowerment (CEFIN) organised a financial education talk show and lecture focused on financial frauds entitled “How to protect yourself from modern-day pickpockets”.



GMW participants from around the world created various **multimedia** resources on the GMW theme.

In **Albania**, the Bank of Albania and its partners developed videos on “Learn to navigate the internet safely” and “Protect your money, secure your future”, providing information and tips on safeguarding personal financial information, avoiding financial scams and frauds, and making informed financial decisions.

The GMW theme also inspired the Superintendence of Banking, Insurance, and Private Pension Funds (SBS) **Peru** to focus its GMW campaign on young people who are particularly exposed to financial scams and frauds. To do so, the SBS shared graphic and audiovisual content on various websites and on social media.

In **Ecuador**, the Superintendency of Popular and Solidarity Economy (SEPS) distributed digital education materials, focused on financial protection and future planning.

In **Slovakia**, financial institutions sent warnings and information to their customers about common forms of fraud such as phishing and vishing.





**Competitions** were another engaging way to address the GMW theme.

The Bank of **Albania**, the Albanian Association of Banks and other partners held various competitions encouraging students to strengthen their understanding of financial protection and security. High school students participated in a video competition to convey the GMW theme's message, while university students wrote essays on "The new era of cyber security in the business world".

In **Armenia**, the central bank organised competitions for students, where participants had to develop solutions for case studies on the safe use of financial services.

In **Lithuania**, the Centre for Financial Literacy of the central bank organised an online competition for students, inviting them to play a strategic educational game.

In **Malaysia**, the central bank (Bank Negara Malaysia, BNM) and the Securities Commission encouraged young people to join the MyDuitStory 4.0 competition about developing short videos on investment scams.

In **Togo**, the not-for-profit organisation Edufia launched an article writing competition on the theme "Financial fraud in a digitised economy: causes, consequences and remedies". The competition offered young people the opportunity to grasp the local realities related to becoming a victim of financial fraud and to raise awareness about issues victims are confronted with.

The National Bank of **Ukraine** organised the "Money and well-being in my country" competition for students and teachers on the GMW theme. The competition had four categories: a picture contest for pre-schoolers (My coin); a picture contest for primary school children (My payment card); a wallpapers competition for secondary school children (Payment advice); and a competition of social advertisement posters for students (Art of strong passwords). Teachers could also participate in competitions about the best financial literacy STEM lesson and the best fairy tale contest with AI.



ARMENIA



Another creative way to address the GMW theme was through **games, animation or plays.**

In **Hong Kong (China)**, the Investor and Financial Education Council (IFEC) developed edutainment resources, such as online quizzes, animations and toolkits on cybersecurity for schoolchildren.

The National Bank of **Slovakia** developed a free online game called Vlčí hlad (Wolf Hunger) for primary school pupils, building on a story about fraud and password misuse.

In **Mexico**, Condusef, HSBC, Actinver and Museo Interactivo de Economía (MIDE) invited young people to play board games and virtual games that provided them opportunities to discuss digital security and strategies to protect personal financial information. Also in Mexico, Banco Azteca created a play using puppets to teach children how to avoid financial fraud such as phishing and smishing.





Organisations around the world organised several **social media campaigns** leveraging the GMW2024 theme.

The Bank of **Greece** launched a social media campaign targeting young people and the general public about protection against online financial frauds. The campaign consisted of funny videos about scams starring a famous Greek actress and influencer with viral videos on YouTube, Instagram and TikTok. The campaign was supported by educational material with tips on how to protect oneself against online fraud.

In **India**, the Securities and Exchange Board of India (SEBI) conducted a social media campaign featuring financial education messages focused on financial protection and security.

In **Ireland**, the GMW coordinator, the Competition and Consumer Protection Commission (CCPC), invited numerous organisations to take part in GMW 2024 and support its national efforts on- and offline. The CCPC developed its communication strategy around sub-themes for each day of GMW. Revenue (the public entity responsible for tax collection in Ireland) launched a social media campaign on how to remain safe online.

The **Swedish** financial supervisory authority carried out a social media campaign together with the Swedish Internet Foundation and the Swedish Police Authority to draw attention to the risks of financial frauds being directed at children on various online gaming platforms. The campaign was carried out through ads on Facebook and Instagram, mainly directed at parents of children aged between 6 and 13. The campaign generated significant engagement, with a reach of 583 850 users. The topic of the campaign was also relayed by several national newspapers and tv-channels even after the GMW.

In **Argentina**, Junior Achievement organised spontaneous interviews with young people on public roads, inviting them to identify potential financial scams and frauds, and sharing experiences and suggestions on how to stay safe online. Junior Achievement posted these interviews as Instagram reels to increase engagement.





# Innovative activities implemented during GMW2024

Participating organisations found, once again, creative and innovative ways to conduct educational activities to help students learn by doing and remain engaged. Examples in this section focus on **interactive activities**, such as games, competitions and debates, usage of multimedia materials and other **creative activities** that various organisations implemented during GMW. Most of the activities were tailored to the specific country situation.

As in previous years, the GMW campaign was an opportunity for organisations to expand their partnerships and collaborations with diverse institutions to deliver engaging and innovative financial education to young people. In **Georgia**, for example, Finedu Georgia, which is led by the National Bank of Georgia (NBG), partnered with universities for the first time. Experts from Finedu delivered lectures on advanced financial education topics in universities and professional education centres.

Several countries used financial education games during GMW2024. In **Belgium**, the Financial Services and Markets Authority (FSMA) launched a new game called “ABCs of budgeting”, targeting students of the first two years of primary school.

In **Czech Republic**, students played the board game Cashflow promoted by the Ministry of Finance of Czech Republic.





In **Ukraine**, the National Bank of Ukraine organised an IT marathon in the Roblox metaverse. Over 3500 students aged 9-17 learned about common financial fraud schemes and how to counter them.

The Bank of **Greece** Museum organised a live auction simulation, allowing students to learn about the circulation of money, levels of supply and demand, inflation and prices.

In **Lithuania**, the Centre for Financial Literacy of the central bank created a strategic educational board game called "Fraudster web, learn how to protect your money and personal data". The game teaches players how to avoid losing money to fraudsters and disclosing their personal data. The game was recognised as the best Lithuanian board game of the year by board game professionals at the PineCon 2024 board game festival. The game is available in public libraries across all cities in the country, as well as in libraries of universities, colleges and vocational schools.

The Central Bank of **Suriname** organised a scavenger hunt where young people aged 15-18 had five days to complete a hunt and several assignments by visiting financial institutions.

In **Tunisia**, the Financial Inclusion Observatory used games and the character "Tymoo" to teach young children about saving, budgeting and digital means of payment.

In **Austria**, Erste Financial Life Park developed the Ecomania game to simulate an economy, where students could experience taking on roles as members of government, company directors and trade union representatives and take decisions about salary and prices.





SERBIA

Another innovative way to engage students in remote locations was through **roadshows, caravans, expos or festivals** on themes related to money management.

In **Belgium**, the FSMA organised the "Save smart with Wikifin" roadshow, that travelled across the country for several months. Passers-by could take part in the savings quiz, test their savings knowledge and discover a new savings account comparison tool. They also received a booklet with tips related to savings.

In **El Salvador**, the central bank (Banco Central de Reserva of El Salvador) organised the Expo Innova Finanzas fair, with the aim of supporting learning in a non-conventional way. The Expo had interactive and digital stands where students learned about security of digital financial products. Different activities were organised at the stands, including simulations of phishing and malware cases.

In **Malta**, several NGOs set up an interactive stand in the capital city. This stand provided accessible financial education and resources to passers-by.

The Central Bank of **Oman** launched a "Banking Village", aimed at educating children about financial management, saving, and investing. The Banking Village offered students the opportunity to participate in simulated real-world banking operations in a grocery store, a toy store, or a "Make and Invest" station. At the "Make and Invest" station, children could purchase raw materials to create art products, fostering their creativity and learning about entrepreneurship and the concept of earning through business creation.





## BOSNIA AND HERZEGOVINA

**Social media** was another way in which countries and organisations expressed their creativity.

During GMW2024, the Central Bank of **Bosnia and Herzegovina** launched its Instagram profile, that was used for awareness-raising and online polls related to the GMW2024 theme.

In **Spain**, the GMW coordinators and participating organisations created a visual identity for GMW in Spain, in order to maximise their impact on social networks.

For the first time this year, several countries organised **movie shows or mini film festivals**.

In **India**, for example, the Mittal School of Business organised the educational movie series "Retro Week 2024". The movies featured engaging narratives about financial literacy: from the adventures of savvy young entrepreneurs to the trials of budgeting superheroes.

In **Malaysia**, the Arus Academy Fun(d) for Life held a mini film festival premiering a four-episode financial education documentary whereby each episode consisted of a standalone 20-minute film featuring inspiring stories of Fun(d) for Life's champion teachers.

In **Mexico**, MIDE, in collaboration with Fundación Grupo México, successfully integrated financial education short clips focusing on digital security into screenings at movie theatres nationwide.





Other creative activities included developing **theatre plays, expositions, podcasts or e-book series** or allowing young people to directly engage with experts from financial regulatory authorities.

In **Guatemala**, for example, the central bank developed a play entitled "Batman and Robin defend the Central Bank of Guategotica". The play focused on economic and financial concepts such as prices, inflation, financial stability and cyber-attacks.

In **Egypt**, the Egyptian Banking Institute launched a podcast series to increase awareness and enhance young people's ability to manage their finances and to understand and use different financial services.

In **Romania**, the FSA launched a 12 original stories collection on financial education for children, in an e-book format. All books are free to download on the FSA educational website ([www.edutime.ro](http://www.edutime.ro)).

In **Thailand**, the Bank of Thailand Learning Centre hosted an onsite exhibition, building on the success of the website "Dear Future Me" launched in 2022. The website allowed users to send emails with their financial goals to their future selves. Building upon its momentum, the online concept was transformed into an onsite exhibition that integrated storytelling on the interconnectedness of happiness, time and money. This interactive space encouraged participants to reflect on their personal financial beliefs and aspirations. Through these experiences, organisers hoped to shape participants' financial attitudes, by helping them recognise the importance of financial planning in securing their future happiness.

In **Armenia**, the central bank organised the project "Ask a question to a financial guru". The project offered students the opportunity to ask questions to central bank experts via email about personal finances, career paths, and financial scams and frauds.



# Making GMW2024 inclusive

Many countries continued their efforts to ensure GMW reaches a wide range of young people with **different backgrounds** and from **different locations**.

Most countries made efforts to involve young people living in both **urban centres and rural areas**.

In **Armenia**, participating organisations, under the leadership of the Central Bank of Armenia, engaged children and young people from all regions of Armenia. The Money Museum of the Central Bank of Armenia was set up temporarily in a rural region of the country to show students old and recent Armenian coins, and to deliver financial education lessons.

In **Romania**, the FSA implemented a programme targeting youngsters from rural and small towns called Start2Learn – We all count.



ARMENIA

The **Central Reserve Bank of El Salvador** visited various public and private schools in urban and rural areas. The Consumer Ombudsman's Office of El Salvador held workshops in the main cities of the country, while some commercial banks (Banco de Fomento Agropecuario and Banco Cuscatlán, CONAMYPE) visited schools located in small towns around the country.

The **Macedonian Banking Association** ensured national outreach of its activities, with over 60% of the schools registered for the European Money Quiz 2024 being from cities other than the capital, covering almost every part of the country.



In many countries, the GMW coordinators relied on **partnerships with different organisations** to ensure reach of most remote areas.

In **Albania**, for example, the Bank of Albania collaborated with the Ministry of Education to invite schools from all around the country to participate in GMW2024.

In **Georgia**, the National Bank of Georgia and partner organisations managed to visit around 4 500 school students during GMW, of which 64% were outside of the capital city.

In **Brazil**, the CVM worked in partnership with credit unions to bring financial education initiatives in large cities, small towns and rural regions.

In **Zambia**, the Pensions and Insurance Authority relied on partnerships with NGOs such as World Vision to ensure that financial education was provided to rural populations.

In **Peru**, Banco de la Nación provided financial education to children and adults from native communities of the Amazon in their native language; municipal saving and loans financial institutions (CMAC) in Cusco, in collaboration with the NGO Amantani, provided education to young people in rural areas of the Cusco region.

THAILAND

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GLOBAL  
MONEY  
WEEK

Gen X

อายุ 45 - 59 ปี

Gen Y

อายุ 28 - 44 ปี

Gen Z

อายุ 15 - 27 ปี

Gen Alpha

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

In **Afghanistan**, some organisations conducted online GMW workshops where most participants were women.

In **Honduras**, the National Banking and Insurance Commission required the financial institutions it regulates to provide financial education at the national level with a gender focus and taking into consideration characteristics of their target groups such as gender, ethnicity, age or location, in order to ensure inclusiveness.

In **India**, the Mittal School of Business (MSB) ensured that both boys and girls had equal opportunities to participate in GMW2024.

In **Spain**, special attention was given to avoiding using discriminatory language and instead using gender-inclusive language on all materials developed for GMW.



Others have aimed at reaching the most **vulnerable young** people.

The National Bank of **Kyrgyzstan** organised a practical seminar for socially vulnerable segments of the population on how to protect themselves from fraudulent activities.

In **Malta**, the Ministry of Education worked with Learning Support Centres to design dedicated financial literacy programmes for marginalised youth, students with a high degree of absenteeism, and school dropouts.

FMEF in **Morocco** collaborated with several stakeholders to ensure that various socially vulnerable groups were integrated in GMW activities. These target groups include children and young people who have left school, young people enrolled in vocational training centres, and children and young people with special needs, among others.

In **Mexico**, MIDE cooperated with the federal educational authority and other partners to reach underprivileged secondary schools in Mexico City's economically disadvantaged areas.

Similarly, in **Slovakia**, the National Bank of Slovakia (NBS) and partners organised financial education activities in several schools, with a focus on integrating pupils from marginalised groups and providing them financial education tailored to their needs. In addition, the NBS collaborated with the Cesta Von Civic association on implementing a mentoring project that helped selected families move out of intergenerational poverty. During GMW, Cesta Von Civic also recruited new volunteers for its Omamy project which helped parents in Roma settlements to give their children basic financial skills and competences.



The Central Bank of **Oman** implemented the "Second chance" initiative, providing financial education training to 3 500 young people who dropped out of school.

In **Portugal**, the regional network of Banco de Portugal carried out activities using the "Todos Contam Lesson Plans" targeted to young offenders and prisoners. Also in Portugal, the Portuguese Refugee Council carried out a financial literacy workshop targeted to young refugees in Portugal.



In **Romania**, the FSA's programme for disadvantaged children in foster homes organised special activities during GMW2024. For instance, young people from different foster homes in Bucharest were part of a special educational learning journey offered by the FSA.

In **Greece**, the ERGO Academy collaborated with SOS Childrens' Villages to reach teenagers belonging to socially and financially vulnerable populations in Athens and other eight Greek cities.

In **Haiti**, Crescat Consulting focused on migrant youth, who are often victims of financial scams and frauds.

In **India**, the Mittal School of Business (MSB) organised the Quiz Series targeting students from economically disadvantaged backgrounds, offering them practical knowledge and financial tools to enhance their economic participation. The MSB also developed specialised programmes to reach marginalised youth workers, disabled youth, and migrant young people.

The Habitat association in **Türkiye** implemented comprehensive programmes to teach financial literacy skills alongside social skills to children in Türkiye's regions most affected by earthquakes. This approach addressed students' immediate recovery needs and fostered long-term financial resilience and self-sufficiency.

Various organisations devoted special attention to children and young people with **disabilities**.

In **Peru**, social services at municipal level (Offices for the Protection, Participation and Organisation of Neighbours with Disabilities, OMAPED) and the savings bank CMAC Ica provided financial education to children from a basic education centre for people with severe disabilities in the Ica region. CMAC Ica and CMAC Cusco also provided financial education for young basketball players in wheelchairs from Apurimac and Cusco regions.

In **Ecuador**, for the first time during GMW, the SEPS provided financial education to deaf children and young people at an educational institution in Quito. To do so, the SEPS trained its staff in sign language, developed teaching material in sign language, and organised games and contests tailored to the identity and culture of the deaf community.

The Central Bank of the **Dominican Republic** and several financial institutions ensured that students with visual and hearing disabilities could access the facilities of the Central Bank and participate in GMW activities.

In **Moldova**, Junior Achievement started the braille translation of their My Finance programme, with the support of IuteCredit.

In **Egypt**, the Egyptian Banking Institute (EBI) included sign language across all their financial education videos and e-learning materials.

The Central Bank of **Oman** also developed specialised courses for over 2000 disabled students.



# Evidence to inform, monitor and evaluate GMW2024

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

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

Often, however, feedback from participating stakeholders, trainers or teachers is also very important and often implemented. For example, in **Peru**, the Superintendence of Banking, Insurance, and Private Pension Funds (SBS) monitored its partners engagement and views on the role of SBS as coordinator of the GMW through a satisfaction survey. It also requested its national partners to inform the SBS whether they have performed monitoring and evaluation efforts with their target audience. Typically, organisations in Peru used satisfaction surveys, tests, social media network metrics, and completion rates of e-learning materials as the most common monitoring tools.



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In order to develop activities which are interesting and engaging for young people, it is important to collect evidence, when possible, to inform the GMW activities. For example, in **India**, MSB collected data through focus groups and in-depth interviews to understand the nuanced experiences and needs of vulnerable groups and to inform its outreach strategies to better serve these communities.

The Central Bank of **Armenia** sent evaluation forms to schools' administration and teachers after the GMW campaign. The questionnaires include inquiries about the content, organisation, professional skills, and communication skills of the trainers, as well as overall satisfaction with the project.

Similarly, the FSMA in **Belgium** sent teachers a satisfaction survey after the events to gauge teachers' satisfaction with the events.

Other countries that have used satisfaction surveys following their GMW events include **Croatia, Hong Kong (China)** and **Portugal**. In Portugal, the "Todos Contam lesson plans" are subject to evaluation by the teachers who implemented the respective activities, through satisfaction surveys.

These surveys included indicators such as the extent to which the activity contributed to students' learning and the contribution of the materials provided by the financial supervisors to promote a participated discussion.



**Social media monitoring** is also a very important way of capturing the reach and engagement throughout the week. Organisations in **Argentina, Egypt, Greece, Hong Kong (China), Malta, Peru, Ukraine** and **Yemen** have used social media or google analytics to gauge the reach of their campaigns and activities, and to monitor the performance of their posts, including number of subscribers, views and social media engagement.





Other organisations try to capture changes in the financial knowledge of participants in workshops or lectures, by using **pre- and post-interventions tests**.

For example, the NGO FODER in **Türkiye** and Porvenir Pensiones y Cesantías in **Colombia** use pre- and post-interventions tests, with the objective of assessing changes in students' knowledge following their participation in GMW activities.

Similarly, in **Greece**, the Hellenic Bank Association gathered information on the level of financial literacy of students before and after the implementation of the various activities held during the GMW.

In **Denmark**, the University of Aarhus conducted a survey among pupils of aged 13-16 and found that the Money Week had a positive effect on the participants' financial knowledge. After participating in GMW, the surveyed pupils demonstrated an increased knowledge about financial topics of approximately 18%.

During the GMW2024, the Money Advice and Budgeting Service (MABS) in **Ireland** published its second GMW research report "Money attitudes and behaviours of young people living in Ireland". This report is based on survey data gathered from 15- to 17-year-old students who took part in GMW2023. The report provides valuable insights into behaviours and attitudes of young people around saving, using digital tools, shopping online and discussing money-related concerns and issues.





# GMW2024 outreach

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



**98 countries and economies participated**



**31 515 organisations participated in GMW2024**



**24 638 231 children and youth reached directly through online and offline activities**



**3 903 organisations participated in GMW2024 for the first time**



**19 982 112 adults reached directly through online and offline activities**



**97 895 950 people (youth and adults) reached indirectly**



**GMW national coordinators:**

GMW coordinators are public authorities (central banks, financial supervisory authorities, ministries of finance, ministries of education, etc.) that play the role of focal point for the GMW campaign in a specific country or economy.

Typically, full or regular OECD/INFE members take the role of GMW national coordinators.

**Organisations:** GMW is open to all organisations, national and international, that may have a role to play in ensuring that young people become financially literate.

Such organisations include public institutions (ministries of finance and education, central banks, financial regulatory authorities), financial institutions and their associations, civil society organisations, youth associations, universities and schools, education and health professionals, parents and young people themselves. GMW is an opportunity for national policy makers to elevate the issue of youth financial literacy to the forefront of the policy-making agenda and advance the implementation of enabling policies.

For financial institutions, civil society organisations, schools, universities and parents, it is an opportunity to talk about financial and money matters with young people, stimulate their interest in financial matters and build positive financial attitudes and behaviours.

**Activities:** Local, national, regional and global events and activities, both digital and in-person, are organised during GMW with the aim of raising awareness of the importance of financial education for children and young people and improving their financial literacy.

Activities can include financial education workshops and lectures online/in person, financial education games online/in person, launch of GMW online/in person, quiz or competitions, writing essays competition/creative competition, virtual visits to stock exchange, virtual/in person visits to money museums, online talks or media/TV shows, and others.

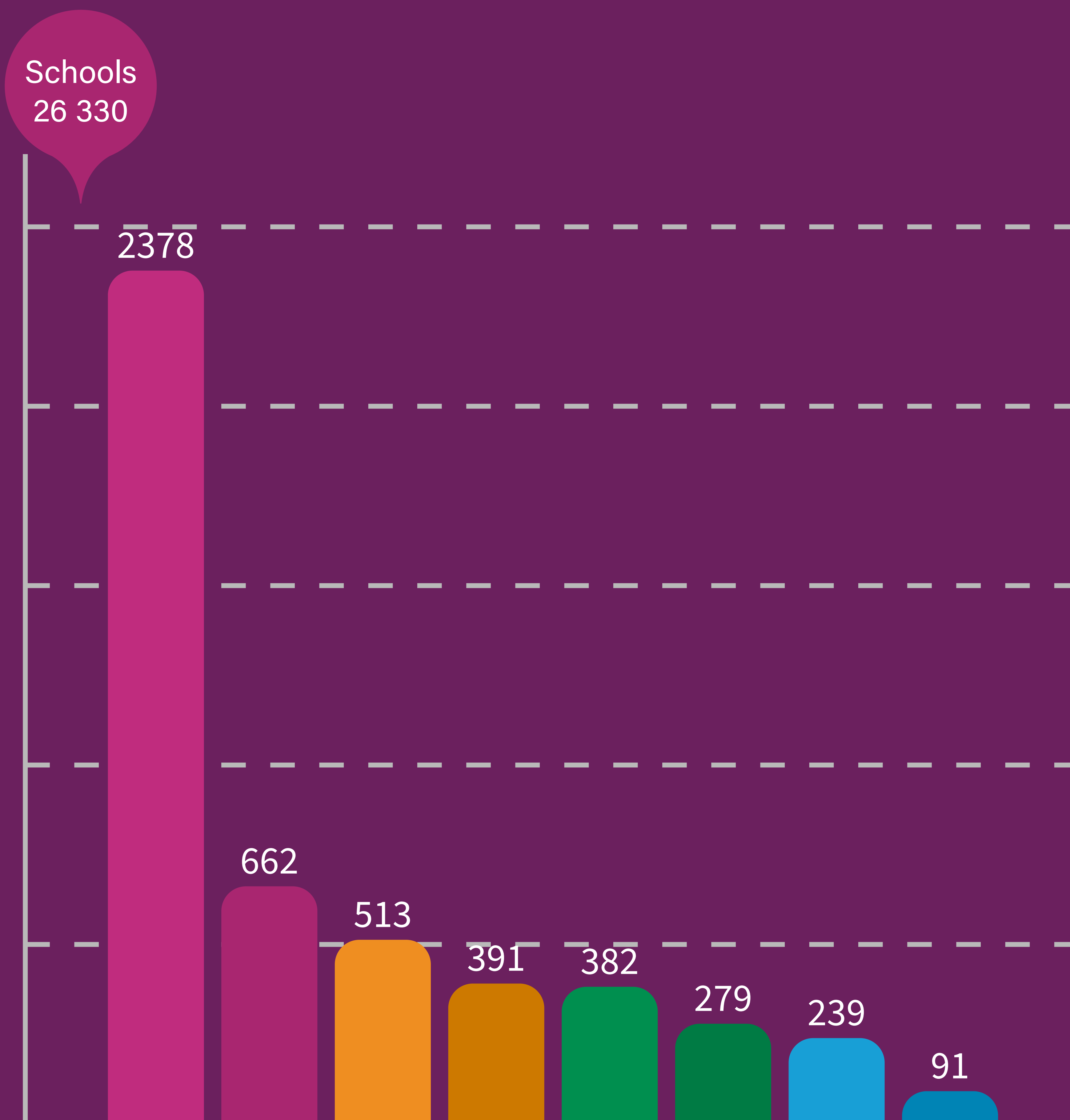
**Children and youth reached:** Refers to the number of children and youth participants (aged 3-30) reached through online and offline activities (i.e. children and young people in pre-school, primary, secondary, tertiary education or university)

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

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



# Type and number of organisations participating in GMW2024



- Financial institutions
- Universities
- Public institutions (e.g.: central banks, ministries, etc.)
- Non-Governmental Organisations (NGOs)
- Media
- Industry associations (e.g. banking associations, insurance associations, pension funds associations, etc.)
- Non-financial private organisations
- International organisations



# Type and number of activities organised during GMW2024

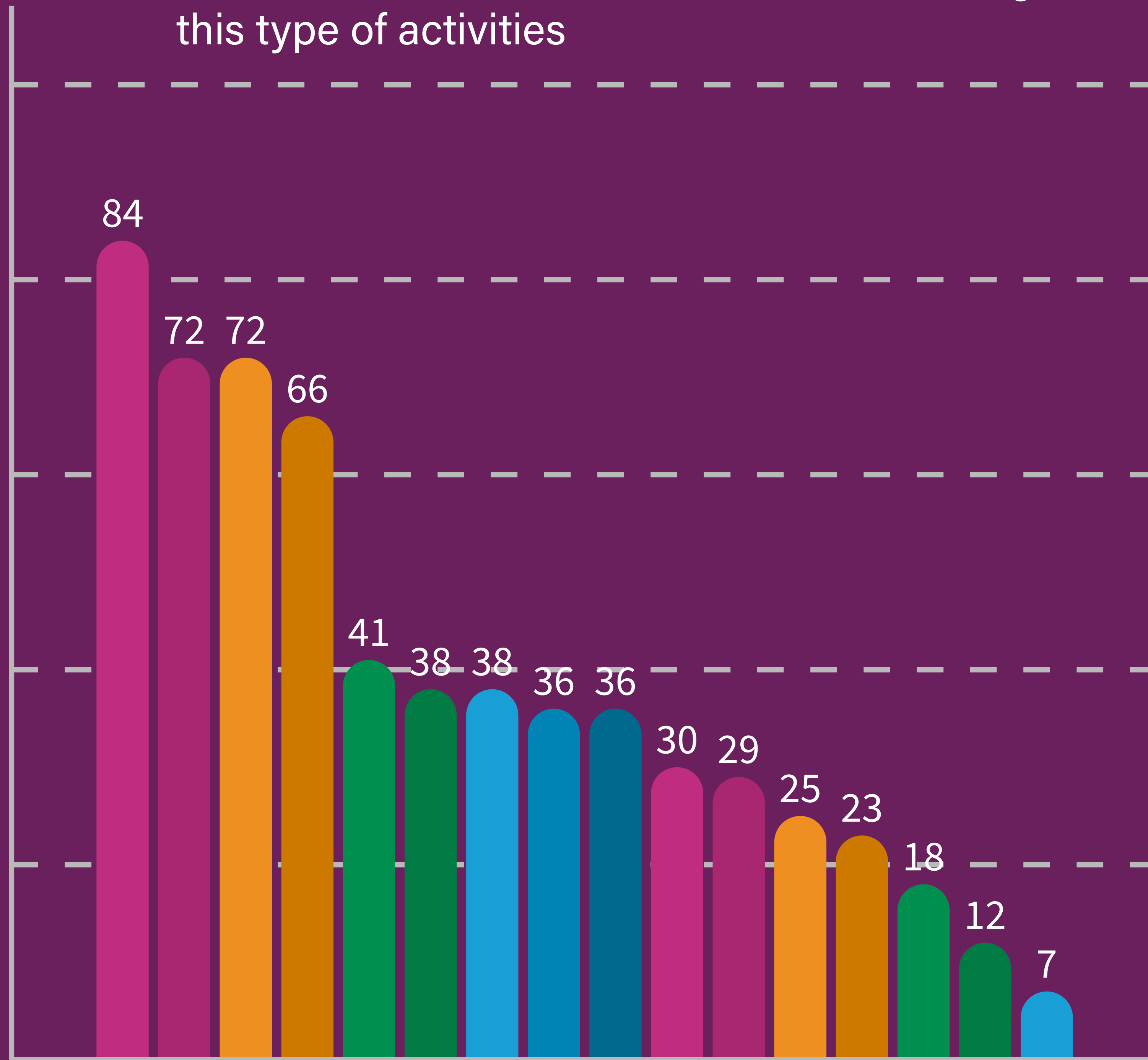


- Financial education workshops/lectures in person
- Financial education workshops/lectures online
- Financial education games in person
- Quiz or competition in person
- Quiz or competition online
- Visits to money museum in person
- Writing essays competition/creative competition
- Financial education games online organisations
- Virtual Launch of GMW
- Media - Radio show
- Media - TV show
- Online Youth Talks
- Podcasts
- Visits to stock exchange in person
- Virtual visits to money museum
- Virtual visits to stock exchange



# Target groups of GMW2024

Number of countries and economies who organised this type of activities



- Young people in upper secondary education (e.g. high school)
- Children in lower secondary education (e.g. middle school)
- Young people in university
- Children in primary education
- Quiz or competition online
- Visits to money museum in person
- Writing essays competition/creative competition
- Financial education games online organisations
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- Media - Radio show
- Media - TV show
- Online Youth Talks
- Podcasts
- Visits to stock exchange in person
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