

## Chapter 5

### Financial education in Italy

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#### 5.1 Financial literacy: Italian situation

With the growing complexity of financial markets and more individual financial responsibilities, the need for financial education is increasing. This is especially true in Italy, which is generally characterized by low levels of financial literacy. In this section we discuss relevant Italian studies and compare the Italian financial literacy levels to other countries.

##### 5.1.1 How does the Italian population rank relative to other countries?

The first study worth mentioning, that compare financial literacy of different countries is those from Jappelli. Although the focus of Jappelli (2010) was predominantly on economic literacy, it can be considered one of the first Italian studies aiming at understanding the relationship between financial literacy, numeracy capabilities and economic growth. In this case, financial literacy is defined in line with the World Competitiveness Yearbook of IMD as an indicator computed from a survey of senior business leaders. Differently from how financial literacy will be defined later, they asked top and middle managers to evaluate two sentences about financial education in their country: *Economic literacy among the population is generally high* and *Education in finance does meet the needs of the business economy*. For the current chapter, the adopted methodology is particularly relevant: Jappelli (2010) cross-references data from different sources to extract knowledge and information. Particularly interesting is the mapping of economic literacy and the SHARE indicator, which is the assessment of basic mathematical knowledge among the adult population (age: 50+). Jappelli (2010) aims at studying the relation between cognitive abilities and economic literacy. The results suggest a strong correlation between these two indicators, confirming the hypothesis. Further, it is evident that Italy, as shown in Figure 1, is not well positioned: in fact, it lies under the tendency line, so for its level of SHARE indicator (which is the second-last among the countries involved), the expected level of economic literacy should have been higher.

The Italian situation does not seem to have changed. The *Standard & Poor's Global Financial Literacy Survey* (Klapper, Lusardi & van Oudheusden, 2015) developed in collaboration with the World Bank confirms the insights already underlined by Jappelli. For the S&P survey, financial literacy is defined by asking respondents to answer four questions developed by Annamaria Lusardi, professor at Washington University and academic director of Global Financial Literacy Excellence Center. The questions aim at measuring four fundamental concepts for financial decision making: risk diversification,

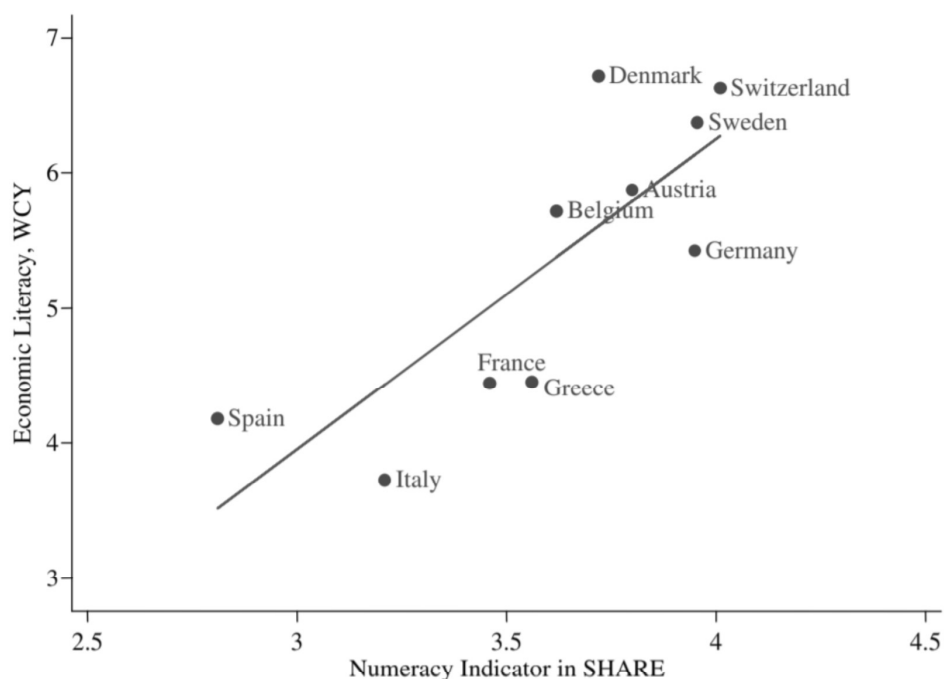


Figure 1. Comparison between economic literacy and numeracy competencies for some European countries

Note: Figure 1 represents how different European countries are positioned according to their level of financial literacy and their numeracy competencies, evaluated according to the SHARE indicator. Between these two measurements, there is a correlation, given by the tendency line. It is shown that Italy covers one of the worst positions. (Source: Jappelli, 2010)

inflation, numeracy (interest) and compound interest. A person is considered financially literate if he or she correctly answers at least three out of four questions.

The S&P survey aims at understanding the general level of financial literacy of individuals in more than 140 countries. The sample consists of more than 150,000 nationally representative and randomly selected adults (over 15 years of age), interviewed during the 2014 calendar year. The results of this survey show that Italy is lagging behind the other developed countries with a percentage of financially literate adults of only 37% (Klapper, Lusardi & van Oudheusden, 2015). As shown in Figure 2 Italy is more aligned to the emerging economies than the advanced ones. This is in line with the findings of Baglioni, Colombo, & Piccirilli (2018) who observe that Italy is lagging behind other high-income countries.

Another interesting study is conducted by Allianz (Coppola, Langley, Sabatini & Wolf, 2017), where the authors survey 1000 people in each of 10 western European States (Austria, Belgium, France, Germany, Italy, the Netherlands, Portugal, Spain, Switzerland and the United Kingdom). The sample is representative for the population of each country with respect to age, sex and geography. The survey measures basic financial literacy as well as risk literacy. *Basic financial literacy* is measured by Lusardi's "Big Three" questions, i.e. questions measuring knowledge on compound interest, inflation and diversification. *Risk literacy* is measured by two questions on expected return and the relation between risk and return. Focusing on the average performance, France, Portugal and Italy are the countries

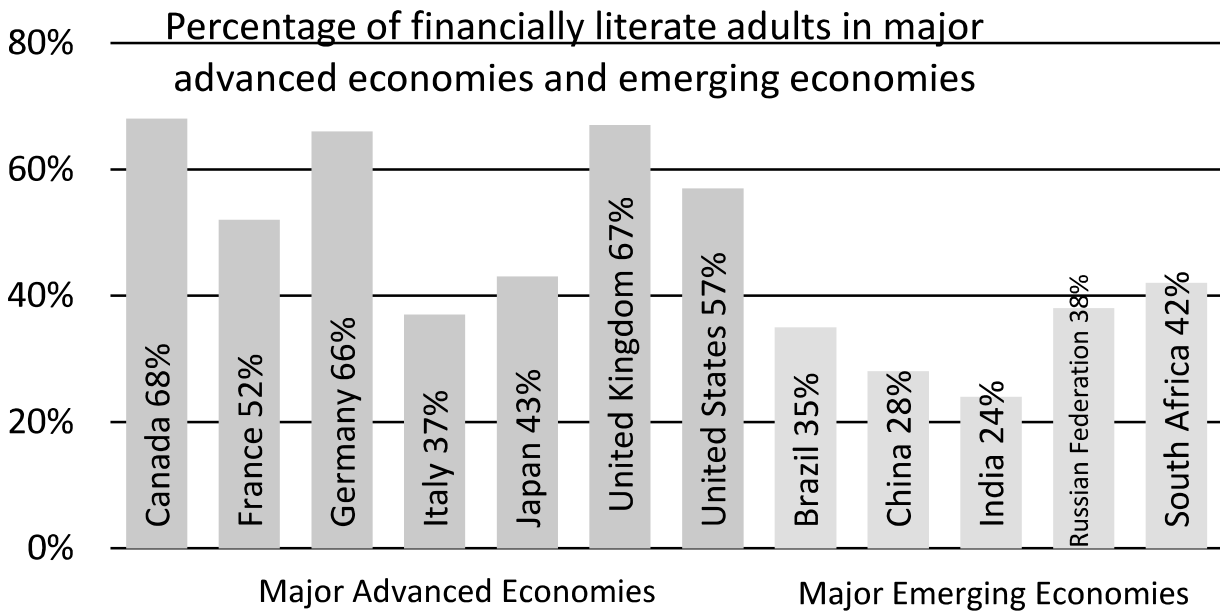


Figure 2. Financial literacy among emerging and advanced economies in the world

Note. The graph represents the different level of financial literacy for different countries, divided into major advanced and major emerging economies. It is evident that Italy is more aligned to the second group, for its level of financial literacy. (Source: Klapper, Lusardi and van Oudheusden, 2015)

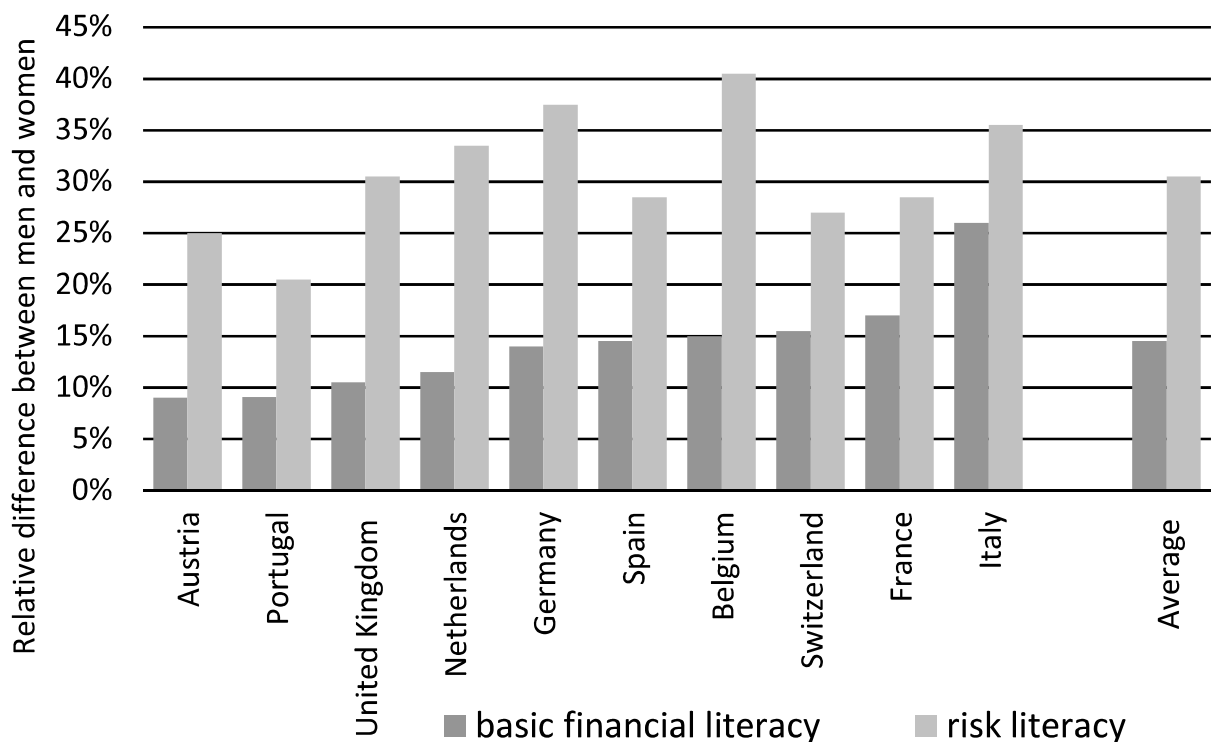


Figure 3. Gender gap about basic financial literacy and risk literacy in different European countries (Source: Coppola, Langley, Sabatini & Wolf, 2017)

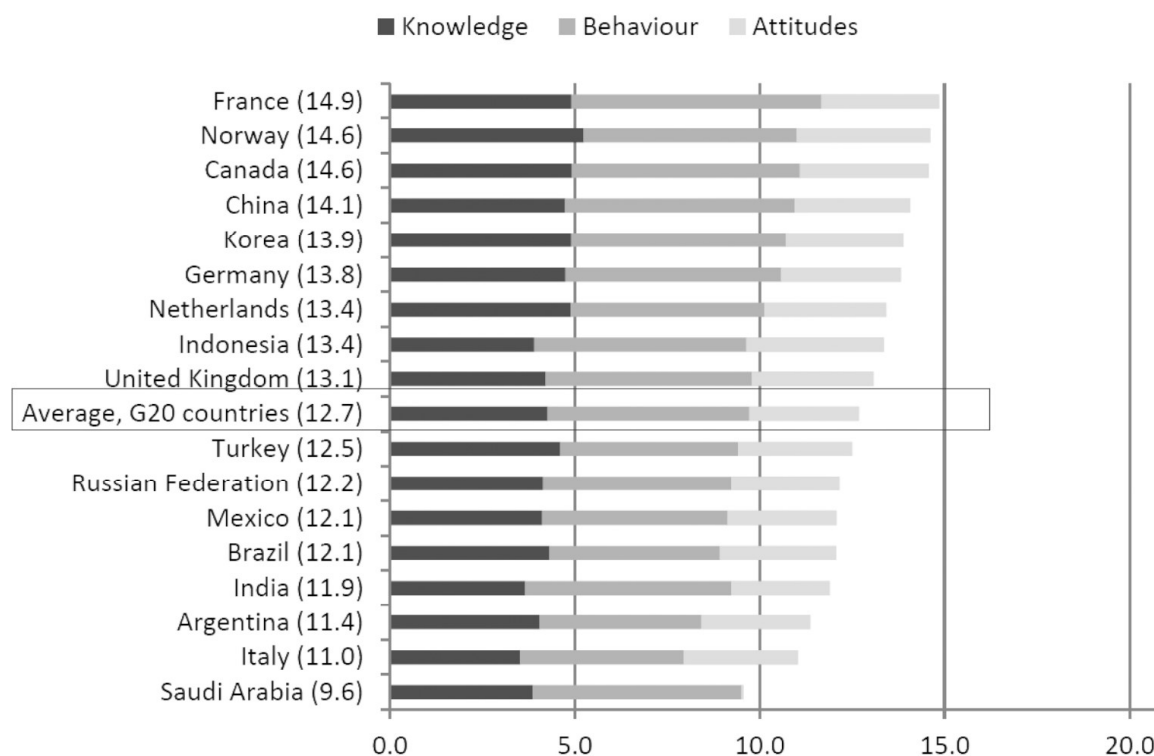


Figure 4. *financial knowledge, attitudes and behaviour of G20 countries (2017)*

Note. Figure 4 represents the stacked points (weighted data): all respondents, sorted by overall score out of 21 (reported in parenthesis). Each country is given equal weight, irrespective of sample size or population size. (Source: OECD (2017), G20/OECD INFE report on adult financial literacy in G20 countries).

with the populations that perform poorest in this survey; in particular Italy, which covers the lowest position.

In addition, the Allianz report also analyses the relation between gender and financial literacy level. Unfortunately, Italy is the country where the gender gap stands out most strongly: men answered 25% more questions correctly than women in basic financial literacy (see Figure 4). With respect to risk literacy the situation does not improve, with a relative difference between men and women of 36% (see Figure 3).

Lastly, during the 2017 G20 in Hamburg, the OECD presents a study on financial literacy in G20 countries, where the Italian part is developed by the Bank of Italy. Figure 4 summarizes the main findings. When considering a combination of financial knowledge, financial behaviour and financial attitudes, Italy ranks at the bottom.

### 5.1.2 Main differences among Italian population

As discussed above, the comparison with other countries shows a worrying picture of the average situation in Italy. Anyway, it is important to assess what the lack is due to. Fornero & Monticone (2011) use the Survey on Household Income and Wealth (SHIW) of 2006 and 2008 to measure the average level as well as the factors explaining heterogeneity among the Italian population. In this study the “Big Three” questions by Lusardi are slightly modified to keep everything consistent: in fact, the question about risk was replaced with

another one capturing stock market knowledge. Hence, the final questions in the 2006 survey are about interest, inflation and stocks, while in 2008 about inflation and risk. The results confirm previous research: most individuals lack knowledge of basic financial concepts. In particular, on interest compounding (see Table 1).

*Table 1. Answers to survey about financial literacy*

	<i>Percentage of correct answers</i>	<i>Percentage of "Don't know" answers</i>	<i>Percentage of incorrect answers</i>
<i>Interest rate</i>	40%	28%	32%
<i>Inflation</i>	60%	30%	10%
<i>Stocks and diversification</i>	52%	33%	14%

Note. Table 1 reports how interviewed people answer to financial literacy questions about interest rate (Q1), inflation (Q2) and stocks and diversification (Q3). Note that the “don’t know” answer is always a response option, so respondents are not forced to pick an answer. (Source: Fornero & Monticone, 2011).

For the same survey, Fornero & Monticone (2011) examine the relation between financial literacy and age. The age profile is hump shaped, with a peak in performance from age 36 to age 50. Again, men are more knowledgeable than women on all questions, and the difference is statistically significant at the 1% level: these insights confirm the previous results from the Allianz report. However, if only employed individuals are considered, the differences in performance between men and women almost disappear. In addition, Fornero & Monticone (2011) note that financial literacy increases with the level of education.

To investigate financial and social security illiteracy of Italians, the CENSIS-COVIP report (2013) is now taken into consideration. CENSIS is an important Italian research centre founded in 1964 that primarily investigates the Italian economy, while COVIP is the Italian administrative authority that supervise the pensions system. The sample consists of 2,400 workers, composed by public and private employees and those who are self-employed. The results show that 47% do not know how compound interest is calculated, 49.1% do not know how spending power varies according to variation in prices and 43.7% cannot evaluate the risk of different investments.

Another important research centre that studies different phenomena connected to the Italian economy is the “Centro di Ricerca e Documentazione Luigi Einaudi”, where Russo (2018) conducted a survey on financial literacy, since he does not only include the main person responsible for financial decisions in Italian households, but also the family’s “non-decision-maker”. The latter is the individual who does not take financial or investment decisions in their families. Particularly noteworthy is how much interest Italians have for financial and economic themes. As shown in Figure 5, the interest in

### Interviewed people interested in financial and economic topics

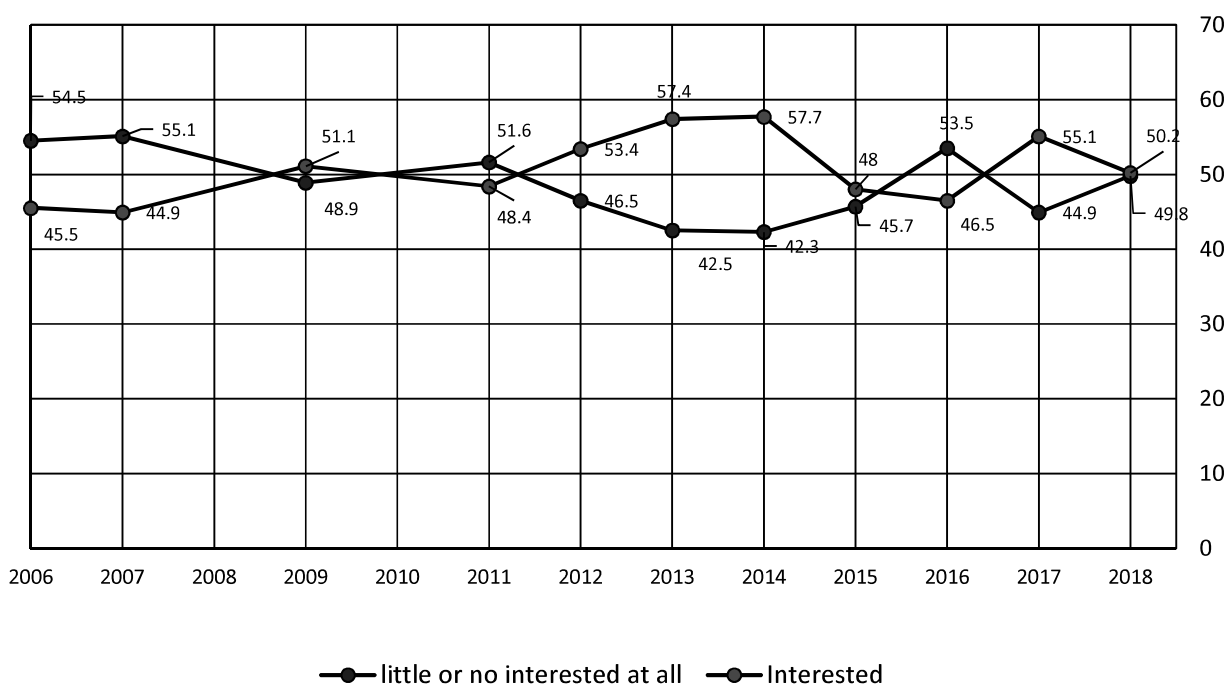


Figure 5. How the interest in financial topics changes over time in Italian population

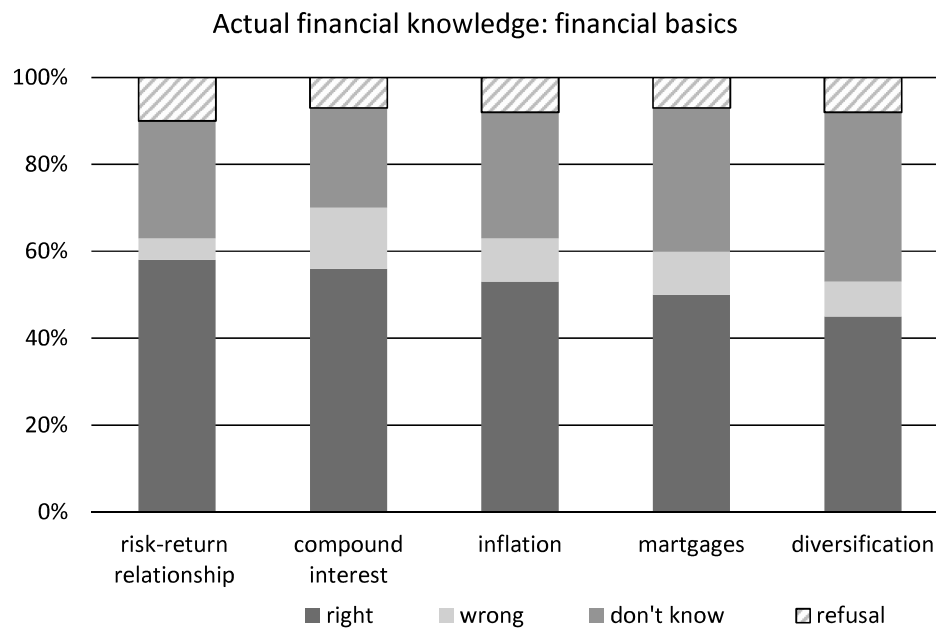
Note. Figure 5 represents the variations of the interest in financial topics over years, from 2006 to 2018, with the percentages of Italian interviewed people interested and not interested in financial and economic topics (2008 and 2010 data not available). (Source: Russo, 2018)

economic information is anticyclical: when the economy progresses without shocks, it minimizes; while during economic crisis it increases. Furthermore, the study underlines the interest over financial topics across different age ranges. Most interest in financial topics is for those between 35 and 54 years old. The least interest is shown by the youngest generation.

The most recent survey about financial education, specifically developed for Italian households, is conducted by CONSOB (2018). For this report, a sample of 1,601 representative individuals are interviewed. Particularly remarkable is the use of the Theory of Planned Behaviour to analyse the relative intentions over the deepening of knowledge about savings and investments and the control of family expenses. This is one of the first attempts to apply a psychological theory to explain financial behaviours. According to this theory, the observable behaviours are directly influenced by intentions that, in turn, depend on three psychological constructs:

- The attitude towards the behaviour, even in terms of its importance and utility;
- The social pressure supporting the behaviour;
- The level of control on the perceived process.

Then, these psychological constructs are backed by individual characteristics, socio-demographic profiles and levels of information and knowledge. Starting from this assumption, the CONSOB report applies the Theory of Planned Behaviour to individual intentions to learn more about finance and to act a proper monitoring of household expenses. This is



*Figure 6. Answers to basic financial knowledge questions among Italian households*

Note. Figure 6 reports how the representative sample of 1601 Italian people answer to questions about their actual financial knowledge, in particular to financial basics. (Source: Report on financial investments of Italian households – CONSOB, 2018)

possible with a survey investigation, to understand which individual, socio-demographic and educational characteristics are positively or negatively correlated with financial knowledge.

Financial knowledge was measured by questions on: risk/return relationship (Q1); compound interest (Q2); inflation (Q3); mortgage characteristics (Q4); diversification (Q5); comparative risk of listed and unlisted stocks (Q6); relationship between interest rate and bond price (Q7).

As shown in Figure 6, almost one out of two respondents seem not to be aware of some basic financial notions recurrent in everyday life. This proportion rises even further when coming to advanced concepts, such as the relationship between interest rates and bond prices (see Figure 7).

A curious insight that arises from this report is the difference between the perceived and the actual knowledge of Italian population. In fact, as shown in Figure 8, the attitude to over-estimate one's own financial literacy (the red bars), is high: in fact, almost 30% of the sample overestimates their abilities for two questions out of seven.

As shown in Figure 9, the CONSOB report also explores the familiarity with financial products among Italians: government bonds are the most widely known financial assets, after bank/portal accounts and savings. It is interesting to underline that more than 15% of the respondents are not familiar with any of these products. To evaluate the risk literacy of Italian population, CONSOB also asks respondents to rank some financial products according to their riskiness. Surprisingly, almost 50% of the sample are not able to evaluate the risk of financial products (See Figure 10).

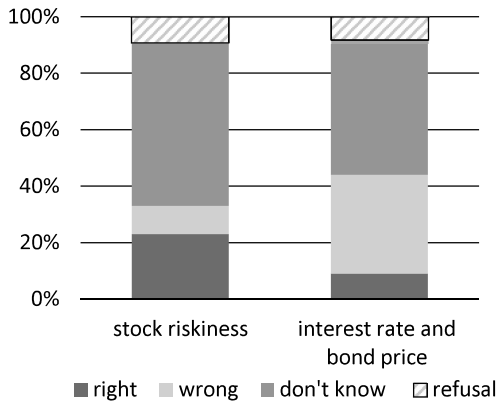


Figure 7. Answers to advanced financial knowledge questions among Italian households

Note. Figure 7 reports how the representative sample of 1601 Italian people answer to questions about their actual financial knowledge, in particular to financial advanced notions. (Source: Report on financial investments of Italian households – CONSOB, 2018)

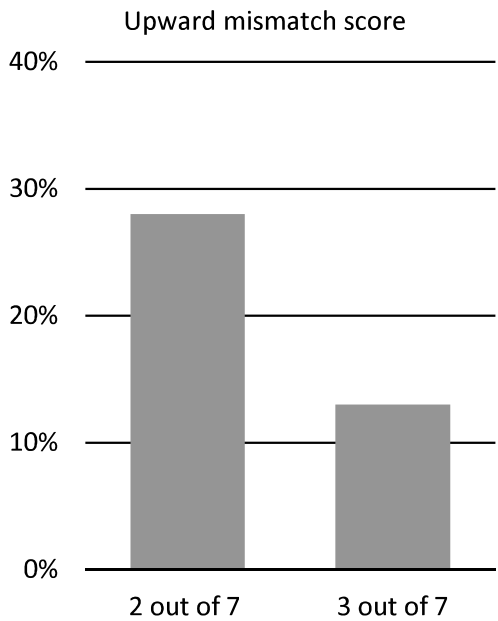


Figure 8. Mismatch between perceived and actual financial knowledge

Note. Figure 8 represents how the representative sample of 1601 Italian people self-consider their financial knowledge. In particular, the mismatch between perceived and actual financial knowledge of the items show in Figure 6 and 7, so basic and advanced financial notions. The upward mismatch refers to individuals self-rating to be knowledgeable but answer wrongly. The graph represents the percentage of questions incorrectly self-rated. (Report on financial investments of Italian households – CONSOB, 2018)

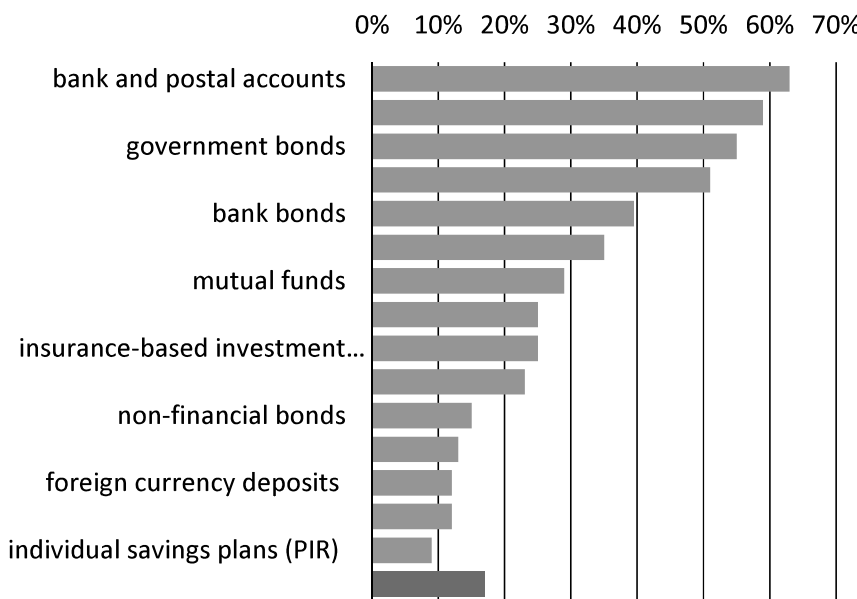


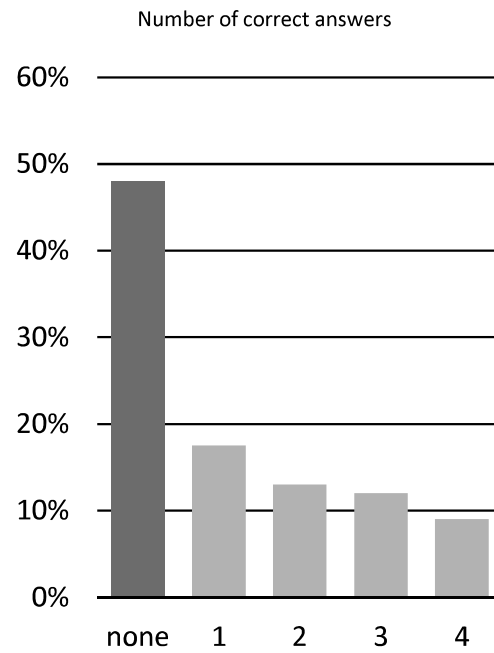
Figure 9. Familiarity with financial products

Note. Figure 9 represents the percentage of the representative sample of 1601 Italian people who are familiar with each financial product. (Report on financial investments of Italian households – CONSOB, 2018)



Figure 10. Risk literacy in practice

Note. Figure 10 reports respondents' opinions on whether the following statements are true or false: 'A stock fund is riskier than a single stock'. 'Stocks are generally riskier than bonds'. 'Derivatives are less risky than bond funds'. 'Bonds and stocks issued by the same non-financial firm are equally risky'. (Report on financial investments of Italian households – CONSOB, 2018)



Lastly, in light of these results, it is also worth mentioning the correlation between financial knowledge and socio-demographics, personal traits and intentions, as previously explained in the Theory of Planned Behaviours. Table 2 summarizes which characteristics are positively and negatively correlated with financial knowledge. Among the main results shown in the table below, it is important to underline that living in the North of Italy and having a job are positively correlated with financial knowledge, while living in the South

Table 2. Italian population characteristics more correlated with financial knowledge

<i>Financial knowledge</i>	<i>Socio-demographics</i>	<i>Personal traits</i>	<i>Actual and perceived knowledge</i>
<b><i>Positively correlated</i></b>	<ul style="list-style-type: none"> <li>– High education</li> <li>– Living in the North of Italy</li> <li>– Employee</li> <li>– Income</li> <li>– Wealth</li> </ul>	<ul style="list-style-type: none"> <li>– Preference for numerical information</li> <li>– Need for cognition</li> <li>– Self-efficacy</li> <li>– Self-control</li> <li>– Optimism</li> <li>– Trust</li> </ul>	<ul style="list-style-type: none"> <li>– Ex-ante self-assessed financial knowledge</li> <li>– Numerical understanding</li> <li>– Overconfidence</li> <li>– BTA financial knowledge<sup>1</sup></li> </ul>
<b><i>Negatively correlated</i></b>	<ul style="list-style-type: none"> <li>– Living in Southern Italy or islands</li> <li>– Out of labour</li> </ul>	<ul style="list-style-type: none"> <li>– Financial anxiety</li> </ul>	<ul style="list-style-type: none"> <li>– Overconfidence</li> <li>– Upward mismatch</li> </ul>

Note. In Table 2, the attitude towards the increasing of personal financial knowledge is shown according to socio-demographic and personal traits and the actual and perceived knowledge. This study is supported by the Theory of Planned Behaviour. (Source: Report on financial investments of Italian households, CONSOB – 2018).

1 BTA financial knowledge stands for “better-than-average self-assessed financial knowledge”

of Italy and being unemployed is negatively related with financial literacy. We should mention that Italy still experiences many differences between the North and the South with respect to job opportunities. The unemployment level in the South is much higher than the North and this is especially true for women. In addition, we note that confidence with numbers is positively associated with financial knowledge. Special attention needs to be reserved for the analyzed personal traits, because this report is the only one that takes them into consideration. Here, it is important to underline that financial anxiety, usually associated with people with financial problems, is negatively correlated with financial knowledge.

### 5.1.3 Performance of Italian 15-year-olds

The assessment of financial knowledge of youngsters is organized by OECD members aiming at evaluating the key knowledge and skills for full participation in modern societies of 15-year-olds known as PISA, the Programme for International Student Assessment. The last three assessments include, along with traditional subjects such as reading, science, mathematics and problem solving, also an assessment of financial literacy. Before discussing results of this assessment, OECD provides their definition of financial literacy, as:

*“a set of knowledge of financial concepts and risks. This is jointed to the skills, motivation and trustiness in own means, that let you to use your knowledge to take effective decisions in multiple and different financial contexts, to improve the wellness of individuals and of the society and to let a consciousness participation to the economic life”.*

Next, we show the main findings of the assessments of Italian students organized as follows: firstly, a general overview of how Italian students perform in financial literacy is given; then, it is worth mentioning the small but positive improvement between PISA 2012 and PISA 2015 (OECD, 2014; 2017)<sup>2</sup>. Finally, it is also interesting to discuss potential sources of heterogeneity among students.

Figures 11 and 12 show the distribution of financial literacy among 15-year-old students in Italy and the OECD countries, respectively on PISA 2012 and PISA 2015. Within PISA scores we distinguish 5 levels, ranging from not reaching the basic knowledge level (level 1) to highly financially literate (level 5). In PISA 2012, Italian levels of financial literacy are far below those of the other OECD members – in fact, only 2% of students reached the highest level, while this is almost 10% for the OECD. In the overall ranking, Italy positions itself 17<sup>th</sup> out of 18 participating countries, with a score of 466 against 500 for the OECD mean. This negative result partially improves in PISA 2015, where Italy obtains a score of 483 against 489 for the OECD mean. This gives Italy the 9<sup>th</sup> position in the general ranking composed of 15 countries. Note that the participation to financial literacy assessment in PISA is not mandatory, so there are different countries in the two waves.

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<sup>2</sup> Note that when writing this chapter, PISA 2018 results had not yet been published.

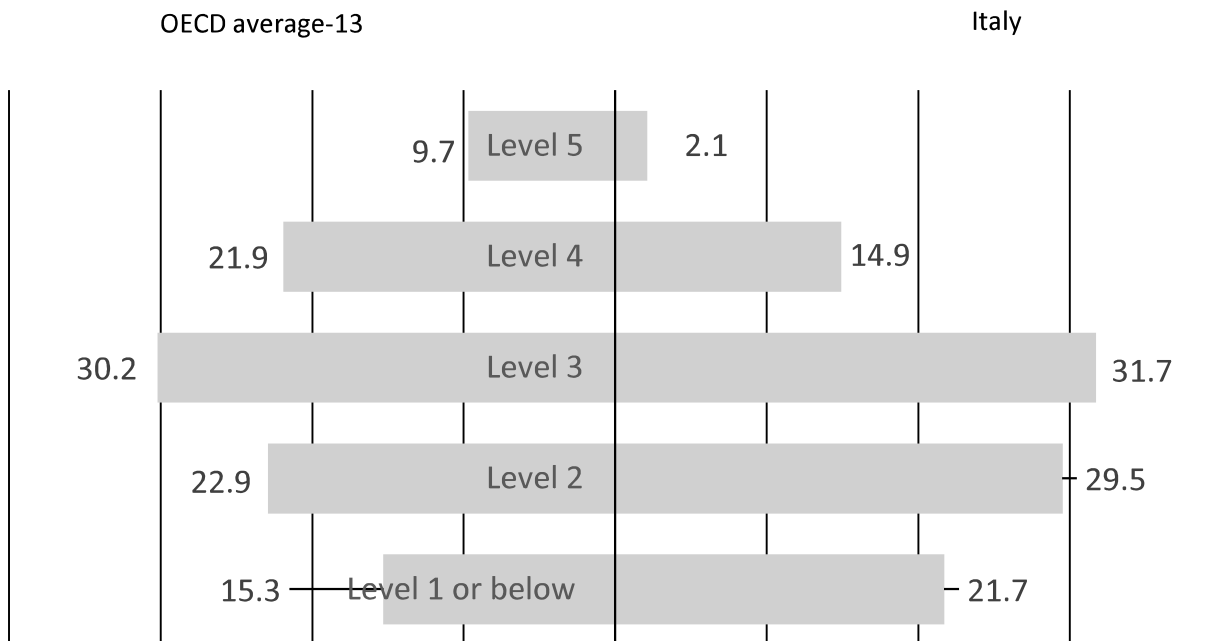


Figure 11. Italian students vs. OECD students in financial literacy

Note. Figure 11 shows the percentage of 15-year-old students for each level of proficiency in financial literacy, assessed by the Programme of International Student Assessment (PISA), in 2012, representing how Italian students perform compared to the average performance of students from OECD countries. (Source: PISA 2012 – OECD 2014)

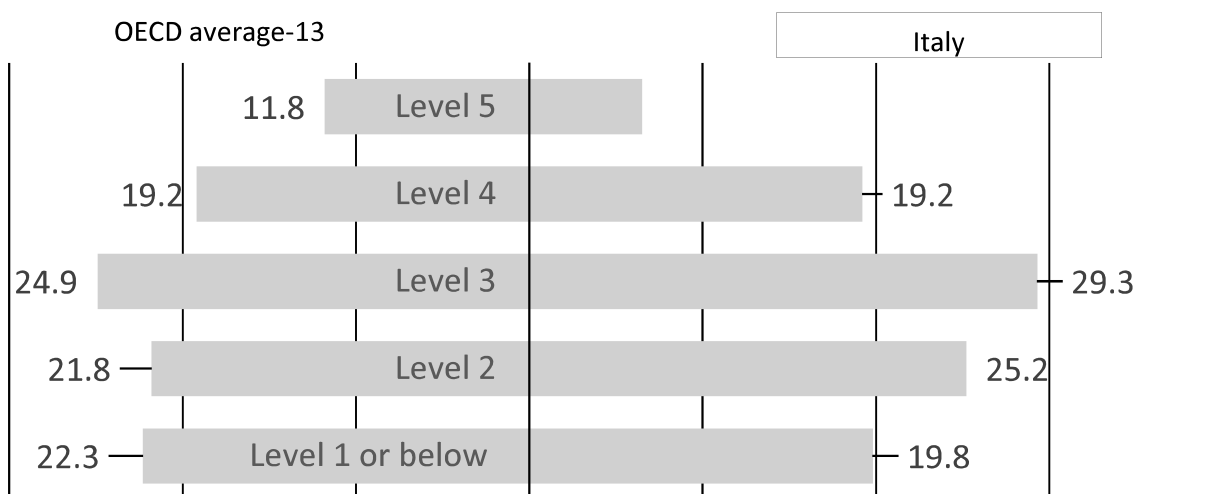


Figure 12. Italian students vs. OECD students in financial literacy

Note. Figure 12 shows the percentage of 15-year-old students for each level of proficiency in financial literacy, assessed by the Programme of International Student Assessment (PISA), in 2015, representing how Italian students perform compared to students from OECD countries. (Source: PISA 2015 – OECD 2017)

In PISA 2012 (Lusardi, 2015; Montanaro & Romagnoli, 2016), some differences exist between certain subgroups within Italy. For instance, on average, Italian boys perform better than Italian girls, and there are more boys than girls among the top performers. Immigration seems to be another important factor affecting the global score: on average, immigrant students score 33 points lower than native students. The last important difference relates to the students' experience and behaviour with money, and their performance in financial literacy. In Italy, students who hold a bank account score 10 points higher than students who do not.

*Table 3. Raking from PISA 2012 in financial literacy*

<b>Mean performance in financial literacy – 2012</b>	<b>Mean score</b>	<b>Range of ranks</b>
<b>OECD average-13</b>	<b>500</b>	
Shanghai-China	603	1 1
Flemish Community (Belgium)	541	2 2
Estonia	529	3 4
Australia	526	3 5
New Zealand	520	4 6
Czech Republic	513	5 7
Poland	510	6 7
Latvia	501	8 9
United States	492	8 12
Russian Federation	486	9 14
France	486	9 14
Slovenia	485	9 14
Spain	484	10 15
Croatia	480	11 16
Israel	476	11 17
Slovak Republic	470	15 17
Italy	466	16 17
Colombia	379	18 18

Note. Table 3 presents the score and the ranking position of all countries participating to PISA assessment in 2012, only for the financial literacy part. (Source: PISA 2012 – OECD 2014)

Focusing only on the results from PISA 2015 (Di Chiacchio & Greco, 2017), we observe that again Italian males and non-immigrant students perform better. In particular, males obtain a higher score in financial literacy and there are more males at the highest performance level. The difference in score between non-immigrants or second-generation immigrants is smaller than in PISA 2012: the native students obtain 18 points more than their immigrant peers.

Table 4. *Raking from PISA 2015 in financial literacy*

Mean performance in financial literacy – 2015	mean score	Range of ranks
<b>Mean OCSE-10</b>	<b>489</b>	
B-S-J-G (Cina)	566	1 1
Belgium	541	2 3
Canada	533	2 3
Russian Federation	512	4 5 4 6
Netherlands	509	5 6
Australia	504	7 9
United States	487	7 9
Poland	485	7 9
Italy	483	7 9
Spain	469	10 10
Lituania	449	11 12
Slovak Republic	445	11 12
Chile	432	13 13
Peru	403	14 14
Brazil	393	15 15

Note. Table 4 presents the score and the ranking position of all countries participating in PISA assessment in 2015, only for the financial literacy part. (Source: PISA 2015 – OECD 2017)

## 5.2 Financial literacy at institutional level

### 5.2.1 Past policy attention

According to OECD recommendations, schools are the privileged channel for initiatives on knowledge and competences of financial education for mainly three reasons. Firstly, because through schools, it is possible to reach all population brackets. Secondly, because teaching young generations basic concepts of finance is a way to intervene before they need to take important financial decisions. Lastly, because students can transmit notions they learn at school to their families. For all these motivations, Italian government tried to strengthen the Italian school curriculum, with 3 institutional moments:

1. In 2007 the Italian Education Ministry signed the “*memorandum d’intesa*” with different actors, such as the Bank of Italy, for the promotion of financial education matter in schools;

2. In 2015 the government approved the “Buona Scuola” (i.e. *Good School*) law, promoting an intent agreement document;
3. The institution of a Committee in 2017, together with the setting of a National Strategy concerning the financial, insurance and social security education.

The first embryonic phase starts in November 2007, when the Education Ministry (MIUR) signs the “*memorandum d'intesa*”<sup>3</sup> which marks the start of an experimental project of financial and economic training for some schools. This project represents the very first Italian medium-long term initiative to bring financial education within schools, targeting students. The project aims at developing a training program to ease the planning and organization of the learning process in the economic and financial fields of study, building on best practices in formulation and training (Trifilidis, 2009).

Among the main guidelines of the project there is the preparation of adequate didactical materials and rigid procedures to verify the results with pre-test, in itinere test and post-test. The curriculum concerns the currency and the different methods of payments. The Bank of Italy provides all the didactic material; and it is in charge with the teachers' training about the topics. Teachers have full autonomy on how to share the lessons with their students. The program involves the Italian branches of the Bank of Italy and the regional representatives of participant schools that organize the specific projects. Until the 2011–2012 school year, the effectiveness of the project, evaluated through periodical tests, is positively evaluated. The first results are encouraging: with an initial involvement of 650 pupils, in 2011–12 the participation increases to about 23,000 students (Romagnoli, & Trifilidis, 2013).

The second crucial moment concerning financial education in Italy is the approval of “The Good School” law. In fact, the Italian government includes financial education as one of the themes concerning the Reform of the Italian Education System in 2015, with the law n. 107 (art. 1 comma7). The law aims at improving the development of competencies about active citizenship, also through the empowerment of knowledge about economic and financial education. To seal this commitment, MIUR and other actors such as the Bank of Italy, the Economy and Finance Ministry and many foundations, organizations or associations dealing with finance and education, sign the “*Carta d'Intenti*”, an intent agreement document. This settlement aims at organizing the coordination among the different parts to put in place, year by year, a comprehensive proposal to submit to scholarship Institutions. The educational purpose is to supply professors and students from every school type and level of Italian territory, specific competencies aiming at favouring active and aware behaviours about economic, financial, fiscal and legal education topics.

The third moment of this process is the approval of another decree law: on 23 December 2016 the Italian government approves a law on the general provisions concerning the

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<sup>3</sup> The “*memorandum d'intesa*” is a bilateral agreement. It expresses an interests' convergence among the parts, identifying a common guideline of action. It is a more formal alternative to a simple gentlemen's agreement, even if generally it has no the power of a contract.

financial, insurance and social security education (Law n. 237). In particular, Article 24-bis recognizes financial education as a tool to protect consumers through a more adequate and conscious use of financial instruments. The law also contemplates the institution of the “Planning and Coordination of Financial Education Activities Board”, with members coming from the Bank of Italy, CONSOB, COVIP, and other important institutions. The Board operates through periodical meetings and needs to identify measurable objective, programs and actions. On 7 September 2017, the first meeting of the Planning and Coordination of Financial Education Activities Board is held, led by its Director Annamaria Lusardi. The most important output of the Board is the validation of the National strategy concerning financial education in Italy. The strategy fixes three milestones: the systematic coordination among public and private actors active in financial education; the definition of national political guidelines to communicate and spread information that promote financial education initiatives; and lastly, the stipulation, if necessary, of conventions aiming at promoting interventions or training on the topic.

Among the achievements set by the Board there is the creation of a new website about financial education and the setting of the National Month dedicated to Financial Education (e.g. *Il Mese dell'Educazione Finanziaria*). The website, “<http://www.quellocheconta.gov.it>”, explains basic finance concepts, driving the consumer through the decisions he or she needs to take in life. For instance, what should people consider when they look for a job, when they want to buy a house or have family, and so on... The website also provides instructions on the basic banking and finance instruments, insurance and social security, such as the bank account or checks, house bills, or the pension fund. While the “Month of Financial Education”, with its first edition in October 2018, aims at collecting and promoting financial education initiatives on the Italian territory. The Month opens with the “World Investor Week” and ends with the “World Saving Week”, two international occasions dealing with financial education. The objective is to offer free and quality events to improve basic financial knowledge and give participants the possibility to actively joins events and initiatives, organized in every Italian city.

Considering all the commitments the Italian government has undertaken, it is clear that the attention to the topic is increasing. In fact, a financially illiterate population can be extremely risky for public institutions and markets. In any case, the heterogeneity of financial products and the constantly changing economy creates difficulties for the Italian government to provide tools that are clearly understandable to everyone (Romagnoli & Trifilidis, 2013). The Italian government starts to pay attention to this topic with the two agreements in 2007 and 2015. This process culminates with the creation of the Planning and Coordination of Financial Education Activities Board, assigning proper importance to financial education programs and collecting and centralizing relevant initiatives.

### **5.2.2 Financial education at school in Italy: the curriculum**

Financial literacy clearly passes through the education sector to improve knowledge and behaviours of citizens. Anyway, only few Italian high schools' tracks foresee this subject as mandatory. The only secondary schools (II level) that have economy and finance as

core subjects are the Technical Schools (e.g. *Istituto Tecnico*), in particular those in the Economic Sector: “Administration, Finance and Marketing” and “Tourism”, and the Social Economic High Schools. The Italian Education Ministry paid attention to financial and economic topics with the establishment, from school year 2010/2011 onwards, of a new branch of the Academic High School: Social Economic *Liceo*. It bridges social subjects and economy, merging humanistic and scientific fields. In this way, students can become active citizens, aware of the transformations in place. The Social Economic School aims at filling a void created within Italian education, where economic subjects are just matter of technical schools.

Except from these schools’ paths, all the other projects on financial education are completely voluntary. In fact, financial education in schools is still in its infancy, with few projects coordinated centrally by the Ministry. Thanks to the *memorandum d’intesa* signed by the Ministry of Education in 2007, there is a national initiative, called “Educazione Finanziaria nelle Scuole” (Financial Education at School). The memorandum encourages different projects, aiming to propose financial education programs in Italian schools. But this is still an optional subject for teachers, so they still face difficulties with the integration of financial education within their normal didactic programs. This is probably due to the complete autonomy given to teachers, who are not able to integrate financial education into their curricula.

### 5.2.3 Financial education at school in Italy: teacher training

Teacher training on financial education is one of the crucial element element in improving financial knowledge in the curricula of Italian schools. Many actors offer their didactical materials and their training courses to schools, but it is not mandatory and each professor can decide how to set his or her lessons. Among the actors involved in the creation of financial education materials and teacher training are the Bank of Italy, CONSOB, Feduf (the Italian Associations of Financial Education), AIEF (“Associazione Italiana Educatori Finanziari”), Giunti Scuola and Global Thinking Foundation. The projects proposed are normally freely available and supply teachers with necessary tools to understand the most important aspects of the economic and financial system.

Besides these projects, there is no national program to train teachers in financial education, except for those who normally teach finance and economy at technical schools.

## 5.3 Financial education: current situation in Italy

This section starts with showing, explaining and classifying the most important Italian initiatives aiming at improving the financial literacy of the population through the involvement of young pupils, students and adults. Following that, a general overview of the main actors, associations or companies, employed in improving financial education is shown. Lastly, three important actors, Feduf, CONSOB and the Bank of Italy – along with their main projects – are presented through specific deepening.



### 5.3.1 Initiatives

With the overall picture of financial literacy in Italy sketched above, we now turn to the main initiatives, events or online contents aiming at involving the Italian population in this important theme. It needs to be underlined that initiatives on finance and economic are noticeably increasing in Italy, especially those targeting students. This is especially due to the main output of Financial Education Board: the institution of the Month of Financial Education, that started in 2018, linking more than 200 events.

To better analyse the specifics of each intervention, we introduce the following six dimensions:

1) *Modality*: Online or Offline

Both online and in-person initiatives have been considered.

2) *Topic*: Specific or Generic

Interventions can be both focus-specific, concerning financial topics narrowly, or more generic, aiming to give a general overview of financial world.

3) *Target*: Students, Adults or All

Projects mainly involve young pupils, from primary to high school – but the reader will also find events or other kinds of initiatives aiming at including adults.

4) *Continuity*: One-off, Ongoing or Periodical

Another way to classify these initiatives is their duration: some projects are just organized once (*one-off*), while others aims at being continuative (*ongoing*) or repeated periodically (*periodical*).

5) *Learning method*: Game-based, classic lecture or other

Projects can be distinguished for their learning experience: there are some based on games, especially for the youngest, and some others focused on classic lectures.

6) *Monitoring*: Test, None or other

It is interesting to classify the different initiatives according to type of *monitoring* they have put in place (if any).

Below the list of the financial education projects, with a brief description and their classification. In the choice of projects, we considered two aspects: the period in which they took place (we consider only the most recent ones) and the relevance for the country as a whole (so initiatives that involved a considerable amount of people from North to South).

This section focuses on the most prominent initiatives on financial education in Italy. As shown further down, the total number of events or projects is high; they are summarized into a table that offers a brief description and a list of their main features. In particular, the aspects that characterize an intervention:

Name	Description	Characteristics
<i>Le guide della Banca d'Italia (The Bank of Italy leaflet)</i>	Leaflets on financial topics that let citizens understand the characteristics of some financial products. It is written by the Bank of Italy ( <a href="https://www.bancaditalia.it/pubblicazioni/guide-bi">https://www.bancaditalia.it/pubblicazioni/guide-bi</a> )	<ol style="list-style-type: none"> <li>1. Online</li> <li>2. Specific</li> <li>3. Adults</li> <li>4. Ongoing</li> <li>5. Other: reading</li> <li>6. None</li> </ol>
<i>Il percorso per l'investimento (the path for the investment)</i>	Guide to help investors to find their way in the financial world, with some advice on how to evaluate the adequateness and the appropriateness of an investment. The user needs to set his/her financial profile: objectives, budget, time horizon and the risk willing to take. ( <a href="http://www.CONSOB.it/web/investor-education/il-percorso-per-l-investimento">http://www.CONSOB.it/web/investor-education/il-percorso-per-l-investimento</a> )	<ol style="list-style-type: none"> <li>1. Online</li> <li>2. Specific</li> <li>3. Adults</li> <li>4. Ongoing</li> <li>5. Other: reading</li> <li>6. None</li> </ol>
<i>EduCare Scuola</i>	Primary school teachers have a didactic kit and a complete financial program is available. EduCare also offers an expert to ease specific themes about financial education. It is organized by BNL Paribas and it has involved more than 300.000 young students up to 2019.	<ol style="list-style-type: none"> <li>1. Offline</li> <li>2. Generic</li> <li>3. Students: primary school</li> <li>4. Ongoing</li> <li>5. Classic lecture</li> <li>6. None</li> </ol>
<i>Trading Online Expo</i>	In October 2018 the Milan Stock Exchange hosted the 18th Edition of this event, where brokers, professional traders and university professors held conferences, seminars and workshops for retail investors.	<ol style="list-style-type: none"> <li>1. Offline</li> <li>2. Generic</li> <li>3. Adults</li> <li>4. Periodical</li> <li>5. Other: conferences</li> <li>6. None</li> </ol>

Name	Description	Characteristics
<i>Io &amp; i Rischi</i>	<p>Didactical program on the consciousness and management of risks is promoted by ANIA (National Association for Insurance Companies), together with the Association of European Economics Education, Università Cattolica del Sacro Cuore and Università Bocconi. It aims at facilitating the dialogue between insurance companies and their consumers, through informative and educational initiatives on insurance topics. The project addresses schools, young people and their families. The program is articulated into two modules: <b>junior</b>, where, after a didactic and ludic path, a theatre show is proposed, and <b>teens</b>, where, after the didactic path, the “Gran Premio di Matematica Applicata” (Grand Prix of Applied Math) is proposed to participants. The objective is to test if students get used to the more practical application of maths, including financial one. The XVII edition counted 142 participating schools. The last program is dedicated to <b>families</b> and their kids, where a series of games involve both of them in learning and sharing of concepts on risks and their correct management throughout life.</p>	<ol style="list-style-type: none"> <li>1. Offline</li> <li>2. Specific</li> <li>3. Students</li> <li>4. Ongoing</li> <li>5. Game-based &amp; Classic lecture</li> <li>6. Test</li> </ol>
<i>In-Formati</i>	<p>A program about financial education promoted by UniCredit: it offers free online and offline courses to privates and firms to increase the awareness of themes of banks and finance and to support economic choices. The target of the initiative is youth, seniors, families, immigrants, non-profits and SMEs. From 2010 In-Formati involved 152.000 participants in more than 4.700 courses.</p>	<ol style="list-style-type: none"> <li>1. Online &amp; Offline</li> <li>2. Generic</li> <li>3. All</li> <li>4. Ongoing</li> <li>5. Classic lecture</li> <li>6. None</li> </ol>
<i>Coltiva il Tuo Sogno (Grow your dream)</i>	<p>A ludic-didactic project for primary school pupils, aiming at the realization of a dream, through correct resource management. It is promoted by UNICEF together with ING Bank, whose employees are the educators. In 2014, this initiative had reached 72% of Italian primary schools, involving 750.000 pupils. The schools involved have received a didactic kit with a guide for the teacher with suggestions of laboratories and paths dedicated to money and time savings. For families, it is possible to download materials about savings management and play with their children at home.</p>	<ol style="list-style-type: none"> <li>1. Online &amp; Offline</li> <li>2. Specific</li> <li>3. Students: primary school</li> <li>4. Ongoing</li> <li>5. Game-based</li> <li>6. None</li> </ol>

Name	Description	Characteristics
<i>Museo del Risparmio (The savings Museum)</i>	A museum in Turin, dedicated to children, their families and everyone interested in deepening financial topics. It is composed of five rooms in which 3D videos, interactive applications, theatre shows, roles games are taught to get confidence with finance. This museum, unique in Italy, is partner of an association of museums dedicated to financial literacy around the world. During the Month of Financial Education, the Museum also presented "Overland", a van that stops in 22 cities in the Centre and South of Italy with the objective of spreading the Saving Museum activities in other places, too, and offering laboratories and contents to adults and young students.	<ol style="list-style-type: none"> <li>1. Offline</li> <li>2. Generic</li> <li>3. Students &amp; All</li> <li>4. Ongoing</li> <li>5. Game-based</li> <li>6. None</li> </ol>
<i>Educazione Assicurativa (Insurance Education)</i>	A portal developed by IVASS, where materials about finance and the economy are published in <a href="http://educazioneassicurativa.it">educazioneassicurativa.it</a> . The project aims at supplying citizens, even the youngest ones, with promotion and information of simple and easy to understand informative tools.	<ol style="list-style-type: none"> <li>1. Online</li> <li>2. Generic</li> <li>3. All</li> <li>4. Ongoing</li> <li>5. Other: reading</li> <li>6. None</li> </ol>
<i>Io e l'Economia (The Economy and me)</i>	A manual, available in digital and paper format, created by Junior Achievement, a non-profit organization aiming at bringing economic and entrepreneurship education in schools. The didactic material is structured into six modules of 50 minutes of exercises and interactive activities of increasing difficulty for students from secondary schools of I level. The lectures are held by teachers (who receive a manual) and by a firm's expert, and have the aim of deepening topics about the market, the relation with money and savings and the necessity to formulate a budget.	<ol style="list-style-type: none"> <li>1. Online &amp; Offline</li> <li>2. Specific</li> <li>3. Students</li> <li>4. Ongoing</li> <li>5. Classic lecture</li> <li>6. None</li> </ol>
<i>Young Factor</i>	A project to improve the level of financial literacy of Italian students. it is promoted by the "Osservatorio Permanente Giovani-Editori" (Young Editors Permanent Observatory). This project starts with the training of teachers, the starting point to spread financial culture among young people. Secondly, the Observatory make available to teachers a book, written by professors from the best Italian universities, and ten didactic videos. Then, many meetings are organized with experts, journalists and banks' governors. Lastly, the project is monitored through research to evaluate the satisfaction and learning levels of students and teachers.	<ol style="list-style-type: none"> <li>1. Offline</li> <li>2. Generic</li> <li>3. Students</li> <li>4. Ongoing</li> <li>5. Classic lecture</li> <li>6. Other: survey</li> </ol>

Name	Description	Characteristics
<i>World Investor Week</i>	A program of initiatives of training and information during October. It is promoted by the International Organization of Securities Commissions (IOSCO), the world forum that collects the authorities of control of financial markets, including CONSOB. Its main objective is awareness raising among the audience of the importance of financial education.	<ol style="list-style-type: none"> <li>1. Offline</li> <li>2. Generic</li> <li>3. All</li> <li>4. One shot</li> <li>5. Other</li> <li>6. None</li> </ol>
<i>Contest EconoMia</i>	This contest is listed among the national program of competitions to value excellences of MIUR for 2018–2021. This competition is for students from secondary schools (II level): it is an online test about financial and economic topics. In the previous edition (2018) 134 Italian schools participated. The winning students have the possibility to participate in the Festival of Economy of Trento.	<ol style="list-style-type: none"> <li>1. Online</li> <li>2. Generic</li> <li>3. Students</li> <li>4. Periodical</li> <li>5. Other: contest</li> <li>6. Test</li> </ol>
<i>Festival of Economy of Trento</i>	The city of Trento organizes a Festival with meetings, conferences, activities and workshop about financial topics around the city. The Festival takes place once a year in the month of May; in 2019 it reached its XIV edition. The initiatives are open to everyone.	<ol style="list-style-type: none"> <li>1. Offline</li> <li>2. Generic</li> <li>3. Students</li> <li>4. Periodical</li> <li>5. Other: various activities</li> <li>6. None</li> </ol>
<i>Inventiamo una Banconota (Let's Design a Banknote)</i>	This project, organized by the Bank of Italy, is for all primary and secondary schools. Students need to make up a banknote, explaining the motivations and the choices made for its realization. It is integrated with the curriculum, under the supervision of teachers. The last edition (2019) saw the participation of 765 schools, an increase of 33% compared to previous year.	<ol style="list-style-type: none"> <li>1. Offline</li> <li>2. Specific</li> <li>3. Students: primary school</li> <li>4. Periodical</li> <li>5. Game-based</li> <li>6. None</li> </ol>

Name	Description	Characteristics
<i>Il Risparmio che fa Scuola (The saving teaches)</i>	<p>Poste Italiane and Cassa di Risparmio di Roma developed a series of didactic materials for both students and teachers of secondary and primary schools. This project aims at giving students a deep vision of the savings' concept, which will help them to act consciously and responsibly. The initiative is divided into three parts according to the school involved: primary, secondary I level and secondary II level. The materials and activities are taught differently according to students' age. On the other hand, teachers have their didactic materials online: a set of 25 hours of e-learning in a platform managed by MIUR. The path for both students and teachers ends with a test to verify the acquired competencies.</p>	<ol style="list-style-type: none"> <li>1. Offline</li> <li>2. Generic</li> <li>3. Students</li> <li>4. Ongoing</li> <li>5. Game-based &amp; Classic lecture</li> <li>6. Test</li> </ol>
<i>Finanza per Tutti (Finance for Everyone)</i>	<p>This is a MOOC, developed by the Mathematics Department of Politecnico di Milano in collaboration with Altroconsumo. The courses, open to everyone, offer professors teaching elements of finance, from the basic ones, such as interests and mortgages, to more complex ones, such as different types of interest rates, bonds and risk diversification. At the end of each section there is a test to verify the knowledge acquired.</p>	<ol style="list-style-type: none"> <li>1. Online</li> <li>2. Specific</li> <li>3. All</li> <li>4. Ongoing</li> <li>5. Classic lecture</li> <li>6. Test</li> </ol>
<i>economic@mente – metti in conto il tuo futuro (take care of your future)</i>	<p>A project of financial education for secondary schools' students, aiming at providing tools to explain the best use of financial resources. There are four online modules of 2 hours each for both students and teachers, which include simulations, exercises and tests. The program contains topics about investment, debt, social security and planning. The initiative is promoted by ANASE, the National Association of Financial Consultants.</p>	<ol style="list-style-type: none"> <li>1. Online</li> <li>2. Specific</li> <li>3. Students: secondary school</li> <li>4. Ongoing</li> <li>5. Classic lecture</li> <li>6. None</li> </ol>
<i>Economia in gioco (Play with Economy)</i>	<p>An initiative whereby OCF (the Supervisory Body and Holding of the Single Register of Financial Advisors) personnel teaches primary school students economic themes, such as money, market and the savings, through a ludic-recreational approach. The didactic tools are movies and drawings, interactive activities, stories and sheets students need to fill by themselves or with the help of teachers or parents.</p>	<ol style="list-style-type: none"> <li>1. Offline</li> <li>2. Generic</li> <li>3. Students: secondary school</li> <li>4. Ongoing</li> <li>5. Game-based &amp; classic lecture</li> <li>6. Test</li> </ol>

<b>Name</b>	<b>Description</b>	<b>Characteristics</b>
<i>SalvaDenaro.com</i>	This is an online newspaper, mainly focusing on financial education and information. They largely publish articles and videos of financial news and deepening. It is promoted by OCF (Organismo di Vigilanza e Tenuta dell'albo unico dei Consulenti Finanziari) and it is open to everyone interested in these themes.	<ol style="list-style-type: none"> <li>1. Online</li> <li>2. Generic</li> <li>3. All</li> <li>4. Ongoing</li> <li>5. Other: reading</li> <li>6. None</li> </ol>
<i>Assogestioni website – Financial Education</i>	Assogestioni promotes the spreading of financial literacy in its website, too. Users can find brief explanations of concepts of finance, such as liquidity, bonds and different tools for savings, derivatives or social security.	<ol style="list-style-type: none"> <li>1. Online</li> <li>2. Generic</li> <li>3. All</li> <li>4. Ongoing</li> <li>5. Other: reading</li> <li>6. None</li> </ol>

### 5.3.2 Institutions and actors involved

Different institutions, authorities and actors are particularly interested in bringing financial education (and literacy) to the wider Italian population: Hence, this section is devoted to give space to the most active organizations which are promoting financial education in the Italian territory.

- *Committee on the planning and coordination of financial education activities*: as mentioned above, the board, created by Education Ministry, is the main body responsible for spreading awareness and knowledge about financial topics, mainly involving young generations and schools.
- *FEDUF*: (Foundation for Financial Education): the non-profit organization is constituted thanks to the initiative of the Italian Bank Association. It promotes financial education and economic citizenship through the creation of original content, the realization of innovative instruments, the organization of events and the development of collaborations with the institutions and the territory.
- *Banca d'Italia* (the Bank of Italy): ever present both on an institutional and on a practical level, with many projects and initiatives about finance and economy. Parts of its website are dedicated to financial education.
- *CONSOB* (Commissione Nazionale per le Società e la Borsa): it is the Italian authority for the supervision of financial markets. It has clear interests in raising the financial literacy of the Italian population, and in deepening an understanding of the reasons behind today's low levels.
- *COVIP* (Commissione di Vigilanza sui Fondi Pensione): the independent administrative authority, with as main responsibility the supervision of the Italian pension funds system, for the protection of its members and their own savings destined to supplementary pension provision.
- *IVASS*: the institution for the surveillance of insurance, operating to adequately protect the insured. The Institute pursues the stability of systems and financial markets, too.
- *AIEF* (Associazione Italiana Educatori Finanziari): AIEF, the Italian association of Financial Educators, is a free professionals' association and its activities are completely independent. It aims at spreading financial education culture through professional and recognized figures. It also incentivizes and organizes initiatives.
- *OCF* (Organismo di vigilanza e tenuta dell'albo unico dei Consulenti Finanziari): the supervisory body and keeper of the single register of financial advisors. Since the market is regulated by complex and articulated norms, an effective protection of consumers is necessary; to do so, OCF has qualified professionals.
- *CENTRO EINAUDI*: a research centre aiming at divulging and performing, in complete autonomy, studies on politics, economics and sociology, to offer solutions to society's problems, as well as spreading civil responsibility among citizens.
- *Altroconsumo*: a relevant Italian association for the protection and defence of consumers, but particularly interesting is its newspaper "Altroconsumo Finanza". It gives information and advice about financial topics and tools.



- *AEEE-Italia*: the Italian part of the European Association for the Financial Education. The national association promotes different initiatives. Hence, AEEE-Italia realizes its own national activities plan to train teachers about financial education topics.
- *ONEEF (National Observatory of Financial and Economic Education)*: This Observatory is created to monitor, study and store all the projects and initiatives on financial education. It is ideated by a group of researchers of Università degli Studi di Milano Bicocca and Università degli Studi di Udine.
- *CERP (Center for Research on Pensions and welfare Policies)*: this centre was born in 1999 from the collaboration between Turin University and San Paolo Company. It is the first Italian centre specifically dedicated to the savings, economy of pensions and financial literacy study. Its main objective is research on the consequences of demographic aging.
- *Assogestioni (Association of the Managed Saving)*: the Italian association of savings managers. On its website, there is a part completely dedicated to financial education, divided into five sections: basic notions of finance, deep-dives into specific topics, useful information to make choices, articles about complementary social security and a teacher's corner.
- *ANIA (National Association of Insurance Companies)*: its main objective is to protect the interests of insurance companies, combining them with the general interests of the country. Hence, it recognizes the importance of financial literacy among citizens, promoting initiatives for young people and adults.
- *Politecnico di Milano*: The Department of Mathematics Engineering, in particular the QFinLab – a laboratory dedicated to Quantitative Finance – aims to be a reference point in quantitative finance at the national and international level on research, education, outreach activities and collaborations with the industry.

### 5.3.3 Focus: Economia@Scuola – FEDUF

The Italian Foundation for Financial Education (FEDUF) in collaboration with MIUR promotes the diffusion of this topic starting from schools. The FEDUF projects want to be specific and direct, with a simple and empathic communication. Additionally, FEDUF organizes the Festival €cono-mix: days completely dedicated to financial education themes with lectures in different regions, that school classes can attend.

The didactic programs proposed by FEDUF for Economia@scuola are all set up in the same way, and a single teacher can decide to participate in one or more projects. All materials are freely available to teachers, and teachers can use them during their lectures. FEDUF also proposes materials for students and suggests a typology of evaluation.

Here are the programs and the didactic tools which can be taken in class:

<b>Name</b>	<b>School Involved</b>	<b>Topic</b>	<b>Monitoring/Evaluation</b>
Teens	Secondary II level	<ul style="list-style-type: none"> <li>– Job, income and expenditure</li> <li>– Saving and investment</li> <li>– Bank and money management</li> <li>– The firm and its financing</li> </ul>	“Che impresa ragazzi” – contest where students put in practice the notions learnt during the program. They are asked to set up an entrepreneurial activity through the realization of a business plan, that takes into account all the economic and financial components.
Junior	Secondary I level	<ul style="list-style-type: none"> <li>– Job, income and expenditure</li> <li>– Saving and investment</li> <li>– Bank and money management</li> </ul>	None
Kids	Primary	<ul style="list-style-type: none"> <li>– The value of money and the income</li> <li>– The conscious use of money and savings</li> <li>– The bank and the payment systems</li> </ul>	None
Fiabe e Denaro ( <i>Fairy-tale and Money</i> )	Nursery and Primary	Acquisition of values and behaviours for money management, favouring an appropriate economic literacy.	The end of the book is dedicated to the synthesis of the main studies about economic socialization and a reflection about financial education in family and school.
Civil Economy <i>With School of Civil Economy</i>	Secondary	the model of inclusive economic model of citizenship, that underlines the civil virtues of economic action.	None
Pay2.0 <i>With Consorzio Bancomat CBI and Politecnico di Milano – Osservatori Digital Innovation</i>	Primary and secondary	<ul style="list-style-type: none"> <li>– Dematerialization of processes</li> <li>– Sustainability, legacy and transparency</li> <li>– New payment instruments and channels</li> <li>– Online gambling</li> </ul>	None

Name	School Involved	Topic	Monitoring/Evaluation
<i>Save the Planet With Barilla Centre for Food and Nutrition</i>	Primary and secondary	<ul style="list-style-type: none"> <li>– How and why to become sustainable citizens</li> <li>– People, food and planet</li> <li>– Firms and sustainability</li> <li>– Sustainability in finance</li> </ul>	Students need to resume the argument in 140 words, realize a video, elaborate a deepening, take a picture about the topic, publish 3 curios information about the theme and compose a song. All the materials need to be uploaded to the project's website.
Ready to work	Secondary II level	<ul style="list-style-type: none"> <li>– First approach to the world of work</li> <li>– Employee: starting to look for a job</li> <li>– Self-employment</li> <li>– Supplementary pension provision: today and tomorrow</li> </ul>	

#### 5.3.4 Focus: CONSOB initiatives

CONSOB, the Italian Nation Commission for the financial market surveillance, dedicates an area of its website to instruments and introductory notions on financial education. The most important ones are listed here. There are online materials to learn basic economic concepts, and invitations for events organized to sensitize the population about financial topics. All materials and events are open to everyone: families, children and adults.

*Finanza in Palcoscenico (Finance on Stage)*: this is an edutainment initiative, where the theatre representation is about financial events, such as the Ponzi scheme. It is organized by CONSOB. (<http://www.CONSOB.it/web/investor-education/finanza-in-palcoscenico>)

<b>Modality</b>	<input type="checkbox"/> Online	<input checked="" type="checkbox"/> Offline	
<b>Topic</b>	<input checked="" type="checkbox"/> Specific	<input type="checkbox"/> Generic	
<b>Target</b>	<input type="checkbox"/> Students	<input type="checkbox"/> Adults	<input checked="" type="checkbox"/> All
<b>Continuity</b>	<input checked="" type="checkbox"/> one-off	<input type="checkbox"/> Ongoing	<input type="checkbox"/> Periodical
<b>Learning method</b>	<input type="checkbox"/> Game-based	<input type="checkbox"/> Classic lecture	<input checked="" type="checkbox"/> Other: theatre representation
<b>Monitoring</b>	<input type="checkbox"/> Test	<input checked="" type="checkbox"/> None	<input type="checkbox"/> Other

*App... rendimento. The CONSOB "investigame"*: a game, where the user needs to pretend to be an investor. During the game it is necessary to consider risks and to experience the possibility to earn (fake) money. It is developed by CONSOB and Università di Trento. (<http://www.CONSOB.it/web/investor-education/investire-non-e-un-gioco>)

<b>Modality</b>	<input checked="" type="checkbox"/> Online	<input type="checkbox"/> Offline	
<b>Topic</b>	<input checked="" type="checkbox"/> Specific	<input type="checkbox"/> Generic	
<b>Target</b>	<input type="checkbox"/> Students	<input type="checkbox"/> Adults	<input checked="" type="checkbox"/> All
<b>Continuity</b>	<input type="checkbox"/> one-off	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> Periodical
<b>Learning method</b>	<input checked="" type="checkbox"/> Game-based	<input type="checkbox"/> Classic lecture	<input type="checkbox"/> Other
<b>Monitoring</b>	<input type="checkbox"/> Test	<input checked="" type="checkbox"/> None	<input type="checkbox"/> Other

*av€rio: il salvadanaro (the money-saver)*: CONSOB developed an app that helps users to better plan their expenses and save money. Sav€rio is a digital tool, that helps to identify and reduce inefficient use of money facilitating smart economic choices.

<b>Modality</b>	<input checked="" type="checkbox"/> Online	<input type="checkbox"/> Offline	
<b>Topic</b>	<input checked="" type="checkbox"/> Specific	<input type="checkbox"/> Generic	
<b>Target</b>	<input type="checkbox"/> Students	<input type="checkbox"/> Adults	<input checked="" type="checkbox"/> All
<b>Continuity</b>	<input type="checkbox"/> one-off	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> Periodical
<b>Learning method</b>	<input type="checkbox"/> Game-based	<input type="checkbox"/> Classic lecture	<input checked="" type="checkbox"/> Other: activity-based
<b>Monitoring</b>	<input type="checkbox"/> Test	<input checked="" type="checkbox"/> None	<input type="checkbox"/> Other

*CONSOB Tests (“Cultura Finanziaria”, “Tolleranza al Rischio”, “Impulsività”)*: Within the CONSOB website, there are different tests where everyone can measure his/her general financial culture, their tolerance towards risks, risk aversion and their impulsivity. Impulsivity is defined as the lack of control on thoughts and behaviours.

<b>Modality</b>	<input checked="" type="checkbox"/> Online	<input type="checkbox"/> Offline	
<b>Topic</b>	<input checked="" type="checkbox"/> Specific	<input type="checkbox"/> Generic	
<b>Target</b>	<input type="checkbox"/> Students	<input type="checkbox"/> Adults	<input checked="" type="checkbox"/> All
<b>Continuity</b>	<input type="checkbox"/> one-off	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> Periodical
<b>Learning method</b>	<input type="checkbox"/> Game-based	<input type="checkbox"/> Classic lecture	<input type="checkbox"/> Other
<b>Monitoring</b>	<input checked="" type="checkbox"/> Test	<input type="checkbox"/> None	<input type="checkbox"/> Other

### 5.3.5 Focus: The Bank of Italy – I quaderni didattici (the Didactical booklets)

With the *memorandum* signed with the Education Ministry in 2007, the commitment of the Bank of Italy for increasing the level of financial literacy in Italy, definitely increased. Particularly, the focus was “an experimental project of training on finance and economics for a sample of schools”. The aim of this initiative is to introduce financial education directly into school curricula, promoting a program that will ensure future generations’

competencies to take conscious decisions about financial issues, as citizens and consumers of financial tools.

The Financial Education project of the Bank of Italy foresees a modular program for each school's grades. The main topics studied are the currency and payment instruments alternative to cash, price stability and the financial system in general. Before and after the modules, students fill out a test to evaluate the efficacy; the results are encouraging.

In particular, the Bank of Italy produced a series of didactical materials for all levels of schools: primary and secondary schools, both for pupils and teachers. The students' booklets are presented as simply as possible, with clear graphics and words.

The booklet for primary schools aims at promoting an appropriate economic culture, with the explanation of the currency and other payment instruments. More specifically, it consists of three parts: the history of payment tools, the euro and instruments for payment alternative to cash. Through vivid colours and drawings, the Bank of Italy aims at facilitating pupils' comprehension of exchange mechanisms, value measurement and saving.

Concerning the I and the II levels of secondary school, the didactical material is similar to the previous one, but with slightly more complex language and going deeper into some topics. The main theme is again the currency and the payment instruments alternative to cash, to familiarize students with the payment tools they encounter daily. The booklet is structured as follows: after a brief historical introduction about the currency, the main payment methods are then illustrated, with a focus on the features of the banknotes, the role of monetary institutions, and credit and debit cards.

The Bank of Italy produced the same booklets for teachers, with the aim of suggesting the most important instructions for use, so how to teach financial and economic topics to young pupils.

<b>Modality</b>	<input type="checkbox"/> Online	<input checked="" type="checkbox"/> Offline	
<b>Topic</b>	<input checked="" type="checkbox"/> Specific	<input type="checkbox"/> Generic	
<b>Target</b>	<input checked="" type="checkbox"/> Students	<input type="checkbox"/> Adults	<input type="checkbox"/> All
<b>Continuity</b>	<input type="checkbox"/> one-off	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> Periodical
<b>Learning method</b>	<input type="checkbox"/> Game-based	<input checked="" type="checkbox"/> Classic lecture	<input type="checkbox"/> Other: theatre representation
<b>Monitoring</b>	<input checked="" type="checkbox"/> Test	<input type="checkbox"/> None	<input type="checkbox"/> Other

## 5.4 Conclusions and future perspective

It has been shown that the average level of financial literacy of the Italian population is quite low compared to other countries. Specifically, Italy is more aligned to countries with lower GDP (as illustrated by the S&P's Global Financial Literacy Survey Klapper, Lusardi, & van Oudheusden, 2015). Further, there still exist many differences among the Italian population, for instance males better perform compared to their female peers (CONSOB

report, 2018). More reassuring information comes from PISA tests: from 2012 to 2015 the level of financial literacy of Italian 15-year-olds have increased. This positive result is probably related to an increase in attention of politicians to this subject. In fact, after the *memorandum d'intesa* and other decrees and laws, the Italian government is one of the first in Europe to approve a *National Strategy* concerning financial education. The first concrete result of this policy attention is the promotion of Financial Education at school, aiming to bring the subject to all Italian pupils. Unfortunately, up till now financial education was not part of the Italian curriculum.

In fact, the crucial element concerns school programs: financial and economy education still seems to be a matter of those tracks specifically developed to deepen this topic, without understanding the efficacy that this can give to all typologies of schools. Connected to this point, teachers' training on financial education still remain a personal choice, even if the availability and number of materials increase year by year. For instance, CONSOB has just published the first edition of the "Didactic Module about Financial Education", a book with the main operative guidelines for Secondary Schools' teachers, and the Bank of Italy is developing its own booklets for both teachers and students.

Given the importance of having adequate levels of financial literacy, we believe that it is necessary to integrate it into all curriculum typologies. A possible way to include financial education in secondary schools is by incorporating it into Citizenship Education. Citizenship Education has a main objective to spread and teach values of being as individual an active part of the society. This is confirmed by Remmele & Seeber (2012), too. According to their research, it is important to talk about economic education, comprising both financial and civic education.

Their standpoint sees financial education and civic participation as essential to each other. In fact, the knowledge of basic finance and economics allows people to actively and effectively participate in civic life. On the other side, someone with financial literacy but without civic competence cannot deeply interpret the consequences of financial decisions over society. For instance, as studied by Remmele & Seeber (2012), during a financial crisis people understand the forces, but not the possible impact it can have on them, their families or the entire population (Remmele & Seeber, 2012). Further, school programs should take into account the strong relationship between financial literacy and numeracy skills. For instance, there is a strong positive relationship between financial literacy and math scores in PISA.

Even if the teacher training is still unstructured at national level, the Ministry of Education promotes, in October 2019, the first edition of "*Olimpiadi di Economia e Finanza*" (*Olympics of Finance and Economics*): it is the first national test to both junior and senior students of secondary schools on financial and economic topics.

Aside from the official school program, section three outlined the numerous activities across Italy with financial education as their main subject. The common features all these interventions have is the high participation of the population and the numerous actors involved. Hence, we are confident in saying that the number is likely to increase. The increased interest over this topic is also due to the incredible advantage that institutions gain in having a more financially literate population. However, the classification of the

different initiatives reveals that no project has a solid monitoring program. This means that, to date, we cannot understand if these initiatives effectively improve the financial literacy of their participants.

In conclusion, it seems that institutions, companies and consumer associations are ready to take the next step in financial educating in Italy. However, an important prerequisite to be effective is that citizens understand and appreciate the value of knowing financial and economic matters (Lusardi et al., 2014). On the school side, parents must realize the importance of such discussions, before students become adults and take important financial decisions. Hence, as in many other matters, schools will play a central role in broadening financial knowledge across Italy.

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