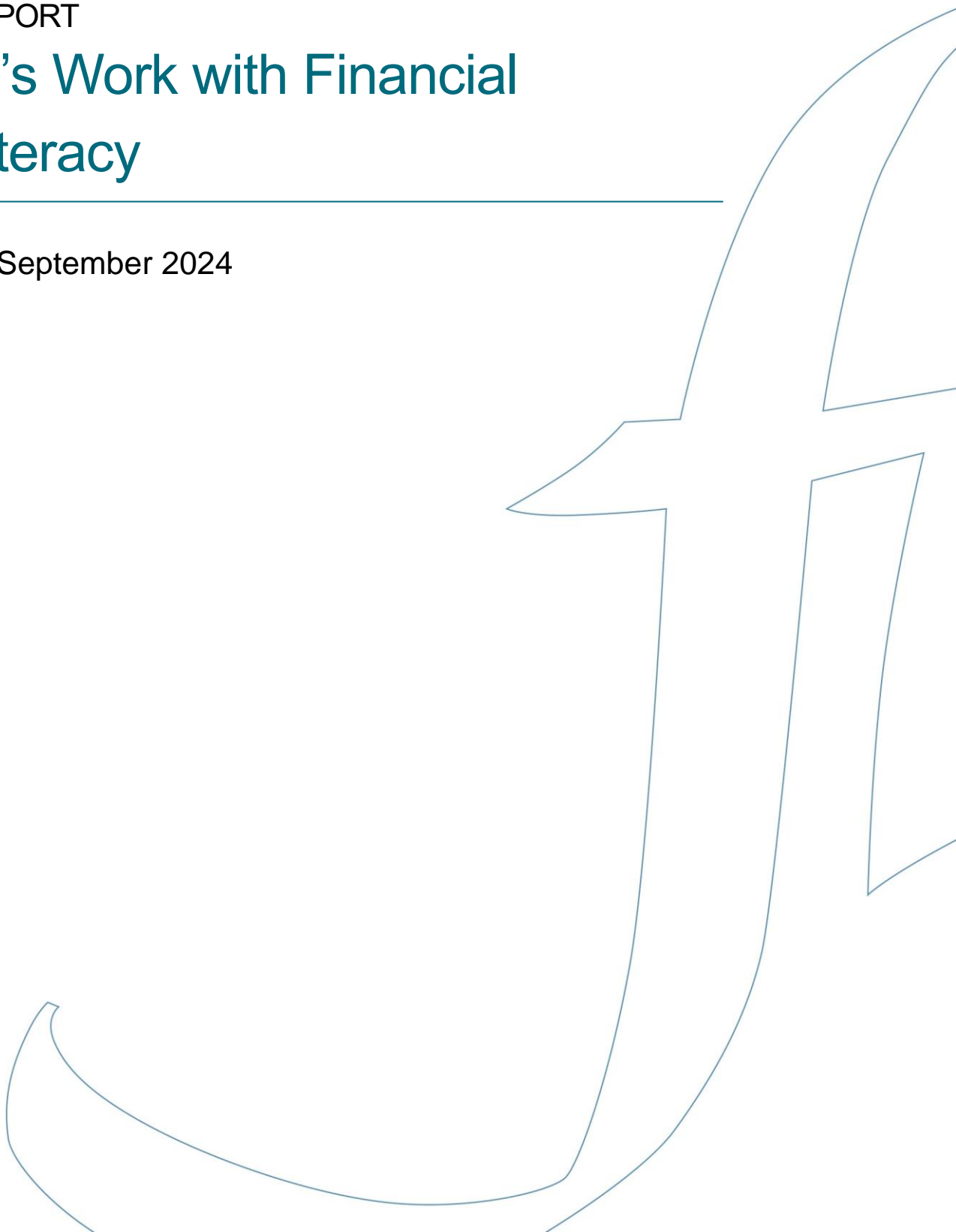




REPORT

FI's Work with Financial Literacy

05 September 2024



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Foreword

Finansinspektionen (FI, Swedish Financial Supervisory Authority) received an assignment from the Government to evaluate the work with financial education that the authority has been doing since 2009 to strengthen the position on the consumer on the financial market. In this evaluation, we account for how the funds have been distributed among various initiatives and the results that have been achieved, including the significance of the initiatives in preventing various forms of fraud.

As part of the assignment, FI has assessed which financial services different consumer groups are most vulnerable to and to what extent this is a result of insufficient financial literacy. The report also contains proposals for measures related to financial education that contribute to the goal of maintaining strong consumer protection.

Stockholm, 5 September 2024

Daniel Barr

Director General

Summary

Sweden has a highly functional financial market that offers a broad range of services and products. Despite this, many consumers find it difficult to make decisions about their personal finances. The majority of Sweden's population understands financial terms such as interest rate, inflation and risk diversification, but many adults do not understand how these concepts impact their personal finances. There are also notable differences between groups when it comes to financial literacy and knowledge.

The development on the financial market in recent years, primarily in terms of digital services, has increased not only the supply of financial products and services available to consumers but also the knowledge required to navigate these products and services. In this report, we have identified a number of areas where insufficient financial literacy can introduce significant risks to the consumer. The over-representation within these areas of some groups that are already vulnerable financially, such as new arrivals, should be viewed as serious since in many cases this vulnerability can have a devastating impact on individuals. Fraud is a steadily growing problem for consumers, and we have observed that many of them are not knowledgeable about internet safety and risky investments. The use of educational initiatives as a preventive measure can contribute to reducing the number of vulnerable consumers by increasing their resilience.

As part of its consumer protection work, Finansinspektionen (FI, Swedish Financial Supervisory Authority) is strengthening the position of the consumer on the financial market through financial education. The primary objective is to safeguard the basic financial knowledge of Sweden's population and contribute to improved financial literacy in society. Using educational courses, informational material and various communicative initiatives adapted to the needs of different target groups, we spread knowledge about personal finances throughout the country. A key part of this work is twofold: to teach professionals in roles that can reach particularly vulnerable groups and to assist schools with teaching material on personal finances.

FI tries to continuously develop its activities by regularly following up on and adapting its initiatives to identified knowledge gaps, preferred channels for information on personal finances, and effective methods for spreading knowledge. For example, we are reaching more and more consumers via digital channels. FI has also been the coordinator for the Swedish National Network on Financial Education since 2010. This collaboration between the private sector, government authorities and non-profit organisations enables us to more effectively reach out across the country to groups that need the information the most.

Given the developments we have observed on the financial market in recent years and the consumer risks we have currently identified, particularly related to fraud, we make the assessment that the need for financial education has become even more acute since 2009 when FI first received the assignment. New digital working methods and channels have also introduced improved opportunities to reach more groups nationwide.

Background

Objective and limitations of this report

The assignment that this report aims to fulfil is extensive since its objective is to evaluate the work related to financial education that Finansinspektionen (FI, Swedish Financial Supervisory Authority) has carried out over the past 14 years. While working on this report, we compiled all initiatives we have taken in the area and mapped their results. However, given the scope of the assignment, we needed to impose some limitations. A more detailed description and overview of the initiatives has been included in the appendices to create more room in this report for analysis and proposed measures.

A constant challenge when evaluating educational initiatives is how to measure that knowledge has been turned into practice by the recipients. The effect of the initiatives is presented in the report to the extent we consider to be possible based on, for example, distribution and available evaluations.

Assignment – financial education

Since 2009, alongside its regular supervisory assignment, FI has been advocating a strengthened position for consumers on the financial market through educational programmes in and information about personal finances, which in recent years has been called financial education. The idea is that more educated consumers should be able to make more well-informed decisions on the financial market. This work is part of FI's efforts to achieve strong consumer protection in line with the assignment set out in Finansinspektionen's Instructions Ordinance (2023:910). FI has subsequently continued with its financial education initiatives even after the Government removed the assignment from the letter of appropriation in 2023.

Definitions of concepts

Financial literacy is a combination of financial awareness, knowledge, skills and behaviour needed to be able to make sound financial decisions. This definition is based on the Organisation for Economic Co-operation and Development's (OECD) description of *financial literacy*¹.

Financial well-being, or also financial health, is the financial situation of an individual and how they perceive their financial situation. Good financial well-being means that the individual can meet their financial needs, ambitions and goals and also handle economic crises both now and in the future.

¹ Recommendation of the OECD Council on Financial Literacy, 29 October 2020: <https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0461>.

Financial literacy in Sweden

FI's most recent household survey shows that one out of four in the Swedish population demonstrates deficiencies in their basic financial knowledge. Even though the majority understand financial terms such as interest rate, inflation and risk diversification, many adults do not understand how these factors impact their personal finances. The survey also shows that there are differences between groups and that many experience uncertainty related to their personal finances. A majority (63 per cent) feel confident about their financial knowledge, but this confidence can vary based on gender, age and life situation. Men and individuals with higher education and higher income in general have higher self-confidence, while women, young adults (ages 18–29) and individuals with lower incomes have lower self-confidence.² In the OECD's international comparison on financial literacy, Swedish households ranked ninth out of 39 countries, although Sweden is an outlier when it comes to the difference in the actual knowledge between women and men.³

Financial well-being coincides relatively well with an individual's general health according to a survey FI recently conducted together with the Swedish Public Health Agency.⁴ Perceived better health is reflected in better financial well-being. The results also show that those who have a positive view of their everyday lives are more likely to be interested in their personal finances and have better financial well-being. A positive view on everyday life can be linked to higher interest in personal finances and better financial well-being. The majority of the population of Sweden say that they have high financial well-being, but just over one-third say that they are feeling concern or stress about their financial situation. Even when it comes to financial well-being, we observe differences between groups, with young adults, women, lower income earners, and those born abroad in general perceive themselves as having lower financial well-being than men and older age groups. The differences between groups when it comes to financial well-being are largely the same as the differences we observe for financial literacy.

An increasingly complex financial market

The development on the financial market in recent years, primarily related to digital distribution of financial products and services, has expanded the range of products and services available to consumers. Even if this can be a positive development for consumers, it also raises the requirement on knowledge. The structure of the Swedish pension system also requires consumers to have a

² Finansinspektionen (2023), Hushållens ekonomi och finansiella förmåga, FI Ref. 23–36.

³ OECD (2023), "OECD/INFE 2023 International Survey of Adult Financial Literacy", OECD Business and Finance Policy Papers, No. 39, OECD Publishing, Paris, <https://doi.org/10.1787/56003a32-en>.

⁴ Finansinspektionen (2024), Finansiellt välbefinnande och allmän hälsa i Sverige: <https://www.fi.se/contentassets/2e521169864d4cb1985d84dc910d82af/rapport-finansiellt-valbefinnande.pdf>

fundamental understanding of the rules related to fund investments and financial risk. It is common knowledge that financial products can be perceived as complex and that consumers often are at an information disadvantage compared to the firms that provide financial services. This is evident most recently in an analysis of the developments on the payment market conducted by a government inquiry into payments.⁵ Given this background, the inquiry highlights that initiatives to promote individuals' financial literacy and awareness should be viewed as a key assignment for the Swedish government.

The change towards an increasingly digital financial market has also meant that more and more children are starting to use digital financial services at an early age. Research shows that most habits, including financial habits, are formed at a young age and can be difficult to change later in life.⁶ It is therefore very important that financial education work has a particular focus on children and youth as well as parents who can help form their children's habits. The importance of this work has also been highlighted in the OECD and the European Commission's joint framework on financial competence for children and youth in the EU.⁷ Personal finances have come more into focus at school, primarily in grades 10–12, through both the current curriculum (GY11) and the coming curriculum GY25, which should be viewed as positive for financial literacy development among children and youth in Sweden. However, FI sees a problem in that many of the teachers who teach personal finances as part of their curriculum say that they perceive the topic to be complex and therefore would like to have better aides and support for conveying the knowledge.

Risks due to insufficient financial literacy

As part of this assignment, we list below a number of areas where we currently see significant risks of consumers being adversely impacted by major financial difficulties due to insufficient financial literacy.

This list is not exhaustive. There are more areas that have an inherent risk that consumers will be at a financial disadvantage due to insufficient financial literacy, for example with regard to knowledge about mortgage rates or fund fees. There may be cause to work with financial education even in these areas as a means to helping people make more rational financial decisions. However, in this report we have chosen to limit our analysis to the areas where the impact of insufficient

⁵ Staten och betalningarna, SOU 2023:16, p. 324.

⁶ David Whitebread and Sue Bingham, Habit Formation and Learning in Young Children, the Money Advice Service (2013): <https://mascdn.azureedge.net/cms/the-money-advice-service-habit-formation-and-learning-in-young-children-may2013.pdf>

⁷ European Union/OECD (2023): Financial competence framework for children and youth in the European Union: https://finance.ec.europa.eu/publications/commission-and-oecd-infe-publish-joint-framework-children-and-youth_en

financial literacy would be particularly severe, or even devastating, for individual consumers.

Payment services

Being able to make and receive payments is a prerequisite for being able to function in society. Even if the development on the payment market has resulted in cheaper and more efficient payments as well as an increased supply of payment services, there are still risks linked to, among other things, overconsumption. One notable development in recent years has been the blurring of the line between payments and consumer credit when individuals pay for a purchase, particularly online. A survey conducted by the Swedish Consumer Agency shows that many consumers do not understand that they are shopping with borrowed money when they choose to pay by invoice.⁸ Statistics from the Enforcement Authority also show that invoices are the type of credit that gives rise to the most payment orders.⁹

The occurrence of fraud in conjunction with some kind of payment service is also escalating. During the second half of 2023, such fraud posted record-high levels – SEK 1.1 billion – and is approximately three times as high as it was in the second half of 2020. The majority of the fraudulent transactions (by amount) occurred due to social manipulation, which is when the payment service user often authorises the transaction themselves. When the consumer approves the transaction, this frequently means that they bear the loss themselves. As fraud has increased, the losses carried by consumers have increased the most.¹⁰

Consumer credit

Consumer credit has grown rapidly in recent years, which in part has contributed to the over-indebtedness that has been identified as a problem for an increasing number of consumers. A government inquiry into over-indebtedness emphasised, in line with previous inquiries, that the consumers' competence is key for reducing the risk of over-indebtedness.¹¹ The inquiry specifies, among other things, that knowledge about and an understanding of one's personal finances is needed to be able to plan and make well-grounded financial decisions. When consumers find themselves in situation where they have a debt, knowledge about the measures available to them, who they can turn to for help, and their ability to take action can be important factors in not aggravating their financial problems. The Directive of

⁸ Många handlar för lånade pengar utan att förstå det, Konsumentverket, 2023-10-25.
<https://konsumentverket.se/aktuellt/nyheter-och-pressmeddelanden/pressmeddelanden/2023/manga-handlar-for-lanade-pengar-utan-att-forsta-det/>

⁹ See Långgivarens betydelse för betalningsproblem, Andersson, M.K. and M. Üye, FI Analysis 35, Finansinspektionen, 2021. An English translation is available on FI's website.

¹⁰ Finansinspektionen (2024) Motverkande av bedrägerier i betaltjänster, FI Ref. 24–14480.

¹¹ Ett förstärkt konsumentskydd mot riskfylld kreditgivning och överskuldssättning, SOU 2023:38.

the European Parliament and of the Council on credit agreements for consumers also highlights the importance of financial education and support for consumers who are experiencing financial difficulties.¹² The directive states, among other things, that Member States should promote measures that support the education of consumers in relation to responsible borrowing and debt management, in particular in relation to credit agreements.

Insurance policies

Home insurance is a key safety net for consumers' personal finances. Statistics from Statistics Sweden about living conditions for different groups shows that three per cent of the population does not have home insurance.¹³ A significantly higher percentage of the groups that are foreign born, low income earners, unemployed or new arrivals do not have home insurance, which means that these groups, which are already financially vulnerable, are even more vulnerable. The noticeably larger difference in the lack of home insurance in these groups could have several different explanations. However, we are able to state that financial literacy and knowledge about different financial products, such as home insurance, are also lower in these groups than they are in other groups.

FI has also noted in a report on the insurance market that it can be difficult for policyholders to understand premium rebates and that the insurance premiums are gradually raised.¹⁴ This makes it more difficult for policyholders to make well-informed decisions when choosing their insurance. The rebates could also result in policyholders focusing more on the size of the premium when choosing their insurance than on whether the insurance protection actually covers their needs. This means that policyholders may have difficulty making well-informed decisions when choosing an insurance.

Risky investments

The development towards an increasingly digital financial market has to a high extent impacted the access to diverse savings and investment products. This can naturally be viewed as positive from a consumer perspective since it has contributed, among other things, to greater supply and lower fees for funds and the trading of shares. However, we also have observed that, because of this development, more consumers may be seeking out risky investments where their knowledge about the products and the risks may be insufficient. At the same time, there are also groups that feel so uncertain that they do not dare to save anywhere

¹² Directive of the European Parliament and of the Council on credit agreements for consumers (2023): https://eur-lex.europa.eu/legal-content/SV/TXT/PDF/?uri=OJ:L_202302225

¹³ Statistics Sweden: Housing by indicator, study domain and sex. Percentage and estimated numbers in thousands. Year 2008–2009 – 2023–2023.

¹⁴ Finansinspektionen (2022), Får lojala försäkringstagare betala mer?, FI Ref. 22-66. An English translation is available at FI's website.

but in their bank account, but they would most likely gain from having at least some of their savings somewhere else.

The digital development has also resulted in more consumers being contacted by actors located outside of Sweden's borders, which makes it difficult for FI to intervene within its mandate. We are also receiving an increasing number of complaints from consumers who have invested and lost money in a financial product offered via telephone or social media. The salesperson does not provide enough information about the risks associated with the investment, and the consumer therefore does not understand that the money is invested in products that can drop in value very quickly.¹⁵ The growing demand for investments where the consumer is promised a higher return can also be considered one of the explanations for the increase we are seeing in reported investment fraud. The number of reported crimes to the police has increased sharply – 3,956 reports of investment fraud were reported in 2023 compared to 2,566 the previous year.¹⁶

¹⁵ FI:s konsumentskyddsrapport 2024, FI Ref. 24-11545. An English translation is available on FI's website.

¹⁶ The Swedish National Council for Crime Prevention's database of reported crimes: <https://bra.se/statistik/kriminalstatistik/anmalda-brott.html>

Finansinspektionen's work with financial education

Strategy and method of working

FI's work to strengthen the position of consumers on the financial market through financial education has been and is extensive. In order to be able to fulfil the assignment of spreading knowledge about personal finances at a national level, we need to both work efficiently and be receptive to changes in society. The media landscape and the way people want to receive information are constantly changing. It is our ambition to shape our activities around such development to ensure that our initiatives are as relevant and effective as possible.

We also need to adapt our initiatives to the specific habits and needs of our target groups and to prioritise groups that are in particular need of support. FI continuously assesses each project to achieve the largest possible impact. Through news monitoring, FI's household survey, and dialogue with our target groups, we analyse which groups need to be reached with our information and within which subject areas.

An integral part of FI's work with financial education has always been to identify the areas where we see the largest risks due to a lack of knowledge. We have performed this analysis with the aim of identifying target groups, adapting content, and developing new educational material in relation to the risks. Because the risks to consumers vary over time, financial education serves a key function in the work with consumer protection since training courses and content can be adapted to the risks. When it comes to the educational projects that target schools, we start with the school's current curriculum and recurring dialogues with teachers who teach personal finances as part of their subject matter.

The work we do with financial education has a clear objective to fulfil a knowledge-related vacuum in the area of personal finances. In addition, we offer new material that is not provided by other authorities or private actors.

Altered working method – digital focus

Digitalisation has redesigned the way we communicate and interact. As communication channels have changed, we have shifted to a more digital working method in terms of both our training courses and other communication initiatives related to financial education. From having previously only arranged in-person courses where we travelled throughout the country to meet various groups, we can today reach a broader segment through digital channels. Since we now have the opportunity to reach out to people all over the country, our digital training courses have also proven to be very popular among our partner organisations.

People are not seeking out information and knowledge through the same channels that they used before, so we have digitalised several of FI's other financial education-related communication initiatives and informational material. By utilising videos, e-learning and games on project websites, we are making the information more available to everyone without needing significant resources.

We have also observed that the media has expressed strong interest in spreading independent information about matters related to personal finances in both traditional and digital media channels. During an era in which people are increasingly uncertain about what information they can trust, FI can play a key role in spreading reliable facts and knowledge. Part of our strategy for effectively reaching consumers with knowledge and information has therefore utilised the media. FI's consumer protection economist has been a key resource in this area since she has achieved considerable medial attention and established FI has an actor to turn to in personal finance-related matters. We are seeing that our media strategy has helped more consumers find our training material.

More effective work through collaboration

One way to work efficiently is to collaborate with other authorities and organisations in order to reach out with tailored information in the best possible way and achieve the greatest gains possible. Collaboration between authorities on matters related to personal finances is an important part of FI's work, and we continuously work closely with the Swedish Consumer Agency, the Enforcement Authority, the Swedish Pensions Agency, and the Swedish central bank. We also work closely with the private sector and non-profit organisations through a national network that has been in place since 2010.

Swedish National Network on Financial Education

FI is the coordinator for the Swedish National Network on Financial Education, which is a network for nationwide educational initiatives related to personal finances. The network has more than 100 members, including authorities, organisations and financial corporations. Its objective is to increase consumers' understanding of matters related to their personal finances by spreading knowledge about personal finances through various informational and educational initiatives. The network's organisation consists of a Council's Office, a Program Council, and its members. FI is responsible for the Council's Office, training courses and communication. The Program Council, which consists of representatives from several network members, plans the overall activities together with the office and discusses current personal finance matters with the aim of mapping and coordinating initiatives.

The network's educational material is available at no cost and contains no advertising. This entails that information and educational initiatives within the

network are free from commercial angles or links to product or service marketing. This is important to protect credibility.

The network's work is carried out primarily through educational initiatives under the Gilla Din Ekonomi brand, through which the network teaches professionals holding roles that enable them to pass on the knowledge to others. Participants at the network's training courses, for example, interact in their work with people who are in financially vulnerable or work with pension-related matters at a workplace. The objective is for the participants to train or inform others, thereby spreading the knowledge.

International cooperation

Financial literacy is a prioritised area within both the OECD and the EU. FI participates actively in the international cooperation and is following the recommendations on financial educational work decided within the framework of the OECD cooperation.¹⁷ We are participating today in three international working groups within financial education.

FI's participation in the international cooperation is highly valued since Sweden is often viewed as a forerunner in the work with financial education. Sweden is considered to have a well-functioning model for national collaboration when it comes to education related to personal finances. Authorities, organisations and industry companies collaborating in an effective manner at a national level is far from a given in many countries.

Educational initiatives and results

FI works with several educational projects related to personal finances. As described above, the methods for spreading knowledge and information vary depending on the target group and the channel based on the need and technological development. During the period 2009–2023, FI implemented a large number of projects related to financial education. The appropriations allocated to these activities every year in the letter of appropriation amounted during this period to between SEK 5 and 7 million per year. In FI's internal budget for 2024, SEK 7 million was allocated for financial education.

The following is a brief description of the target group-based courses we arrange today and the summarised results of these initiatives in terms of the number of participants and their ratings in the course evaluations. For a more detailed description of the educational projects and their results broken down per project, please refer to the appendices.

¹⁷ Recommendation of the OECD Council on Financial Literacy, 29 October 2020: <https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0461>.

Educational projects

Below is a summary of our current educational projects that target different groups. A more detailed description of all of the projects is provided in Appendix 1.

- **Professionals:** The project *Trygga Din Ekonomiska Framtid* (Secure Your Financial Future) targets professionals who interact with financially vulnerable people in their work. This course targets, for example, budget and debt advisers, consumer counsellors, employees of the Church of Sweden, trustees, guardians and aides within organisations such as the Swedish Red Cross and the charity Stadsmissionen.
- **Seniors:** The course *Tryggare Ekonomi På Äldre Dar* (Secure Your Finances during the Golden Years) focuses on digitalisation and fraud and is held in collaboration with senior organisations.
- **Colleges and universities:** The project *Pensionskunskap* (All about Pensions) targets future HR managers and economists to increase their knowledge about the Swedish pension system.
- **Grades 4–6:** *Pengalabbet* (The Money Lab) is an online game to increase students' knowledge about personal finances.
- **Grades 7–9:** The project *Svinnrik* (Waste Rich) focuses on food waste and personal finances.
- **Grades 10–12:** *Koll på Cashen* (Keep Your Cash) is educational material that aims to increase interest in and knowledge about personal finances among students in their late teens.
- **New arrivals:** *SFI-Ekonomi* (SFI Finance) contains educational material about personal finances that is tailored to language classes for new arrivals.
- **Parents and parents-to-be:** The project *Ditt barn och dina pengar* (Your Child and Your Money) aims to increase knowledge about personal finances during parenthood.

Results: Educational initiatives

During the period 2009–2023, FI has trained professionals and consumers in a number of different channels and initiatives. In addition to the in-person and remote courses that we arranged, we also used websites to educate others, such as gilladinekonomi.se, sfiekonomi.se, dittbarnochdinapengar.se and kollpacashen.se. We also developed course material on paper that was distributed directly to teachers and other professionals. This material included, among other things, brochures on the different areas of personal finance and were tailored to various target groups.

The table below shows the results from all of the educational initiatives during the period 2009–2023. Please refer to Appendices 2 and 3 for results broken down by project.

Tabell 1. Total result of educational initiatives

Number of teachers and other professionals taught	Number of people reached online and with digital material	Ordered material
35,696	2,525,447	469,174 copies

Source: FI Annual Report and Audit Evidence 2009–2023

Results: Course evaluations

An overarching goal for FI's work with financial education has been for the participants of the courses arranged by FI and as part of the National Network on Financial Education to take the knowledge they learned and pass it on to others. It is therefore difficult to assess exactly how large the impact has been and how broadly the knowledge has been spread. However, we can assert with confidence that the number of people we have reached greatly exceeds the number that has participated in our training courses.

The training courses FI has held over the years have been continuously evaluated through surveys of course participants. The compiled results for the course evaluations from 2023 show the following:

- **94 per cent** of the teachers and other professionals consider their knowledge level to have increased or increased significantly.
- **95 per cent** state that they will be able to use the information from the training course in their work tasks related to spreading information
- The participants rate the quality of the courses at **4.6 on a scale of 1 to 5**.

Initiatives to prevent fraud

Today, a large number of initiatives have been rolled out to increase awareness for and warn about fraud. However, there is very little evidence for the impact of these types of more general campaigns. Studies from the past few years indicate that campaigns with the objective to only inform consumers about fraud have a limited effect in terms of preventing the risk of becoming a victim of fraud.¹⁸ However, studies show that campaigns that are designed to educate the consumer could have a greater impact on resilience and the risk of becoming a victim of fraud.¹⁹

As part of FI's work with financial education, we have had a particularly strong focus on educating seniors about fraud and internet safety. For example, as part of

¹⁸ Jensen, R.I.T., Gerlings, J. & Ferwerda, J. Do Awareness Campaigns Reduce Financial Fraud?. Eur J Crim Policy Res (2024): <https://doi.org/10.1007/s10610-024-09573-1>

¹⁹ Jeremy Burke, Christine Kieffer, Gary Mottola, Francisco Perez-Arce, Can educational interventions reduce susceptibility to financial fraud?: Journal of Economic Behavior & Organization: <https://www.sciencedirect.com/science/article/pii/S016726812200123>

our *Trygga din ekonomi på äldre dar* (Secure Your Finances during the Golden Years) project, we trained professionals who interact with seniors as part of their work, but we also developed targeted educational initiatives in collaboration with senior associations, such as recurring lectures by the Swedish Internet Foundation, the Swedish Consumers' Banking and Finance Bureau, and FI, on the topic of fraud and internet safety.

At the end of 2023, as yet another part of its work to prevent investment fraud, FI launched an extensive advertising campaign in social media. Here, the aim was to inform and educate a broader target group about the methods that fraudsters use to trick consumers. The campaign generated very high engagement and resulted in, for example, 8,206,017 exposures distributed among 1,334,370 users. A large number of the people the campaign reached then continued on to fi.se to learn more or to watch the entire information video that was part of the campaign. The campaign also garnered considerable attention within the media. In 2024, FI launched another campaign together with the Swedish Internet Foundation and the Swedish Police that targeted parents with the aim of highlighting the risk of children losing money to fraudsters on various online gaming platforms. This campaign also gained a lot of attention and had a high degree of engagement.

Results assessment

FI has worked effectively and methodically through collaborations with authorities, organisations, schools and the private sector to be able to share knowledge with as many consumers as possible. Using the resources available to the authority, FI has applied a targeted working method and through extensive collaboration with support organisations and persons in various teaching roles successfully reached both a broad range of target groups and groups that are particularly vulnerable financially. FI has also provided schools with material that targets students in grades 4–12, which helps establish basic financial knowledge early in life.

Working to prevent fraud has been a key topic in FI's training courses for several years, primarily in the courses that target seniors, and this has been appreciated by the course participants. However, the efforts to prevent fraud have been augmented in the past few years by campaigns on social media, which have had a major impact. Through the campaigns, we see that consumers are very interested in learning more about how the fraudsters work. This strong interest combined with a high degree of emotional engagement improves the likelihood of consumers absorbing the information in the educational initiatives, thereby creating a preventive effect. We therefore note that more targeted educational initiatives in this area could have a positive effect on consumer protection.

As we mentioned previously, one general challenge when it comes to education is the difficulty in measuring the impact of the initiatives. However, given both the

clear demand for material and the high ratings in the course evaluations, we believe it is reasonable to conclude that FI's activities have had a positive impact on the dissemination of knowledge about personal finances. Our overall assessment is that FI, through its work with financial education, has contributed to enhancing the position of the consumer on the financial market.

Conclusions and recommended measures

The work that FI performs within the area of financial education strengthens the position of the consumer on the financial market and is important for consumer protection. In addition to maintaining the work that is currently under way, there are a number of additional measures that could be implemented to strengthen consumer protection.

Importance of financial literacy

The development on the financial market since 2009, in the form of both digitalisation and increased supply of products and services, places high demands on the individual consumer in terms of their knowledge and financial literacy. We have observed that the rapid development has also contributed to increased consumer risks and that insufficient financial literacy can have a devastating impact on individuals. The risk of over-indebtedness or falling victim to fraud has become more common. One reasonable conclusion is therefore that the work with financial education has in many ways become even more important since FI was first given this assignment in 2009. This reasoning is enhanced by the government inquiries that we have in some cases referred to in this report and that highlight the importance of personal finance education as a part of consumer protection.

Given the background of what we describe in this report, the importance of financial literacy and knowledge can be viewed from three aspects. First, it is a central part of the consumer protection on a financial market where the individual is expected to understand and make increasingly complex decisions for themselves. Second, it becomes an equality issue since we see large differences in both financial literacy and self-confidence between different groups. This underscores the importance of spreading financial knowledge to the entire population and in particular to those groups that need it the most. Third, financial literacy and knowledge can be viewed from a health perspective since financial well-being has been shown to have a clear link to general health.

FI's work with financial education should continue

FI represents a central part of the work with personal finance education in Sweden, in part through its own initiatives and its collaboration with others. The Swedish National Network on Financial Education, which the authority coordinates, has played a key role in authorities, industry actors and non-profit organisation being able to collaborate and work effectively in this area. Our contribution in the international work is important and our model of working with financial education

serves as an inspiration for collaboration and efficiency. Based on the work that FI performs in the area of financial education, and that we describe in this report, it is our intention to continue this work as part of our assignment to contribute to enhanced protection for consumers.

Additional measures within financial education

As part of this assignment, FI was asked to submit proposals, if needed, for measures in the area of financial education that contribute to the goal of maintaining strong consumer protection. We would like to highlight measures in three areas.

Recurring campaigns to prevent fraud

The number of cases of reported fraud has increased in the past few years, which FI considers to be serious. More preventive measures could have a positive impact on consumers, in part in terms of spreading knowledge about the methods the fraudsters use to carry out their fraud.

In order to prevent investment fraud, it would be helpful to increase awareness for FI's warning list. We have observed that our targeted campaigns to inform and educate about fraud have been successful in terms of engagement and spread. The campaign we launched at the end of 2023 to educate about investment fraud reached 1,334,370 users via social media channels. The campaign also resulted in 25,974 click-throughs to fi.se, and the visitors stayed on the page for an average of 66 seconds. The results indicate that the visitors stayed on the page to either read the text or watch the information video that was part of the campaign. A significant share of the visitors generated through the campaign also clicked through to the FI's warning list.

More and recurring educational campaigns with a focus on fraud could have a preventive effect in terms of reducing the risk that consumers will fall victim to a fraud. Digital campaigns enable us to effectively reach a broad range of select groups and at the same time evaluate the results in order to gain a clear overview of the impact and effectiveness of the campaign. One recommendation for additional measures would be to conduct more and recurring campaigns to prevent fraud, but this would also require additional resources.

Targeted initiatives to reach foreign born

As we highlighted earlier in this report, the group foreign born is an outlier in terms of their insufficient financial literacy and financial well-being. Because there is a large risk that this group is not knowledgeable about, for example, home insurance, we consider it to be important to reach this group and share knowledge about the Swedish financial market and various financial services.

The material on personal finances that we have put together for Swedish language classes for immigrants (SFI) has been very well-received. During the period 2010–2023, the website *sfiekonomi.se* had accrued 308,446 visits, and 199,323 copies of the manual *Dina pengar och din ekonomi* (Your money and your finances) were ordered during the same period. However, we believe that this material could reach a broader target group if additional measures for spreading the material were taken. Among both new arrivals and professionals who interact with new arrivals, there is high demand for this material translated to other languages. We therefore see that it would be advantageous to also translate material about basic financial services to strengthen the consumer protection for foreign born and increase their basic understanding about Sweden's financial system.

We have also observed that the initiatives we have implemented as part of our work with financial education have been both in demand and appreciated. Additional initiatives, such as broader distribution of the *SFI-ekonomi* (SFI Finance) manual, translations of basic financial information, and measures to reach a broader target group with the training course *Ny i Sverige* (New in Sweden), would be desirable but also require more personnel resources.

More and recurring surveys to measure financial literacy and financial well-being

As FI notes above, the surveys we have conducted provide a key understanding of the level of financial literacy in Sweden. The surveys also provide valuable knowledge about the risks consumers are encountering on the financial market. This insight improves our possibilities for working preventively. The training courses and material can be quickly adapted to particularly vulnerable groups, and the content can be tailored to the areas in the financial market where we see risks in the form of insufficient financial literacy. Today, due to limited resources, we currently conduct a household survey to measure consumers' financial literacy and comprehension of various financial services every three years. We note that the survey could be conducted every year with more variety in the questions and content. There is also a communicative value in conducting the surveys more often since there has been strong interest from the public in the results.

FI, in collaboration with the Swedish Public Health Agency, also recently conducted a survey about financial well-being, which provided insights into how personal finances can impact general health. The survey showed in part that perceived better health is reflected in better financial well-being. The results also show that those who have a positive view of their everyday lives are more likely to be interested in their personal finances and have better financial well-being.²⁰

²⁰ Finansinspektionen (2024), Finansiellt välbefinnande och allmän hälsa i Sverige: <https://www.fi.se/contentassets/2e521169864d4cb1985d84dc910d82af/rapport-finansiellt-valbefinnande.pdf>

Financial well-being and financial health are an important area for increasing the understanding for and knowledge about the financial decisions individuals can make and how to work with personal finances as part of the state of general health. In terms of the results and future significance for the area, we therefore note that this survey could be conducted on a recurring basis and expanded.

Appendix 1: Educational initiatives

This appendix contains a description of the educational projects FI carried out during the period 2009–2023.

Swedish National Network on Financial Education

Below is a list and description of the educational initiatives carried out by the network under the brand *Gilla din Ekonomi* (Like Your Finances).

Professionals – *Trygga din ekonomiska framtid* (Protect Your Financial Future)

The *Trygga din ekonomiska framtid* educational project is a general course that is suited for individuals who in their daily work or civic engagement activities can pass on the knowledge to others.

The project's target group is professionals who interact with the financially vulnerable, which includes budget and debt advisers, consumer counsellors, union representatives, employees at the Swedish Church, trustees, guardians, and aide workers at organisations such as the Swedish Red Cross and the charity Stadsmissionen. During the period 2010–2023, the project trained 32,649 professionals.

Seniors – *Tryggare ekonomi på äldre dar* (Secure Your Finances During the Golden Years)

The training course *Tryggare ekonomi på äldre dar* targets seniors who in turn pass on the knowledge via their senior associations. Part of the course includes information about digitalisation, and in the past few years the course has had an increasing focus on fraud, which is a growing problem. The project and the training courses are a collaboration with the senior organisations SPF Seniorerna, PRO, SKPF and RPG, and during the period 2012–2023, 1,416 seniors linked to these associations attended the courses.

College/University – *Pensionskunskap* (All about Pensions)

The educational course *Pensionskunskap* targets future HR managers and economists at several colleges and universities and aims to increase their knowledge about the Swedish pension system. During the period 2015–2023, 1,630 students took the course.

Grades 10–12 – *Ung Privatekonomi* (Youth Personal Finances)

The *Ung Privatekonomi* project is an independent educational project that aims to educate students throughout Sweden in grades 10–12 about personal finances and

saving. During the period 2015–2018, FI collaborated with the project to enable lectures for students at schools in northern Sweden. As a result of the collaboration, 10,477 students in Norrland were educated through the initiative.

School projects

Below is a list of the school projects that Finansinspektionen runs that target different age groups. As part of this work, Finansinspektionen is also part of the collaboration *Privatekonomi i skolan* (Personal Finances at School) together with the Swedish Consumer Agency and the Enforcement Authority.

Grades 4–6 – *Pengalabbet* (The Money Lab)

The school project *Pengalabbet* is an online game to increase children's knowledge about personal finances. The game has been tailored to be used under family and consumer sciences (sometimes called home economics) for grades 4–6 but can also be taught under social sciences. *Pengalabbet* was developed by the Economy Museum and Finansinspektionen and has previously been available as an exhibition at the museum and an app. During the period 2017–2021, the app was downloaded 65,994 times.

The app was then replaced by the website pengalabbet.se, which had 81,703 visitors during the period 2022–2023.

Grades 7–9 – *Svinnrik* (Waste Rich)

The school project *Svinnrik* (svinnrik.se) provides teaching material for grades 7–9 that focuses on food waste and personal finances and is a collaboration between Finansinspektionen and the Swedish National Food Agency. The project aims to promote the financial literacy of youth by starting with food waste and why it is important not to throw away food. During 2023, the material was compiled on a website, svinnrik.se, and targets primarily teachers of family and consumer sciences (also called home economics) but also youth, parents, and interested consumers in general. During 2023, the website had 2,092 visitors.

Grades 10–12 – *Koll på cashen* (Keep Your Cash)

The project *Koll på cashen* provides educational material on personal finances for students in grades 10–12. It aims to increase the students' interest in and knowledge about their personal finances and help teachers in their lessons on personal finances. *Koll på cashen* is a cooperation between Finansinspektionen, the Swedish Consumer Agency and the Enforcement Authority. During the period 2009–2023, the website kollpacashen.se had 446,800 visitors (statistics for 2021 are not available). During 2024, Finansinspektionen has worked to update the *Koll på Cashen* material for teachers. For the update, Finansinspektionen is collaborating with the Riksbank to gain an enhanced focus on economics. The

material is being adapted to Gy25, the new curriculum for social sciences for grades 10–12.²¹

Other projects and target groups

Below is a list of the other projects that Finansinspektionen runs that target different groups.

New arrivals – *Ny i Sverige* (New in Sweden)

Finansinspektion runs the project *SFI-Ekonomi* (SFI Finance), which provides educational material about personal finances tailored to Swedish classes for new arrivals (SFI). The material targets teachers who want to work with topics related to personal finances within the framework of the municipalities' language classes. The material introduces Swedish terminology for personal finances, provides orientation within the Swedish banking and payment system and clarifies important rights and obligations in simplified Swedish. To aid the teacher, the material is available as a website with videos and a manual. During the period 2010–2023, the website sfiekonomi.se had 308,446 visitors. During the same period, 199,323 copies of the manual *Dina pengar och din ekonomi* were ordered.

The educational program *Ny i Sverige* started in 2012 and has been a recurring collaboration between Finansinspektion and the county administrative boards. The aim of the project is to train individuals who interact with new arrivals as part of their civic engagement or profession. During the years Finansinspektionen has run the project, it has trained 3,323 individuals.

Parents – *Ditt barn och dina pengar* (Your Child and Your Money)

Finansinspektionen runs the project *Ditt barn och dina pengar* (dittbarnochdinapengar.se), which provides educational material on personal finances for parents and parents-to-be. By targeting parents and parents-to-be, the project aims to prevent future problems and increase knowledge within areas that are particularly important during the life changes that occur when becoming a parent. The objective is to teach that knowledge can influence the financial future of both the parent and the child. The material is available both online and as a physical book. The intention is for the book to be distributed by professionals who interact with parents in their work. During the period 2019–2023, the website dittbarnochdinapengar.se had 24,431 visitors. During the same period, 23,119 copies of the book *Ditt barn och dina pengar* were ordered.

²¹ <https://www.skolverket.se/regler-och-ansvar/forandringar-inom-skolomradet/gy25----amnesbetyg-pa-gymnasial-niva/aktuell-information-om-gy25>

Young adults – *Ekonomismart* (Money Smart)

The project *Ekonomismart* started in 2012 with the objective of teaching long-term unemployed young adults about personal finances. Finansinspektionen collaborated with the adult educational association Folkuniversitetet on the project and, in addition to the courses that target young adults, the project also entailed teaching the teachers. The teachers underwent training in a method support related to personal finances, which they in turn could then pass on to their students. The project was run between 2012 and 2018, during which it educated 7,533 students and teachers.

Appendix 2: Informational initiatives

The following appendix presents the results from the informational initiatives FI implemented during the period 2009–2023 as part of its work with financial education.

Activity/project	Year	Objective/target group	Channel/media	No. visitors/educated/reached
Insert <i>Bättre ekonomi</i> (Better Finance)	2009	Distributed with the newspaper <i>DN</i> .	Insert in a newspaper.	2009 400,000 readers
<i>Koll på cashen</i> (Keep Your Cash)	2009–2023	The target groups are teachers and students. The material has been adapted for lessons on personal finances for grades 10–12.	Videos, a competition, teacher manual and website kollpacashen.se.	DVDs: 1,000 copies ordered Video: 5,754 views Competition: 160 schools Website: 446,800 visitors (no statistics available for 2021)
<i>Gilla din ekonomi</i> (Like Your Finances)/ Swedish National Network on Financial Education	2013–2023	The Swedish National Network on Financial Education brings together private and public actors on joint educational initiatives and projects. The objective is to strengthen the public's knowledge and financial confidence.	The app <i>Gilla din ekonomi</i> , the website gilladinekonomi.se, brochures and online course.	Study booklet: 195,930 copies ordered App <i>Gilla din ekonomi</i> : 10,457 downloads Website gilladinekonomi.se: 74,014 visitors Online course: 8,600 views
<i>SFI Ekonomi</i> (SFI Finance)	2010–2023	Material in simplified Swedish for classes for new arrivals. Target group: teachers of Swedish for new arrivals.	Book/brochure, DVD and website sfiekonomi.se	Brochure <i>Dina pengar och din ekonomi</i> : 199,325 copies ordered Website: 308,446 visitors DVD: 4,800 copies ordered (no

				statistics available for other years)
Livet och pengarna (Life and Money)	2012–2013	Teachers of family and consumer sciences.	Video	Video: 33,087 views
Pengalabbet (The Money Lab)	2017–2023	Game for grades 4–6 about everyday finances.	App and website	App: 65,994 downloads Website: 81,703 visitors
Podcast Privatekonomi med Finansinspektionen (Personal Finances with Finansinspektionen)	2017–2023	Podcast about personal finances for the general public.	Podcast	Podcast: 62,824 listeners
Occupational pension for government employees	2018–2023	Video that targets government employees with information about their occupational pension.	Video/ e-learning	2018–2023 3,349 views
Ditt barn och dina pengar (Your Child and Your Money)	2019–2023	Material about personal finances for parents and parents-to-be.	Book and online course at the website dittbarnochdinapengar.se	2019–2023 study booklets 23,119 copies ordered 2019–2023 Website: 24,431 visitors
Finanskurs Continued adult education for new arrivals with higher education	2022–2023	Online course for new arrivals to Sweden. This course is a continuation of the SFI material and targets new arrivals with a higher education.	Website finanskurs.se with videos.	Website: 2,294 visitors
Svinnrik (Waste Rich)	2023	<i>Svinnrik</i> was developed by FI and the Swedish National Food Agency. The objective is to promote the financial literacy of youth by starting with food waste and knowledge about why it is important not	The website launched in 2023, previously the material was part of the website gilladinekonomi.se.	Website: 2,092 visitors

		to throw away food.		
More equality in savings	2022	Promote more equality in savings, for example by strengthening the financial knowledge of women.	Seminar, insert and digital announcements.	Seminar: 300 individuals reached Insert: 154,000 individuals reached Digital announcements: 20,898 individuals reached
Home insurance campaign	2023	Communicative measure that targeted young adults with the aim of highlighting the importance of having home insurance.	Informational letter sent to young adults aged 18–24.	Mailing: 45,000 individuals reached. Campaign page at fi.se: 1,277 visitors.
Investment fraud campaign	2023	Extensive communicative campaign in social media to prevent Swedish consumers falling victim to investment fraud.	Announcements in social media (Facebook and Instagram).	Announcements in social media: 1.3 million Swedish consumers reached. Campaign page at fi.se: 25,974 visitors.
Household survey	2023	FI's household survey that shows one out of four does not have basic financial knowledge.	Campaign page at fi.se about basic knowledge and a test for visitors to test their own knowledge.	2,674 visitors fi.se.

Appendix 3: Number of individuals trained through courses

The following appendix presents the number of individuals trained at the courses held by FI during the period 2009–2023 as part of its work with financial education.

Year	Project	Target group	No. of courses	No. of participants	Channel
2012	<i>Ekonomismart</i> (Money Smart)	Long-term unemployed young adults	-	866	In-person course
	<i>Koll på cashen</i> (Keep Your Cash)	Students in grades 10–12 (for teachers)	-	36	In-person course
	<i>Gilla din ekonomi</i> (Like Your Finances)	Teachers	1	150	In-person course
	<i>Trygga din ekonomiska framtid</i> (Secure Your Financial Future)	Union representatives	1	66	In-person course
	<i>Trygga din ekonomiska framtid</i>	Professionals who can pass on the knowledge	1	76	In-person course
	<i>Trygga din ekonomiska framtid</i>	Budget and debt advisers and consumer counsellors	1	40	In-person course
				Total: 1,234	
2013	<i>Trygga din ekonomiska framtid</i>	Budget and debt advisers and consumer counsellors	1	43	In-person course
	<i>Pensioner och försäkringar</i> (Pensions and Insurance)	TCO - Union representatives	10	175	In-person course
	<i>Pensioner och försäkringar</i>	PTK - Union for private-sector employees	6	70	In-person course
	<i>Tryggare ekonomi på äldre dar</i> (Secure Your Finances during the Golden Years)	Seniors in the organisations PRO/RPG/SKPF/SPF	2	49	In-person course

	<i>Gilla din ekonomi</i>	Professionals at Folkuniversitet who can pass on the knowledge	1	22	In-person course
	<i>Ekonomismart</i>	Long-term unemployed young adults	1	925	In-person course
	<i>Koll på cashen</i>	Students in grades 10–12	-	40	In-person course
	<i>Gilla din ekonomi</i>	Teachers	-	90	In-person course
				Total: 1,414	
2014	<i>Trygga din ekonomiska framtid</i>	Professionals who can pass on knowledge about finance-related topics	1	146	In-person course
	<i>Tryggare ekonomi på äldre dar</i>	Seniors in the organisations PRO/RPG/SKPF/SPF	10	297	In-person course
	<i>Pensioner och försäkringar</i>	PTK - Private-sector union	12	465	In-person course
	<i>Gilla din ekonomi</i>	Professionals at the unions Vision and ST who can pass on the knowledge	10	600	In-person course
				Total: 1,508	
2015	<i>Ekonomismart</i>	Long-term unemployed young adults	1	1,550	In-person course
	<i>Gilla din ekonomi at schools</i>	Teachers	1	184	In-person course
	<i>Trygga din ekonomiska framtid</i>	Professionals who can pass on the knowledge	1	159	In-person course
	<i>Trygga din ekonomiska framtid</i>	Elected union representatives for Vision and ST	1	429	In-person course
	<i>Pensioner och försäkringar</i>	PTK - Private-sector union	1	170	In-person course

	<i>Ung Privatekonomi</i> (Youth Personal Finances)	Students in 53 classes	26	1,019	In-person course
	<i>Tryggare ekonomi på äldre dar</i>	Seniors in the organisations PRO/RPG/SKPF/SPF	1	137	In-person course
	<i>Pensionskunskap</i> (All about Pensions)	Students studying HR	1	122	In-person course
				Total: 3,770	
2016	<i>Ekonomismart</i>	Students in grades 10–12	-	1,778	In-person course
	<i>Ekonomismart</i> method support	Professionals who interact with youth in their work	1	320	In-person course
	<i>Trygga din ekonomiska framtid</i>	Professionals who could pass on the knowledge (guardians)	1	281	In-person course
	<i>Pensioner och försäkringar</i>	PTK - Private-sector union	1	106	In-person course
	<i>Pensionkunskap</i>	Students studying HR	1	241	In-person course
	<i>Gilla din ekonomi</i>	Collaboration with <i>Ung privatekonomi</i> project. Target group: students in grades 10–12	-	2,026	In-person course
	<i>Våga prata pengar</i> (Dare to Talk Money)	Individuals who interact with new arrivals	-	400	In-person course
	<i>Tryggare ekonomi på äldre dar</i>	Seniors in the organisations PRO/RPG/SKPF/SPF	1	15	In-person course
				Total: 5,167	
2017	<i>Ekonomismart</i>	Students in grades 10–12	-	1,214	In-person course
	<i>Ekonomismart</i>	Professionals who interact with youth in their work	1	377	In-person course

	<i>Trygga din ekonomiska framtid</i>	Professionals who could pass on the knowledge (guardians)	1	221	In-person course
	<i>Pensioner och försäkringar</i>	PTK - Private-sector union	1	201	In-person course
	<i>Pensionkunskap</i>	Students studying HR	1	189	In-person course
	<i>Gilla din ekonomi</i>	I Collaboration with the <i>Ung privatekonomi</i> project. Target group: students in grades 10–12	-	4,402	In-person course
	<i>Våga prata pengar</i>	Individuals who interact with new arrivals	-	489	In-person course
	Seminar during World Investor Week	Interested members of the general public	1	51	In-person course
				Total: 7,144	
2018	<i>Ekonomismart</i>	Students in grades 10–12	-	325	In-person course
	<i>Ekonomismart</i> method support	Professionals who interact with youth in their work	1	178	In-person course
	<i>Trygga din ekonomiska framtid</i>	Professionals who could pass on the knowledge (guardians)	1	159	In-person course
	<i>Pensioner och försäkringar</i>	PTK - Private-sector union	1	173	In-person course
	<i>Pensionskunskap</i>	Students studying HR	4	169	In-person course
	<i>Gilla din ekonomi</i>	I Collaboration with the <i>Ung privatekonomi</i> project. Target group: students in grades 10–12	-	3,030	In-person course
	<i>Våga prata pengar</i>	Individuals who interact with new arrivals	-	419	In-person course
				Total: 4,453	

2019	<i>Trygga din ekonomiska framtid</i>	Family and consumer science teachers	1	109	In-person course
	<i>Pensionkunskap</i>	Students studying economics and HR	4	166	In-person course
	<i>Trygga din ekonomiska framtid</i>	Swedish Church	5	150	In-person course
	<i>Trygga din ekonomiska framtid</i>	Budget and debt advisers	1	24	In-person course
	<i>Pensioner och försäkringar</i>	Union for private-sector employees (PTK)	4	143	In-person course
				Total: 592	
2020	<i>Pensioner och försäkringar</i>	Union for private-sector employees (PTK)	6	71	Online course
	<i>Trygga din ekonomiska framtid</i>	Swedish Church employees	4	159	Online course
	<i>Pensioner och försäkringar</i>	TCO - Union representatives	1	58	In-person course
	<i>Tryggare ekonomi på äldre dar</i>	Seniors in the organisations PRO/SPF/SKPF/RPG	5	109	Online course
	<i>Pensionkunskap</i>	Students studying HR	4	170	Online course
				Total: 567	
2021	<i>Trygga din ekonomiska framtid</i>	Family and consumer science teachers	1	129	Online course
	<i>Trygga din ekonomiska framtid</i>	Budget and debt advisers and members of the Swedish Association of Voluntary Community Workers	1	379	Online course
	<i>Trygga din ekonomiska framtid</i>	Swedish Church	2	105	Online course
	<i>Pensioner och försäkringar</i>	TCO - Union representatives	1	47	Online course
	<i>Pensionskunskap</i>	Students studying HR	4	215	Online course

	<i>Tryggare ekonomi på äldre dar</i>	Seniors in the organisations PRO/RPG/SKPF/SPF	2	125	Online course
				Total: 1,000	
2022	<i>Trygga din ekonomiska framtid</i>	Family and consumer science teachers	1	54	In-person course
	<i>Trygga din ekonomiska framtid</i>	Target group: seniors	1	52	Online course
	Money Week	Family and consumer sciences teachers	1	92	Online course
	<i>Pensionskunskap</i>	Students studying HR	4	249	In-person course
	<i>Ny i Sverige (New in Sweden)</i>	In collaboration with the county administrative boards. Target group: professionals interacting with new arrivals in their work	11	1,550	Online course
	<i>Trygga din ekonomiska framtid</i>	Swedish Church employees	6	173	Online course
	<i>Trygga din ekonomiska framtid</i>	Folkuniversitetet employees	1	13	Online course
	<i>Trygga din ekonomiska framtid</i>	Swedish Association of Voluntary Community Workers	2	39	Online course
	<i>Trygga din ekonomiska framtid</i>	Swedish Shareholders' Association for Young Adults	4	300	In-person course
	<i>Trygga din ekonomiska framtid</i>	Budget and debt advisers and consumer counsellors	1	133	Online course
	<i>Tryggare ekonomi på äldre dar</i>	Seniors in the organisations PRO/RPG/SKPF/SPF	5	127	Online course
				Total: 2,782	
2023	<i>Pensionskunskap</i>	Students studying HR	4	161	In-person course
	<i>Trygga din ekonomiska framtid</i>	Swedish Church	5	239	Online course
	<i>Trygga din ekonomiska framtid</i>	Swedish Association of Voluntary Community Workers	4	468	Online course

	<i>Trygga din ekonomiska framtid</i>	Budget and debt advisers and consumer counsellors	2	235	Online course
	<i>Trygga din ekonomiska framtid</i>	The association FVO and other support organisations	1	42	Online course
	<i>Trygga din ekonomiska framtid</i>	Fryshuset for single mothers	1	75	Online course
	<i>Trygga din ekonomiska framtid</i>	Fryshuset for single mothers	1	24	In-person course
	<i>Trygga din ekonomiska framtid</i>	Social secretaries and refugee case handlers	2	205	Online course
	<i>Trygga din ekonomiska framtid</i>	Social and health communication officers	2	131	Online course
	<i>Ny i Sverige</i>	In collaboration with the county administrative boards. Target group: professionals interacting with new arrivals in their work	2	104	Online course
	<i>Tryggare ekonomi på äldre dar</i>	Seniors in the organisations PRO/RPG/SKPF/SPF	7	560	Online course
				Total: 2,244	