



**Response to the National
Council for Curriculum and
Assessment Consultation on
the draft Transition Year
Programme Statement**

October 2023



Coimisiún um
Iomaíocht agus
Cosaint Tomhaltóirí

Competition and
Consumer Protection
Commission



(*Must answer)

Below responses were entered into the [NCCA public online survey](#). Submitted on 20th October 2023.

1. Please let us know if you are responding as an individual or on behalf of an organisation*

- ☐ I am responding as an individual
- ☒ I am responding on behalf of an organisation

2. Please name the organisation on whose behalf you are responding*

Competition and Consumer Protection Commission (CCPC)

3. Please share your thoughts on the purpose of the draft TY Programme Statement*

The Competition and Consumer Protection Commission ('the CCPC') is the statutory body responsible for promoting compliance with and enforcing competition and consumer protection law. In addition, we work to ensure that product safety standards are being complied with through relevant regulations. Our aim is to make markets work better for consumers. To achieve this, we work to influence public debate and policy development, grow public understanding of the importance of open and competitive markets, promote competition and highlight the interests of consumers.

We have a specific statutory role in financial education in "providing information in relation to financial services, including information in relation to the costs to consumers, and the risks and benefits associated with the provision of those services, and promoting the development of financial education and capability."¹ The CCPC fulfils its statutory role in the development of financial education and capability by delivering financial education programmes, conducting research and through the implementation of a three-year Financial Well-being Strategy. The CCPC's financial education programmes includes Money Skills for Life, a workplace financial education programme, Money Matters, a programme on personal finance for Junior Cycle teachers and students and Money Counts, which provides resources for the Leaving Cert Applied programme.

The CCPC welcomes the opportunity to share its thoughts on the purpose of this draft Transition Year (TY) Programme Statement, and indeed to contribute to this public survey. Specifically, we will look at our contribution through the lens of financial literacy and education, financial wellbeing and thereby, the holistic development of the TY student.

Financial literacy and financial education are key priorities at present for the Irish Government and indeed in the EU. The CCPC are central to the development and design of Ireland's first National Financial Literacy Strategy with a key staff member of our Financial Education team being seconded to the Department of Finance. The Department of Finance has been tasked with the development of the strategy.

¹ Section 10(3)(j) of the Competition and Consumer Protection Act 2014

The CCPC is encouraged that the purpose of the statement specifically references the developmental needs of all students. As this TY Programme Statement is part of the broader redevelopment of the senior cycle, it provides a unique opportunity for students to develop key life skills through increased financial education skills, knowledge, behaviours and attitudes.

The stated purpose for TY, from the draft statement is to prepare students for *'their future lives as local and global citizens'* is to be embraced considering the increased globalisation, digitisation and financialisation of society. A focus on financial education and financial literacy will prepare TY students as they cope with the challenges of climate change, sustainable development and potential difficulties posed by an increased digital personal financial world.

Some students moving from Junior Cycle may have engaged with financial education in Business Studies and Home Economic classes, specifically taking part in 'Money Matters', the CCPC programme that provides a free Junior Cycle personal finance online teaching and learning resource. Other students may have had limited or no contact with financial education. As students prepare for senior cycle and beyond, a focus on financial education for TY students will greatly help them to make informed decisions as they prepare to embark on their adult lives.

4. The rationale of the draft TY Programme Statement is on pages 6-7.

Please indicate how well you think the rationale captures the context and purpose of Transition Year*

	Really well	Well	Somewhat well	Not well
The rationale captures the context and purpose of TY	☐	☒	☐	☐

5. Please use this space if you wish to elaborate on your response to the previous question on the rationale of the TY Programme Statement (p.6-7)

The 'Student Competencies in a Redeveloped Senior Cycle' research paper of April 2023² states *"there is a need to include a more outer-directed focus on developing key competencies, not just for personal achievement and future employment but also as a citizen participating in society."* The CCPC would support this statement. It is our belief that the development of key competencies such as knowledge, skills and values in senior cycle is very important. What better way to develop these competencies in transition year, and for students to be participating citizens in society, than to encourage financial education and financial wellbeing exploration as part of the transition year. Students can continue to develop and evolve these financial competencies through lifelong learning.

As per the rationale of this draft statement, the TY programme offers students the time and space to develop competencies so they can thrive in a world that is 'characterised by globalisation and urbanisation, diversifying communities, expanding digital and technological developments, transitions in the world of work and career patterns, and a necessity for global sustainable living.' Having core financial literacy competencies are essential for young people to navigate these life challenges.

² https://ncca.ie/media/6268/key_competencies_report-senior-cycle_2023_en.pdf

The fact that the rationale states that the TY programme is inclusive of all students would reflect the CCPC view that financial education should be made available to all. In the absence of financial education not being in the core curriculum for all students in junior and senior cycle, the inclusivity of financial education initiatives in TY is essential. Providing financial education opportunities in Transition Year marries well with the draft statement rationale of supporting students to be ‘resilient,’ to ‘grow and develop’ and learn to ‘make wiser, more informed decisions.’

6. Please indicate how well you think the aims of the draft TY Programme Statement describe what TY programmes will do*

	Really well	Well	Somewhat well	Not well
The aims describe what TY programmes will do:	☐	☒	☐	☐

7. Please share your thoughts on the aims of the draft TY Programme Statement

The CCPC sees the aim of nurturing the development of the student as a ‘whole person’ as being a crucial tenet of the draft statement. We agree with the draft statement’s reference to the whole person development in senior cycle as part of the overall wellbeing of the student. The CCPC welcomes particularly the guiding principle of well-being and relationships as financial wellbeing can play an important part of a person’s overall wellbeing. The TY programme statement acknowledges that students will be increasing their independence as they go through senior cycle. A significant part of developing independence is financial know how. Many students will for the first time be making financial decisions for themselves when they leave senior cycle, whether they graduate from third level education or enter the work force, or both. It is imperative that students have the knowledge and confidence to make informed financial decisions at this early stage of adulthood to reduce the risk of poor financial decisions and developing bad habits that could negatively impact their financial wellbeing for years to come.

This aim of creating student space for ‘meaningful, enjoyable learning experiences’ in the school, home, and the local community, marries perfectly with the further expressed aim in the Statement of developing ‘lifelong learning’.

The opportunity of achieving and building upon these aims can be developed through financial education. The aim of involving ‘community partners’ and national agencies, such as the CCPC, in the introduction of financial education initiatives in the junior and senior cycle, and in transition year, offers scope to achieve stated aims.

8. Please indicate how well you think the four Student Dimensions capture the overall learning and development expected from student participation in a TY programme.*

	Really well	Well	Somewhat well	Not well
The Student Dimensions capture the overall learning and development	☐	☒	☐	☐

9. The Student Dimensions are the foundation for the development of TY programmes. Please indicate how you see the importance each of the four Student Dimensions as a foundation for the development of a TY programme.*

	Really important	Important	Somewhat important	Not important
Being a Learner	☒	☐	☐	☐
Personal Growth	☒	☐	☐	☐
Civic and Community Engagement	☒	☐	☐	☐
Career Readiness	☒	☐	☐	☐

10. Please share your thoughts on the Student Dimension: Personal Growth

The CCPC sees immense value in each of the four student dimensions, and the fact that each contains its own set of developmental indicators and related student experiences, gives the Transition Year school team a template to create a fulfilling TY programme. The CCPC believes that the most important dimension, and the one that has the potential for transformative learning, is the dimension of personal growth.

Learning about personal finances and acquiring financial literacy skills in transition year, and indeed at any stage in life, is vital for health and wellbeing and also identity and autonomy, as referenced in this personal growth dimension.

11. Please share your thoughts on the Student Dimension: Being a Learner

This dimension in the student experience provides the opportunity for students to be more motivated about their own learning and recognise learning as being worthwhile. Financial education at this juncture can provide the TY student with relevant applicable learning to their own lives. The foundation of independent and lifelong learning can take place long before Transition year, however

by having financial education as part of the TY programme, students can begin to set goals and aspirations for self-regulated and lifelong learning in personal finance and money management.

A 2023 CCPC research report 'Financial Wellbeing in Ireland: Financial literacy and inclusion in 2023'³ found that while there is a broad understanding of many financial concepts among those surveyed, older respondents score significantly higher than younger respondents. TY can provide an ideal opportunity for students to develop an understanding of financial concepts that can be developed throughout their lives. With financial education being central to the TY programme, students can explore their own attitudes and behaviours towards money and introduce themselves to, or build upon, key concepts of financial education.

12. Please share your thoughts on the Student Dimension: Civic and Community Engagement

Students will be aware of the effect that geopolitical events can have on the economy, and in recent times how inflation has increased the cost of living. They can see the effect that inflation is having on disposable income and the cost of goods and services. In terms of living sustainably, they will also be conscious of climate change and the need to live and consume more sustainably.

As referenced in this student dimension, students in TY have opportunities to engage with uncertainty and complexity and 'contribute to a more just world' and live more sustainably. Through the vehicle of personal money management and focusing on saving money and living sustainably, students can acquire practical knowledgeable skills and sustainable practices around food waste, fast fashion, and energy saving.

13. Please share your thoughts on the Student Dimension: Career Readiness

While some students at TY level may already be working, for many TY will be the first time that the student experiences the world of work as they engage with work placement. Students will begin to develop vocational, organisational and applicable workplace communication skills.

Choosing a career is an important decision that can have a significant impact on your life and future. A career is more than just a job – it is a long-term pursuit that can provide personal fulfilment, financial stability, allow you to live the lifestyle that you like and provides a sense of purpose. All of these are important, but from a financial wellbeing perspective, financial stability and security will help the person support themselves, their family and help plan for the future. Therefore, this is an opportune time to introduce relevant workplace and pay related financial concepts such as Tax, PRSI and USC which will be meaningful and relevant to the TY student.

14. Please indicate how well you think the four Curriculum Dimensions could assist schools in developing, evaluating and renewing their TY programmes.*

³ [2023.07.05-CCPC-Financial-Wellbeing-Report-2023.pdf](https://www.ccpc.ie/wp-content/uploads/2023/07/05-CCPC-Financial-Wellbeing-Report-2023.pdf)

	Really important	Important	Somewhat important	Not important
Components	☐	☒	☐	☐
Teaching and Assessment	☐	☒	☐	☐
Recognising and Reporting	☐	☒	☐	☐
Reflection and Renewal	☐	☒	☐	☐

Financial education can be applied across various curricular components. The 'Financial competence framework for children and youth in the European Union 2023'⁴ provides a structure to integrate

⁴ EU/OECD Financial Competence framework for children (europa.eu)

financial literacy elements within school curricula. The framework supports the development of specific financial literacy programmes and learning materials for students. The CCPC works very closely with key stakeholders in Irish education in the development of financial educational material. We engaged with the National Council for Curriculum and Assessment (NCCA) to gather their thoughts and expertise through the EU/OECD consultation process for the development of the Financial Competency Framework for children and youth. This framework provides an ideal opportunity for the CCPC to work with schools in financial competence.

17. Please share your thoughts on the Curriculum Dimension: Teaching and Assessment

While TY is a standalone programme, it still has the continuity element from junior cycle to senior cycle. Students in TY begin to have more agency in their learning as they become more involved in the learning process.

The CCPC agrees with the assertion in this draft TY Statement whereby it states that ‘students can build upon the foundation provided by early childhood, primary and junior cycle education’ and in TY and senior cycle they can ‘develop the key competencies they need to move through life as national and global citizens.’ Financial education from early childhood can provide continuity throughout the education system.

As the National Strategy for Financial Literacy⁵ is being developed, it will provide a more coordinated approach to financial literacy throughout all levels of education. In the meantime, TY students who have had little to no financial education heretofore can begin to take responsibility for their own learning and assessment. With the guided support of teachers, and the lived experience of the TY programme, students and teachers can assess their progress and learning in financial education. The CCPC can provide consultation and advice on matters of financial education and assessment relevant to the TY programme.

18. Please share your thoughts on the Curriculum Dimension: Recognising and Reporting

Learning in the sphere of financial education can be engaging, collaborative and investigative and can involve project work and team tasks. All these elements are central to the ethos of the TY programme. Financial education Initiatives such as Global Money Week⁶ and programmes offered by Junior Achievement Ireland⁷ are examples of financial education school programmes that can be initiated at secondary level. The learning and development that the student experiences in financial education, and the awards and certificates provided by outside agencies in this area, can be celebrated and recognised during the TY year and at the end of year celebrations.

⁵ gov.ie - National Financial Literacy Strategy (www.gov.ie)

⁶ [Home \(globalmoneyweek.org\)](http://globalmoneyweek.org)

⁷ [JAI](http://jai.ie) (Junior Achievement (JA) Finance Park is an initiative of Junior Achievement Ireland and is supported by the CCPC (CCPC). JA Finance Park helps students build a foundation for making intelligent, lifelong personal financial decisions, including issues related to income, spending, saving, and credit.)

The student portfolio gives the TY student the ideal opportunity to report on their learning experience around financial education and to chart personal growth and key insights. The student can report on their goals and aspirations for their financial future and chosen education and career paths.

19. Please share your thoughts on the Curriculum Dimension: Reflection and Renewal

A student's attitude and behaviour towards money can be explored in financial education initiatives at TY level. By critically reflecting on feelings and approaches to money, students can begin to develop a sustainable and measured approach to managing their personal finances and begin thinking and planning for their future career or vocation.

The teacher and school can use financial education as a measurable indicator to evaluate how a key element of the TY programme is performing. As financial education is a cross curricular activity, the school can reflect on its effectiveness and measure student growth and development throughout transition year.

20. Please share your thoughts on how schools can be supported with the implementation of a revised TY programme.

As outlined previously, the CCPC's financial education programmes include two school programmes: Money Matters, a programme on personal finance for Junior Cycle teachers and students; and Money Counts, which is a free resource developed in consultation with Leaving Certificate Applied (LCA) teachers. We are also presently working closely with Oide (mathematics) in developing resources for mathematics at Junior Certificate level.

A dedicated concentration of financial education at transition year will ensure that more students at second level will experience the benefits and life skills that financial education can offer.

By inviting outside agencies, such as the CCPC, to advise and deliver nuanced and specific learning to TY students, the TY programme will ultimately be enhanced.

21. What opportunities do you see in working with the Transition Year Programme Statement?

An innovative, responsive and adaptable transition year programme will ultimately assist the whole school and create and help raise awareness for students and parents on the benefits of participating in TY.

The CCPC fundamentally believes that parents have a central role to play in their child's financial education. The CCPC's 2018 research report 'Financial Capability and Well-being in Ireland in 2018'⁸ found that being taught about money both at school and by parents or guardians had a positive effect on saving capability. Involving parents in TY and financial education can pay worthwhile dividends for families.

⁸ [Financial-capability-2018.pdf \(ccpc.ie\)](https://www.ccpc.ie/financial-capability-2018.pdf)

The CCPC has a 'Parent's Hub' on our website⁹ which provides support for parents to assist in student learning. Implementing a financial education programme is a perfect opportunity to facilitate parental involvement in the transition year programme.

Financial education can be seen as cross-curricular and can provide meaningful connections across different subjects and modules. It can provide students with a foundation in senior cycle competencies such as thinking and problem solving, managing self and learning, cultivating wellbeing and working with others. Financial education can also be useful for students, and the school, to develop competencies in career and vocational progression and help students navigate the world of work or cope with third level independent living.

22. What challenges do you see in working with the Transition Year Programme Statement?

The main challenge with a transition year programme statement is ensuring that the programme remains relevant. This can be difficult due to rapid global, geopolitical and technological changes.

Digital financial literacy is one of the main challenges facing educators today in financial education provision. Students may have well-honed and sophisticated online and social media digital skills; however, this does not mean that they are financially digitally literate. The fact that this draft statement allows for the Transition Year Programme to be flexible and adaptable is encouraging, especially considering the requirement to be responsive to emerging digital financial literacy needs.

The EU/OECD Financial Competence Framework for children and youth 2023 includes competences related to digital payment methods, digital finance concepts, online personal data protection, digital financial products and services, online scams and fraud, and cyber risks. The flexibility provided through the TY programme provides for meaningful digital financial literacy to be delivered to students and for the use of this framework in financial education for TY students.

23. Thank you for participating in the survey.

Having completed the survey to this point, please share any further thoughts or insights on the draft TY Programme Statement.

To discuss any aspect of the CCPC's submission further, please contact:

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⁹ [Parents' Hub - Money Matters \(ccpc.ie\)](https://www.ccpc.ie/parents-hub-money-matters)