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**Literacy and wider life outcomes: Financial capability and numeracy**

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There is currently a lack of research that explores how literacy is linked to financial capability and numeracy. This is surprising given recent research findings that one in four 15-year-olds from 15 countries are unable to make everyday spending decisions (OECD, 2017). At the same time there is some tentative evidence that literacy is as strongly related to financial capability as numeracy is, which suggests that there is a need to establish exactly how literacy supports financial education and practical ways of implementing this to equip young people to fully participate in society.

This presentation shares key findings from two recent pieces of research that we have conducted in the UK on how literacy is linked to financial capability and numeracy. We first developed theoretical models of the associations between these concepts that include skills as well as attitudes and behaviours, which we then tested in practice using large-scale surveys and skills tests of primary and secondary school pupils in the United Kingdom. Our aim is to provide practical suggestions on how schools could boost literacy by improving financial capability and numeracy, and vice versa.