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ADMINISTRATIVE INFORMATION

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**Review Stage at time of this submission** - Completed but not published.

**Conflicts of interest** - None declared.

**INPLASY registration number:** INPLASY2025120001

**Amendments** - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 1 December 2025 and was last updated on 1 December 2025.

INTRODUCTION

**Review question / Objective** The research objectives were threefold: to identify trends in the integration of transversal competencies within economic education, to assess the impact of transversal skills on the development of financial literacy, and to formulate recommendations for educational programs and teaching practice.

**Condition being studied** The study is about education.

METHODS

**Participant or population** The review covers literature sources from several databases.

**Intervention** No intervention.

**Comparator** No intervention.

**Study designs to be included** Quantitative research design.

**Eligibility criteria** To ensure the quality and relevance of the selected studies, the following exclusion criteria were applied:

- The publication must be written in English
- The publication must have been cited
- The publication must have been published after 2015
- The publication must provide the full text
- The publication must fall within the fields of economics, business, or social sciences.

**Information sources** Two databases were used in the study: Web of Science and Scopus.

**Main outcome(s)** Economic and financial education should adopt interdisciplinary,

experiential, and project-based approaches aligned with the EntreComp framework. Teacher training and curriculum design are critical to ensure that transversal competencies are systematically embedded in education programs. Future research should include longitudinal studies to evaluate the long-term effects of transversal skills on financial behavior and economic decision-making.

The combined focus on transversal skills, economic understanding, and financial literacy contributes to learners' personal development, employability, and social responsibility.

**Quality assessment / Risk of bias analysis** The quality assessment method in primary studies ensured the PRSMA methodology.

**Strategy of data synthesis** Publications from databases were analyzed to create a systematic literature review.

**Subgroup analysis** The analysis was divided into three subgroups: articles systematic literature analysis, articles related to teaching and learning and articles related to economics.

**Sensitivity analysis** No Sensitivity analysis.

**Language restriction** Yes, one of the exclusion criteria was publications in English.

**Country(ies) involved** The study was conducted in Latvia.

**Keywords** Economic education, financial literacy, transversal skills.

**Dissemination plans** Publish in journal - MDPI.

#### **Contributions of each author**

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