



IEC Research: Understanding Financial Literacy in Schools

November 2014

Investor Education Centre

Research objectives

- To review **financial literacy education** in schools;
- To identify what **teachers** need to enhance effectiveness;
- To identify **opportunities** to support and promote financial education in schools;
- To understand the **expectations** on financial literacy learning and teaching.

Research design

Desk research

- Financial literacy elements through **curriculum-mapping and non-curriculum** financial education initiatives in Hong Kong

Focus groups

- Students, parents and teachers from primary and secondary schools
- **14 focus groups** from November 2013 to January 2014

In-depth interviews

- Government departments, public bodies, school principals, academic associations, community groups, etc.
- **9 interviews** from November 2013 to February 2014

KEY FINDINGS: STUDENTS

Students' view on financial literacy

Associated financial matters with their daily life experiences
Easily influenced by their peers

Got information through the media
No structured classes or activities to help them make sense of the messages

Strong need but feel difficult to manage their money

Financial Literacy



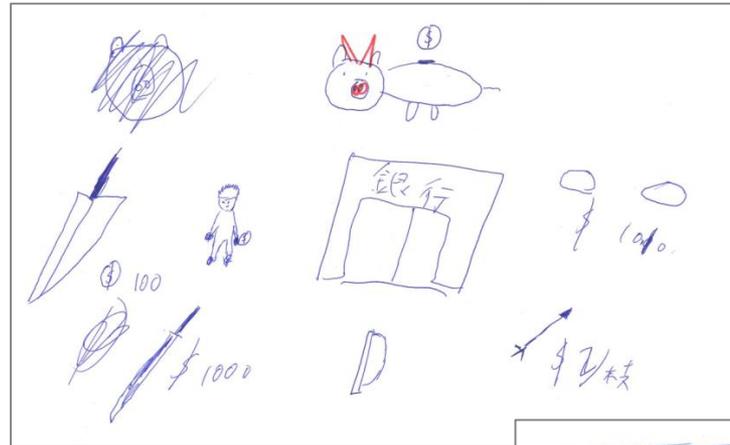
Primary school students

Students' sharing

"I know that I have "lai see" every year. My parents always save it for me. But I don't really know how much is there..."

"My mother gives me pocket money to spend. I actually tried to save yet failed... Perhaps it is because I know she would always give me..."

Drawings on financial matters



Online game weapons,
bank, saving



Manual from school
on budgeting

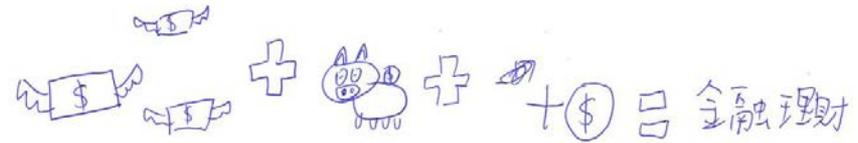
Junior secondary school students

Students' sharing

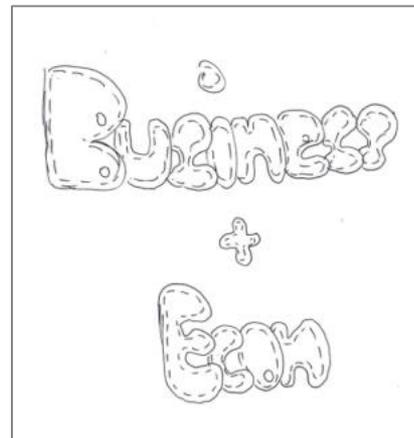
"I heard from the TV programmes about many (financial) terms... My parents always talk about it... Well, I just know some but don't know what these mean to me in detail..."

"I think money is very important, and I usually do not know clearly how much I have in my pocket, not to mention the Octopus card..."

Drawings on financial matters



Spending, saving, money



Relevant school subjects

Senior secondary school students

Students' sharing

"I think I over-consume, and I do not know what exactly I can do... I don't want it to affect my future "

"We are easily influenced by friends in buying new things... The credit card misuse true story has alerted me."

"I think I am around 7 out of 10 scores for my financial capability. I would care about my future, eg whether I can earn enough for my living." (from higher income group)

"I wish I can have better control over my money management. I always want to save, but don't know why I spend the money so easily." (from lower income group)



Students' preferences on learning

- **Activity / game-based, interactive learning and real-life experiences**
- **Diverse use of media and promo** eg social media
- **Career-related** activities and peer sharing, co-creation projects (*for senior secondary school students*)

KEY FINDINGS: PARENTS

Parents' difficulties in teaching financial literacy

Prevalent usage of Octopus Card

Peer influence in over-consumption

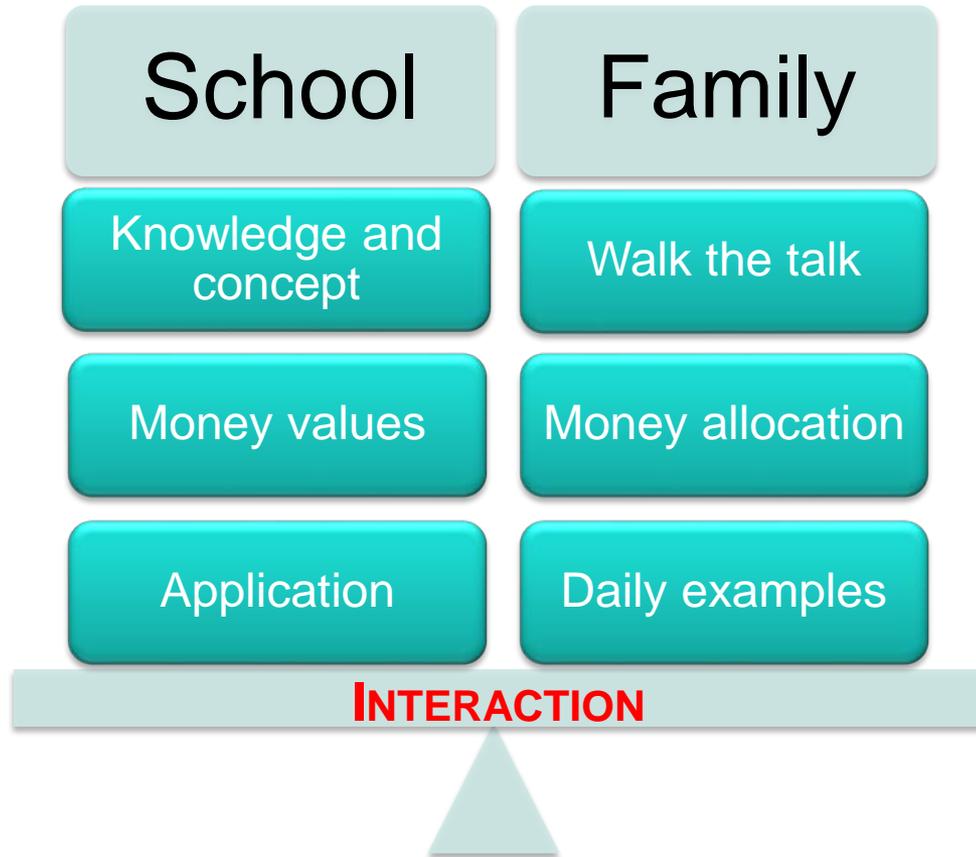
Overwhelming loan advertisements

Parents' lack of financial knowledge
(lower-income group)

Parents' lack of discipline in giving money when asked

Financial Literacy

Parents' view on financial education role



Parents' suggestions for financial education



Experiential learning, activity / game-based



Financial education through mass media



Provided or supported by professionals



Timing: after examination or during long holiday

KEY FINDINGS: TEACHERS

Teachers' view on students' financial literacy levels

Weak money concepts in knowledge and daily applications

Overly dependent on family in managing their own money

Over-consumption and lack good saving habits

Students' financial literacy

Teachers' suggested channels for financial education in schools



Career planning / life planning (for S4-S6)



Other Learning Experience (OLE) / after-school activities



Class master teaching time



Link financial education with technology



Teacher training days



Send leaflets to parents to assist the education

Teachers' preferences on financial education activities

High priority

Workshops/ game-based activities

Competitions

Curriculum-based resources

Company or organisation visits

Mid priority

Videos

Training days for teachers

Parent activities

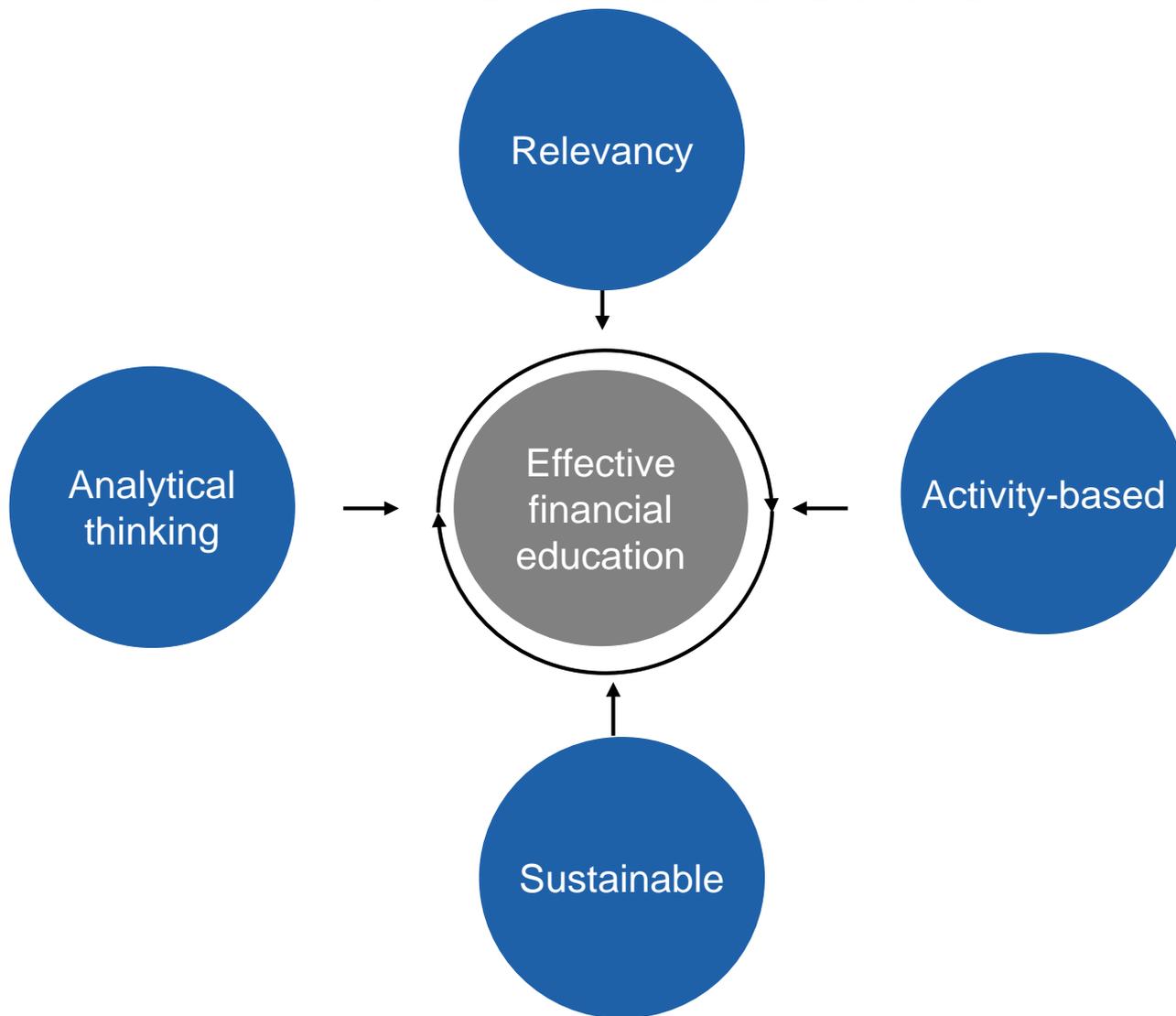
Low priority

Talks

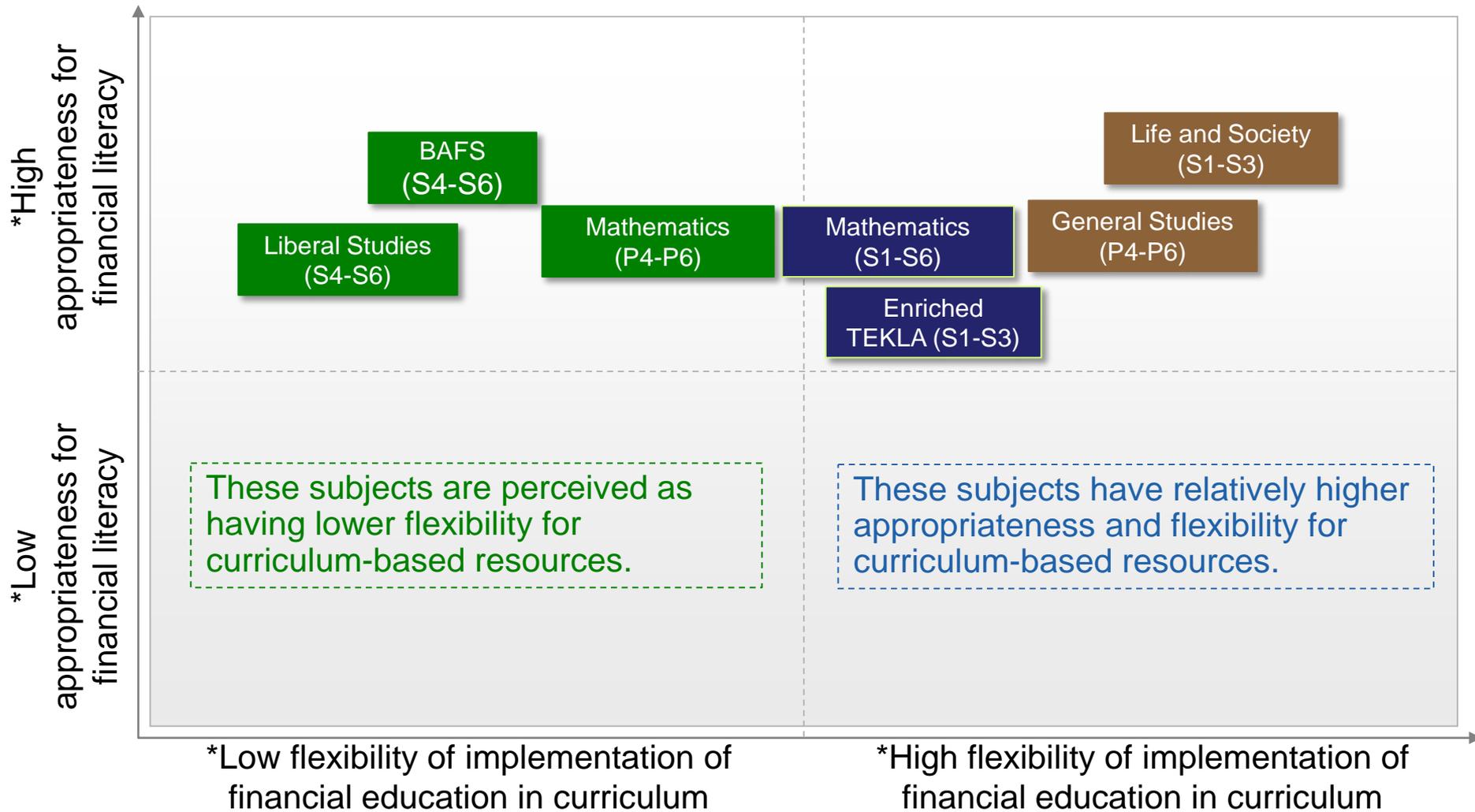


CONCLUSIONS & RECOMMENDATIONS

Key principles for effective financial education



Curriculum-based resources with flexible format



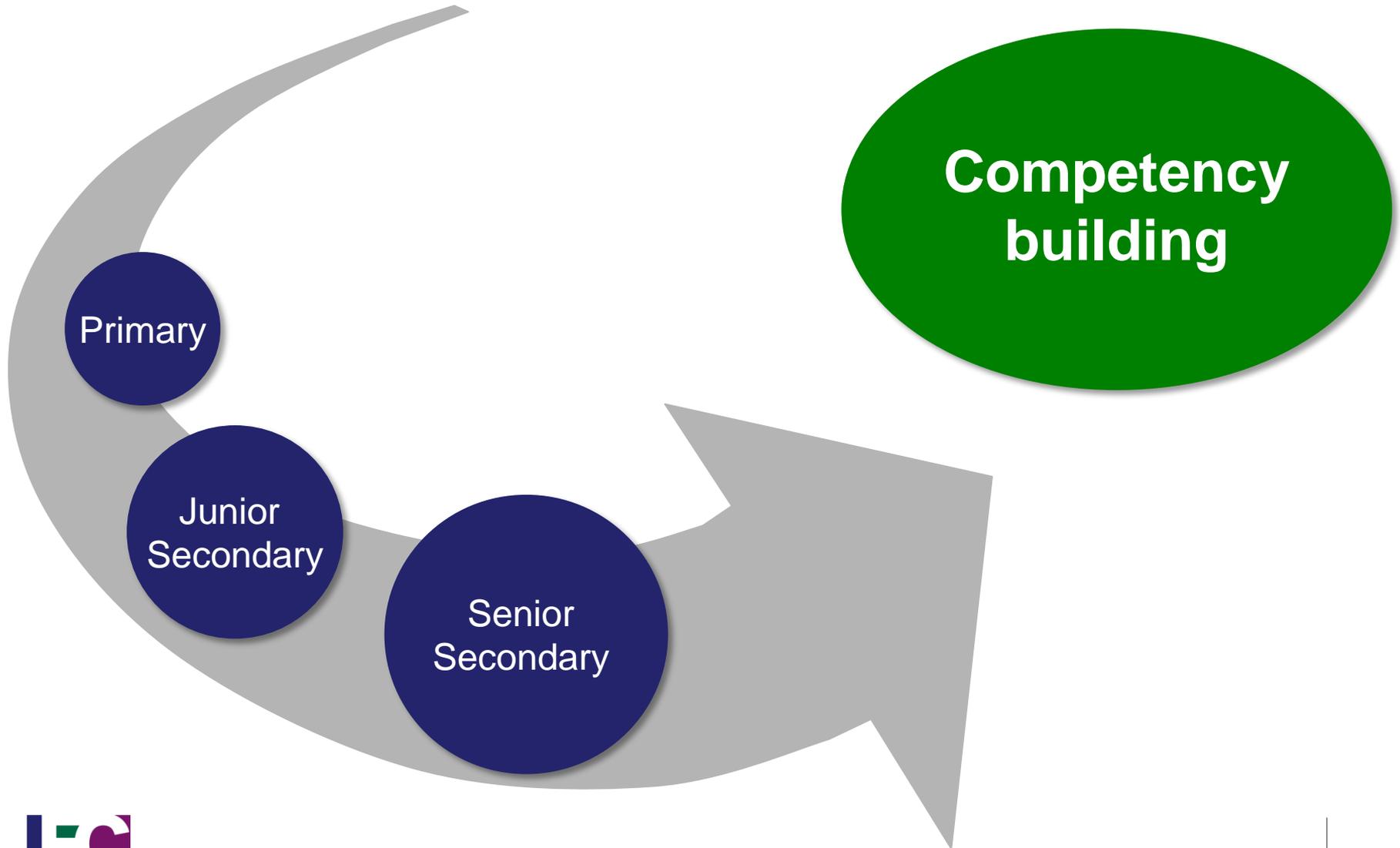
*Low flexibility of implementation of financial education in curriculum

*High flexibility of implementation of financial education in curriculum

*Note: the appropriateness and flexibility are perceived by students and other key stakeholders.



Need for a financial learning framework



THE END

