"Prosper Youth"

pētījuma rezultāti

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PROSPER YOUTH

Introduction

About the project

"PROSPER Youth - Quest for resourcefulness and smart personal economic readiness" is a project that explores actual drawbacks in current financial education programmes in partner countries - Latvia, Bulgaria and Spain - and offers game-based solutions to allow youth to feel more secure with their financial literacy skills that would be suitable for 21st century needs.

Based on the research we aim to:

- Research the actual situation, existing materials as well as students' and educators'
- experience with financial education materials;
- Create an innovative board game for youth to improve their financial literacy skills
- through real-life situations;
- Create video series that would provide additional up-to-date and innovative
- educational materials for educators for a more motivating classroom experience.

About the survey

Although the conducted surveys are anonymous, they cover the opinion of educators and learners from city and rural educational institutions. The surveys discover situations from two main perspectives - educator's point of view, and young learner's perspective.

The research explores the demographic of the respondents, self-assessment of their own knowledge about financial literacy and readiness, availability of quality and real-life-situations-based resources, main challenges and barriers, psychological aspects as: well as role of local culture in financial education.

Financial Literacy Research results in partner countries

Findings in Latvia

As a crucial part of the project "Prosper Youth" 2 surveys were conducted - 1 student (15-25 years old) survey, and 1 educator survey. The aim was to gather general opinion from both involved active sides about the quality of financial education and the available resources.
In this report you will learn more about findings from the survey that was conducted in Latvia. In total 33 students and 6 educators responded.

Key Findings:

- Demographics:
  - 84,5% of respondents represent the situation in towns/cities/suburbs, while 15,2% represent rural regions.
  - Employment Status: 100% students.
- Satisfaction with Financial Education:
  - Most of the students are satisfied (54,5%),
  - quite satisfied or very satisfied (18,2% in each category)
  - while 9,1% were dissatisfied.
  - No one was extremely satisfied about the financial education they get.

- Sources of Financial Education: Several answers were possible. Main sources included:
  - family and friends (69,7%),
  - online resources (63,6%),
  - and school programs (51,5%).
- Gaps in Financial Education:
  - Lack of practical, real-life applicable information in educational resources and lessons
  - insufficient content depth,
  - outdated learning materials,
  - information is irrelevant to real-life situations.
- Cultural Relevance:
  - 40% found financial education materials culturally relevant,
  - 33% did not find the materials culturally relevant,
  - and 27% were unsure.
- Real-life Applicability: Majority rated the applicability of materials as moderate (3 out of 5).

Findings in Latvia

- Barriers to Growth: Identified barriers included:
    - Lack of resources,
    - Lack of practical applications,
    - guidance, and
    - psychological barriers like fear and lack of confidence.
- Improvement Suggestions:
    - Tailored programs,
    - better resource access,
    - real-life relevance, and
    - reduced bureaucratic obstacles.
- Educators' Perspectives:
    - 75% of educators rated their financial skills highly and
    - emphasised the need for interactive elements like games.
- Educational Materials: Suggested materials included:
    - resources created by the Ministry of Education of the Republic of Latvia,
    - resources created by Swedbank,
    - educational platform “Money Bank”,
    - games.

- Teaching Competence: Educators felt confident in their ability to teach financial concepts, with 25% rating themselves at the highest level.
- Challenges for Educators: Identified the need for:
    - Better family and social economy understanding,
    - Practical financial experiences,
    - Increased motivation for students.

Findings in Latvia

Sources of Financial Education:
Main sources included

- family and friends (69,7%),
- online resources (63,6%), and
- school programs (51,5%). Several answers were possible.

As the main obstacles were mentioned:

- limited accessibility to relevant educational institutions (57,6%),
- financial difficulties (45,5%),
- socioeconomic barriers (lack of specialists, rural area, financial difficulties) (27,3%).

Applicability:

- 21,2% agreed that accessible resources are relevant to real-life situations,
- 18,2% found them irrelevant,
- 21,2% believed they are outdated,
- 39,4% did not know.
- 85.8% of respondents understand the importance of savings, very well or perfectly well.
- 87.9% of respondents know how to manage their finances, their answers varied from well to perfectly well.

Barriers to Financial Growth:

- The survey was also exploring the psychological aspects -
- majority of the respondents (87,8%) agree that they have not or have rarely faced psychological difficulties when trying to understand more about financial education (for example, fear of asking, fear of managing their own budget, lack of experience and confidence).
- Meanwhile 50% of questioned educators believe that youth is not ready to make their own financial decisions,
- 33,3% think that youth is ready, and only 1 respondent thinks that youth is very ready to make their own decisions.

Findings in Latvia

As the main obstacles educators mention:

- the lack of availability of the resources for youth,
- gaps in educational system (current educational resources do not offer knowledge that would be practical and applicable to real-life situations),
- personal budget management and adults (parents) mostly are responsible for family budget and children are not involved in the decision making process.

Suggestions for Improvement:

To overcome these barriers, educators suggest to:

- include practical financial education in the educational system,
- offer more meetings with finance experts,
- role-play activities and simulations.
- 83,3% agree that gamification would improve the current situation,
- while 16,7% believe that possibly it might help.

Students suggest all the same as educators, emphasizing that *overcoming fear of asking and not surrendering,* as well as *easy-to-understand materials* and more *engaging learning process* would be helpful.

Self-assessed Financial Skills:

The self-assessment rates among respondents fluctuate.

- 50% consider their financial literacy skills as very good, while
- the other 50% think they are average or less than average.
- Most of the respondents (66,7%) consider themselves competent to very competent in explaining financial literacy related questions,
- only 33,3% (all in age group 46-54) do not feel competent enough.

Age Group Representation:

The educators surveyed were in the 20-35 and 46-55 age groups (66,6% both together), with the remainder split between the 36-45 and 56+ age groups.

Findings in Bulgaria

The financial literacy research conducted among students and educators in Bulgaria reveals significant insights into the current state of financial education and the challenges faced by young people in achieving financial literacy. The findings highlight a general dissatisfaction with the quality and effectiveness of existing financial education programs. Both groups identified key barriers and provided suggestions for improvement.

Key findings:

- **Demographic Insights:**
  - Majority of student respondents are 17 years old (63.6%) and
  - male (81.8%), both students and educators, are from Bulgaria.

- S**atisfaction with Financial Education:**
  - Most students rated their satisfaction with financial education programs as average (63.6% rated it 3 out of 5).

- **Resources and Gaps:**
  - Online courses/webinars are the primary resource used by students (77.3%).
  - Significant gaps include lack of specific focus and insufficient detail in available materials.
- **Relevance and Practicality:**
  - A high percentage of students (90.9%) found the financial education materials relevant.
  - The effectiveness of these materials in practical situations was generally rated as average (59.1% rated it 3 out of 5).

- **Understanding and Managing Finances:**
  - Students generally understand the importance of saving (90.9% rated 4 or 5 out of 5).
  - Mixed effectiveness in managing income, with most rating themselves as 3 or 4 out of 5.

Findings in Bulgaria

- **Employment and Financial Literacy:**
  - Only 22.7% of students had formal work experience.
  - Education quality in preparing for financial decisions was rated as average by most students (54.5%).

- **Barriers to Financial Literacy:**
  - Key barriers include lack of practical learning opportunities, insufficient resources, and psychological challenges (86.4% acknowledged psychological barriers).

- **Educational System and Improvement Suggestions:**
  - Majority of educators feel the current educational system hinders financial literacy (66.7%).
  - Suggested improvements include practical learning, real-life financial management experiences, and enhanced teacher training.

- **Gamification and Self-assessment:**
  - All educators believe gamification can improve financial literacy (100%).
  - Educators rated their financial literacy and teaching competence as average to moderate.

- These findings emphasize the need for
  - targeted interventions to enhance financial education, including more practical and applied learning opportunities,
  - better resources,
  - psychological support, and
  - innovative teaching methods like gamification.

Findings in Bulgaria

Overview

- The "Prosper Youth" financial literacy project aimed to understand the financial literacy levels and challenges faced by young people aged 15-25 in Bulgaria.
- The study included surveys conducted among students and educators to identify areas for improvement in financial education programs and materials, as well as barriers hindering financial literacy among this demographic group.

Student Survey Results

- **Demographic Information:**
  - All 22 respondents are from Bulgaria.
  - The age distribution is as follows:
    - 1 respondent (4.5%) is 16 years old,
    - 14 respondents (63.6%) are 17 years old,
    - 5 respondents (22.7%) are 18 years old,
    - 1 respondent (4.5%) is 24 years old, and
    - 1 respondent (4.5%) is 28 years old.
  - In terms of gender identity, 18 respondents (81.8%) are male, and 4 respondents (18.2%) are female.
  - The native language of the respondents is primarily Bulgarian, with 18 respondents (81.8%) identifying it as their native language.
  - One respondent (4.5%) speaks English, and 3 respondents (13.6%) are bilingual (Bulgarian and another language).
  - Regarding employment status, 3 respondents (13.6%) work part-time or in odd jobs, while 19 respondents (86.4%) are students.

- **Financial Education:**
  - When asked about their satisfaction with financial education programs on a scale of 1 to 5, most students rated their satisfaction as 3 out of 5 (63.6%).
  - The main resources used for financial education are online courses/webinars, utilized by 77.3% of respondents.
  - Other resources include school programs and lessons (18.2%) and books and articles (4.5%).

Findings in Bulgaria

- **Students identified several gaps in available financial education programs/materials,** with many indicating no specific focus and insufficient detail.
  - A significant majority (90.9%) felt that the financial education materials they accessed were relevant.
  - The effectiveness of these materials in practical situations was mostly rated as 3 out of 5 (59.1%).
  - Additionally, the understanding of the importance of saving was rated highly, with 90.9% of respondents rating it as 4 or 5 out of 5.
  - Regarding income management effectiveness, responses varied, with the majority rating themselves as 3 or 4 out of 5.

- **Employment and Financial Literacy:**
  - 22.7% of the students have had formal work experience.
  - The quality of education received in terms of preparing them for financial decisions was rated as average by 54.5% of respondents.
  - The main reasons cited for the quality issues in education included a lack of appropriate resources (50.0%) and qualified teachers (22.7%).
  - The majority of students felt that social or economic factors significantly affect financial literacy, with 63.6% rating the impact as 4 or 5 out of 5.
  - Psychological barriers in improving financial literacy were acknowledged by 86.4% of respondents.
  - To overcome barriers to financial literacy, students suggested practical financial education and psychological support as effective measures.
  - Few comments were provided, indicating either no suggestions or uncertainty among respondents.

Findings in Bulgaria

Educator Survey Results

- **Demographic Information:**
    - All 6 respondents are from Bulgaria.
    - The age distribution among educators is even, with 33.3% of respondents in each age group: 20-35, 36-45, and 46-55.
- **Financial Literacy Materials:**
    - Educators rated the quality of financial literacy materials available in Bulgaria as poor, with all respondents rating it as either 1 or 2 out of 5.
- **Preparedness of young people** aged 15-25 **to make financial decisions**,
    - most educators rated their preparedness as low, with 66.6% rating it as 1 or 2 out of 5.
    - The main factors affecting the ability of young people to achieve financial literacy include a lack of practical and applied learning opportunities, disinterest, and a desire for quick information without effort.
    - The current educational system was seen as a hindrance to the enhancement of financial literacy among young people, with 66.7% of educators expressing this view.
    - Suggested actions for improvement include implementing more practical and applied learning, providing real-life financial management experiences, and enhancing teacher training in financial education.
- **Gamification and Interactive Elements:**
    - All respondents believed that gamification and interactive elements could improve financial literacy among young people (100%).
- **Self-assessment of Financial Literacy and Teaching Competence:**
    - Educators had a mixed self-assessment of their financial literacy, with most rating themselves as average (3 out of 5).
- **Their competence in teaching financial literacy topics to**
    - young people was also rated as moderate, with the majority rating themselves as 3 or 4 out of 5.
- **Materials Used:**
    - Educators mentioned using a variety of resources, including Khan Academy's "Personal Finance" and
    - "Next Gen Personal Finance (NGPF): Arcade Games & Financial Algebra",
    - Junior Achievement's Financial Literacy program, and
    - online resources like "Quizlet" and
    - "EconEdLink: Credit Score".

Findings in Spain

Overview

- The "Prosper Youth" financial literacy project, conducted in Spain, reveals crucial insights into the financial literacy levels and educational needs of young people aged 15-25, as well as the perspectives of educators involved in financial education.
- The findings underscore the importance of enhancing financial education programs to be more practical, relevant, and engaging for young learners.

Key Findings:

Demographic information:

- Respondents were evenly split between genders, with ages ranging primarily between 15-24 years.
- **Employment Status:**
  - 53% of students were unemployed,
  - 40% were employed, and
  - 7% were students.
- **Satisfaction with Financial Education:** Mixed satisfaction levels, with only 13%
- very satisfied and 20% very dissatisfied.
- **Sources of Financial Education:** Main sources included
  - family and friends (40%),
  - online resources (33%), and
  - school programs (20%).
- **Gaps in Financial Education:**
  - Lack of practical,
  - real-life applicable information and
  - insufficient content depth.
- **Cultural Relevance:** 40% found financial education materials culturally relevant,
- 33% did not, and 27% were unsure.
- **Real-life Applicability:** Majority rated the applicability of materials as moderate (3
- out of 5).

Findings in Spain

- **Barriers to Growth:** Identified barriers included
  - lack of resources,
  - practical applications,
  - guidance, and
  - psychological barriers like fear and lack of confidence.
- **Improvement Suggestions:**
  - Tailored programs,
  - better resource access,
  - better real-life relevance, and
  - reduced bureaucratic obstacles.
- **Educators' Perspectives:** 75% of educators rated their financial skills highly and emphasized the need for interactive elements like games.
- **Educational Materials:** Suggested materials included Excel, Google Sheets, online games, videos, and books.
- **Teaching Competence:** Educators felt confident in their ability to teach financial concepts, with 25% rating themselves at the highest level.
- **Challenges for Educators:** Identified the need for better family and social economy understanding, practical financial experiences, and increased motivation for students.

Student Survey Results

Demographic Information:

- The survey gathered responses from 15 young individuals, all residing in Spain.
- The age distribution was varied, with the highest representation from the 23 and 24 age groups (20% each).
- The gender split was nearly even, with 47% male and 53% female respondents.
- A majority of the respondents (60%) identified Spanish as their native language, with others speaking Bulgarian (20%) and Valencian (20%).

Findings in Spain

- **Employment and Financial Education Satisfaction:**
- A significant portion of respondents (53%) were unemployed, while 40% were employed, and 7% were students.
- When asked about their **satisfaction with available financial education programs**, responses were mixed.
  - Only 13% rated their satisfaction as very high (5 on a scale of 1 to 5),
  - while 20% rated it very low (1 on the same scale).
- **Sources of Financial Education:**
  - Students primarily relied on family and friends (40%),
  - online resources (33%), and
  - school programs (20%) for financial education.
  - Financial institutions and books were also mentioned as sources.

- The main gaps identified in these resources were:
  - the lack of practical, real-life applicable information and
  - insufficient depth in the content provided.
- **Cultural Relevance and Applicability:**
  - There was a split opinion on the cultural and regional relevance of the available financial education materials.
  - While 40% found them relevant,
  - 33% did not, and 27% were unsure.
  - Regarding applicability to real-life situations, the majority rated it moderately (3 out of 5).
- **Barriers to Financial Growth:**
  - Lack of access to resources,
  - practical applications,
  - guidance,
  - psychological barriers such as fear of managing finances and lack of confidence were also significant, with 47% of respondents acknowledging these challenges.
- **Suggestions for Improvement:**
  - To overcome these barriers, respondents suggested more tailored programs, better access to resources, enhanced real-life relevance of financial education, and reduced bureaucratic obstacles.

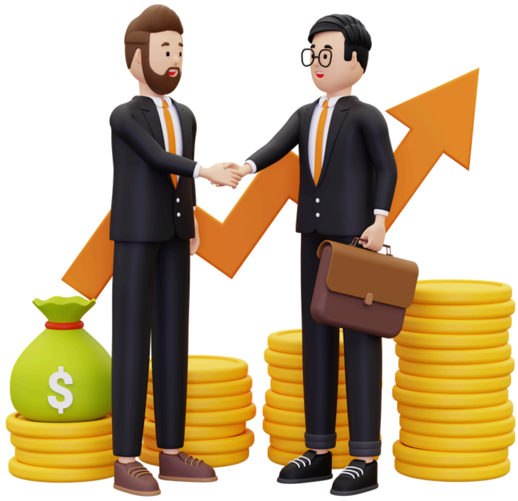
Findings in Spain

Educator Survey Results

- **Educational Materials and Methods:**
  - Educators provided various examples of materials that support financial education, including printed resources like Microsoft Excel and Google Sheets,
  - games,
  - YouTube videos, and
  - academic games.
  - There was a strong consensus (75%) that adding games and interactive elements could significantly improve the effectiveness of financial education.

- **Self-assessed Financial Skills:**
  - Most educators rated their own financial skills highly, with 75% rating themselves at 4 on a scale of 1 to 5.
  - Similarly, their confidence in explaining financial concepts to young people was also high, with 25% rating themselves at the highest level (5).
- **Age Group Representation:**
  - The educators surveyed were predominantly in the 20-35 age group (50%), with the remainder split between the 36-45 and 46-55 age groups.
- **Challenges and Recommendations:**
  - Educators identified the need for better family and social economy understanding, practical financial experiences, and increased motivation and empowerment among students.
  - They suggested integrating more practical activities and projects that reflect real financial situations into the curriculum, as well as fostering greater collaboration between educational institutions and financial entities.

PROSPER YOUTH



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- *Tú eres un genio (Spain)*

Learn more about the project and its results:

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