

2016

PUPILS WORKSHOPS REPORT

KEEP INVET DONATE SPEND

The following document reports data analysis regarding the implementation of Pupils Workshops Intellectual Output in Agrupamento de Escolas de Marco de Canaveses, Portugal



Erasmus+

PUPILS WORKSHOPS REPORT

KEEP INVEST DONATE SPEND

Introduction

Financial literacy, or knowing how to spend and save money, is an important part of learning how to be a responsible adult. The sooner that you learn how to create a budget and save money, the more money you may have to spend on things that you want or items that you will need in the future. Printable worksheets and interactive tools can set you on the right path to budgeting, while making smart consumer choices and being practical with your money can help you save.

Within the context of this framework, KIDS project partnership will address the awareness of financial literacy among pupils by means of meaningful activities and workshops.

The Needs Analysis Report has been conducted as one of the project activities (Intellectual Output) to provide the content and modules of the pupils workshop, in order to reinforce core concepts such as budget, saving, invest, using money correctly, debt management, ...

Description of the Pupils Workshops Participants

Several workshops took place between April and May 2016, involving pupils from 1st and 2nd cycles of basic education of Agrupamento de Escolas de Marco de Canaveses.

PUPILS WORKSHOPS REPORT



The workshops were integrated in pupils curricular activities and their school timetables, handled by their primary teacher (1st cycle) or class tutor (2nd cycle) during Citizenship class. All the teachers that carried out the workshops in their classes attended beforehand the Teachers’ Training Workshop prepared and implemented under the project’s intellectual output and used the materials prepared for the purpose.

According with the pupils’ attendance sheets and workshops summary sheets, the below data represents the target audience that favoured the sessions at Agrupamento de Escolas de Marco de Canaveses, Portugal:

Nr. Pupils	1st cycle (3rd grade)	2nd cycle (5th grade)	2nd cycle (6th grade)	TOTAL
	23	136	101	304
Nr. Classes	1	7	6	14
Nr. Teachers	1	7	6	14
Nr. Sessions	20	24	50	94

Table 1 – Target audience that participated in the Pupils Workshops

In the whole school cluster, **304 pupils** participated in the Financial Education workshops, developed by **14 class tutors** during **94 sessions** of 45’ each, according with attendance sheets and workshops summary sheets. More than 50% of 2nd cycle class tutors worked some of the Topics thought for this level of education in terms of financial education and according with the Need Analysis Report and the Core Competencies for Financial Education.

Data analysis and summary

- 1. Pre and post test** in Financial Education according with the Core Competencies for Financial Education and the Need Analysis Data:

The pre and post tests were applied before and after pupils workshops to evaluate the impact of the activities in pupils’ knowledge, skills and attitudes towards financial behaviour and literacy. The survey was organised



around **10 questions** as follow with the above indicators: **4. A lot** **3. A little** **2. Not very much** **1. Not at all:**

1ª Q - Compreendo a diferença entre necessidades e desejos. / **I understand the difference between what is a need and what is superfluous**

2ª Q - Tenho conhecimentos básicos sobre rendimentos e despesas. / **I have general knowledge about income and expenditure**

3ª Q - Conheço as características do sistema financeiro e do Euro. / **I understand how the financial system works and the Euro**

4ª Q - Conheço os meios de pagamento. / **I can describe various means of payment**

5ª Q - Tenho conhecimento sobre contas bancárias. / **I understand how bank accounts work**

6ª Q - Consigo dar informação sobre o significado de empréstimo. / **I understand what loans are**

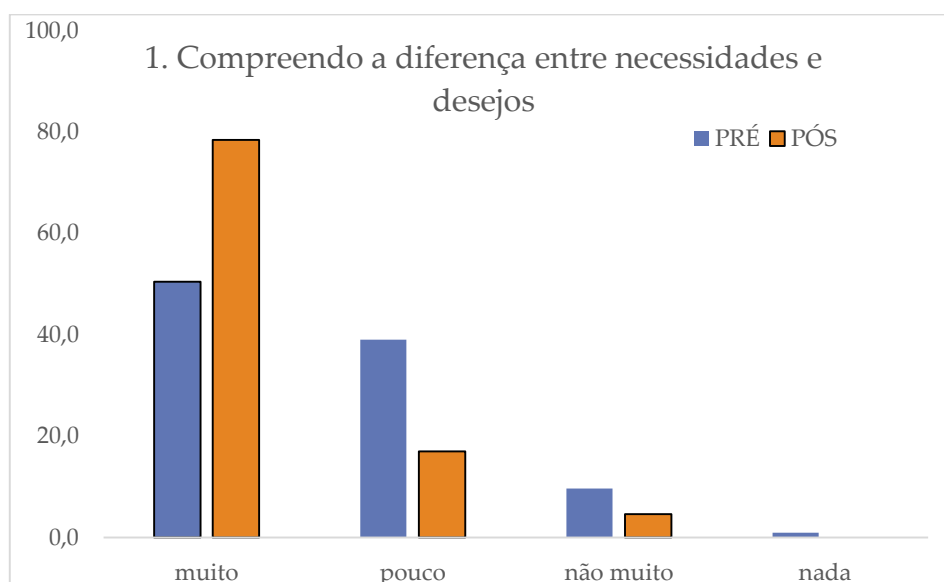
7ª Q - Sei o que é poupança quais são os seus objetivos. / **I know what savings are and their goals**

8ª Q - Sei planear e gerir um orçamento. / **I know how to plan and manage a budget**

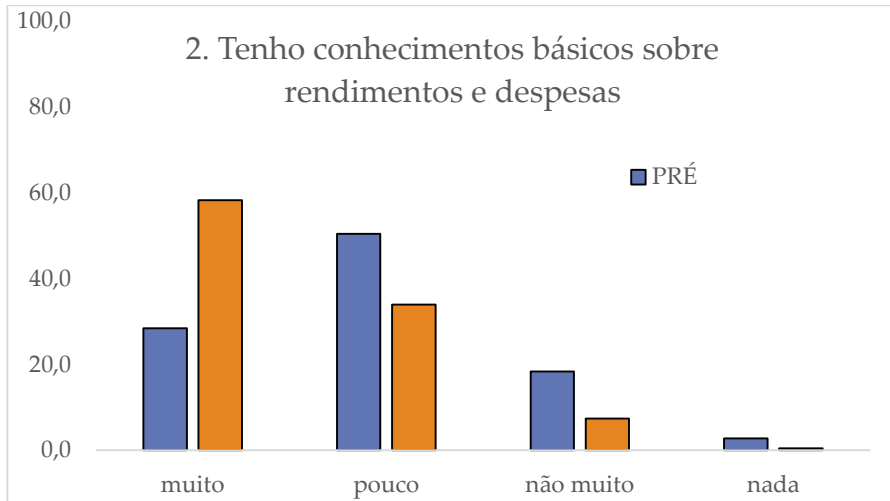
9ª Q - Compreendo a importância da ética nas questões financeiras. / **I understand the importance of ethics regarding financial matters**

10ª Q - Sei que existem direitos e deveres relativamente às questões financeiras. / **I know that there are rights and duties relating to financial matters**

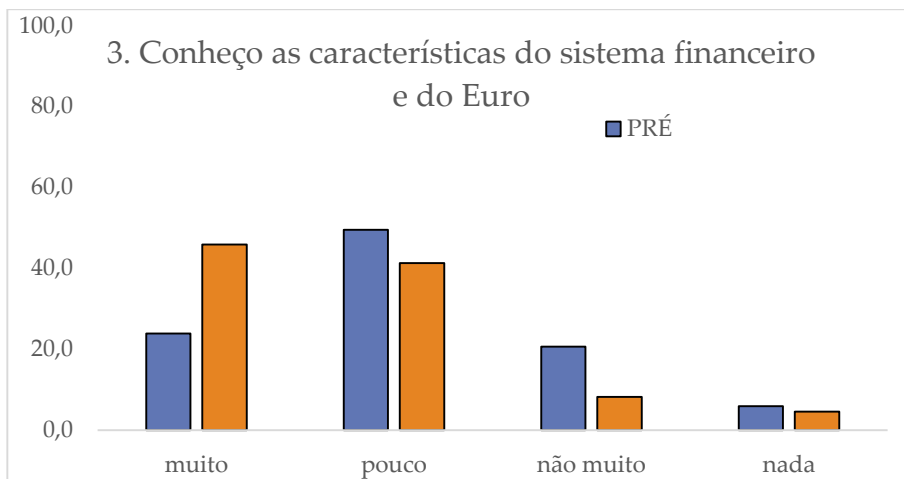
1.1 Pre (blue) and Post (orange) data results comparison:



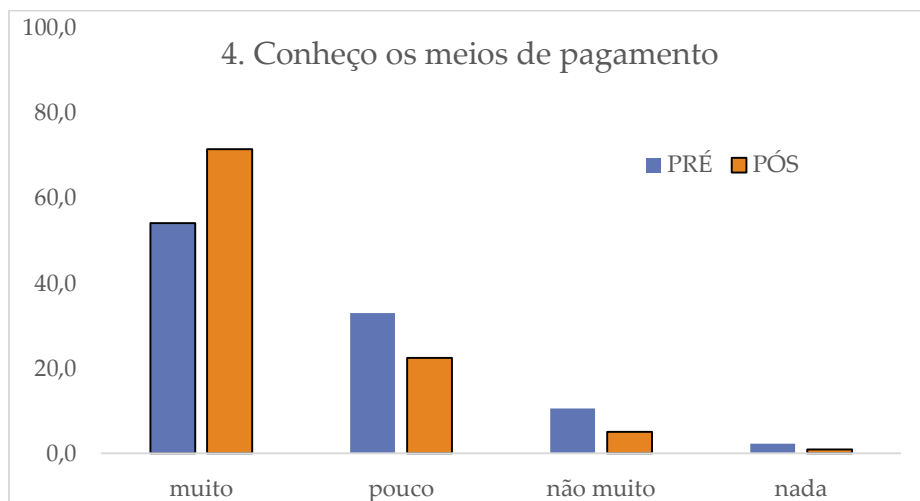
Graphic 1



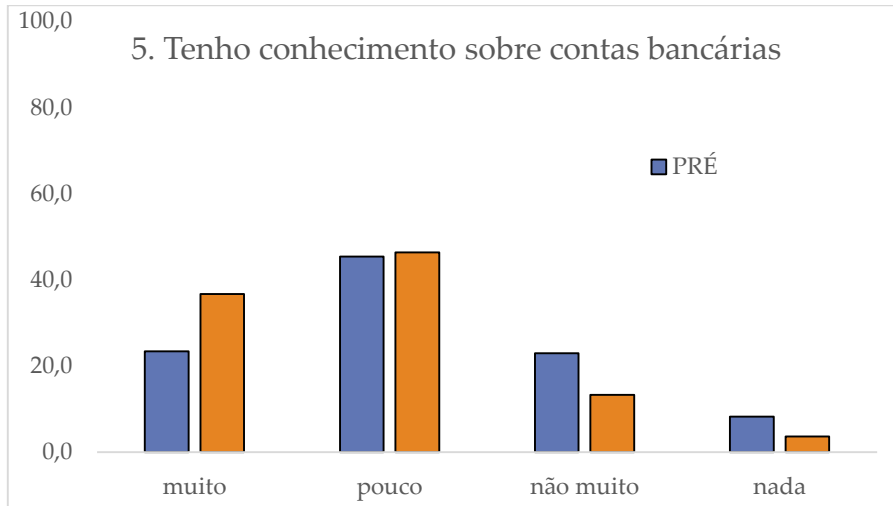
Graphic 2



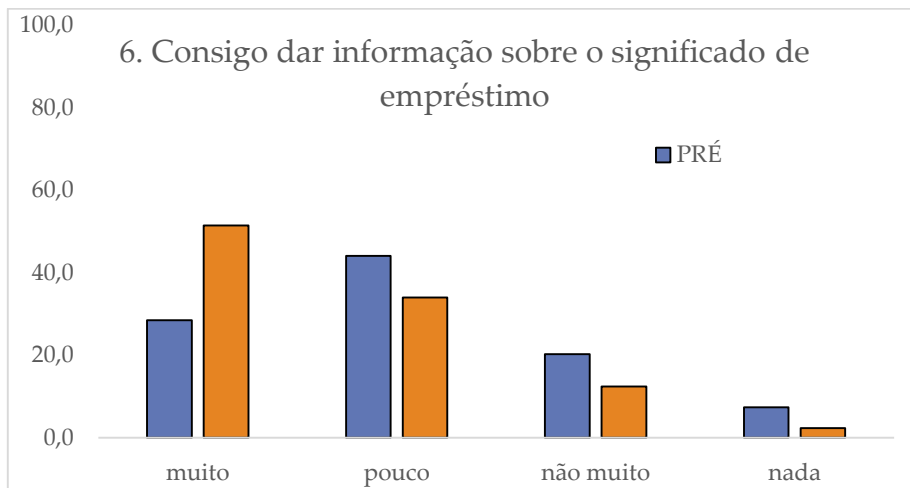
Graphic 3



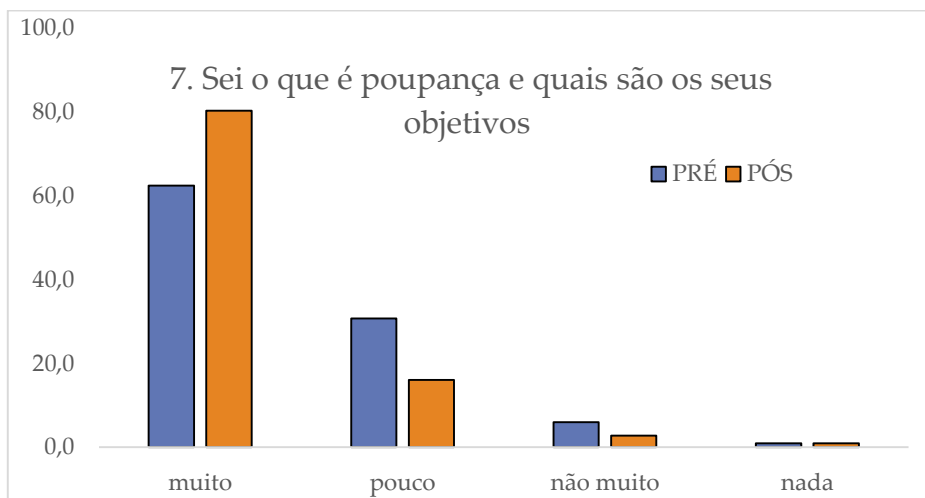
Graphic 4



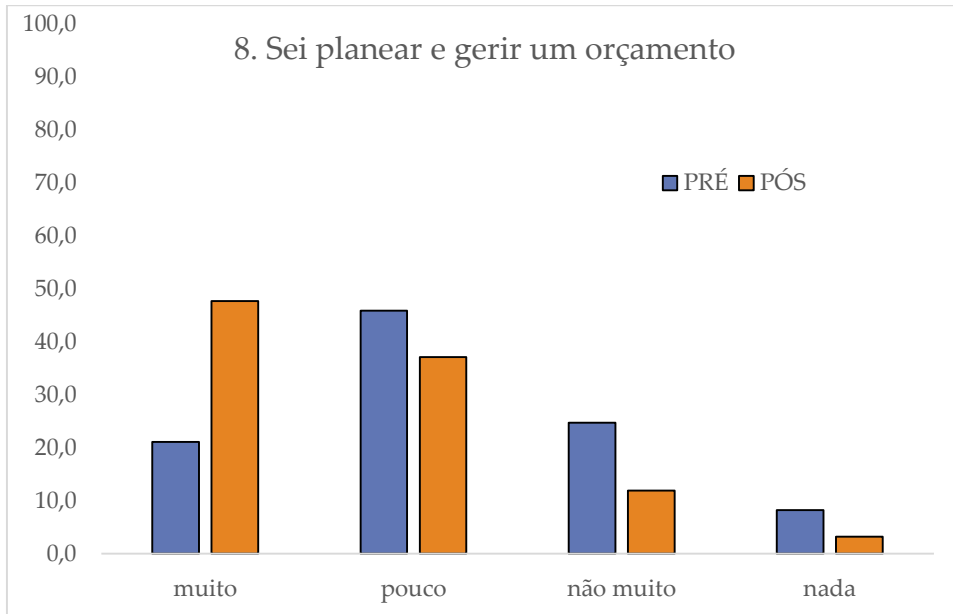
Graphic 5



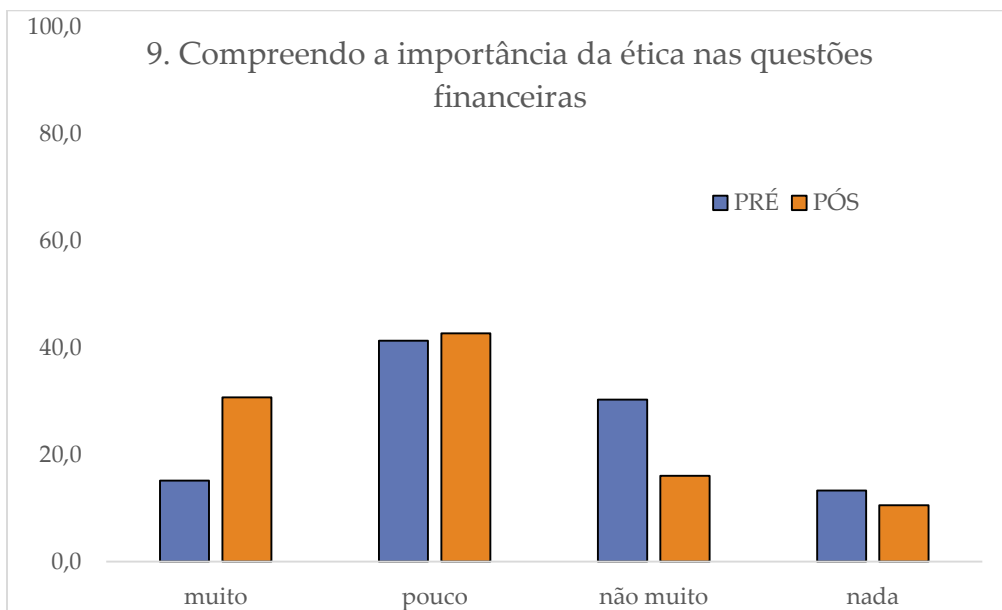
Graphic 6



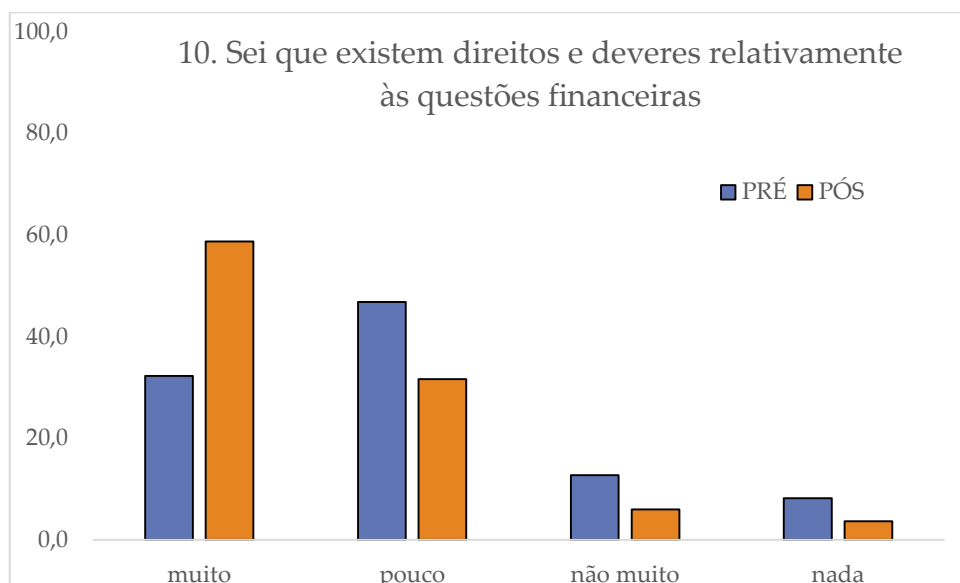
Graphic 7



Graphic 8



Graphic 9



Graphic 10

The results in all the graphics clearly show that before the workshops pupils had “a little” and/or “not very much” knowledge about key financial education concepts like *want, need, income, expenditure, loan, means of payment, savings and budget*. After the workshops all questions express pupils impressions as having gain more knowledge since “a lot” has increased comparatively. For exemple, in Graphic 1 it is clear that before the workshop pupils knew “a little” and after the workshop they become more aware of the differences between a “need” and a “want”.

It is also relevant to mention that the indicator “Not at all” as also decreased after the workshops. It is possible to infer that the workshops had a positive impact in pupils knowledge and awareness as far as financial key concepts for the primary education is concerned.

Conclusion

This research study reinforces the strong evidence supported in the Need Analysis report and now with the pre and post tests that financial literacy education from early ages produces changes in behaviour and knowledge. One can argue that one intervention alone may not be suficiente for improving financial management skills and knowledge but the data analysis produces evidences that enhance the importance of providing financial education during school education may provide changes in a sustainable way.

KIDS Portuguese Team

June 2016