OECD-BSP Regional Asian Conference on Financial Literacy and Inclusion: Addressing the Upcoming Challenges
11 to 12 September 2012, Cebu, Philippines
PACIFIC FINANCIAL INCLUSION PROGRAMME (PFIP) (end of 2013)

- Better policies, regulation, and coordinated actions
- Better market information and access to knowledge
- Scalable and replicable projects with lower cost delivery channels
- Informed and competent consumers

500,000
FINANCIAL EDUCATION

• Learning directed towards the attainment of desired financial behaviour, knowledge, skills & values

• Financial education builds Financial Competency – the ability to UNDERSTAND & ACT
POLICY FRAMEWORK

• Regional
  • 2008 Coombs Declaration
  • 2009 Forum Education Ministers Meeting
  • 2009 Forum Finance & Economic Ministers endorsed the four 2020 Money Pacific Goals
  • 2009 South Pacific Central Bank Governors Meeting

• Fiji
  • National Financial Inclusion Action Plan 2010 - 2014
  • National Financial Inclusion Taskforce chaired by RBF
FEMM 2009 agreed that each Pacific island nation, through combined actions of the public and private sectors, achieve the following goals by 2020:

1) all children to receive financial education through core curricula;
2) all adults to have access to financial education;
3) simple and transparent consumer protection to be in place; and
4) halve the number of households without access to basic financial services.
<table>
<thead>
<tr>
<th>Level</th>
<th>Financial Competency</th>
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<tbody>
<tr>
<td>High</td>
<td>Nil</td>
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</table>
| Moderate - High| Managing Essential Expenditure  
|               | Setting Household Plans and Goals |
| Low-Moderate  | Effecting Non- Cash Transactions  
|               | Managing Household Income  
|               | Identifying and Recording Household Expenditure  
|               | Managing Regular and one-off expenditure  
|               | Managing Requests for Financial Assistance  
|               | Keeping Household Records  
|               | Managing Savings  
|               | Managing Long Term Savings  
|               | Managing Borrowing |
| Low           | Managing Budgeting  
|               | Managing Cost of Money |

Source: PFIP Financial Competency Survey, 2012
PROJECT SCOPE & STRATEGY

• To introduce and strengthen financial education within the school curriculum for Years 1 to 12

• 200,000 students, 910 schools,

• Integrate into existing subjects

• Deliverables
  • Resources & assessment for students
  • Resources and assessment for teachers
  • Up-skilling & professional development of existing teachers
  • Capacity to continuously train new teachers
  • QA & M&E

PFIP
PROJECT SCOPE & STRATEGY

• Phased approach over 2 years (2010-2012) with roll-out in 2013

• Total budget $1.6 m

• 28 regional champion schools – piloting, refining, scaling up

• Project Development Group review/endorse resources & teacher training

• School banking integral to FinED

• Regular progress reporting to NFIT
WHAT IS TAUGHT

• Primary
  • Managing Money – money, spending & budgeting, saving, credit
  • Income & wealth – income
  • Planning ahead – financial planning, financial risk

• Secondary
  • Income & money management - money, payment, income, credit financial institutions, spending wisely, managing money (personal and family), money & time, record keeping
  • Managing risk & financial planning – financial risk, financial products & return, investing & planning for the future
  • Financial planning & wealth creation – saving, decision making, goal setting, wealth creation & building
SUBJECT INTEGRATION

**Primary**
- Maths, English, Social Studies

**Secondary**
- Maths, English, Commerce Studies, Accounting, Economics

Examples:
- Income decisions - Economics
- Money management - Accounting
- Banking and financial services - Accounting
- Financial record keeping - Accounting
- Personal financial planning - Economics
- Credit - Economics, Maths & English)
# CHALLENGES & SOLUTIONS

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<tr>
<th>CHALLENGES</th>
<th>SOLUTIONS</th>
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<tr>
<td>Oh No, not another topic to be taught at schools</td>
<td>Strong quantitative evidence on linkages between FinED, financial inclusion &amp; equitable economic growth</td>
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<td>Strong commitment from Minister, Governor, Chair NFIT, Chair of FLWG</td>
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<td>Skeptical &amp; overworked principals and teachers</td>
<td>Awareness raising @ principals conferences</td>
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<td>Genuinely engage champion teachers to test resources &amp; actively contribute to their design</td>
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<td>Training on FinED recognized as professional development &amp; accreditation</td>
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<td>No extra teaching hours or classes, No existing subjects replaced, No change in timetables</td>
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<td>Make it exciting and fun</td>
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<tr>
<td>CHALLENGES</td>
<td>SOLUTIONS</td>
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<td>Faltering stamina of participating schools</td>
<td>Public recognition of champion school principals and teachers via media</td>
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<td>Regular newsletter and communication from project team</td>
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<td>Timely training &amp; roll-out</td>
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<td>Competing priorities within MOE</td>
<td>Appointed head of curriculum as National Project Manager &amp; member of National Financial Literacy Working Group</td>
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<td>Piggyback on existing teacher training workshops</td>
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<td>Flexi implementation strategy – work at class levels undergoing curriculum modification</td>
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<td>FinED enjoys high public profile and national development priority</td>
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<td>Sustainability</td>
<td>Cost-effective &amp; modular teacher/student resources</td>
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<td>FinED embedded at Diploma and BEd courses</td>
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<td>Integral part of ongoing teacher professional development</td>
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STUDENT ASSESSMENT

PRIMARY
- Formative assessment by teachers
- Observation
- Self-assessment by students
- Peer assessment by students
- Informal conferencing
- Summative

SECONDARY
- 67 multichoice questions
- 70 long & multiple subsection assessment items
- Case studies
- Assessment by topics (e.g. income decisions in Economics; money management (in Accounting); Credit (in Economics, Maths & English))
TEACHERS, PARENTS & STUDENTS SAY..

• **Responses from Teachers**
  • “Resources are easy to use and my class loves FinED’s interactive lessons and its discovery learning.” Lautoka
  • “It’s very easy to integrate FinED especially with training on how to use the Manual.” Suva
  • “My weaker students perform better in FinED lessons/activities as it is hands-on activities” Lautoka, Suva, Labasa, Levuka, Tailevu
  • “It is easy to assess FinED learning whilst assessing my base subject learning” Labasa, Lautoka, Levuka

• **Responses from Parents**
  • “I wish I had had this opportunity to learn how to manage my money, when I went to school.” Lautoka
  • “My Class 4 child guides me in preparing our family budget and she tells us to eat from home before going shopping in town.” Labasa
  • “My child tells me to budget first before we go shopping.” Labasa

• **Responses from Students**
  • “I like FinED learning, there are so many fun activities.”
  • “I know it is important to save and to have a financial goal.” Levuka 2012
  • “I help Mum in planning our family shopping and budget”