

CEPS

Online seminar: Good practices in debt advice

Financial Literacy – a pathway between adult education and social work

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DIE

German Institute for
Adult Education

Leibniz Center for
Lifelong Learning

Leibniz
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Association

CurVe^{II} Curriculum and
Professional Development
of Financial Literacy

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- ➔ **Introduction: Background and Projects**
- ➔ **Financial Literacy**
- ➔ **Competence Model Financial Literacy**
- ➔ **Curriculum Financial Literacy**
- ➔ **Outlook: Educational Game**

Project 1:

Debt counselling as a starting point for basic skills – curricular networking and transitions - CurVe

Project term: 03/2013-09/2015

Project 2:

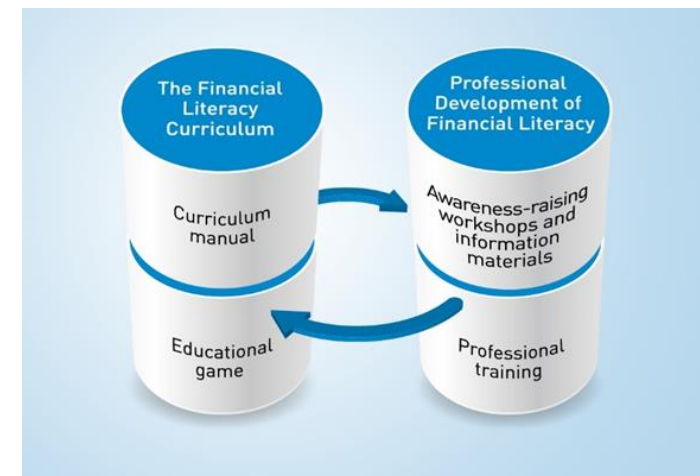
Curriculum and Professional Development of Financial Literacy – CurVe II

➔ transfer, development and research project

Project term: 01/2016 – 12/2022

Funded by: Federal Ministry of Education and Research (BMBF)

www.die-curve.de



Why is Financial Literacy relevant?

- ➔ „essential life skill“ (PISA-Programme, OECD, 2014)
- ➔ increasingly important in everyday life (Aprea et al., 2016)
- ➔ important for social participation (Tröster & Bowien-Jansen, 2019)
- ➔ increasing implementation of financial literacy programmes (OECD, 2014, 2016)
- ➔ financial practices in LEO 2018 (Grotlüschen et al., 2019)

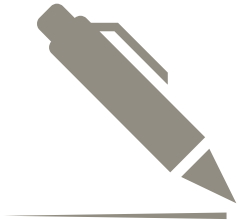
How is Financial Literacy defined?

‘A combination of awareness, knowledge, skill, attitude and behaviour necessary to make sound financial decisions and ultimately achieve individual financial well-being.’

(Atkinson & Messy, 2012, p. 14)

‘Financial literacy focuses on basic, existential and practical requirements of everyday living in contexts relating to money management.’

(Mania & Tröster, 2014, p. 140)



What are the challenges in the field of Financial Literacy?

- ➔ **Lack of competence and didactic concepts at basic education**
- ➔ **Professional development of financial literacy is lagging behind** (Compen, de Witte & Schelfhout, 2019)
 - ➔ Mostly only isolated events and course offers
 - ➔ Main providers are church-based institutions and adult education centres
 - ➔ Improving strategies to approach potential participants
 - ➔ Not yet an established programme area

When is Financial Literacy especially important?

- ➔ **biographic transitions** (job entry, leaving home, getting married, birth of first child, etc.)
- ➔ **critical life situations or current life situations with a big impact**
 - ➔ long-term unemployment
 - ➔ starting a family
 - ➔ starting a household
 - ➔ over-indebtedness
 - ➔ retirement
 - ➔ divorce/separation



No reliable statements can be made on the question of the extent to which financial education plays a role in the context of over-indebtedness, as no causal relationships have been proven.

**From
definitions and challenges
to
requirements...**

What does the competence model cover?

- ➔ literacy skills (reading/writing) and numeracy skills are included
- ➔ process oriented
- ➔ for everyday life
- ➔ in line with cash flow
- ➔ 4 sections: knowledge, reading, writing, numeracy
- ➔ 6 domains of financial literacy: revenue, money and payments, expenditure and purchases, budgeting, borrowing money and debts, making provisions and insurance
 - various subdomains in each domain

How is the competence model structured?

Competence domains financial literacy	Knowledge	Reading	Writing	Numeracy
1. Revenue				
2. Money and payments				
3. Expenditure and purchases	Everyday requirements			
4. Budgeting				
5. Borrowing money and debts				
6. Making provisions and insurance				

Available for download on the website:

https://www.die-bonn.de/curve/content/PDF/DIE_Kompetenzmodell_engl.pdf

What are the requirements concerning budgeting?

Example: subdomain „overview“

Competence domains financial literacy	Sub domains	Everyday requirements				
		Knowledge		Reading	Writing	Numeracy
		declarative	procedural			
1. Revenue						
2. Money and payments		principles and practices for organising documents, criteria for the organisation of documents		identify items of information from documents (e.g. subject, reference, sender, date, etc.)		systemize time specifications
3. Expenditure and purchases						
4. Budgeting	Overview					
5. Borrowing money and debts		categorise and sort documents; create folders; keep budget planners			keep and maintain inventories and other records	
6. Making provisions and insurance						

**From a
Competence Model
Financial Literacy
to a
Curriculum
Financial Literacy**

Example

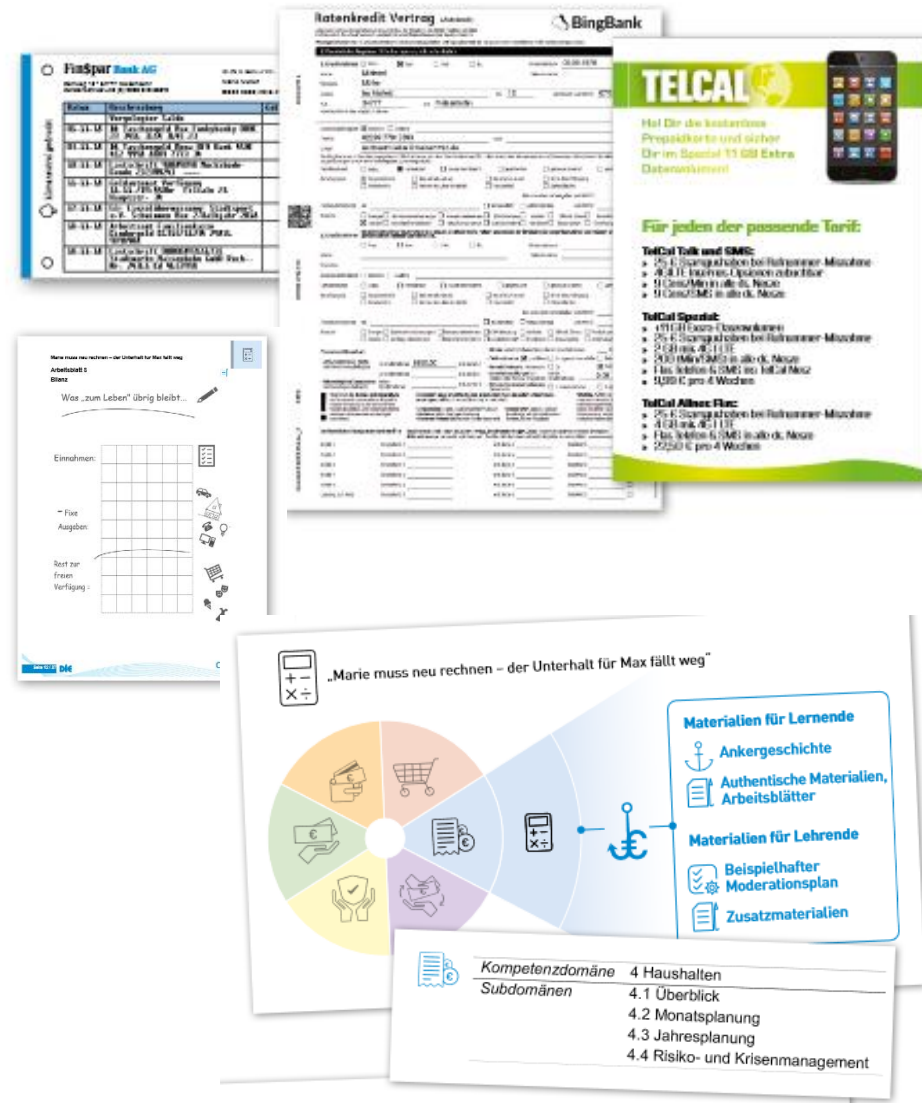
Subdomain 4.1 „Overview“: Grandpa Manfred organises his mess.

Who can support grandpa Manfred?



Materials include:

- ➔ story as an anchor
- ➔ authentic documents
- ➔ exercise sheets
- ➔ references for teachers
 - exemplary sequence plan
 - indications for instruction
 - exemplary solutions
 - information
 - links



What are the topics?

- ➔ unemployment
- ➔ the first payslip
- ➔ opening and using a check account
- ➔ mobile phone contracts
- ➔ budgeting
- ➔ hire-purchases and loans
- ➔ financial problems
- ➔ retirement planning
- ➔ assurances

24 sets of various materials



Who are target groups?

- ➔ participants in literacy courses
- ➔ people seeking advice from debt counselling
- ➔ employees in the low-wage sector
- ➔ immigrants who are unfamiliar with the German financial system
- ➔ families
- ➔ recipients of social benefits (ALG II)
- ➔ older people who are educationally disadvantaged
- ➔ people with disabilities



Available for download on the website (in German):

<https://www.die-bonn.de/curve/curriculum/default.aspx>

What are the next steps?

Developing and designing a curricular game

(according to Kellinger, 2017)

- ➔ gamifying the story of the family “Müller”
- ➔ collaborative learning and playing
- ➔ various “gaming-bricks” offer great variety and flexibility



Time for your questions...

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and Research



Thank you for your attention!

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- ➔ professional development at the interface of adult basic education and social work
 - ➔ cooperating and networking
 - ➔ addressing and acquiring attendees
 - ➔ sensitising multipliers
-
- ➔ teaching quality
 - ➔ teaching heterogenous groups of adults
 - ➔ teaching in the field of literacy/basic education

Awareness-raising workshops: objectives

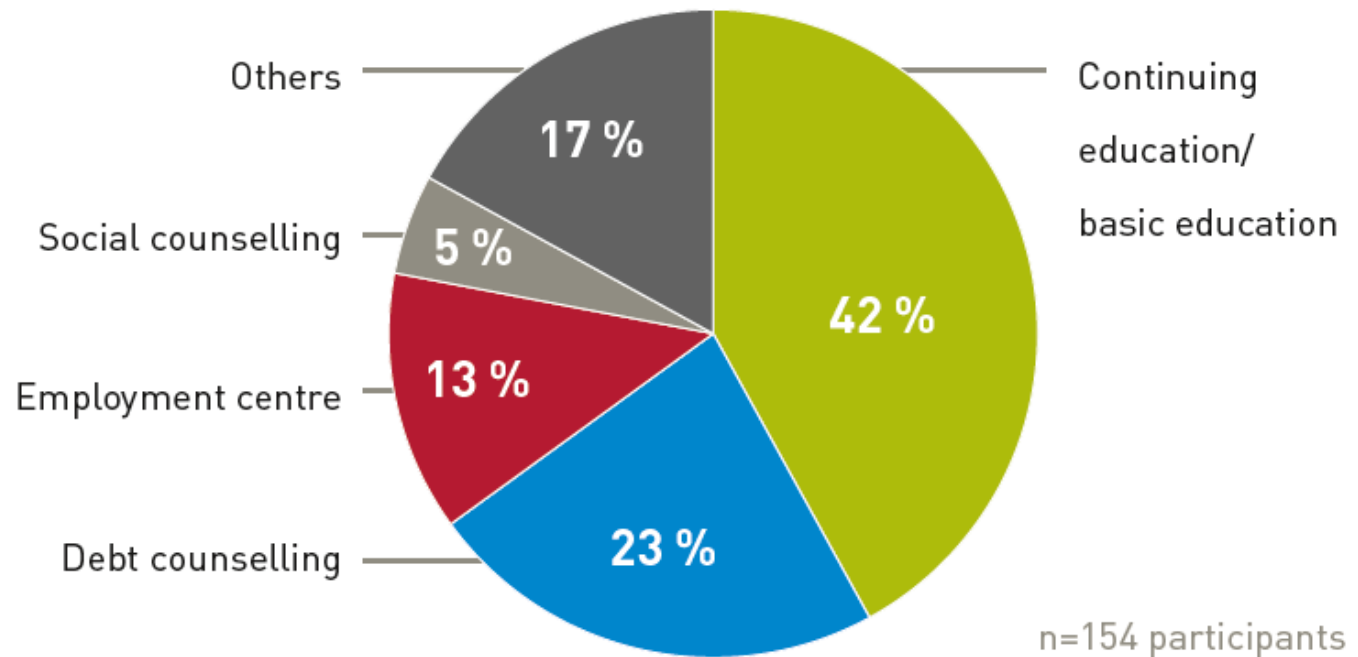
- ➔ sensitisation for the topic of financial literacy
- ➔ transparency in societal contexts of (individual) learning needs related to money management in everyday living
- ➔ linking adult education/continuing education and social work: creating new networks and transitions
- ➔ providing knowledge and competences: identifying – addressing - acting

Awareness-raising workshops: target groups

- ➔ social workers and debt advisors
- ➔ staff members of the Federal Employment Agency
- ➔ staff members of the consumer advice centres
- ➔ programme planners und teaching staff in the field of basic education/basic skills
- ➔ employees of (saving) banks
- ➔ works councils and human resources managers
- ➔ staff members of migration and refugee counselling centres
- ➔ staff members of familiy centres and nurseries

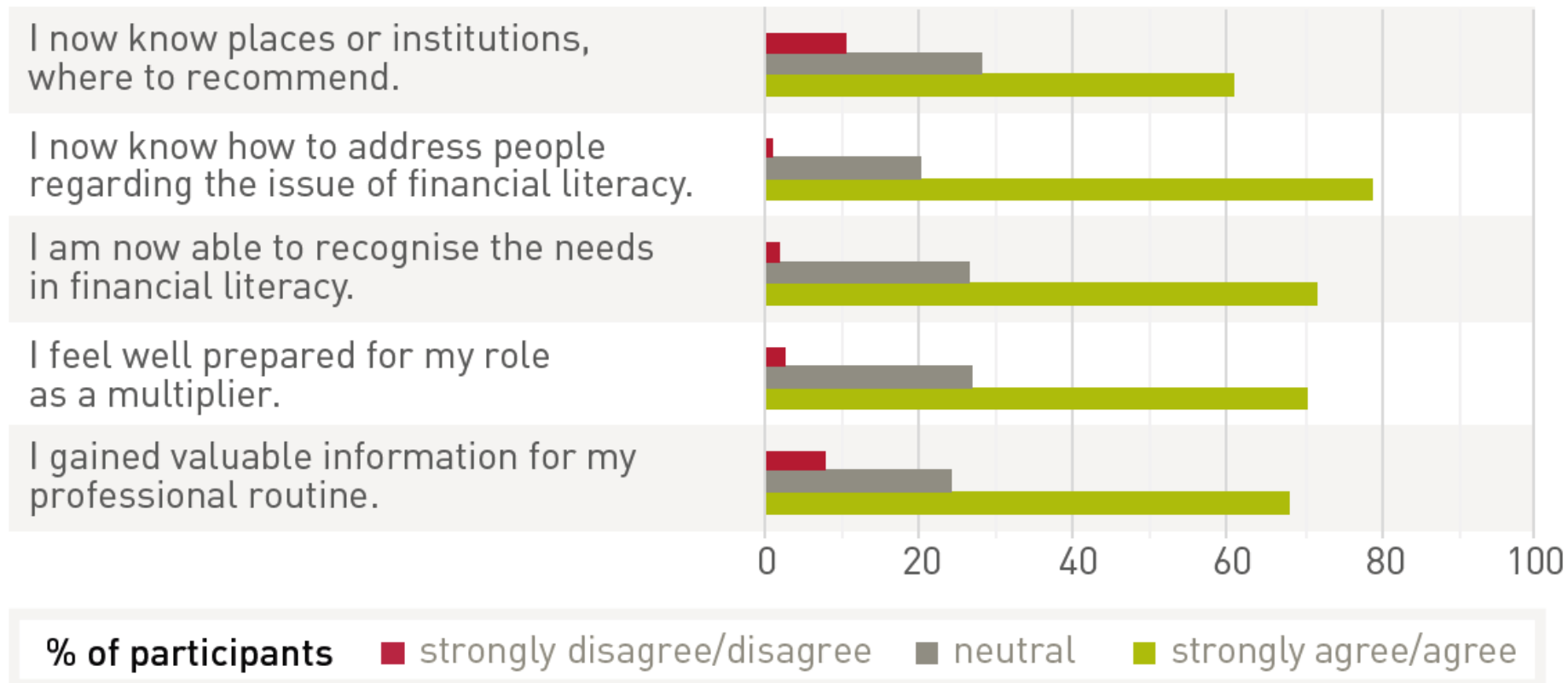
Access - participation - networking: awareness-raising

- ➔ 8 awareness-raising workshops in Germany
- ➔ 166 participants from various vocational fields
- ➔ 29 cooperation partners



Source: Tröster, M., Bowien-Jansen, B. & Mania, E. (2018).

Recognise needs, address, acts



Source: Tröster, M., Mania, E. & Bowien-Jansen, B. (2018)

Recognising, responding and taking action Self-study and guidance

Content of manual:

- ➔ financial literacy
- ➔ importance of raising awareness
- ➔ function and role of multipliers
- ➔ potential of cooperation and networking
- ➔ theoretical principles and case studies
- ➔ guide for own awareness-raising workshops
- ➔ enhanced e-book including 17 videoclips



Available for download on the website (in German):
<https://www.die-bonn.de/doks/2019-oekonomische-bildung-01.pdf>

Essential elements for professional development in financial literacy education for adults

- ➔ **knowledge** about financial literacy and essential and practical requirements to manage daily financial matters
 - ➔ [CurVe Financial Literacy Competence Model](#)
- ➔ **knowledge and skills** about instruction practices and interaction patterns
 - ➔ [CurVe II Curriculum Financial Literacy](#)
- ➔ **requirements to teacher quality:** knowledge, beliefs, attitudes, skills
- ➔ **key features of teacher professional development:** learnerorientation, collective participation, active learning, problembased learning, anchored instruction; teaching heterogeneous learner groups
- ➔ **contextual factors:** characteristics of adult education, learner characteristics, teacher characteristics

(Parts of the elements are adopted from: Compen, de Witte & Schelfhout, 2019)

Professional trainings – core questions:

- ➔ How to adapt the learning approach „anchored instruction“ in adult basic education?
 - knowledge
 - role of the teacher/trainer
- ➔ How to develop cognitive and non-cognitive competences?
- ➔ How to deal with heterogenous learner groups?
- ➔ How to deal with affections, emotions, beliefs and attitudes?