



PISA 2018 Results
Programme for International Student Assessment

Romanian National Financial Education Day Are Students Smart About Money?



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The financial landscape and the COVID-19 crisis context (PISA, 15-year-olds)

Continued shrinking public and private benefit systems
(pensions, health)

Increased sophistication and expansion of financial services, which
will be particularly relevant to young generations

Financial decisions are a part of everyday life and can have lasting
implications

COVID-19 crisis implications:

- more uncertain and precarious financial and employment situations that could last
- increasing levels of fraud and scams
- critical decisions to be made in the short term that will impact future financial wellbeing



Key figures: Students are already experienced with (online) money matters

54%

- of students hold an account at a bank, building society, post office or credit union

73%

- of students reported that they had bought something on line (either alone or with a family member) during the previous 12 months

39%

- of students reported that they had made a payment using a mobile phone during the previous 12 month

69%

- of students reported always or sometimes comparing prices between a physical shop and an online shop.

52%

- of students agreed that they enjoy talking about money matters.

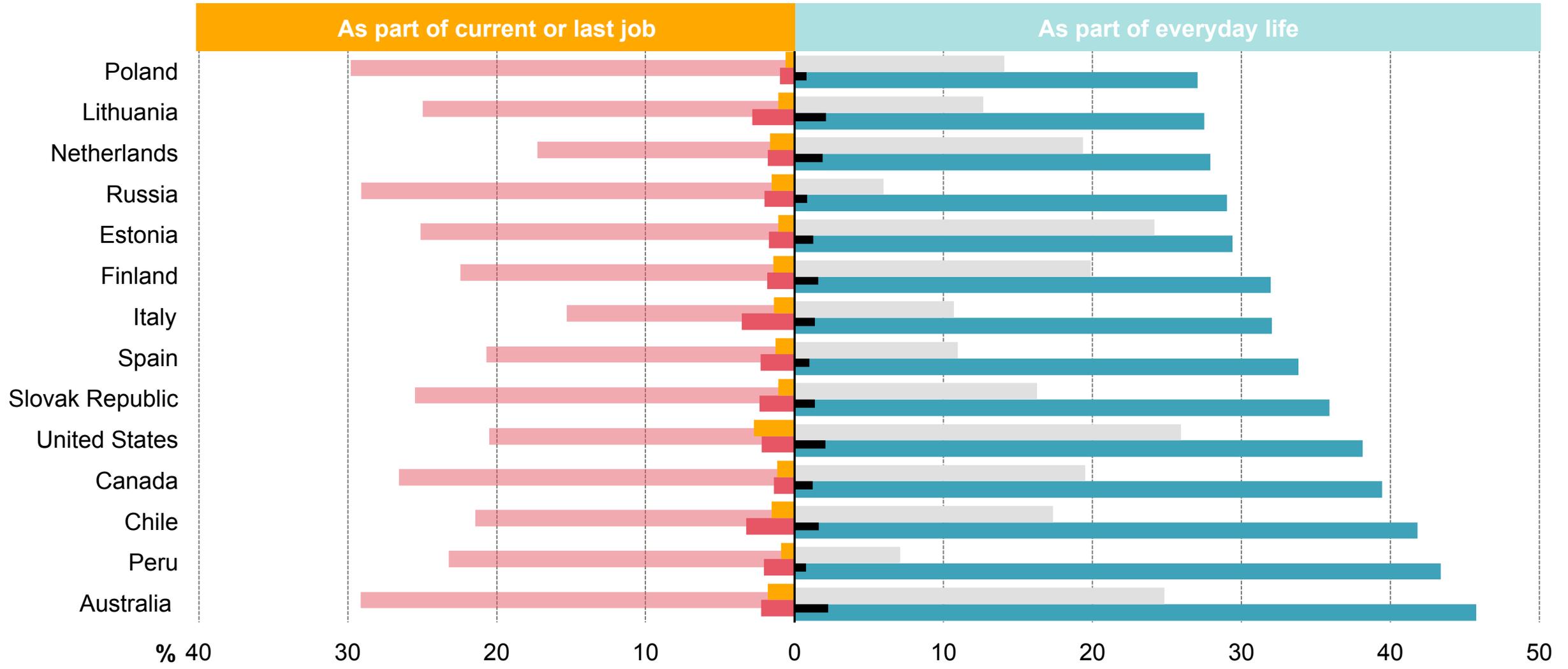


Young people are already engaged in basic financial activities

Source: OECD, Survey of Adult Skills (PIAAC) (2012, 2015, 2017)

- Calculate prices, costs or budgets
- Read bills, invoices, bank statements or other financial statements
- Conduct transactions on the Internet, for example buying or selling products or services, or banking

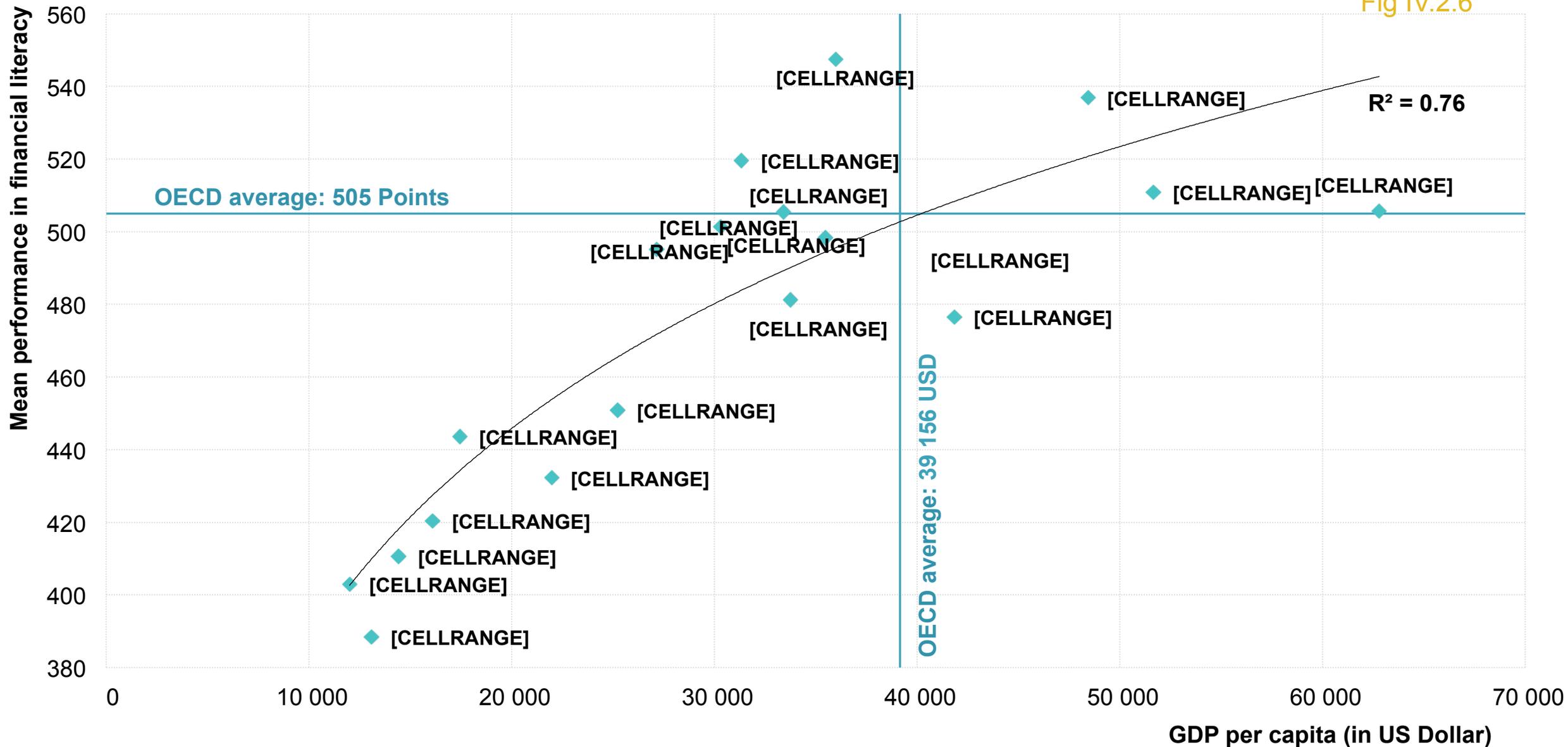
Fig IV.1.1





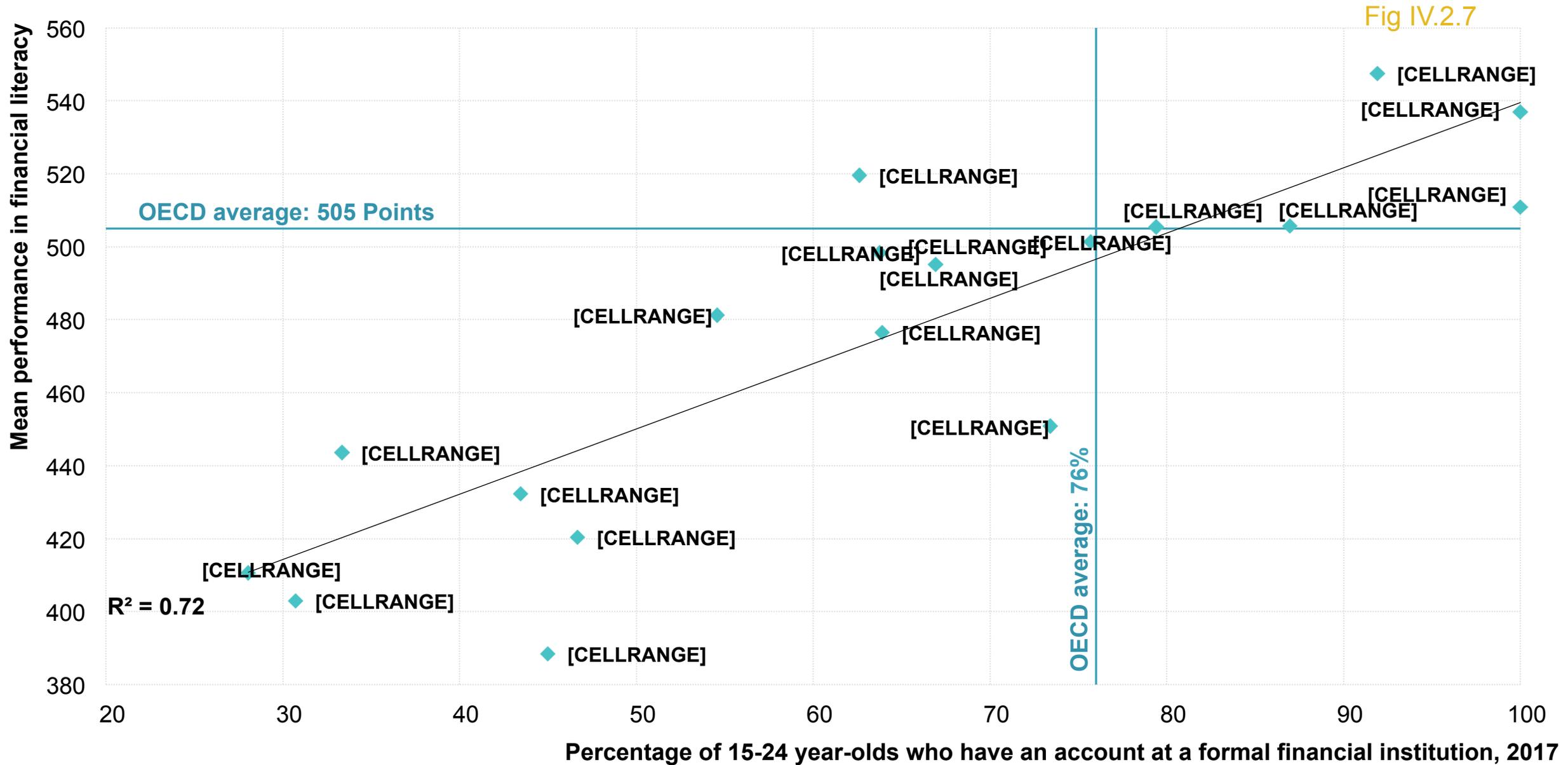
Financial literacy is *not* perfectly correlated with per capita GDP...

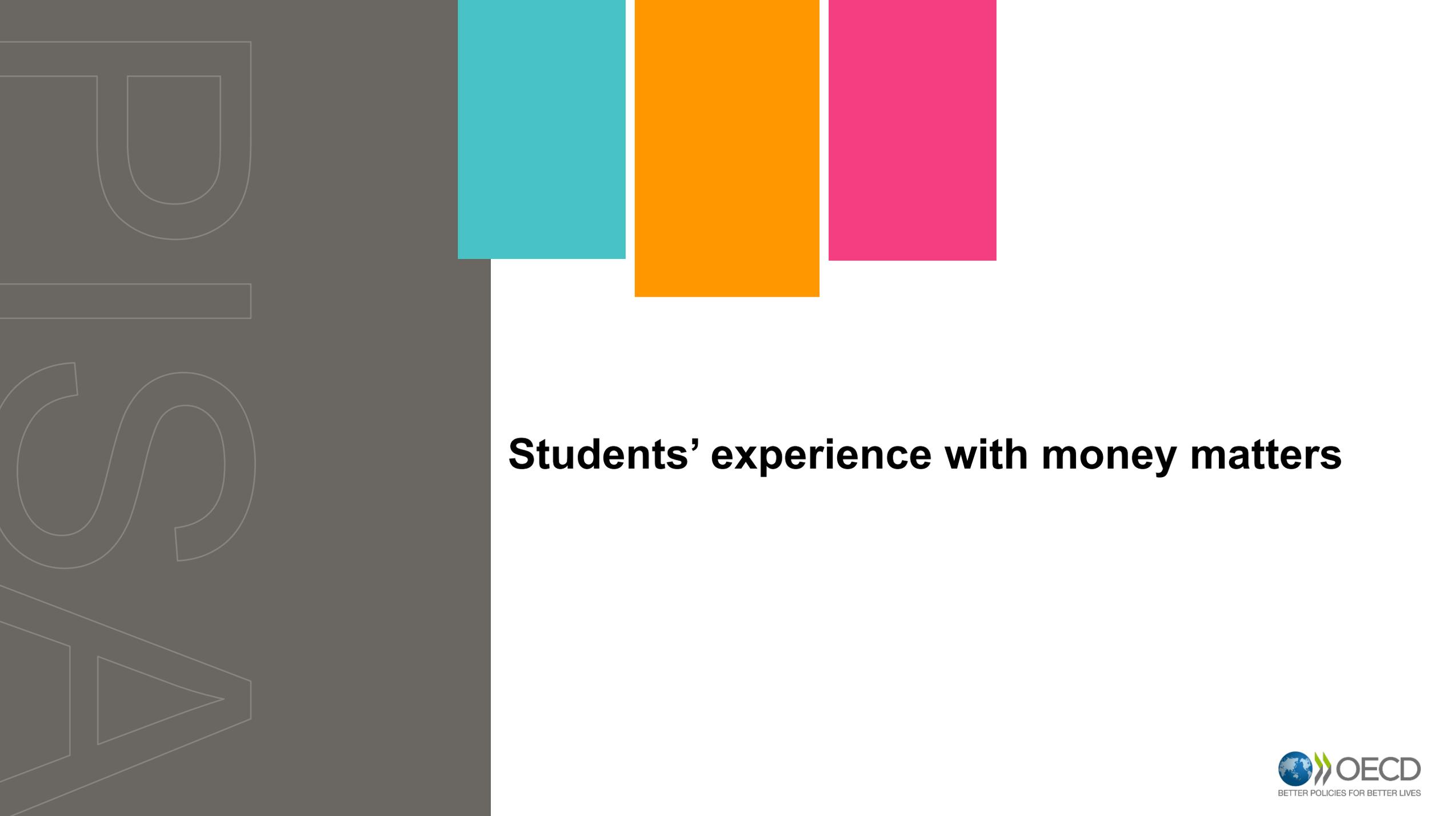
Fig IV.2.6





....or access to basic financial products





Students' experience with money matters

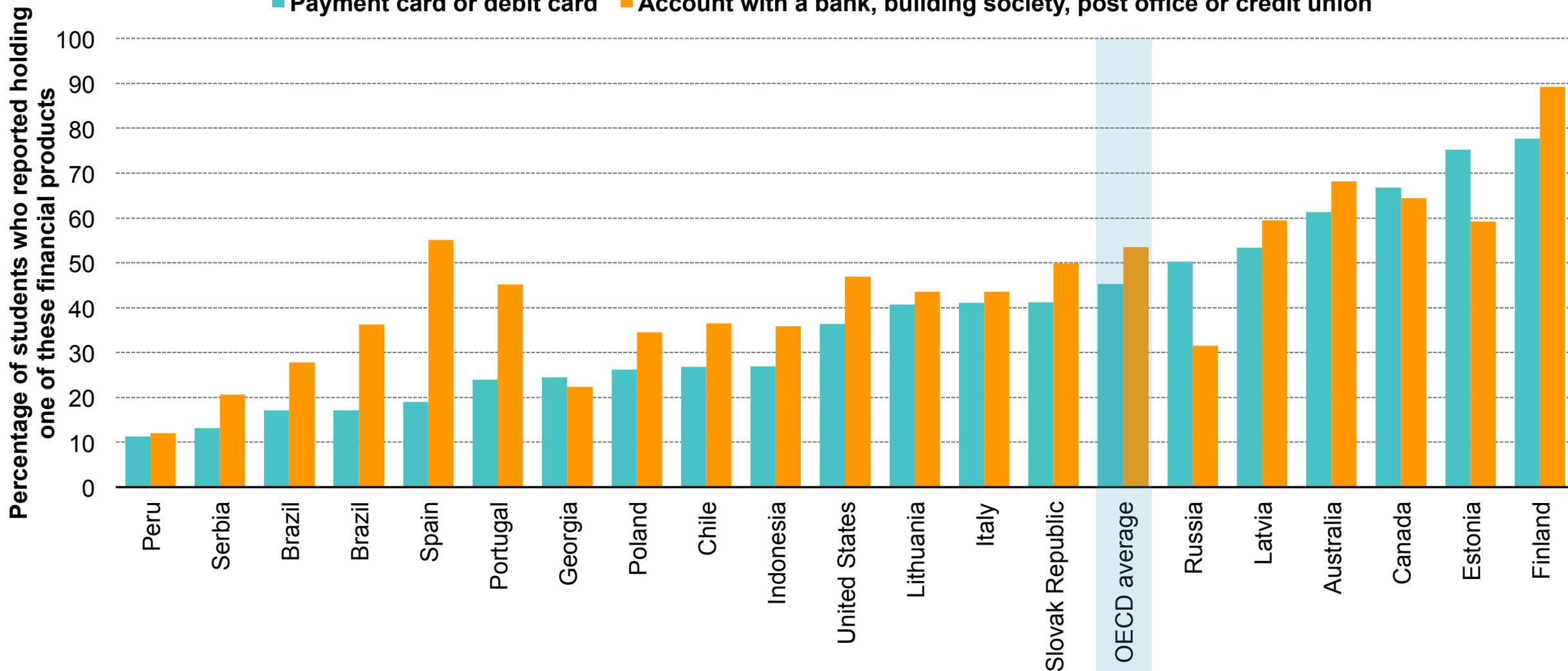


Roughly half of all students hold an account at a financial institution and/or a payment/debit card

Based on students' self-reports

Fig IV.6.1

■ Payment card or debit card ■ Account with a bank, building society, post office or credit union

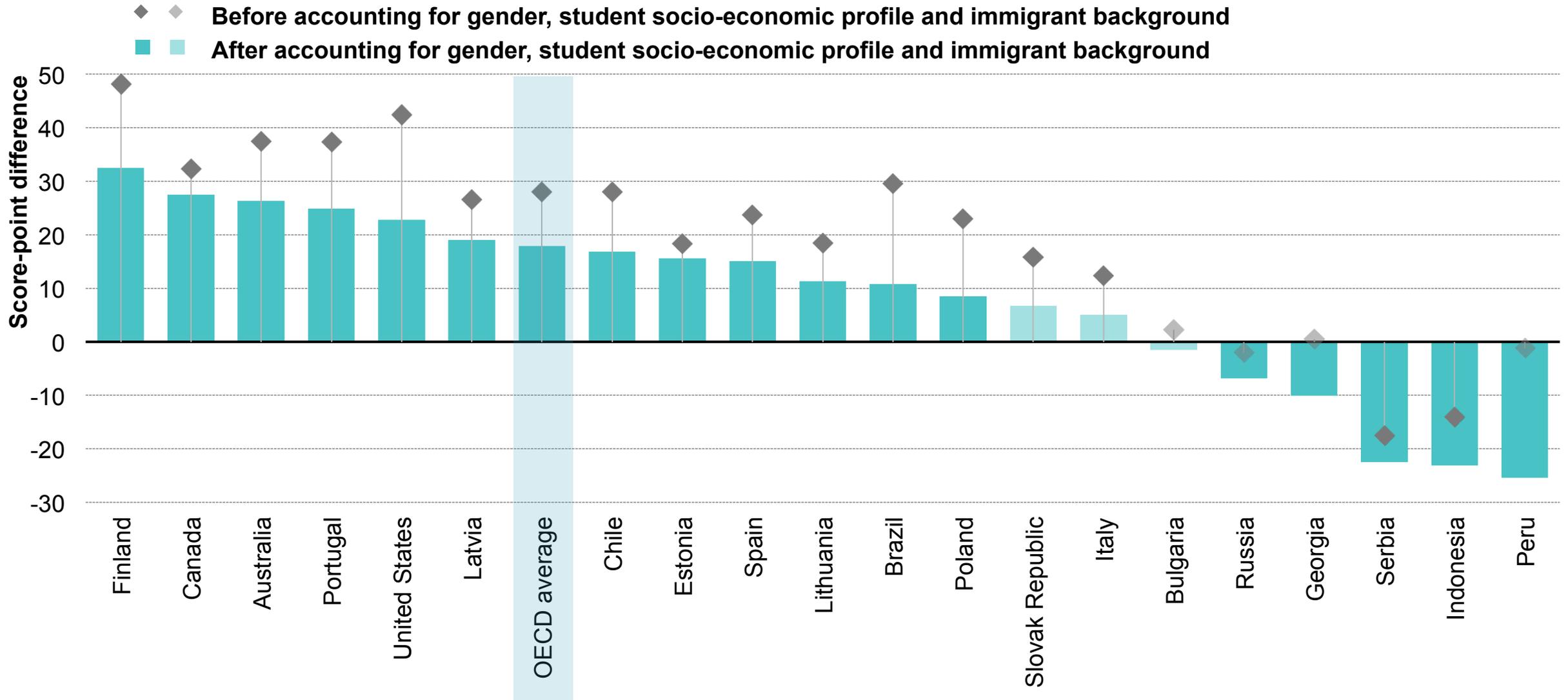




Financial literacy performance is positively associated with students holding a bank account (28 point ↑)

Fig IV.6.2

Score-point difference between students who hold a bank account and those who do not hold a bank account/those who do not know what a bank account is





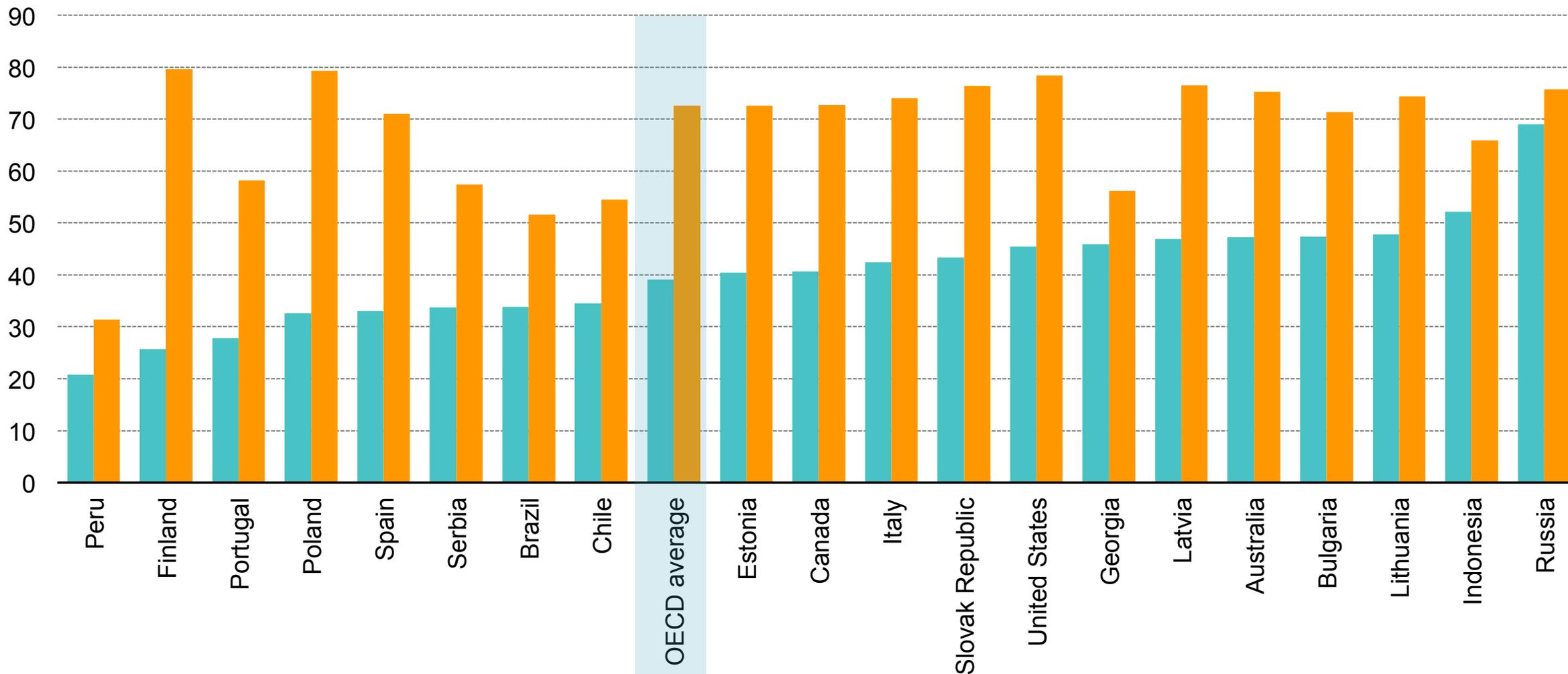
Roughly 75% of students bought something on line 40% of students made a payment using a mobile phone

Based on students' self-reports

Fig IV.6.3

■ Made a payment using a mobile phone ■ Bought something on line (alone or with a family member)

Percentage of students who reported that they had performed the following activities over the previous 12 months

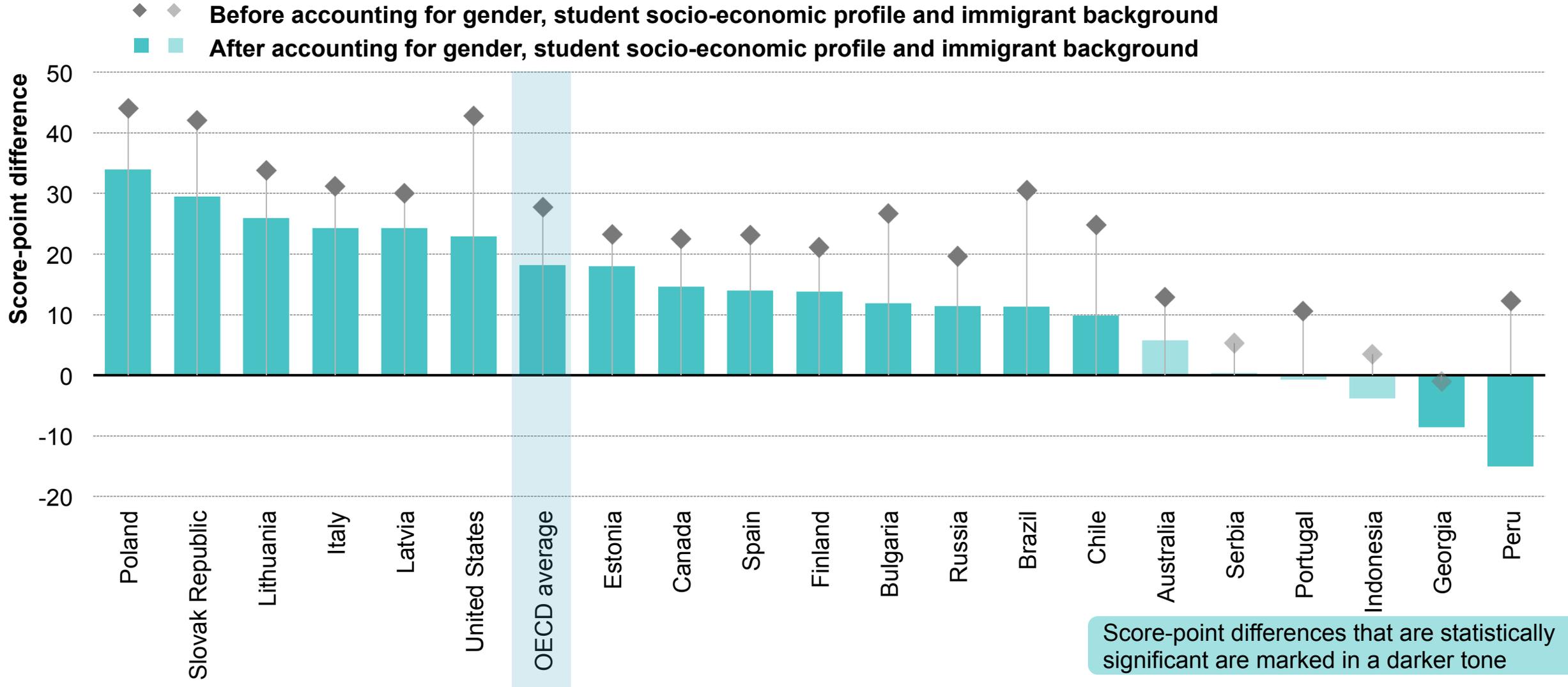




Financial literacy performance is positively associated with experience buying something on line (28 points ↑)

Fig IV.6.4

Score-point difference between students who bought something on line (alone or with a family member) and those who did not



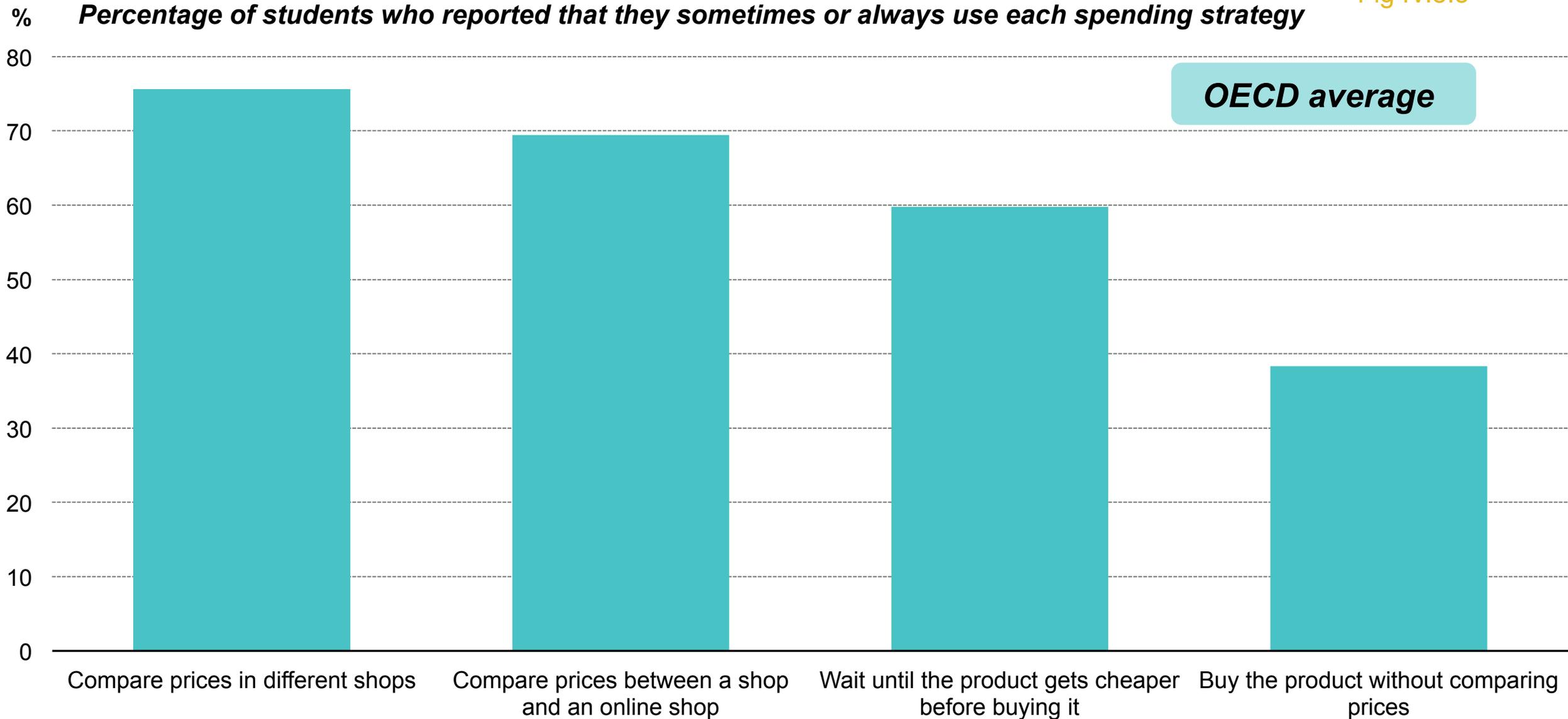


Students' financial behaviours



Most students compare prices in different shops including between physical and online shops

Fig IV.8.3





Financial literacy performance is positively associated with comparing prices in different shops (48 points ↑, on average across OECD)

Fig IV.8.4

Score-point difference between students who reported that they sometimes or always use the strategy and those who reported otherwise

- ◆ Before accounting for gender, student socio-economic profile and immigrant background
- After accounting for gender, student socio-economic profile and immigrant background

OECD average





Financial literacy at home and at school

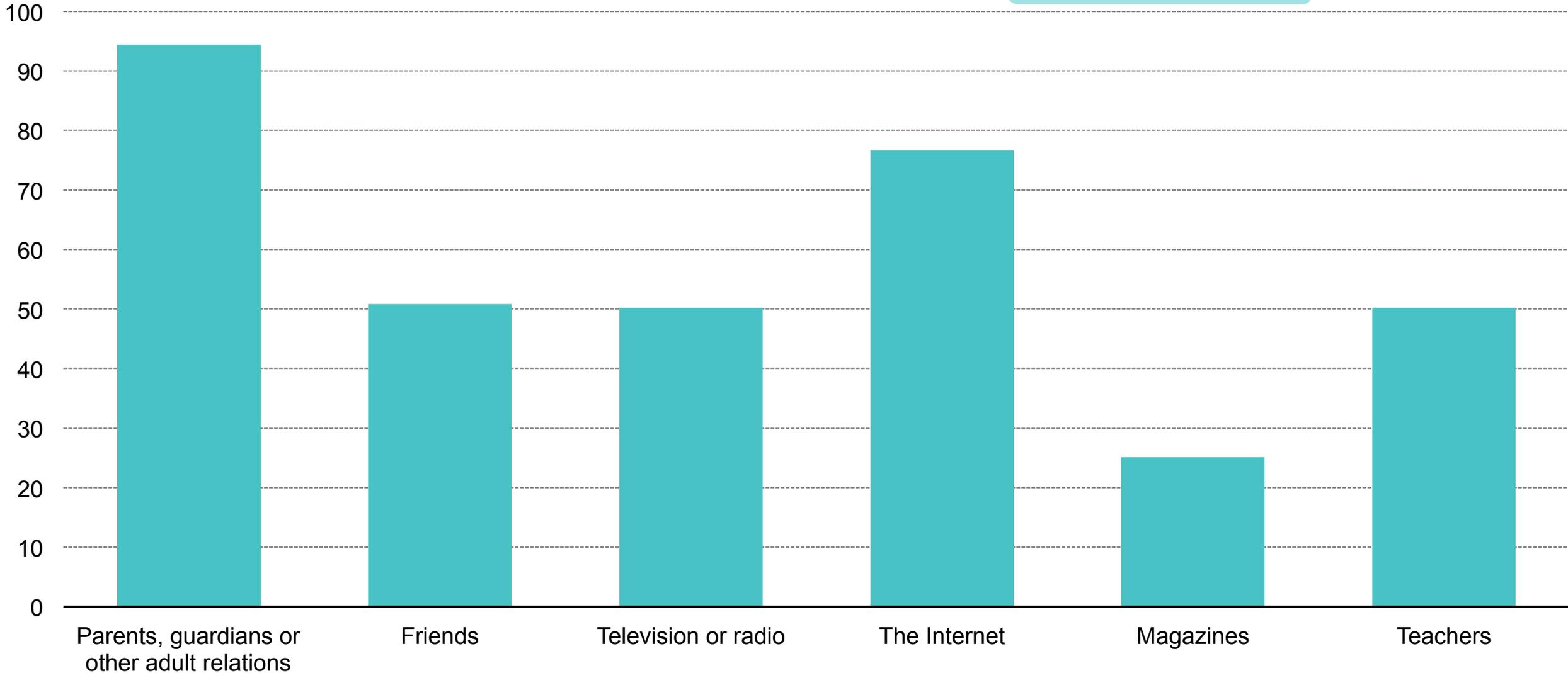


94% of students obtain information about money matters from parents, on average across OECD countries/economies

Fig IV.4.1

% *Percentage of students reporting receiving information from each source*

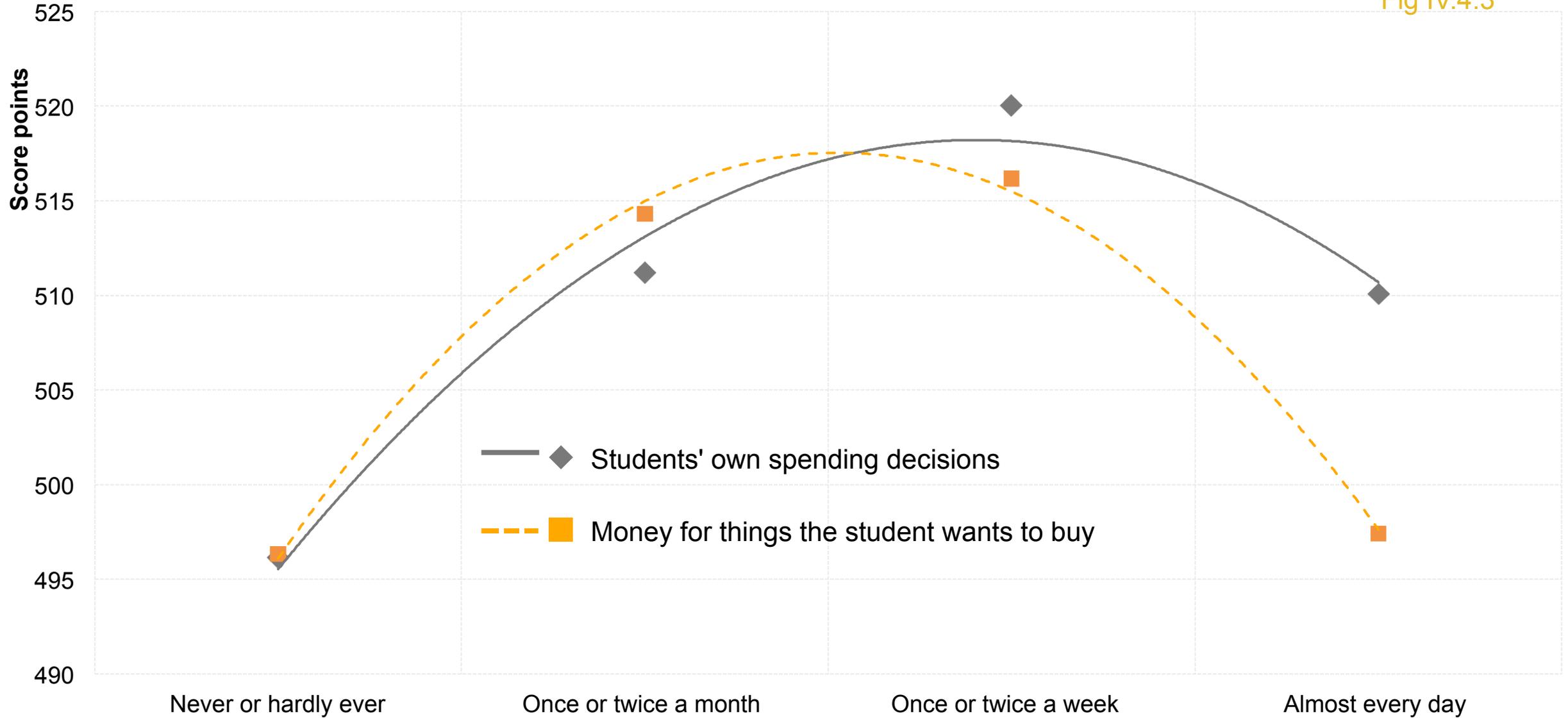
OECD average





Financial literacy performance highest for students who talk to adults about money matters with moderate frequency

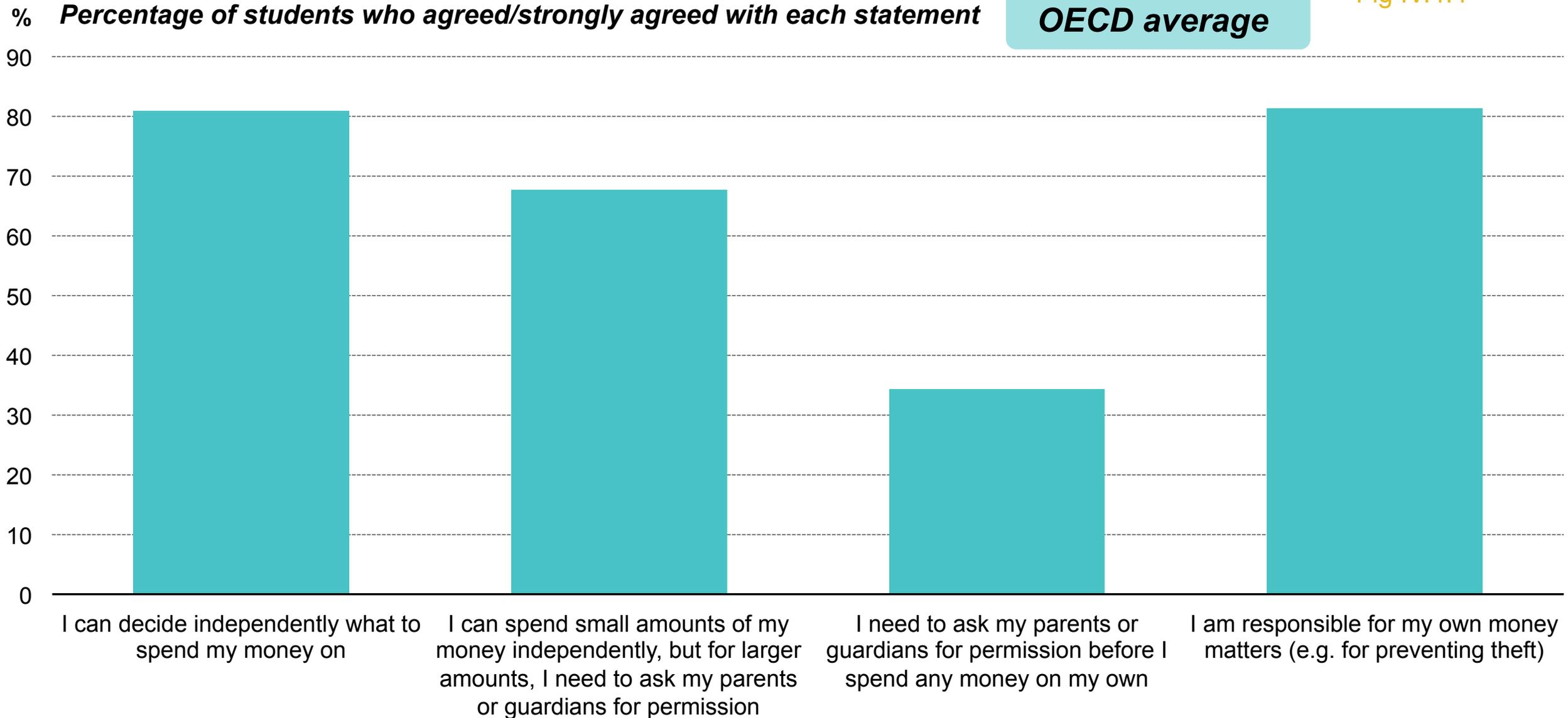
Fig IV.4.3





A majority of students can decide independently what to spend money on and are responsible for own money matters

Fig IV.4.4

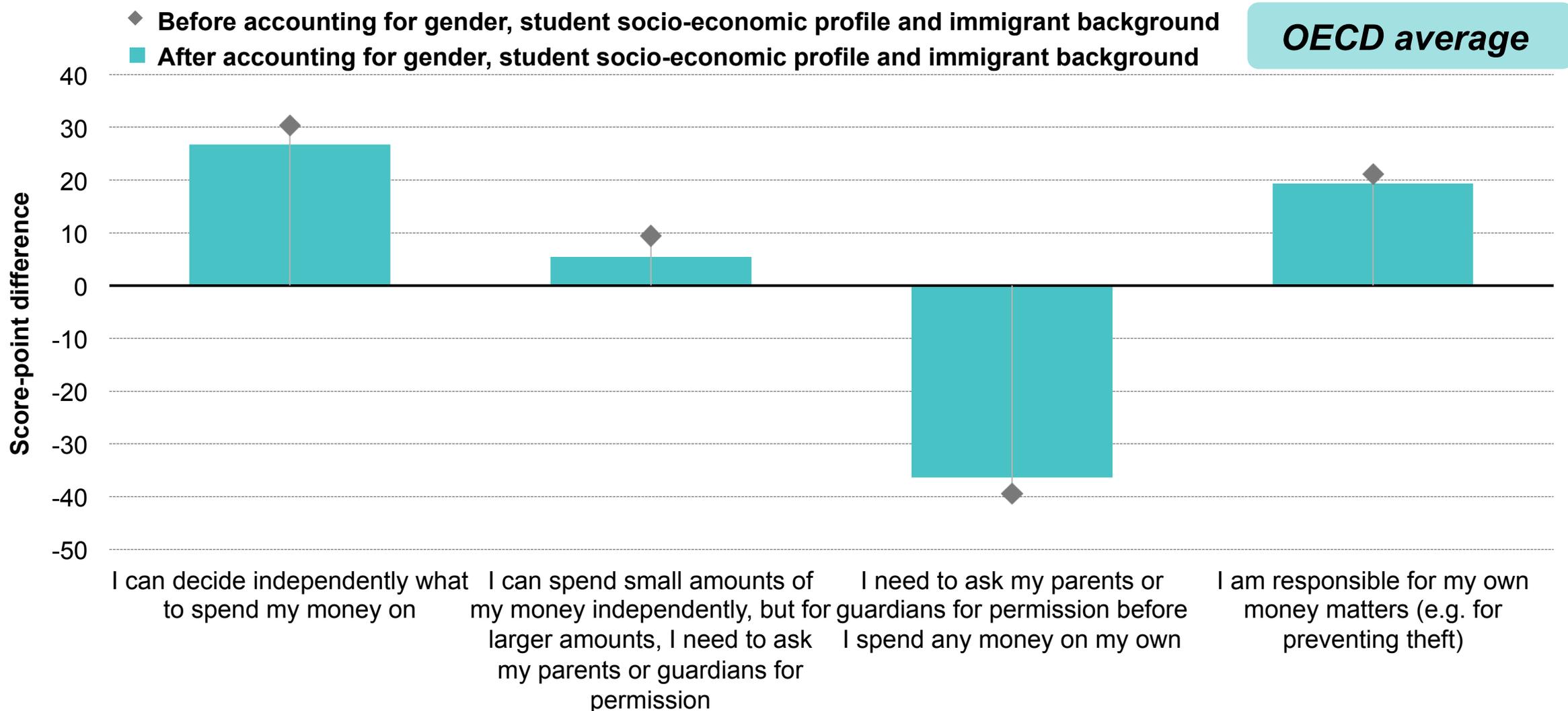




Financial literacy performance is positively associated with being able to decide independently what to spend money on (30 points ↑, on average across OECD)

Fig IV.4.5

Score-point difference between students who do and those who do not receive information from each source





What countries are already doing and might consider doing to improve financial literacy



Financial literacy initiatives in participating countries/economies: National strategies

A nationally co-ordinated approach to financial education that consists of an adapted framework or programme that:

- recognises the importance of financial education
- involves the co-operation of different stakeholders
- establishes a roadmap to achieve goals
- provides guidance to individual programmes

As of 2020

- More than 70 countries are developing or implementing a national strategy



Financial literacy initiatives in schools in selected participating countries/economies

Australia

Consumer and financial literacy education primarily in mathematics, humanities and social sciences. Free professional development programme for teachers to improve confidence and capability to deliver financial education.

Canada

Financial literacy is part curriculum within mathematics, career exploration/development, business studies or social studies in most participating provinces.

Estonia

Financial literacy integrated into civics studies; also a component of optional economics and entrepreneurship studies.

Finland

Two hours of compulsory social studies / economics / entrepreneurship education per week in primary education (grades 4 to 6); three hours compulsory for students in grades 7 to 9.

Latvia

Specialists from the financial sector, commercial banks and universities provide training and lectures to educators.

Lithuania

Until grade 8, financial literacy is integrated into other subjects; in grades 9 and 10, also taught through compulsory economics and entrepreneurship classes.

Portugal

Students taught about budgeting, the financial system, financial products, savings, credit, ethics, and the rights and duties of financial consumers as part of the broader subject “education for citizenship”, compulsory since 2018.

United States

Varies at level of the state. Might be an optional course; might be taught within mathematics, economics or social science; might be a mandatory standalone course.



Selected policy recommendations

Address the needs of low-performing students

Tackle socio-economic inequalities early on

Provide equal opportunities for learning to both boys and girls : target socio-economic and gender differences in experience, attitudes and behaviours in addition to performance differences

Support both access to and education about safe and age-appropriate (digital) financial products

Build on students' positive experience with money

Reinforce financial literacy at school and at home



Any questions, please use the Q&A function
at the bottom of the screen.

The powerpoint and recording of this webinar
will be available at:

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