

JAFLE

INTERVIEWS FOR EDUCATORS – GLOBAL REPORT



JAFLE

**The Journey of Unemployed Adults from Financial Literacy to Entrepreneurship
(JAFLE)**

Erasmus Plus - Cooperation partnership in adult education
2021-1-TR01-KA220-ADU-000033446



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Tabla de contenido

1. INTRODUCTION	4
2. QUESTIONNAIRE	4
3. CONCLUSIONS	15



1. INTRODUCTION

In the framework of the JAFLE project, a questionnaire was conducted on the needs and shortcomings of financial education, entrepreneurship and digital skills programmes in our country.

A total of 25 educators have participated. Due to Covid cases some have participated face to face and some answering by email.

2. QUESTIONNAIRE

1. Write about your experience in adult financial literacy education training.
2. What are the most important key principles of adults training?
Write the most common challenges faced by adults on the following topics. Financial Knowledge Financial Behavior Financial Attitudes
4. Do you find the content of entrepreneurship, digital competences and financial literacy training given to adults sufficient in Turkey? Why?
5. Which methods and techniques do you use in the training given to adults?
6. Describe a successful and an unsuccessful use of training material from your experience: what went wrong?
7. What topics according to your opinion should be included in the content of the training program of financial literacy?
8. What difficulties do you encounter while giving entrepreneurship, digital competences, and financial literacy training to adults?
9. Based on your previous educational experiences, what are your suggestions for effective financial literacy training for adults and for the creation of a good training program?
10. What are you doing for better quality of financial literacy education? What are you doing to improve yourself?

1. Write about your experience in adult financial literacy education training.

The majority of the Educators of the participant organisations have great experience in the topic of financial literacy as they have delivered financial literacy training courses, in high school, university, and adult education centres. Some of them have also experience in the banking sector and working as financial consultants for different organizations.

Between them they have many years of experience in the different areas of financial literacy.

In addition, one of the participants interviewed by KVK reports that he has participated in 2017 in a European project with the title "Academy of Hospitality", related to Personal management, Financial Management and Financial literacy.

Educators report that they have participated in the delivery of financial literacy training in the following types of courses:

- **Courses (or modules within training programmes) aimed at people without qualifications, education or resources (from rural areas) in order to improve their employability:** The training is focused both on getting a job as an employee and on promoting and supporting entrepreneurship. These courses include digitalisation workshops where minimal financial literacy is taught using Excel and basic concepts such as household bills (electricity, water, etc.) are covered.

- **University lectures**, teaching subjects like Basics of Finances; Financial analysis; Public Finances etc.

- **Courses in collaboration with Financial institutions:** In these courses they reflect on saving, forecasting and control of expenses and notions of financial education: current account, savings account, interest, commissions...

- **Courses aimed at ex-prisoners:** it offers people deprived of their liberty the opportunity to strive for a different future through a personalised itinerary of socio-occupational integration. It is aimed at people who are in the final phase of their sentence.

The itinerary includes accompaniment, training, community service project, job orientation, intermediation and follow-up.

With regard to their financial autonomy, these people, during the time they have been in prison, have had no economic autonomy or decision-making capacity, and when they leave prison, many of them are not able to manage their resources.

- **Finance for non-professional individuals**, financial knowledge for business management, emphasising the benefits of the finance of the professionals working outside the field of finance for their business areas.

- **Training to adults** in many institutions such as TKBB, Alternatif Bank, and ING Bank Finance.

- **Education at the undergraduate level** within the scope of various social responsibility projects.

A general comment from the participants is that **financial education is very necessary as many people do not know the basics** and that it is important at any age to be able to make the right decisions regarding individual or family finances.

One of the interviewees commented that it is curious how older and poorer people, even if they have very basic financial education, have internalised the importance of saving, not living from day to day, prioritising expenses and having savings for unforeseen events.

2. What are the most important key principles of adults training?

The answer of one of the interviewees leads to reflect on the need to segment the target group of "adults". Thus, the most important key principles in adult learning will not be the same whether we are talking about adults who need to improve their employability, retired seniors, adults who need to improve their digital competences, ex-prisoners etc.

It is important to analyse the needs of each of the sub-segments of the adult population.

For example, older people are generally people who are well managed but are unfamiliar with many aspects of banking. They are a vulnerable to financial fraud and abuse, so it is important that they are aware of some key principles and know their rights.

In adult education, it is necessary to present the information that will be most useful to adults in the daily flow of life with concise and abundant application examples. It is important to tell them where to get help and information in the event of problems that may arise in the daily flow of life. It is necessary to prepare answers to frequently asked questions.

The needs and benefit characteristics must be clear and applicable. The do-review-learn-apply model is a guide to experiential learning.

Generally speaking, interviewees refer to the following **key principles as the most important**:

- **Motivation of adult learners**, as they need to understand why they need to learn something before fully engaging in the learning process. It is not only necessary to know how to motivate people but also to know how to involve them in their own training process so that they are active subjects of their learning process and thus the learning process is more meaningful.
- **Incorporating the previous experience of adults**. The inclusion of the experience of adult learners in the educational process is not only critically important, often, without using the competences and experiences of students, teaching does not take place at all. And it happens for several reasons. Firstly, the integration of adults' experiences into the educational process facilitates learning, and in addition, the diversity of experiences in itself is a source of discoveries - in a group with different experiences, original, creative solutions are much more likely to be born. Second, it is common to think that learning happens like a lego puzzle - in order to build a higher floor, you have to have a foundation. The analogy of a puzzle is also used - new puzzle pieces are added to an already existing picture, instead of individually chaotically. The same happens with knowledge and skills - they are formed on an already existing foundation. If the student receives pieces of information that cannot be linked to existing knowledge or experiences, that knowledge is not integrated into the already existing knowledge. Therefore, it is important during learning to ask students how much the received information corresponds to their existing knowledge; what they themselves know about a specific topic; how specific information can be applied to their lives.
- **The purpose of the session must be clear: it is important to** give a learning education plan to adults in advance. Both when planning activities with a group of adults and when conducting a session, is to have a clear goal of the session and to know what criteria will testify that the goal is being pursued or achieved.
- **Learning style**
- **Criteria's for the success of the activity**. In order to be able to assess the extent to which the goal was achieved, the educator must have defined success criteria's in advance - i.e. signs that would testify that the goal has been successfully achieved. The success of a session is evidenced by how much personal benefit

each participant receives. A session usually is successful when all participants leave with their own personal set of recommendations or practical tools; when all participants have gained more clarity on how to act in unexpected situations that arise in one or another area; gain new acquaintances and/or have more confidence in other training participants.

- **Usefulness:** the training must be useful and relevant to their personal and professional life.
- **Practical training, learning by experience:** with the implementation of active methodologies, such as case studies, simulations and virtual scenarios, which expose the trainees in real life situations.
- **Adaptation** of training curriculum in order address the our constantly evolving economic, social and digital environment and be able to provide the skills relevant to the adults' professional and personal needs.
- **Soft skills** improvement is considered of paramount importance in adult education, as trainees acquire communication skills, teamwork spirit and positive attitude, which are essential in the workplace. In this sense it is also needed to **encourage them with a critical spirit**, in order to empower adults with intellectual autonomy and to enable them to make free and informed decisions.
- **Feedback:** receiving individuals' feedback after the training session.
- **Continuous updating** of training programmes

3. Write the most common challenges faced by adults on the following topics: Financial Knowledge, Financial Behavior and Financial Attitudes

Some interviewees refers to the fact that the challenges faced by adult learners are different depending on their cultural and economic level, their age and their needs. For example, an illiterate person does not face the same challenges as a young person preparing for university.

In general terms, interviewees refer to the following challenges:

- **Financial literacy:**
 - **New technologies.** The way in which we relate to all institutions, including financial institutions, is being redefined, so that the use of new technologies is indispensable, and many adults do not have the necessary knowledge to be able to do this independently. What is more, due to their lack of knowledge, they run the danger of becoming victims of financial fraud perpetrated by Internet fraudsters.
 - **Technical complexity:** more and more financial concepts and products are becoming available and accessible. However, for many people, these products are very complex to understand.
 - **Entrepreneurship.** The current situation and job instability means that more and more people have to look for alternatives to earn a living. Entrepreneurship is a good alternative, but not everyone has the financial knowledge to be able to carry it out.
 - **Scattered sources and misleading environments,** it is difficult to attain financial knowledge due to information pollution and a lack of financial literacy.
 - **“Friends and family” sources.** They generally learn about these issues not through the right channels, but through their relatives', family members' and friends' experiences. In this case, the information is limited to the experience of the adult's friend. Adults who listen to the economic channels can increase their financial knowledge if they are willing to improve themselves in these matters.
- **Financial Behaviour:**
 - **Knowledge from previous experience:** financial behavior in adults is connected with their knowledge. There are still many who rely on the knowledge gained from personal experience and

- run the risk of making mistakes while carrying out even simple daily transactions related to the management of financial assets, without specialized assistance.
- **Lack of planning and budgeting:** The fact that individuals make **day-to-day decisions** instead of making rational and planned decisions affects financial management negatively. The economic turmoil, the disruption of budget plans by credit cards and similar products, and shopping in multiple installments make borrowing behaviors unmanageable. In addition, not knowing the interest calculations makes it difficult for adults' financial behavior to progress positively.
 - **“Friends and family “ reference:** adults who are afraid of taking risks make the same financial decisions made by their relatives and friends.
 - **Financial attitudes:**
 - **Changing adult's mindset:** one of the most difficult aspects of training is changing one's mindset and attitude so that it becomes a behavior. The attitude of getting rich in a short time keeps the long-term investment approach in the background. Adults act with the attitude of how to earn the most money in the shortest time.
 - **Controlling expenses**
 - **Avoiding wasteful spending**
 - **Encourage saving**

4. Do you find the content of entrepreneurship, digital competences and financial literacy training given to adults sufficient in your country? Why?

The World Economic Forum considers financial literacy as one of the basic skills, like reading and writing, and in the European Union financial literacy is one of the top priorities in education.

However, the response of the participants from the 4 countries (Turkey, Lithuania, Greece and Spain) is unanimous. They all agree that financial and business education in their countries is insufficient.

They also comment that the existing training in this area is more aimed at young qualified people or groups of adults who already have some basic knowledge and that the uneducated and especially the most vulnerable are neglected in this respect.

Moreover, existing training is generally expensive, so that only a few have access to it.

It is true that there are training resources on the internet but they are only accessible to those who know how to search properly, it is impossible for people who do not even know what to look for on the internet to get to financial information without proper guidance.

They also comment that one solution to mitigate the lack of financial education in adults would be to start teaching these subjects from an early age, in schools, in primary and secondary education.

It was also mentioned that another appropriate channel to provide financial education would be television, on the channels with the highest viewership or on economic channels, given the number of people who watch television in all countries.

As far as **digital skills** training is concerned, we find different opinions in the 4 countries:

- **Spain:** participants comment that it is a subject whose teaching is booming in our country.
- **Greece:** Most adults are training to keep up to date with the latest innovations, and the number of such

courses seems to be increasing.

- **Turkey:** In the digital domain, there is almost no easily accessible or sustainable development environment for adults, who find it difficult to keep up with rapid financial changes. Although information on entrepreneurship and digital competence is provided, there are no application studies. Turkey is far behind in this respect. FODER is a good model in this respect, but examples should be multiplied. Not only NGOs, but also public and private institutions should provide such training.
- **Lithuania:** There are very rapid changes taking place in the digital space, and those with less basic skills do not keep up with the pace of innovations and become frustrated, they do not even try to adapt anymore. This is especially true for older people.

When it comes to **entrepreneurship training**, there are also different opinions depending on the country of the interviewees:

- **Spain:** participants comment that it is a subject whose teaching is booming in our country.
- **Turkey:** On the entrepreneurial side, there are few opportunities for entrepreneurship in the Ecosystem. Moreover, many entrepreneurs do not have a basic financial education. They do not know how to manage a budget and often use it as a family budget, as they are not aware that their companies have a legal personality of their own.
- **Lithuania:** Entrepreneurship education is absent in such universally accessible media as television, for example. Concrete examples, tips, success stories could help to make learning enjoyable and meaningful.

5. Which methods and techniques do you use in the training given to adults?

The trainers have mentioned a variety methodologies and techniques, which they apply during the training process.

- **Previous analysis of participant's knowledge and expectations**
- **Preliminary information:** access to detailed preliminary information with videos, lecture notes, or audio recordings.
- **Lectures, theoretical training** to familiarize the trainees with the basic terms of economics
- **Real life application:** training that is **practical** and solves real problems encountered in real life is more beneficial.
- **Individual reflection and group discussion:** where they can learn together and share experiences and knowledge. Methodology that starts with an individual reflection, based on personal experiences, so that the person is aware of their attitudes towards managing their income and expenses. After the reflection, good attitudes/actions are shared and reflected upon in a group. In adult education, people benefit greatly from each other's experiences. The role of empathy in learning is significant. The "*This has happened to me too!*" concept facilitates and accelerates learning.
- **Case studies**
- **Project-based learning**
- **Intensive practices**, both in groups and **one-by-one personal Built-up Activities** like simulations of economic transactions or role playing to strengthen trainees' skills
- **Application of new technologies** that allows the simulation of virtual scenarios and the use of gamification

- **Question-and-Answer Sessions and Discussion** with technicians and investment advisors
- **Distance/Online training** is useful to facilitate adult workers.
- **Face-to-face training** is also interactive and usually more efficient.
- **Do-learn-review- apply method**
- **Feedback** and **personal mentoring** should be provided so that the person can see what he has learned after the training.

6. Describe a successful and an unsuccessful use of training material from your experience: what went wrong?

- Participants stated that usually the **failure of trainings** is due to the following factors:
 - **Non-homogeneous groups**
 - **Insufficient time**
 - **Not appropriate educational environment**
 - **Lack of practical training**, the participants stated that only the use of theoretical material is not enough, even if it is presented in an interesting way, as it contains terms hard to understand and fails to engage the learners.
 - **Deficient organizational issues**: Time and breaks should be well arranged. The survey says adults' attention in classes wanes after 40 minutes. The breaks between lessons should not exceed 15 minutes. For example, in adult education, if you give a 200-page book and start with the history of the event, the training is not likely to be very successful.
 - **Role playing** , when working with adults the role playing isn't always successful. As it depends on a people participating in training activities.

As **success factors**, the participants referred to the following factors:

- Implementation of **practical training and collaborative techniques**. They noted that it is very important to adapt the training material according to the needs and experiences of the trainees with the help of digital tools.
- **Practical content**, the training competences we focus on in education match, reinforce, prove, and are practical, increases success. The permanence of education decreases if the material is far from real life and poses question marks in practice.
- **Digital platforms**, they stated that the use of digital platforms is attractive for adult learners

The following are positive results obtained as a consequence of the implementation of appropriate and successful trainings with adult learners:

- **Re-employment or reintegration** into the education system after training.
- **Learners who are able to cope with everyday life** after completing an economic literacy course.
- Observing that the **digital divide is reduced** for some learners after completing a digital skills course, which allows them to cope better in their daily life and therefore improve their quality of life.

7. What topics according to your opinion should be included in the content of the training program of financial literacy?

The following are the topics proposed by the participants:

- **Basic financial concepts**
- **Financial system**
- **Financial Markets** (International Markets, Basic market dynamics)
- **Banking products and services**
- **Internet banking**
- **E-commerce**
- **Personal and family finances**
 - o Individual Budget Management
 - o Planning (Personal-corporate budget management)
 - o Money management tips
 - o Spending/income control
 - o Tips for Cost reduction
 - o Relationship with providers of basic consumer services (electricity, water, etc.): use and navigation on the website, apps, e-shopping.
 - o Use of digital technologies in personal finance management
 - o Relationship with financial institutions (banks, insurance): use and navigation on the website, apps, e-shopping.
 - o Use of ATMs

- **Investing**
 - o The basics of investing
 - o Investment Types
 - o Investment Instruments
 - o Digital investing
 - o Investment tools
 - o Risk and reward (Risk identification, Financial safety nets and insurance, etc.)
 - o Risk management
 - o Opportunities how to increase income

- **Borrowing and debt management**
 - o Importance of credit history
 - o Loans
 - o Credit
 - o Interest rates
 - o Calculation of interest rates

- **Saving**

- **Entrepreneurship**
 - o Basics of entrepreneurship
 - o Profit and cost calculation
 - o Options and analysis of funding sources
 - o Business record-keeping skills

-Top scams and frauds

-Sustainable finance skills

-Economic Landscape (Consumer Regulation and Protection, Rights and Responsibilities, Financial Products and Services, Taxation and Public Expenditure, etc.)
Communication

8. What difficulties do you encounter while giving entrepreneurship, digital competences, and financial literacy training to adults?

The survey participants consider the following to be the main difficulties:

- Lack of preparation of educators
- Lack of preparation of learners
- Lack of previous analysis of learners' needs and initial knowledge, which makes it difficult to adapt the course content to adult learners
- High rate of financial illiteracy of adults
- Lack of motivation of learners, who often do not consider financial literacy important and therefore do not perceive it as necessary
- Resistance to learning new things, even more so if it is related to the management of their personal or family finances; they consider that they "know it all"
- Lack of digital skills
- Existing financial literacy programmes are generally designed for highly qualified people and there is a shortage of programmes that address all levels of education.
- Different level of knowledge of participants. The effectiveness of training activities is usually based on the knowledge the participants already have. Sometimes its not very easy to prepare the tasks for the people who have got different skills on the same topic.
- The desire to learn a lot in a short time. adults usually do not have much time and they want to learn as much as it is possible. Thus it is necessary to have a very well structured and concentrated learning material.
- Lack of demo versions when introducing tax declaration, execution of bank services and etc.

9. Based on your previous educational experiences, what are your suggestions for effective financial literacy training for adults and for the creation of a good training program?

The following are some of the suggestions put forward by participants to improve financial training programmes:

- Start from a prior analysis of real needs for the design of training programmes.
- Taking into account the previous experience of the trainees and building knowledge from this experience, adapting the curriculum to their real needs.
- Continuous review and updating of the content of training programmes
- Combining theory and practice, less theory and more practice
- Using real and credible examples that are adapted to the audience.

- Adapting the content of the training programmes to the different levels of learners' education
- Raise awareness among both educators and learners of the need for this type of training to improve people's quality of life and their active participation in society.
- Make use of gamification to attract the attention of adult learners and increase their motivation.
- It is important to try to make the acquisition of information an intrinsic motivation in the educational process.
- Include teamwork methodologies and digital tools to share experiences and overcome prejudices about the use of the Internet in financial transactions.
- Practice using the pedagogy of error will increase awareness in adults.
- Start this type of training at an early age and be present in all segments and sectors of the population, especially those with the greatest needs.
- Conduct pilot training activities. Only after these activities is it possible to evaluate what was the best and the worst of a programme, what went very well and what did not go so well, etc. Based on this data, changes can be made to a programme to improve it.
- It is recommended to conduct the training during working hours as it is reported that trainings conducted during breaks or free time are often not as successful.

10. What are you doing for better quality of financial literacy education? What are you doing to improve yourself?

All participants commented that they are continuously learning in order to apply this knowledge in teaching.

They are constantly reading and researching to improve themselves, following the practices in foreign countries, trying to follow economic developments, sharing knowledge and experience with private sector employees and finance managers, following domestic and foreign economic and finance platforms, reading books on the field.

They also say that they study of modern pedagogical methods, apply new technologies in education and cooperate with economic scientists and investment advisors on financial management and safe investments, so as to assist their trainees in the best way possible.

Some of the participants' statements are quoted verbatim below:

- *I try to follow foreign sources.*
- *I update the training contents based on training feedback.*
- *I follow the newly implemented publications. I follow the stock market. Giving training in the field and receiving face-to-face feedback are the most important things to improve myself.*
- *For financial literacy, we should start with the budget. We should talk about private pensions and insurance. Tax exemptions should be mentioned.*
- *I read the newspaper every day.*
- *I follow the legislative changes, I have an online subscription to a few sites, and I receive notifications from them.*
- *I have a membership in the FODER Book Club, I read the books there.*
- *If I get a chance, I have small conversations with the small shopkeepers around me.*
- *I chat with my friends who trade online."*
- *I read scientific publications and the latest research*



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- *I try to test innovations (digital programs) in practice*
- *I participate in trainings, webinars*
- *Usually, banks offer many different types of trainings*
- *I read different papers, research analysis*
- *I participate in international financial literacy projects*
- *I participate in different trainings offered on-line*

3. CONCLUSIONS

The majority of the interviewees have great experience in the topic of financial literacy as they have delivered financial literacy training courses before.

Generally speaking they refer to the following key principles as the most important: motivation of adult learners, their previous experience and knowledge, the level of usefulness of the training and its application in everyday life.

The most common challenges identified by the interviewees are the following:

- According to financial literacy; new technologies and entrepreneurship.
- According to financial behaviour; previous life experience, that often leads them to make erroneous decisions not based on quality information
- According to financial attitudes: one of the most difficult aspects of training is changing one's mindset and attitude so that it becomes a behavior. They also comment that the existing training in Financial Literacy and Entrepreneurship is more aimed at young qualified people or groups of adults who already have some basic knowledge but not for unskilled adults.

It becomes clear that a solution to mitigate the lack of financial education in adults would be to start teaching these subjects from an early age, in schools, in primary and secondary education.

In relation to digital skills, we can generally agree that this is a subject whose teaching is booming and most adults are being trained to keep up with the latest innovations.

However, it is also true that the rapid changes in this subject are leaving out adults with less training and fewer possibilities

When it comes to entrepreneurship training, there are few opportunities in the Ecosystem. Moreover, many entrepreneurs do not have a basic financial education.

The following are the topics proposed by the participants to include in a training: basic financial concepts, financial system, online banking, e-commerce, personal and family finances, investing, saving and entrepreneurship.

Participants consider the following to be the main difficulties they face in training adult learners in these subjects: lack of preparation of educators and learners, lack of motivation on both sides and lack of digital skills.

When asked what they do to be a better educator, all participants commented that they are continuously learning in order to apply this knowledge in teaching. They are constantly reading and researching to improve themselves. They also say they are aware of new modern pedagogical methods and new technologies in education