

Project title: DigiFinEdu - 2021-1-LT01-KA220-SCH-000034366

Survey Research: Spain

1. Partner Organization:

- 1.1. Partner Organization: Akoe Educació Coop.V
- 1.2. Period of research: may 2022
- 1.3. Number of questionnaires collected from teachers: 93
- 1.4. Number of questionnaires collected from parents: 76
- 1.5. Reporting date: 20/06/22

2. Survey research methodology

Akoe Educació has created a work commission formed by nine teachers from the nine cooperative's schools forming Akoe. The pedagogical director of Akoe coordinates this group and once per month we have a meeting to implement the project actions.

On the 28th of April, we had a meeting to plan the process to get answers for the questionnaires. The process defined was organized on 3 steps: 1) every school will send the link of the questionnaire and a information letter to the families in order to get the answers. We decided to include one primary school group per school. 2) The teachers will send the link and information to other teachers from primary education (the mentors of the groups described before) to get their answers, 3) The teachers forming the commission will have a meeting at the end of May to know the answers and to decide whether it is necessary to repeat the process.

This second meeting was done the 30th of May and we analyze the answers summarize (see ppt annexed to this file) and decide not to repeat the process because the total number of answers were more than needed.

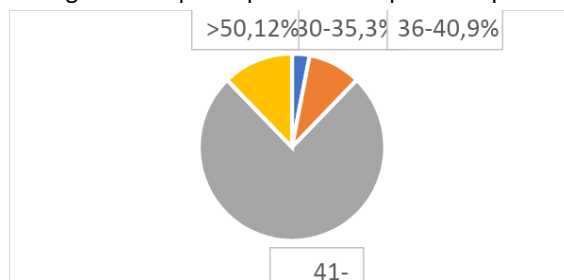
3. Survey research results

3.1 Families questionnaires' results

Akoe has 76 answers from parents being the 71% of them women and 29% men.

As the figure 1 is showing the ages being the most representative the age from 41 to 50 years with 76% of answers.

Figure 1. Ages of the participants on the parent's questionnaire



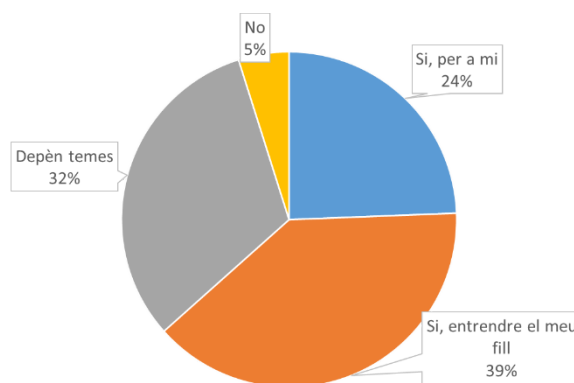
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On the question about How prepared do you think you are for your children's financial education? The families answer they preparation is medium (45%) or satisfactory (34%). Only the 21% considered their preparation is low.

These answered are similar to those given to the question How ready are you to support your child's financial literacy? In this case they consider they are ready on 62% and high prepared on 25%. The parents considering Not ready for this support are 13%.

Connected with these questions, when we asked “Would you say that a financial literacy course for parents is something you would attend?” the answers are as follow in figure.2

Figure 2. Answers to the question about the possible participation in a course



It is remarkable that only 5% of families will not follow that course.

On the question about Do you or any other member of your family do activities to improve your child's financial literacy? The 87% of the families answered No

And this answer is higher when we asked Do you know if your child's school has adopted any good financial literacy practices? With 91% of families answering No.

3.1 Teacher’s questionnaires results

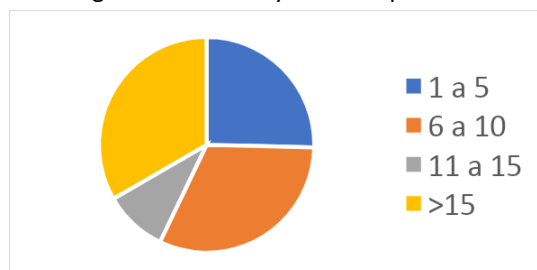
When we analyse the teachers sample we found 93 answers: 30% women and 70% men.

The most representative age is over 50 y.o. with 41% of the participants. Also 25% of participants have the age between 30 to 35 and the same % for 41 to 50 y.o.

The years of experience are showed on figure.3 being from 6 to 10 y.o the 32% of teachers and over 15 years of experience the 31% of teachers. 25% of teachers have an experience between 11 to 15 years and 10% from 1 to 5 years of experience.

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Figure 3. Teachers years of experience



When we asked the teachers What level of preparation do you consider to be prepared in the financial education of your students? Their answers are: 41% considered prepared, 25% consider high prepared and 34% consider not prepared.

When we asked the teachers What is your opinion on the financial literacy level of your students? They consider on 66% that students have a low level, and only the 6% of teachers consider the students have a good level. The 28% consider they students on the average of knowledge.

About the questions: Do you or any of your co-workers work on financial literacy topics in your class? and Do you use models to measure your students' financial literacy? The 75% of teachers don't know experiences of colleagues about financial literacy and 95% of them don't use any model to measure financial literacy students level.

But asking Does your school carry out activities related to student financial literacy? The 57% of them answered Yes.

Changing the questions to ask about methodologies:

On a scale of 1 to 5, where 1 means "nothing" and 5 means "a lot," how useful do you think gamification and storytelling (storytelling) are for teaching financial literacy? ? [Gamification]

On a scale of 1 to 5, where 1 means "nothing" and 5 means "a lot," how useful do you think gamification and storytelling (storytelling) are for teaching financial literacy? ? [Storytelling]

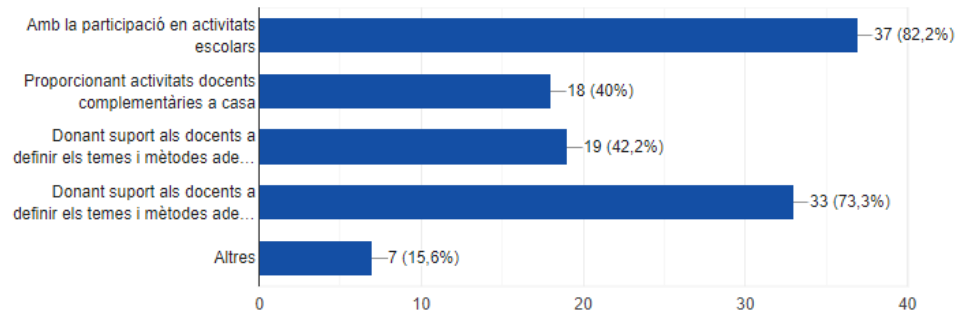
On gamification there is an average of 4.05 and on Storytelling an average of 3,92.

About the use of these techniques 62% of teachers said they used them.

As figure.4 shows, when we asked about the kind of actions that could be use to improve financial literacy the answers are:

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Figure 4. Actions to improve financial literacy



The most of them consider important to participate on school activities and giving help to teachers.

4. Conclusions

When we analyse the parent's answers we found an interest on the topic "Financial literacy" and a perceptions of quite few actions related to improve the children knowledge on this topic. They have a perception of previous knowledge but also feel needs to be ready to help their kids.

When we analyse the teacher's answers we also found an interest on the topic and a perception of few actions done in schools to improve the level of financial literacy. Most of teachers consider they have level enough to help students but also consider they may need more help and resources.

About methodologies, we found Gamification and Storytelling are well known among teachers and could be a useful tool to define new resources.