

Financial literacy of Russian schoolchildren

Every three years around the world, conducted an independent international study of the quality of education fifteen-year-old students PISA. The study involved four dozen developed countries, including Russia. Until 2012, the organizers of the study majored on reader, mathematical, computer and scientific literacy, and in 2012 the authors of PISA introduced the "know-how" — a study of financial literacy, which in our schools speak very rarely.

Valery Litvinchuk, Methodist Autonomous non-commercial organization "youth Development Center" (Yekaterinburg) told about what lessons can be learned from the PISA results and how to turn monitoring of the financial literacy educational tool.

What is "financial literacy"?

Valery Litvinchuk
Methodist ANO "Center of Development of Youth"

Financial literacy is assessed in PISA, in terms of three components: content, cognitive actions and context. The test requires students to be competent in various aspects of financial topics, to demonstrate a variety of skills, and navigate the various social contexts of the application of these skills.

If you give a precise definition of the PISA financial literacy is the knowledge and understanding of financial concepts and risks, and the skills, motivation and confidence to apply such knowledge and understanding in order to make effective decisions in a whole range of financial contexts, to improve financial well-being of man and society and to enable participation in economic life.

Speaking about the General conclusions of international studies, I would like to dwell on the comments that the head of the expert group of PISA 2012 financial literacy Annamaria of Lusardi expressed in his blog.

First, discovered large differences in financial literacy in the participating countries. Moreover, in the upper part of the scale were not those countries that have developed financial markets or a high GDP. "Rich countries should be concerned that their young people are not very well prepared to deal with the financial difficulties of their countries". On the other hand, the study showed the following:

Financial literacy "is not absorbed with mother's milk" ("financial literacy does not come in the milk bottle..."), even if the mother — wife of an oligarch.

That is, financial literacy does not come naturally, simply by living in the country with sophisticated financial markets.

Second, found significant relationship between financial literacy of the child and socio-economic status of the family. Lusardi notes: "Differences in financial literacy begin to appear in early life and depend on the families of students. It is an alarming opening and, in my opinion, one of the main reasons why we must tackle financial literacy in school — to try to create equal conditions".

Our results: Russian school students learn financial literacy not in school

While study participants financial literacy of students, only 18 countries (almost all "developed"), and held it until just once. Therefore, the conclusions on specific countries is difficult to do, but still interesting.

The first thing that catches my eye in the report of the Center of education quality assessment ISIO RAO "Financial literacy of Russian students (according to the results of PISA-2012)" correlation of the results on financial literacy the results for mathematical and reading literacy. For Russia, it is 0,68 and 0,73 respectively, while the average coefficients of 0.83 and 0.79.

In other words, usually financial literacy student based depends on the basic things — the ability to read and count. In the case of Russian students, this link is lower than the average for OECD (Organization promoting economic development). The result financial literacy (10 out of 18, a below average international) was higher than could be expected on the basis of the results in reading and math. That is, we can assume that Russian students learn to manage their finances largely on the basis of school education, and on the basis of extra-curricular experience.

The conclusion is simple: the average Russian school worse than other schools in other countries research, prepares for life in terms of financial literacy.

There is work to do. Or it can be something to interpret?

Here and below graphs and tables taken from the report of the Center of education quality assessment ISIO RAO "Financial literacy of Russian students (according to the results of PISA-2012)"

Source: centeroko.ru

The children of Russian rich are financially less competent than the rich children of the world average

The second thing that catches the eye — the dependence of financial literacy by socio-economic status (SES) families. In General, the trend is clear. The higher SES of the family, the higher the financial literacy of the child. Overall, the picture for Russia is similar to the international. With the exception of "high SES families".

Russian children from wealthy families significantly less financially literate than the children of the world average (or "civilized world").

The impression that Russian children from wealthy families have less to think about where the money comes from, how their mind control, etc. I see this is an assumption — the trend of rising gap between rich and poor in Russia is even sadder than the world average in Russia will be harder to form social responsibility of wealthy people from the younger generation.

Moscow, Russia — "different country" from the point of view of financial literacy

Third, what is evident is the dependence of financial literacy from the location of the educational institution.

Both the gap and between the village and the town and between the town and a large city — larger than average study. In other words, the difference between Moscow and Sao Paulo is much higher than between New York and Santa Barbara or Warsaw and Bialystok.

There seems to be another confirmation of the idea that "Moscow and Russia — different state,".

Pocket money is better payment for good grades

If we talk about the sources of Finance students should quote a very important conclusion experts of the Center of education quality assessment, Russian Academy of education: "Students who earn money by performing chores or participating in family business, showed a lower level of financial literacy compared to those who do not receive money for their work. These results are revealed with respect to socio-economic status of students. <...> In General, the results of all countries has shown that making money is not linked to financial literacy. These findings require additional analysis and consideration of factors, such as the cost of the work or the money".

So, an important conclusion — do not pay children for chores, good grades, and so forth, that they do not "learn to deal with money", rather, will be the opposite effect.

Russian students are more willing to borrow than save money

The attitude of the accumulation. The main thing that catches the eye — a lot of invalid or even missing responses. The reason — I personally do not understand. Here are seen the following important nuances.

First, in Russia than in OECD countries the schoolchildren are more inclined to borrow money from friends to buy something.

To us, fashion comes to live in debt, and "they" fizzes?

Secondly, the Russian students save money, as a rule, only in case if they need to buy something specific. In other cases, they are not thinking about the accumulation. Good or bad — don't know. I only know that, according to PISA financial literacy is usually higher in those children who hoard constantly, not just under a specific purchase (e.g. in Shanghai).

Where to go and what to do?

The article presents thoughts only according to some PISA-2012. Food for thought much more, and every three years the material for comprehension will only arrive.

Monitoring of the financial literacy of students — not just a fashion trend. The need is urgent the school if she wants to match the time.

Not worth lamenting about that today, almost without exception, the kids want to be businessmen, not astronauts.

You need to take the challenges of our time as a given and adequately reflect the real issues that school from society. In the teaching of social-humanitarian disciplines (in particular such subject areas as Economics) the school must cross the Rubicon between the traditional knowledge about the economic concepts to the formation of financial literacy.

It is obvious that the development tools cannot be used effectively without proper monitoring tools. That is why the "Youth Development Center" has developed a monitoring competition "Rubicon-2016: Financial literacy". It is accessible to all pupils of 5-11 classes the study, which will be

Why you need your monitoring financial literacy

The contest "Rubicon-2016" has several fundamental differences from the PISA testing:

- This study focused on pupils with 5 on 11 class, and not just for 15-year olds. It will be held annually and, therefore, will allow you to track the dynamics of individual students.
- If PISA gives an idea of the result of the entire education system over a period of three [someone write my essay for me](#) years, the "Rubicon" addressed to specific students, teachers and managers.
- In addition to financial literacy, the task of the contest allow us to estimate regulatory universal educational actions — what can be called "self-management". The students learned that the teacher always sets the task, sets goals, develops plan of work and evaluates the result. Often, they are lost if all the same actions they are asked to perform independently. At the same time, the abilities are very relevant, including how to be financially competent and successful. In the context of other CRM projects have managed to develop a methodology for the annual survey of Junior classes on the subject of self-organization. Now, with the project "Rubikon" with the start of school in 2015 such monitoring will be through with 1 on 11 class.
- For students in the "Rubicon-2016: Financial literacy" is not just another testing and fascinating story contest. So there's extra reason for stress. Teachers and Methodists get data for Analytics, and the guys — a new exciting experience, which has practical value beyond the classroom.