

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

Survey Research: Lithuania

1. Basic report's information

1.1. **Partner organisation:** Raseiniai Saltinis Progymnasium, public institution „eMundus“

1.2. **Research period:** 31 March - 15 April, 2022

1.3. **Number of questionnaires collected from teachers:** 46

1.4. **Number of questionnaires collected from parents/caregivers:** 84

1.5. **Reporting date:** 20 May, 2022

2. Survey research methodology

Questionnaires were prepared and submitted through the Google platform. There are 18 questions in the questionnaire for teachers and 5 of them are open. There are 11 questions in the questionnaire for parents/caregivers, 4 of them are open. 49 questionnaires were sent to the teachers and 46 of them were received. 90 questionnaires were sent to the parents/caregivers and 84 of them were received. The teachers and parents/caregivers from Raseiniai Saltinis Progymnasium, Betygala Gymnasium of Raseiniai District, Vidukle Simonas Daukantas Gymnasium, Raseiniai Viktoras Petkus Progymnasium, Taurage "Saltinis" Progymnasium, Panevezys "Saltinis" Progymnasium, Alytus "Saltinis" Progymnasium, Marijampole "Saltinis" Progymnasium, Kaunas School - Kindergarten "Sviesa", Kaunas Juozas Grusas Art Gymnasium have participated in the survey.

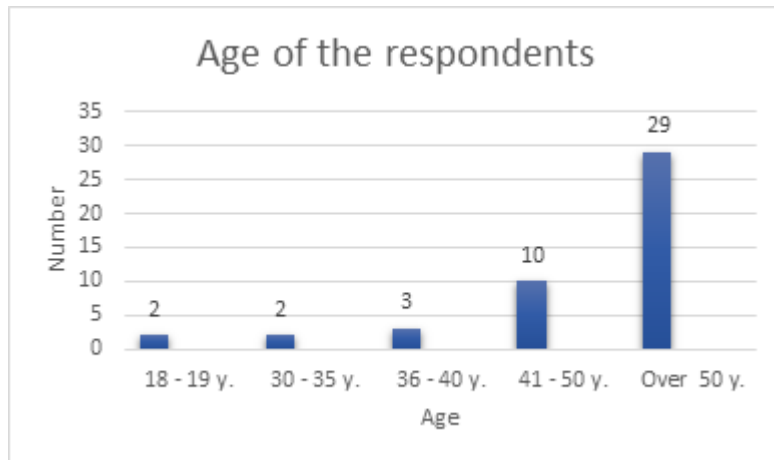
3. Survey research results

Teachers' survey results

1. Gender. In the survey participated 44 women and 2 men.

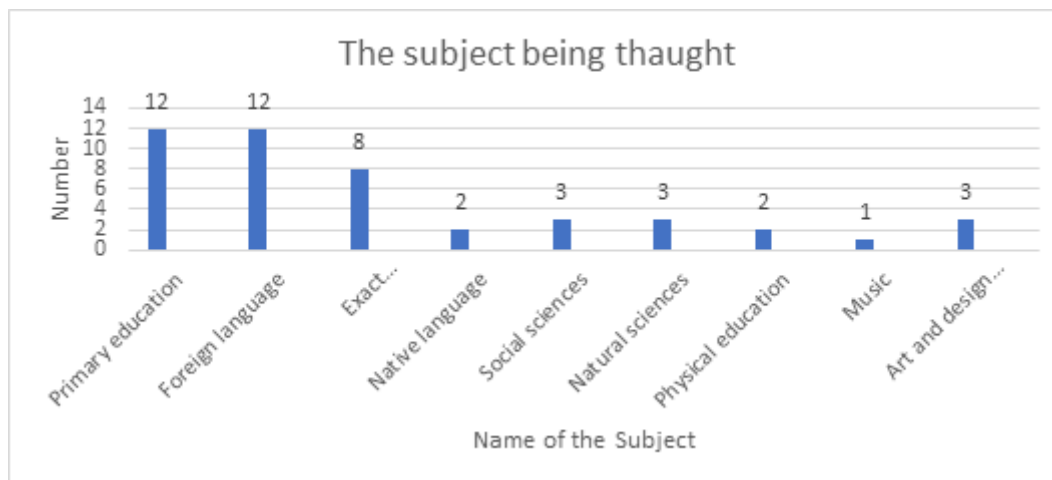
2. Age. The survey was mostly carried out by teachers over the age of 50.

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Pic.1 Age of the respondents (teachers)

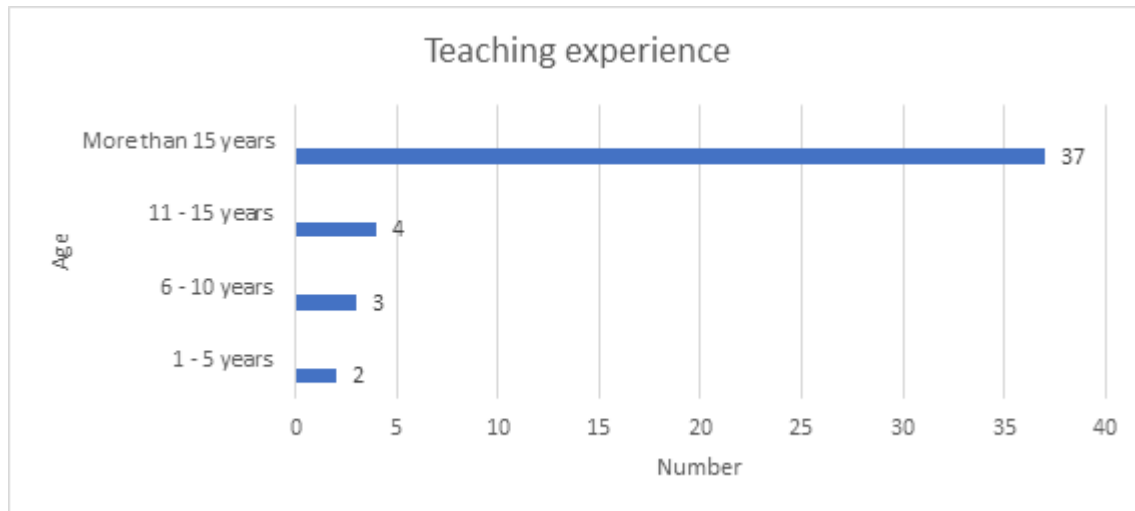
3. The subject being taught. In the survey the teachers of primary education, foreign language and science subjects participated. That makes 70% of the respondents. 80% of the teachers are 15 or more years of working experience.



Pic. 2 Name of the subject

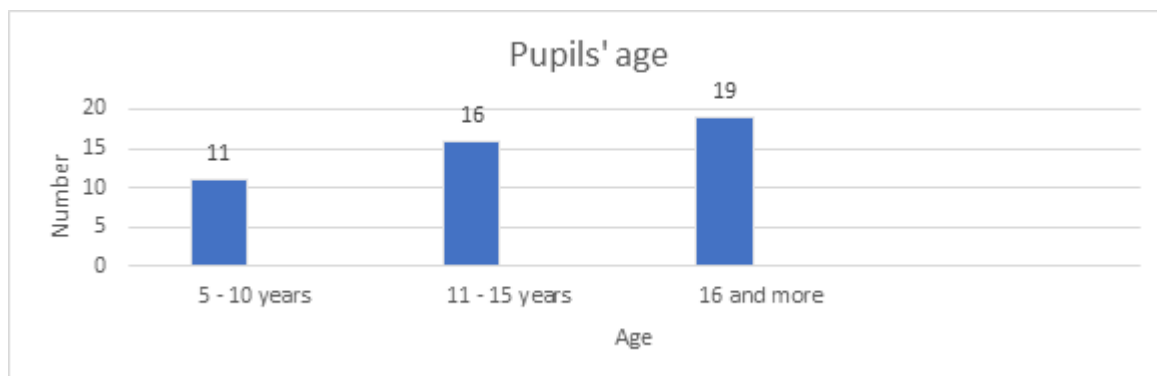
4. Teaching experience. 80% of teachers have been working for more than 15 years.

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Pic.3 Teaching experience

5. The age of the pupils taught by the respondents is from 5 to 16 years and older. 41% of them are pupils aged 16 and over.

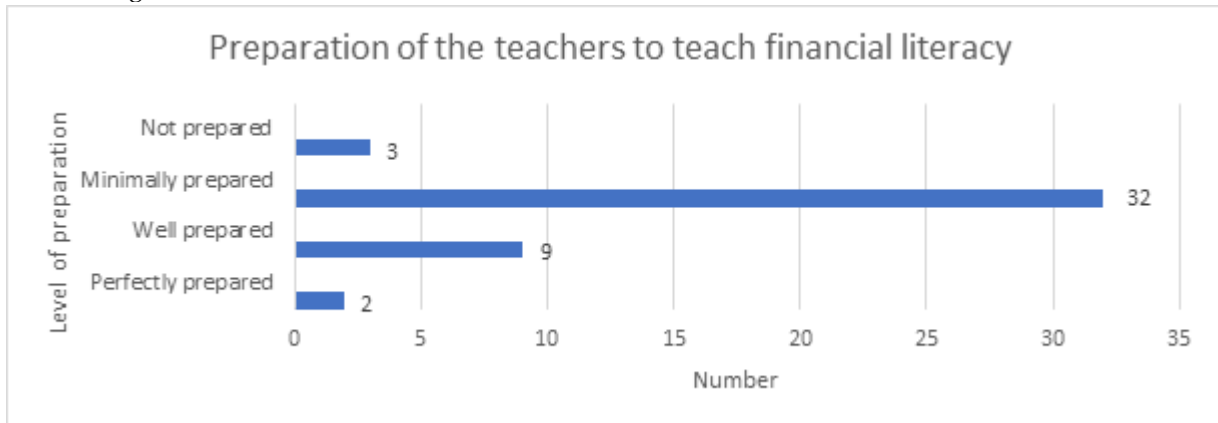


Pic.4 Pupils' age

6. Do you think you are prepared enough to teach pupils financial literacy?

70% of the teachers believe that they are prepared minimally to teach financial literacy.

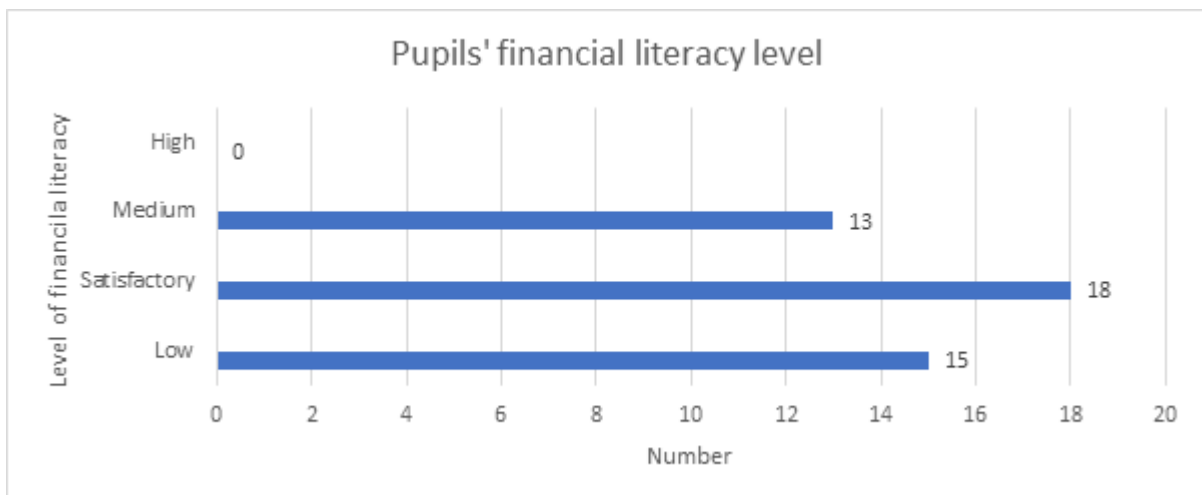
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Pic.5 Preparation of the teachers to teach financial literacy

7. What do you think is the level of financial literacy of your pupils?

76% of the teachers consider that their students' financial literacy level is satisfactory or low.

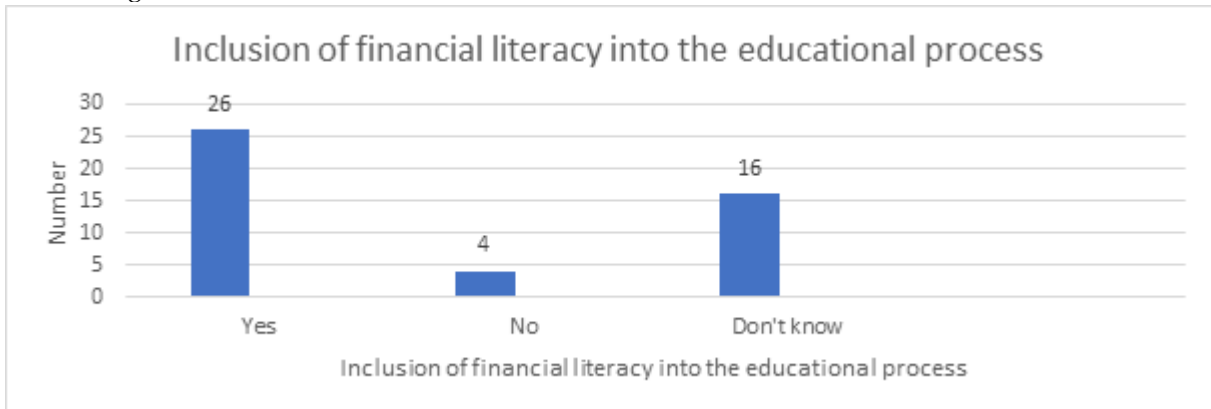


Pic.6 Pupils' financial literacy level

8. Do you or any of your colleagues include financial literacy in your education when working with pupils?

57% of the respondents state that they include financial literacy topics in the educational process.

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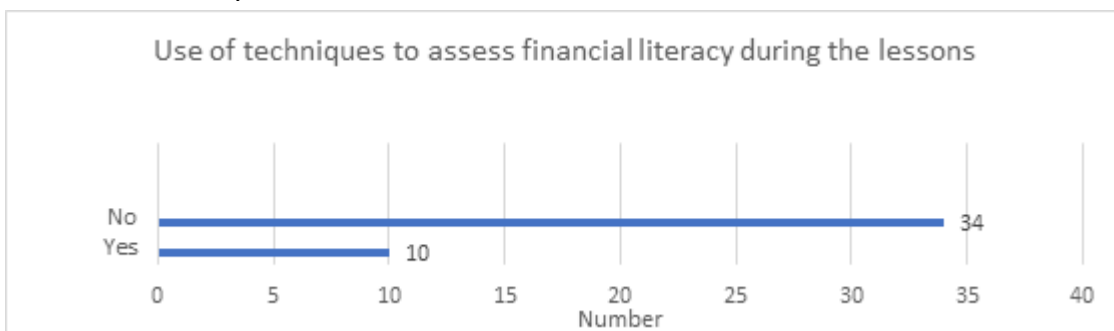
Pic.7 Inclusion of financial literacy into the educational process

9. If the answer to the previous question was "yes", then what topics were analysed, what skills were developed and why your colleagues chose these topics.

The respondents most often mentioned the following topics of financial literacy during the lessons: personal budgeting, savings, investments, incomes, taxes and pocket money.

10. Do you use any techniques to assess the financial literacy of your pupils?

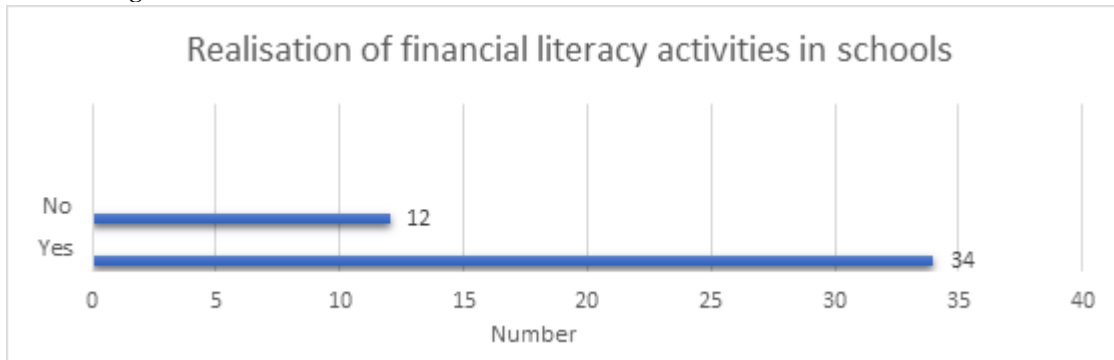
74% of the respondents said they had never used any techniques to assess pupils' knowledge on financial literacy.



Pic.8 Use of techniques to assess pupils' financial literacy

11. Are there any financial literacy activities in the school you teach?

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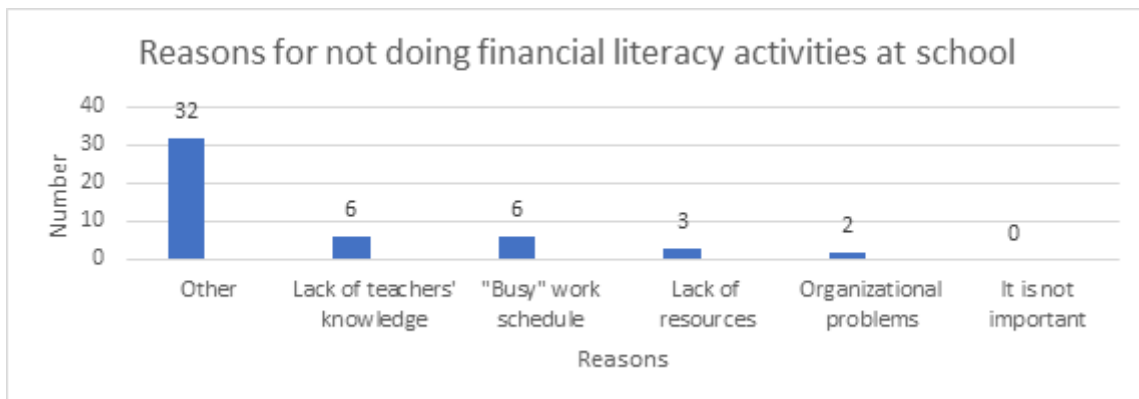


Pic.9 Realisation of financial literacy activities in schools

74% of the respondents stated that they had used financial literacy related activities in their schools.

12. If you answered "no" to the previous question, why did your institution not implement such activities?

The most common answer to this optional question was "other". It was chosen by 32 respondents. 6 respondents chose „lack of teachers' knowledge and "busy" work schedule“, 3 - „lack of resources“, 2 - „organisational problems“ and „it is not important“ were not chosen.

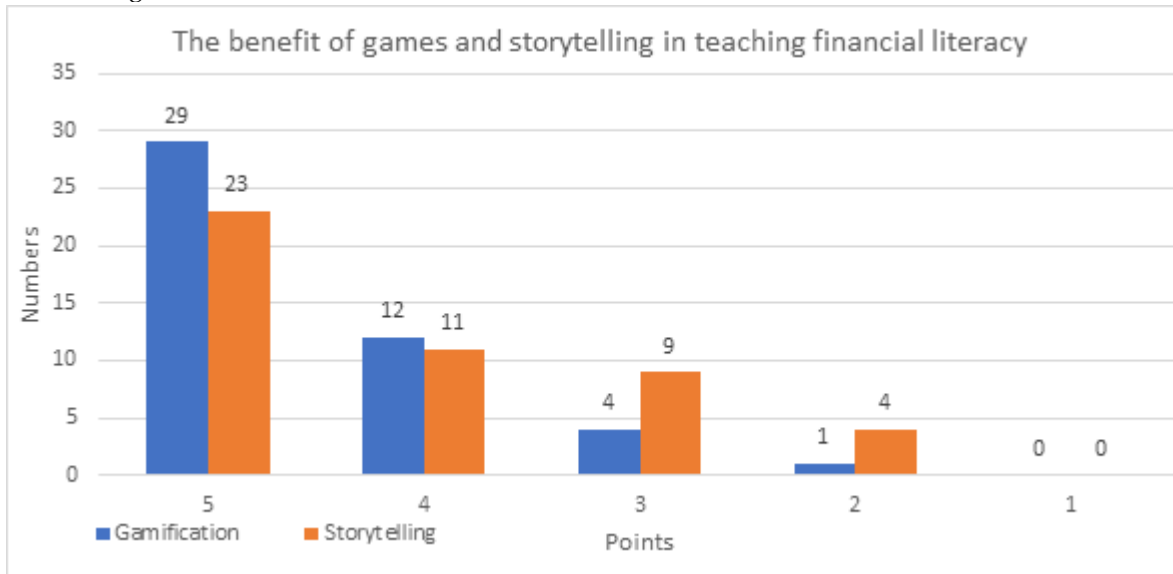


Pic.10 Reasons for not doing financial literacy activities at school

13. How useful do you think games and storytelling are in teaching financial literacy? On the scale from 1 to 5, number 1 means “definitely not” and 5 means “really yes”.

89% of the respondents gave 4-5 points for the benefit of games, meanwhile, 74% preferred storytelling.

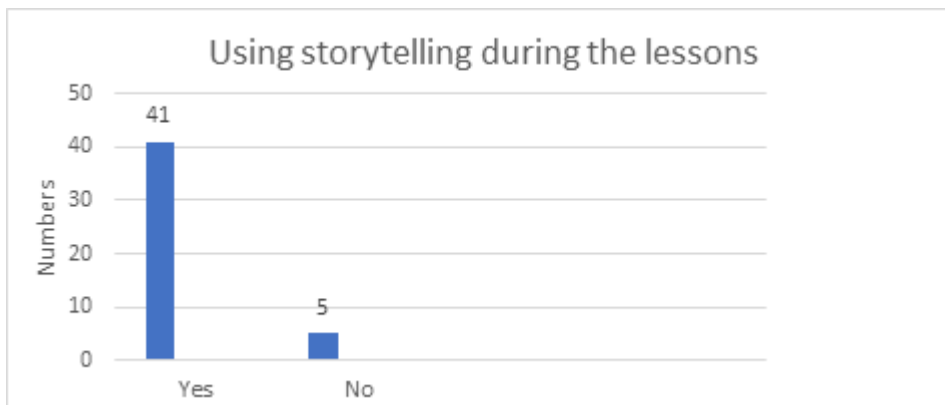
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Pic.11 The benefit of games and storytelling in teaching financial literacy

14. Have you ever used the storytelling method during your lessons?

89% of respondents said they had used the storytelling method during their lessons.

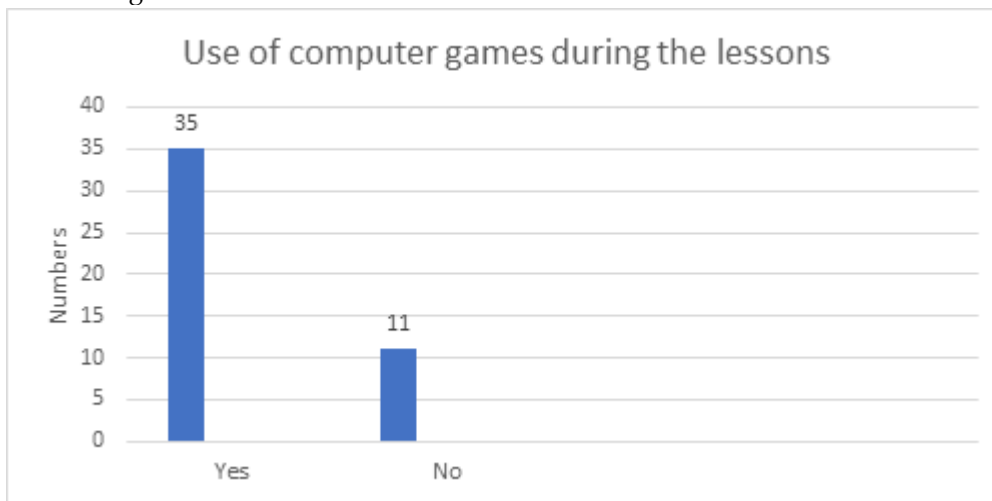


Pic.12 Using the storytelling during the lessons

15. Have you ever used computer games during your lessons?

76% of the teachers use games for education during the lessons.

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Pic.13 Use of computer games during the lessons

16. Name 3 topics you think should be analysed during the practices of financial literacy.

Teachers would like to focus on saving and investing (56%), as well as budget planning (i.e. income and expense, taxes) (54%), the topic of pocket money is also relevant (7%) and the payment methods (i.e. electronic banking, cash) (7%) and only 7% of the respondents did not give any suggestions.

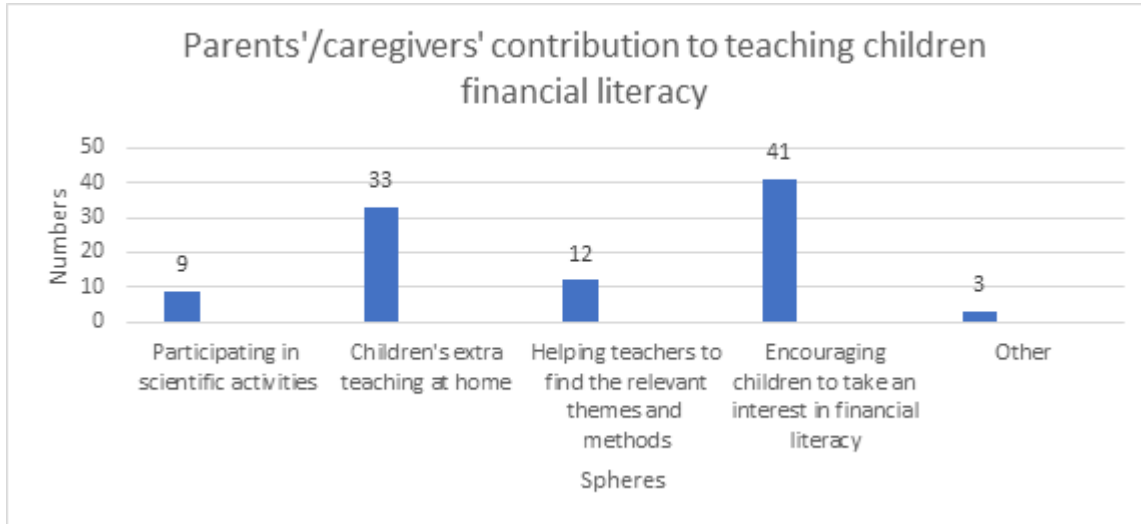


Pic.14 Training topics

17. How do you think parents can help to develop children's financial literacy skills? (Mark 3 possible options)

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89% of teachers think that parents/caregivers could help by encouraging children to be more interested in financial literacy, 72% of the respondents think they should teach children extra at home.



Pic.15 Parents'/caregivers' contribution to teaching children financial writing

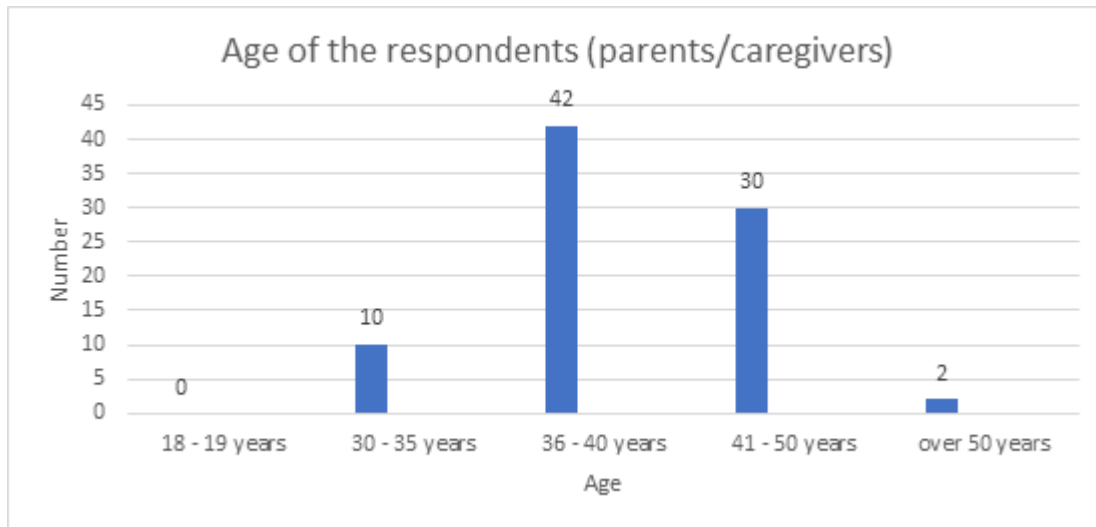
18. If you want to participate in the DigiFinEdu project and be included in the training events, write your e-mail.

31 of the 46 teachers responded to this free-form question and left their e-mail.

Parents' / caregivers' survey results

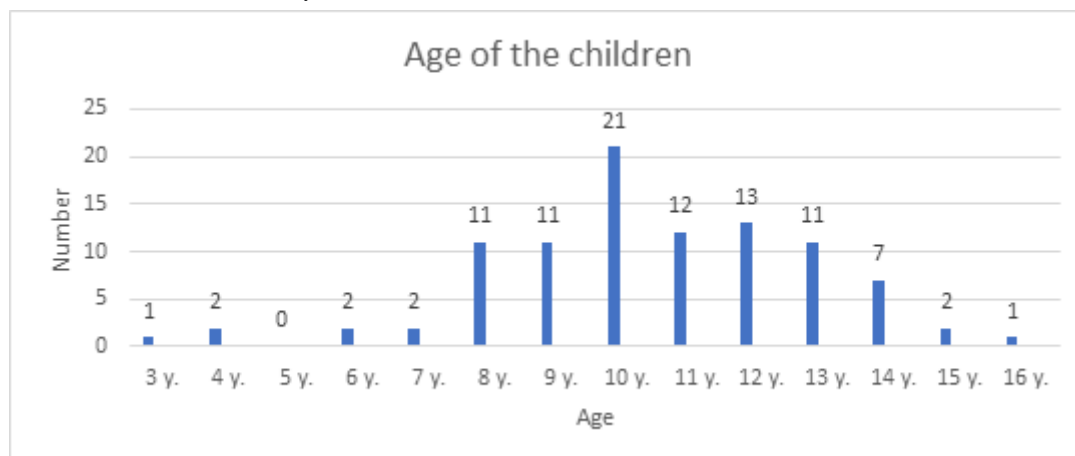
1. Gender. 78 women and 6 men participated in the survey.
2. Age. 86% of parents are 36-50 years old.

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Pic.16 Age of the respondents (parents/caregivers)

3. The age of your child / children. The majority of children in the families of the respondents are between 8 and 14 years old.

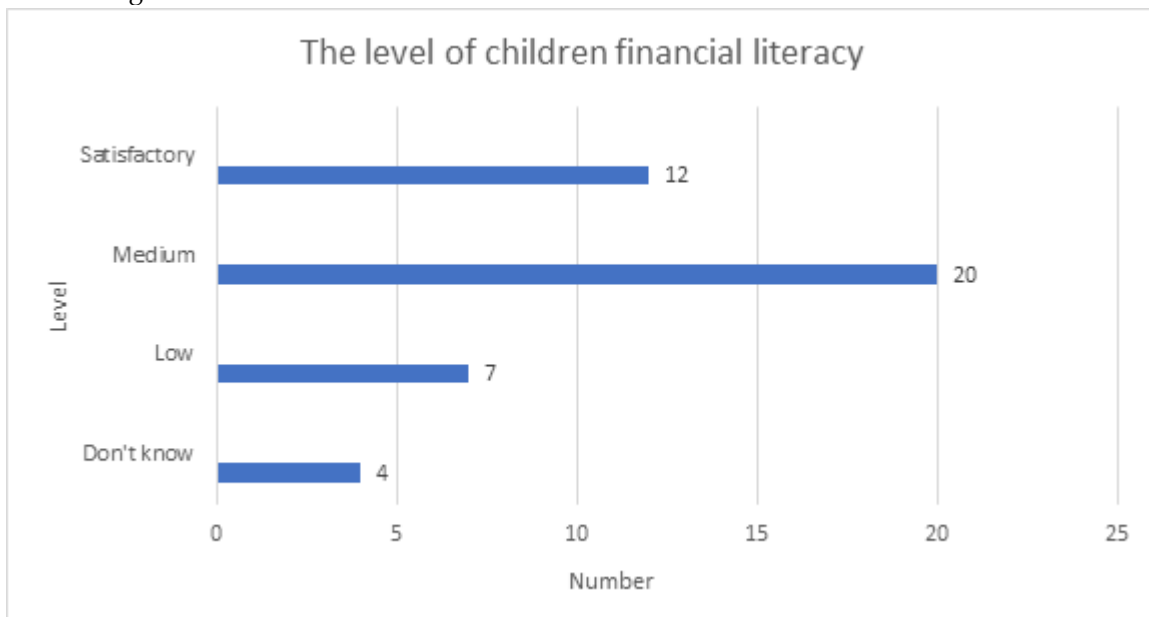


Pic.17 Age of the children

4. What do you think is the level of your child's / children's financial literacy?

47% of parents, who answered this question consider their child's financial literacy to be medium, 28% say it is satisfactory.

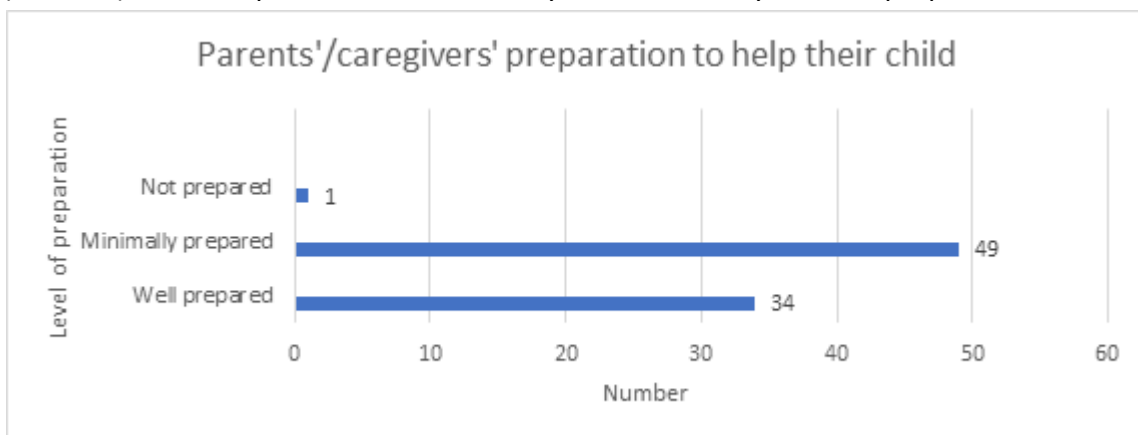
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Pic.18 The level of children financial literacy

5. How are you prepared to help your child (children) to develop their financial literacy?

58% of parents/caregivers believe that they are minimally prepared to help their child (children) to develop their financial literacy. 40% think they are well prepared.

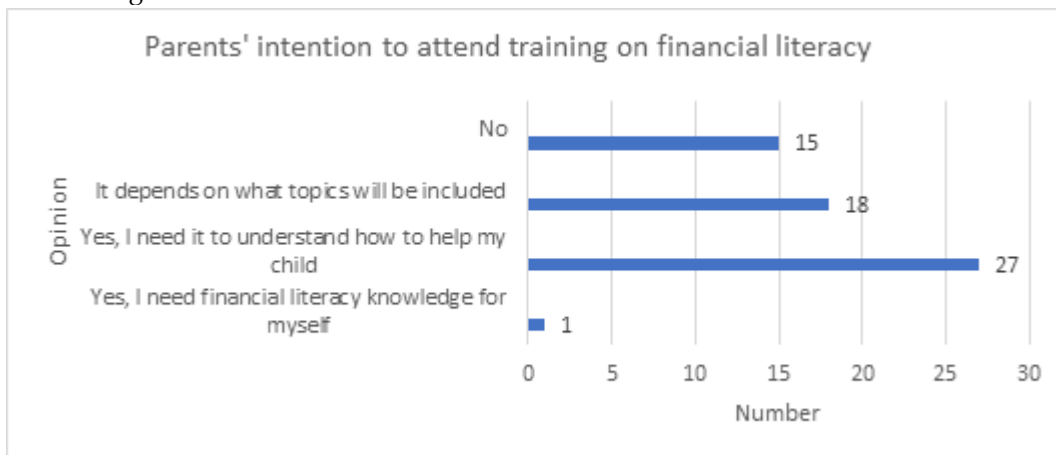


Pic.19 Parents'/caregivers' preparation to help their child with the financial literacy

6. Would you attend financial literacy courses for parents?

Parents would like to attend the training, but their final decision on participation will depend on the topics being taught.

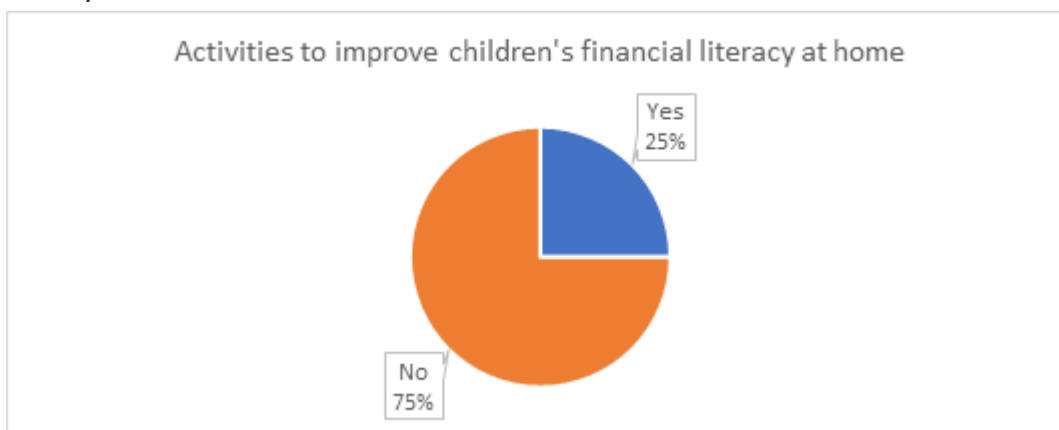
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Pic.20 Parents' intention to attend the training on financial literacy

7. Do you or any other member of your family practise activities to improve the financial literacy of your child / children?

75% of the respondents say that they practice in activities to improve their children's financial literacy.

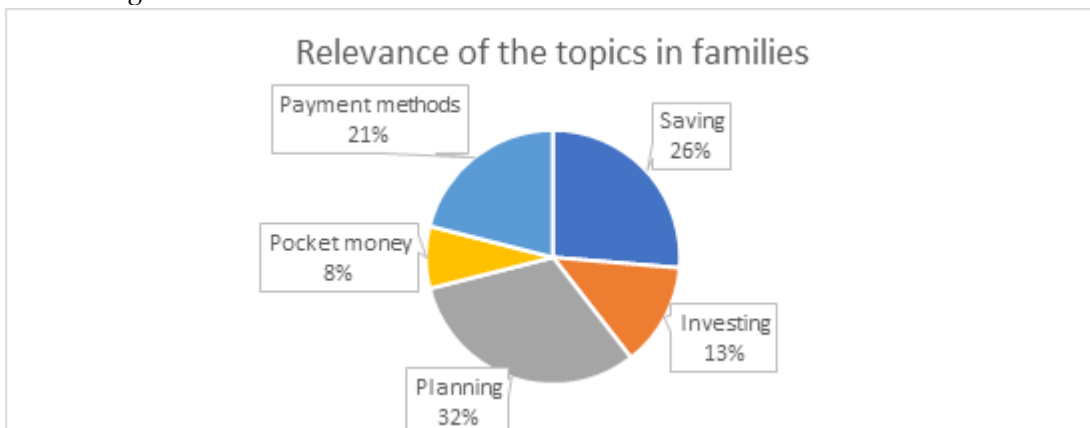


Pic.21 Activities to improve children 's financial literacy at home

8. If you answered "Yes" to the previous question, please, explain, what topics do you analyse and what skills do you want to improve?

The most relevant topics the families analyse and teach their children are planning (32%), saving (26%) and payment methods (21%).

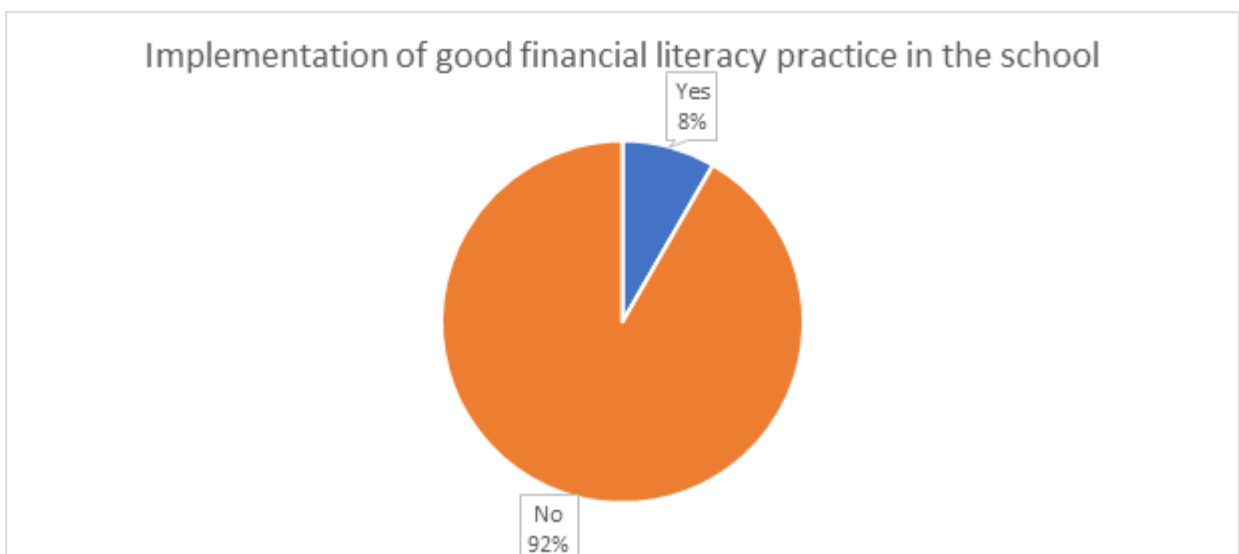
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Pic.22 Relevance of the topics in families

9. Does the school have any good financial literacy practices for the children, in which they take lessons?

92% of the respondents believe that financial literacy practices are not applied in the schools in which their children take lessons.



Pic.23 Implementation of good financial literacy practices in the school

10. If you answered "Yes" to the previous question, please, share the practices and in which classes they are applied:

It is applied during the lessons and during extra-curricular activities in the 3rd grade.

The 2nd graders are taught about the value of money.

There is a financial literacy lesson once a week.

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A few of the respondents stated that they provide their children individually with the unknown information every time they need it.

11. If you want to participate in the DigiFinEdu project and receive more information, write your e-mail or contact us by an individual letter (info@emundus.lt).

40 of 84 respondents wrote their emails.

4. Conclusions

1. According to the results, the majority of the respondents were women (96%). 85% of the teachers are between the ages of 36 and more than 50 years old.

2. The teachers of primary education, foreign languages and science participated in the survey. They accounted for 70% of the respondents. Neaišku kas 80% of the teachers that were surveyed have 15 or more years of work experience.

3. Educators usually work with children aged 16 and over, but in the questionnaires for parents/caregivers, they mostly mention children aged from 11 to 14. Often there is more than one child of a different age in a family, which can be useful for disseminating financial literacy content to the families.

4. The majority of the parents/caregivers (60% of the respondents) and teachers (72%) consider their children's financial literacy to be medium or low.

5. The majority of the respondents (60% of parents, 76% of teachers) are not properly prepared to teach financial literacy. Everyone lacks knowledge and competencies. Therefore, parents/caregivers would be happy to attend training events, but they care about the taught topics and depending on them, they will decide to participate or not. Only a quarter of the parents/caregivers try to improve their children's financial literacy.

6. Most teachers incorporate financial literacy topics into their educational process, although the vast majority do not know themselves if they do that at all. So, the possible numbers could be higher. The topics of financial literacy should be distinguished and specified. Teachers also do not have the tools / methods for the assessment.

7. The topics analysed by the parents and teachers often match, i.e. personal budgeting, saving, investing, planning, pocket money.

8. There is a variety of individual activities related to financial literacy in schools, but not in all classrooms. These activities are based on teachers' initiatives.

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9. Gamification and storytelling are seen as a useful tool in teaching financial literacy and teachers have used these tools in other activities during their lessons.

10. The most relevant financial literacy topics expected by the respondents are: saving and investment (26 suggestions), as well as budget planning (i.e. income and expenditure, taxes) (25), the pocket money (3) and payment methods (e-banking, cash) (3).

11. Teachers expect parents to be involved in financial literacy education and that they will actively support and assist them in teaching their children at home.