



**PFIP**

Pacific Financial  
Inclusion Programme



# Fiji Financial Education Curriculum Development Project (FinED Fiji)

Insights from FinED Fiji

*FinED Fiji is a comprehensive classroom-based approach to delivering Financial Education (FinEd) learning to primary and secondary school students in Fiji. Taught over 12 years from Years 1 to 12, FinEd involves learning about personal money management and investment. This learning has been placed in existing core subjects, which means that every child in the education system benefits from this learning. It is envisaged that at full implementation, annually 197,000 students in Fiji's 910 schools will receive Financial Education in classrooms nationwide.*

*The following are insights from FinED Fiji from design to national implementation:*

## **1) Catalysing sustained national interest in and commitment to Financial Education from key stakeholders and partners is crucial**

At the outset and on an on-going basis, key stakeholders, including foremost, the Ministry of Education, must have the appetite, interest, capability and capacity to commit to Financial Education. The placement of FinED within national strategic development plans and budgets and those of the key stakeholders, cements the status of FinED leading to sustained commitment and ownership. Roles of all key actors must be clear from the outset. Sensitization and buy-in of school principals and teachers is a critical success factor.

## **2) Scope, scale, budget and readiness should be established via comprehensive assessment and consultation**

It is essential to determine what Financial Education is, what form it will take, where it will be placed within the curriculum, which students will be impacted and the extent of coverage. This activity may take the form of a consultative scoping exercise. Ideally this should be preceded by a study visit (physically or virtually) to an existing Financial Education Initiative to shape appropriate responses to the how, what, where and who questions. The scoping exercise will develop an itemized budget and workplan for maximum impact, which provides the basis for funding discussions.

FinED should not be confined to secondary school only. Building a strong foundation at the primary school level, where formative learning is consolidated, has shown to be effective in influencing behavioural change. This is particularly for developing countries where there are sizeable leakages from the system, as students progress from primary to secondary school.

## **3) Financial Education should be formalized within curriculum documents**

Financial Education is to be formalized within the overarching curriculum statements and ensuing curriculum documents. A matrix of learning outcomes is ideally developed after an environmental study of financial education learning

in the existing curriculum vis-à-vis preferred learning outcomes. For projects where the means of introduction is through integration, learning outcomes together with classroom and teacher resources should ideally be referenced in individual subject prescriptions or syllabi.

**4) Resource Development should be consultative and driven by the needs and abilities of students and teachers**

Resources developed should be contextualized, relevant, exciting, driven by the needs of students and teachers and continuously tested in the classroom. Sustained hands-on learning and the reinforcement of learning through a variety of classroom resources such as lessons, games and activities is critical. In Fiji, this was found to be even more powerful when aligned to a common theme across all class levels, 'Save, Spend Wisely and Share.' At the piloting stage of the resources, it is beneficial to remain actively engaged and to maintain the excitement to ensure usage and momentum but also to facilitate growing awareness beyond the pilot schools.

The Fiji resources have been designed in such a way that at the primary level in particular, all lessons have a component which links the classroom learning to the home. This allows for the transfer of learning beyond the classroom and into the home, but also provides a supportive and nurturing environment for the learning in the classroom.

**5) Structured, sustained and well-planned teacher training modeling in-classroom teaching and assessment should be delivered more than once**

Teachers need to be familiarized with both the basics and the more attentive demands related to this type of student-centred hands-on learning e.g. the relevant curriculum documents, the learning outcomes, structure of introduction of FinED, scope of learning and related assessment, teaching style, use of the resources, lesson plans and the ultimate goal of FinED. Comprehensive and repeated teacher training is necessary, particularly at the primary school level, where teaching support mechanisms such as Champion Teachers, are useful. In addition, embedding FinED in teacher training at the tertiary level will support in-service teacher training and allow new graduates to be familiar with FinED when they graduate.

**6) Implementing, monitoring and evaluating is an ongoing process**

The Ministry should have the capacity and capability to continuously support FinED implementation and by writing this into their budgeting process at the onset, it will be better positioned to respond swiftly to implementation issues on a medium to long-term basis. FinED yields best results with continuous teaching and learning over a period of time, hence the value in a sustainable and efficient in-built monitoring and evaluation mechanism, which can transfer information from the classroom to the Ministry of Education and onwards to key stakeholders.

For more Information, please visit [www.pfip.org](http://www.pfip.org) or email PFIP's Financial Education Technical Specialist & Coordinator FinED Fiji, Abigail Chang on [abigail.chang@undp.org](mailto:abigail.chang@undp.org)

