



August 2021

FINANCIAL LITERACY PROGRAMME

Together, we can work hand-in-hand to improve students' learning and prepare them for a brighter future.

BRIEF OVERVIEW



DID YOU KNOW :

Financial literacy refers to the ability to understand and apply different financial skills effectively, including personal financial management, budgeting, and saving. It makes individuals become self-sufficient, so that financial stability can be accomplished (cleartax.in, 2021). Access to financial and social assets is a key contributing factor to help youth make their own economic decisions and escape poverty (UN, Youth).

Global youth financial literacy statistics show that only 35% people aged between 15-35 are considered to be financially literate which is much lower than older generations (Balancing Everything, 2021). It is estimated that less than 5 percent of youth have a savings account as they face many barriers to access financial services (UN, Youth)

The rate of global market development is much higher and faster than many youth's current knowledge of the financial markets. Because of this lack of understanding, youth will be unable to respond appropriately to such high paced changes. (Black WallStreeter, 2020)

Few financial service providers (FSPs) such as banks, credit unions or microfinance institutions, understand the need and adequately serve the youth market. Regulatory frameworks are not designed to be youth inclusive or protective of youth rights. With such illiteracy, they can fall victim later as adults to scams, high-interest rate loans, and increasing debt (UN, Youth).

WHAT WE DO

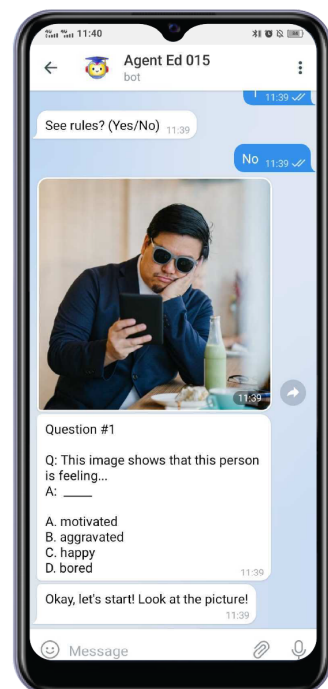
With our "Financial literacy module", youth can learn skills such as identifying sources of income and digital finance. We are in the process of developing this module in collaboration with Aflatoun International, a global non-profit organization based in Amsterdam. We will be gamifying financial skills from their AflaYouth curriculum, which has been built on an updated global framework including a stronger focus on personal, interpersonal and intercultural skills. It covers all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, in addition to supporting youth in making informed decisions about their financial resources.

The module will be available on our gaming app, Dawn of Civilization, and on Telegram, delivered by our AI Chatbot: Ed the Learning Bot. These platforms already offer youth subjects such as English, employment skills in the form of minigames and different learning groups, exciting challenges for individuals to explore and learn.

DAWN OF CIVILIZATION



Ed the Bot



TARGET BENEFICIARIES

We aim to empower youth within the 15 to 24 years age group.

PROJECT LOCATION:

Our project locations are in over 30 countries such as Indonesia, India, Malaysia, Thailand, Philippines, Sri Lanka, Nigeria, Singapore etc.



PROJECT DURATION:

Programme duration- 3 months

HOW WE MAKE A DIFFERENCE:

- 1 Ensure the platforms have engaging and relevant content with strong takeaway lessons.
- 2 Implement the latest technology-based innovation to enhance the games.
- 3 Provide youth with access to highly demanded financial skills and employment opportunities.
- 4 Provide youth with mentors via partner organisations.
- 5 Create awareness among corporates about the issue and garner their support for youth.

IMPLEMENTATION

INDONESIA:

The financial literacy rate in Indonesia in the age group 18 to 25 years old is just 32.1% (AIYA,2020). Indonesia's financial system is dominated by the banking industry with the mastery of more than 80% of assets in the financial system. However, financial illiteracy may be one of the most important barriers to access banking in this country with the nation having 93 million underbanked residents(Crowdfund Insider,2020)

Only 15% Indonesians understand the concept of loans and interest, 43% understand the concept of investments (Finclusion,2015) If youth are lacking this basic financial knowledge, they do not have the tools for their economic well-being and improvement. It means this issue has an impact on their day to day money management and ability to save for long term goals such as buying a house, seeking higher education etc.

With the new school curriculum in Indonesia mandating less rather than more economics and personal finance coursework, graduates of the school system will likely be less prepared for the challenges of the economic and financial world into which they emerge.



INDIA:

India is often called a Young Country because its youth forms the greatest section of the population and only 24% of the total Indian population is financially literate (cliqtax, 2020).

Statistical studies show that disparities in gender, qualification, location (rural, urban, and metropolitan), employment, and technological shrewdness are a few of the striking causes of the low Financial Literacy rate in India (cliqtax, 2020)

Financial literacy is an important asset because it is directly proportional to the economic growth of the country. For a developing country like India, financial stability is necessary to be able to face any crisis in the phase of recession and depression. Due to lack of knowledge most people in India are invested in momentary plans rather than long term goals which would help in the economic growth of the country. Older generations tend to pass on their financial habits to the youth, so the youth needs access to new and reliable sources of information (indianfolk, 2018).

SINGAPORE:

Despite spending at least ten years in Primary and Secondary school, followed by tertiary education, youth in Singapore are not taught financial literacy formally, even if they major in Business or Finance. This means that many Singapore youth graduate from university and enter the working world without having a basic understanding of important topics like insurance, investing, retirement planning and tools like credit cards.

Parents are usually the one to teach their children about managing finances. The fortunate youth would receive some financial literacy education through parents (Dollars and Sense, 2018). However, lower income families will continue to be left behind, as they do not possess this knowledge (thefipharmacist, 2020) and in Singapore this has been observed among this population.

Presently, there are not enough programmes in Singapore that focus on financial education. As the country is transiting towards a cashless society, the next generation of youth will need a different understanding of the value of money and substantial sources of information is highly needed.

NIGERIA:

The demography of Nigeria has a strong youthful population with 70% being youth. Financial literacy is a challenge for the Nigerian economy and The Central Bank of Nigeria refers to the 'high percentage' of Nigerians whose low level of financial literacy represents a major barrier to their ability to manage their own financial resources effectively (Central Bank of Nigeria 2018).

The Central Bank of Nigeria argues that financially literate consumers would benefit the Nigerian economy by increasing the demand for financial products. This in turn would support the creation of stronger financial institutions and sustainability.

A major problem financial institutions face is the fact that new digital technologies are changing the value proposition of financial products and services in the industry. However, information about this is inadequate or expensive to access. Therefore, due to the inclination of millennials for technology, speed, and convenience, innovative strategies need to be adopted to educate the youth in the most affordable way to be prepared for the future in finance (Guardian, 2019).



OUR SOLUTION

Through our platforms, **Dawn of Civilization** and **Ed the learning Bot**, we will offer youth engaging ways to learn and equip themselves with financial skills. The content on financial skills provided by Aflatoun International will be transformed into minigames. Additionally we have learning challenges, microsolarships etc. on our platforms.

Beneficiaries will be taught financial skills such as identifying sources of income. Examples of questions are- What is self-employment, wage work etc. They will become more aware of their various income-generating activities and be able to categorize them and analyse their value. They will learn budgeting, time management of multiple income sources etc.

They will also be taught about digital finance and its benefits.

Sample question. Objective: Identifying sources of income

Self Employment is one of many options of earning an income. Self employment is possible by working by yourself or with _____. Being able to employ yourself depends on _____, who you know, and your interest. You can do many different types of jobs including _____, selling food & drinks, starting your own online blog shop, selling your skills as a service, and many more.



COLLABORATION

In partnership with **Aflatoun International**, we are collaborating with ChildFund International in Indonesia, Children International in India, NATCCO in the Philippines, and Network for Education Children and Youth (NECY) in Sri Lanka to reach out to more youth.

One of the learners, 19-year-old Bukola Adewuyi from Lagos, Nigeria shared: “Learning with Ed has been informative and educational. It has helped to improve my cognitive skills and learn how to organize my time well and invest it into something productive. It has taught me to stay committed to a particular activity and improve myself. It has been an amazing journey. Thank you!”



DAWN OF CIVILIZATION

Financial literacy minigame on Dawn of Civilization gaming app



Ed the Bot

Game challenge with ED the learning bot on Telegram





Get involved today!
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please check our website

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contact us at info@solveeducation.org

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