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Children and Young People Financial Education Innovation and Evaluation Programme

Digital Delivery: Evaluation of Young
Enterprise Scotland's 'Scotland's Financial
Schools' pilot

Contents

Executive Summary	3
Background.....	3
The Evaluation	3
Key Findings.....	3
Overall Conclusions and Implications.....	4
1.0 Introduction.....	6
1.1 Overview of the CYP Financial Education Innovation Programme	6
1.2 Overview of YES and the <i>Scotland’s Financial Schools</i> programme.....	7
1.3 Pilot-level evaluation approach, methodology and limitations.....	8
1.3.1 Evaluation aims and objectives	8
1.3.2 Evaluation approach.....	11
1.3.3 Limitations.....	12
2.0 Pilot implementation (process evaluation)	13
2.1 Pilot development.....	13
2.2 Partnership working and stakeholder engagement.....	14
2.2.1 Current financial education provision in schools.....	14
2.2.2 Developing partnerships to support engagement.....	16
2.3 Delivery models.....	17
2.3.1 Online training workshops and e-modules	17
2.3.2 One-stop-shop of online resources	18
2.4 Reach and engagement.....	19
2.4.1 Pilot reach	19
2.4.2 Recruitment methods	20
2.5 Provision of support.....	22
2.5.1 How the pilot has addressed gaps in provision.....	23
2.6 Summary of key challenges, barriers and enablers	24
2.6.1 Key enablers.....	24
2.6.2 Key challenges and barriers.....	25
3.0 Pilot outcomes (outcome evaluation)	26
3.1 Outcomes for teachers.....	26
3.1.1 Teacher attitudes, practice, and confidence	26

3.1.1.1 Pre-training.....	27
Attitudes.....	27
Practice.....	28
Confidence.....	29
3.1.2 Post training.....	30
3.2 Outcomes for schools.....	33
3.2.1 Using resources from the training.....	33
3.2.2 Wider actions to improve practice.....	33
3.2.3 External partner engagement.....	35
3.1 Assessment of causality.....	36
3.2 Unexpected impacts.....	37
4.0 Conclusions and implications.....	38
4.1 Key conclusions – reflections on overall pilot implementation and outcomes.....	38
4.2 Sustainability and potential scalability / transferability.....	39
4.3 Outstanding gaps.....	40
4.4 Implications.....	40
Annex 1. Examples of resources.....	42
Annex 2. Pre- and post-survey data.....	43
Pre-survey responses.....	43
Post-survey responses.....	57
Annex 3. Scoring system.....	74
Annex 4. Cross tab tables.....	76

Executive Summary

A summary of the evaluation of Young Enterprise Scotland's *Scotland's Financial Schools* project.

Background

The Children and Young People Financial Education Innovation and Evaluation Programme was commissioned by the Money and Pensions Service in October 2020. It aimed to address gaps in the wider understanding of effective financial education by **developing and evaluating new, innovative solutions, or by evaluating existing but untested interventions**.

Young Enterprise Scotland's (YES) *Scotland's Financial Schools* programme was one of seven pilot projects funded, and was one of two which focused on digital delivery. The project aimed to engage teachers in educational settings by providing them with online support and digital resources to help **improve the delivery of financial education across the curriculum**. Project activities included online training delivered via webinars and self-directed e-learning modules for teachers. The modules illustrated how to incorporate financial education across the curriculum in teachers' settings. The project offered a digital 'one-stop-shop' of financial education teaching resources, including a financial education action plan to allow schools to identify where they are on their financial education journey; and initial development of a high-quality financial education framework which aimed to standardise schools' delivery of financial education. It was hoped that these activities would **improve attitudes, knowledge, and confidence amongst teachers, and encourage them to champion and promote financial education**, within their settings via a teacher cascade model.

The Evaluation

Ecorys and the Personal Finance Research Centre were commissioned to undertake a project-level evaluation of each of the pilots, and produce a synthesis report summarising the findings from across the CYP Financial Education Innovation and Evaluation Programme.

Ecorys conducted a **developmental, process and outcomes project-level evaluation** of *Scotland's Financial Schools* programme between January-August 2021. The evaluation aimed to investigate:

- ▶ whether the pilot project **equipped teachers and headteachers with the necessary tools and knowledge to improve financial education** in schools; and
- ▶ what **appetite and need for better financial education across Scotland** existed, and the extent to which the project met that need.

The evaluation first involved developing a Theory of Change with the project team, to outline the anticipated activities, outputs and outcomes for the pilot. The evaluation used a mixed methods approach: collecting quantitative data (via a pre- and post-survey of teachers who attended YES's online training and monitoring information provided by YES (including post-training feedback they collected); and qualitative data (via online interviews via MS Teams with teachers and stakeholders from financial and education services and YES).

Key Findings

Pilot Implementation

- ▶ YES implemented most planned project activities, though engaged fewer teachers in educational settings **than originally intended**. This was due to the disruption the COVID-19 pandemic caused to the school year, which restricted project delivery timelines from ten weeks to seven weeks and meant that there was not

enough time for teachers to implement what they had learnt in their settings. Feedback from teachers and stakeholders from YES was that **schools require a longer lead-in time, at least two terms in advance, to plan these activities into their calendar.**

- ▶ Partner stakeholders reported that **YES worked well with partners, forming new relationships and using existing partner networks to broaden the reach of the pilot.** Relationships with councils and local authorities were effective in recruiting teachers: reputable council-run platforms for teachers who work in state-funded schools offered wide reach and good teacher engagement, and these relationships could facilitate future scaling of the project (further aided by building national-level relationships, such as with Education Scotland and the Scottish Government). Partner stakeholders from education and financial services were also helpful in raising awareness of the project and increasing understanding about different barriers to learning in different local authority areas.
- ▶ Survey data showed that **teachers found the online training very useful and engaging.** They particularly appreciated the ‘one-stop-shop’ of resources which provided them with guidance on how to deliver relevant lessons and thought that this filled a much-needed gap in financial education provision. YES stakeholders thought that a key strength of the project’s digital nature was that they could make iterative improvements in response to feedback from teachers.
- ▶ **Evidence from the pre-training survey and interviews with partner stakeholders and teachers illustrated several limitations to existing financial education provision in schools.** These included variation in school approaches and teaching quality between schools and areas, low awareness of relevant resources amongst teachers, and a lack of support and strategic planning at a school and government level. YES and participating teachers hoped that the training and resources would help to overcome some of these barriers by providing access to quality, standardised resources as well as guiding schools along their financial education journey.

Pilot Outcomes

- ▶ There was evidence from the post-survey that the **online training influenced positive short-term outcomes for teachers**, who indicated that they were **more confident** in their ability to deliver financial education than they were prior to the training. Post-survey and interview data also suggested that teachers were **more motivated** to share their knowledge with colleagues in their settings.
- ▶ Whilst YES’s online training engaged a range of teachers in terms of roles, education level, and past experience of delivering financial education, they often **already had positive attitudes towards financial education and considered it to be important** and so there was little change in these aspects.
- ▶ Teachers interviewed said they wanted to **use the online resources from the one-stop-shop to improve their own practice**, as well as share ideas and work collaboratively with colleagues to implement the ideas across a range of curriculum areas. **There was less evidence that they planned to implement whole-school strategic change following the training.**
- ▶ Few teachers had been able to make changes at the point of the post-survey and interviews but **were planning to put the resources into practice.**

Overall Conclusions and Implications

- ▶ Partner stakeholders and teachers agreed that financial education provision across Scotland could be improved, given the sporadic nature of current delivery. They generally believed **that the provision of accessible, quality resources would effectively improve provision to an extent**; however, they cautioned that there is a risk that only the more engaged schools will participate. Therefore, **YES should consider reaching out to the less-engaged schools to ensure that the resources are able to support them** overcoming the unique barriers they face in providing better quality financial education in their settings.

- ▶ Evidence suggests that teachers who participated in the pilot found the online training and resources useful. **Teachers reported feeling more confident in delivering financial education to children and young people**, supporting existing evidence that attending training can make a significant difference to teacher confidence.
- ▶ However, the low response rate and lack of assessment of outcomes for children and young people means that **the pilot did not generate enough evidence to show whether *Scotland's Financial Schools* has equipped teachers and headteachers with the necessary tools and knowledge to improve financial education in schools**. A longer timeframe is needed to fully assess how useful the training has been, and the impact of the resources on children and young people and the delivery of financial education in schools.
- ▶ Few teachers reported that they would try to influence whole-school change following the training, and so **further research is needed to assess the effectiveness of the teacher cascade model** and what, if any, the barriers are in getting buy-in from school leaders.
- ▶ The pilot was able to demonstrate that the **online mode of delivery was an effective and accessible way of engaging teachers** from a range of locations across Scotland, who were able to fit participation in the project around their existing commitments. Having the ability to access free resources online was also felt to be an important way to make teaching financial education more accessible for teachers with a range of experience.

1.0 Introduction

Ecorys UK, in partnership the Personal Finance Research Centre (PFRC) at the University of Bristol, was commissioned by the Money and Pensions Service (MaPS) in October 2020 to evaluate the Children and Young People (CYP) Financial Education Innovation and Evaluation Programme. The programme comprised seven pilot projects. This report focuses on one of these pilot projects, the *Scotland’s Financial Schools programme* delivered by Young Enterprise Scotland (YES).

1.1 Overview of the CYP Financial Education Innovation Programme

MaPS designed the CYP Financial Education Innovation and Evaluation Programme to support delivery of the UK Strategy for Financial Wellbeing.¹ One of the strategy’s five key themes, or Agendas for Change, concerns the need to provide CYP and their families with solid ‘Financial Foundations’ through ensuring effective financial education.² However, analysis of financial education across the UK shows that delivery is not reaching enough CYP and not always targeting those most in need. The CYP Financial Education Innovation and Evaluation Programme aimed to support achievement of this agenda and its specific national goal of ensuring that two million more CYP receive a meaningful financial education by 2030.

Through supporting the development and delivery of seven pilot projects, the programme sought to fill gaps in the wider understanding of effective financial education by developing, delivering, and evaluating new, innovative, solutions or existing but untested interventions. The pilot projects included a range of financial education interventions focused on three priority areas: children under the age of seven years, CYP in vulnerable circumstances, and digital delivery of financial education.³ The *Scotland’s Financial Schools* programme was considered a new, innovative solution which sat within the digital delivery priority area. Whilst there is a wealth of evidence on the use of digital technology, digital resources, and online learning in school education, there is no clear or consistent evidence of impacts of children and young people’s outcomes, or best practice in delivery. Therefore, MaPS prioritised it as one of the areas for innovation and evaluation.

Funded interventions could include activities such as:

- ▶ Digital delivery of current financial education programmes to CYP, parents, and/or to/by teachers;
- ▶ Development or adaptation of financial education resources such that these can be accessed and used virtually or at home; and/or
- ▶ Development or adaptation of financial education resources, information, and tools to support more accessible financial education delivery for harder-to-reach populations.

¹ <https://moneyandpensionsservice.org.uk/uk-strategy-for-financial-wellbeing/>

² <https://moneyandpensionsservice.org.uk/wp-content/uploads/2020/01/UK-Strategy-for-Financial-Wellbeing-2020-2030-Money-and-Pensions-Service.pdf>, p.1

³ Further details of each of the seven pilots, alongside the programme as a whole and its priority areas can be found at: <https://maps.org.uk/2021/01/13/financial-education-pilots/>

In line with the strong focus on learning lessons to improve financial education, each pilot was evaluated individually, as well as the findings across all pilots being combined to produce a programme-level synthesis report.⁴

1.2 Overview of YES and the Scotland’s Financial Schools programme

YES is a charitable organisation focussing on enterprise education with the aim of equipping young people with employability skills for their future career and life.⁵ Recently, YES has increased their focus on equipping young people with important financial skills through their “Young Money” programme,⁶ seeing financial capability as aligned with their focus on employability. The Young Money programme includes a *Centres of Excellence* programme, which celebrates schools that champion financial education. The main elements are a *Your Money Matters* financial education textbook, available to Scottish schools from 2021, and *Scotland’s Financial Schools*, which includes support and resources for teachers⁷ to help improve the delivery of financial education across the curriculum. The *Scotland’s Financial Schools* pilot received funding from MaPS and forms the focus of this evaluation.

In Scotland, financial capability is included in the broad general education phase curriculum for students aged 3 to 14 years⁸, though few schools have a dedicated financial education coordinator. YES therefore wanted to support teachers to become knowledgeable, confident, and more able to deliver quality financial education to young people. They recognised that they were in a unique position to facilitate this, given their existing links with schools and financial services, established through their enterprise work. YES used these links and engaged with a range of stakeholders from the financial and education sectors to create resources and support with the recruitment of teachers onto the programme. As part of the project, YES provided teachers with an opportunity to:

- ▶ attend online webinars;
- ▶ complete e-learning modules;
- ▶ access an online ‘one-stop-shop’ bank of relevant resources; and
- ▶ create a personalised school action plan.

Ultimately, YES hoped that by upskilling teachers and enabling them to provide a high quality and sustained financial education offer, CYP would leave school having better financial knowledge that would help them in their work and personal lives.

- ▶ In the **short-term**, it was hoped that teachers would become more confident in delivering financial education and would share their knowledge with others, including school leaders in their education settings. Alongside this, YES sought to produce a development plan to inform production of a high-quality financial education framework. In addition, YES aimed to support the financial services sector to offer meaningful activities in schools through working with the sector to understand what they are currently, and potentially could, offer to schools in terms of delivering activities to support financial education, and by exploring the ways in which this could best be developed further to meet schools’ needs.

⁴ <https://moneyandpensionsservice.org.uk/2022/03/01/children-and-young-people-innovation-programme-evaluation>

⁵ Young Enterprise Scotland, 2021. “Who We Are”. Available at: <https://yes.org.uk/about.php>

⁶ Young Enterprise Scotland, 2021. “Financial Education”. Available at: <https://yes.org.uk/financial-education.php>

⁷ In this report, we use ‘teachers’ as an umbrella term to describe teaching practitioners in a range of roles working in early years, primary, secondary level education (teaching CYP aged 5-16).

⁸ Money and Pensions Service, 2021. “UK Strategy for Financial Wellbeing – Schools.” Available at: <https://www.fincap.org.uk/en/articles/schools>

- ▶ In the **medium-term**, YES hoped that schools would embed changes to their financial education offer, reflected in more frequent and higher quality financial education provision, and adoption of the 'high-quality financial education framework'.
- ▶ In the **long-term**, the expectation at the outset was that the *Scotland's Financial Schools* project would embed changes in schools, which would translate into increased financial knowledge, behaviours and skills for CYP, and that schools would have a better financial education offer for pupils built around industry standards of good practice.

1.3 Pilot-level evaluation approach, methodology and limitations

This section outlines the approach to evaluating the *Scotland's Financial Schools* pilot, including the evaluation approach, methodology, and limitations.

1.3.1 Evaluation aims and objectives

The objectives for the programme-level evaluation across all the interventions were to:

- ▶ Understand how they have worked and, if possible, their impact on CYP financial education outcomes
- ▶ Identify common learning from across the interventions, such as approaches to engaging CYP, partnerships, intended outcomes etc.
- ▶ Support learning for each intervention to support development, delivery and improvement, and to maximise the benefit of its funding from MaPS

It was anticipated that interventions might be at a range of stages of development and maturity, and so the focus of evaluation for each type was flexed to reflect this.

The evaluation of YES aimed to investigate digital provision of financial education (which was one of the three gaps identified in the programme objectives). Specifically, the evaluation aimed to investigate:

- ▶ whether the pilot project equipped teachers and headteachers with the necessary tools and knowledge to improve financial education in schools; and
- ▶ what appetite and need for better financial education across Scotland existed, and the extent to which the project met that need.

The evaluation predominantly focused on the first research question, as behaviour change amongst teachers and schools was the primary outcome of the project.

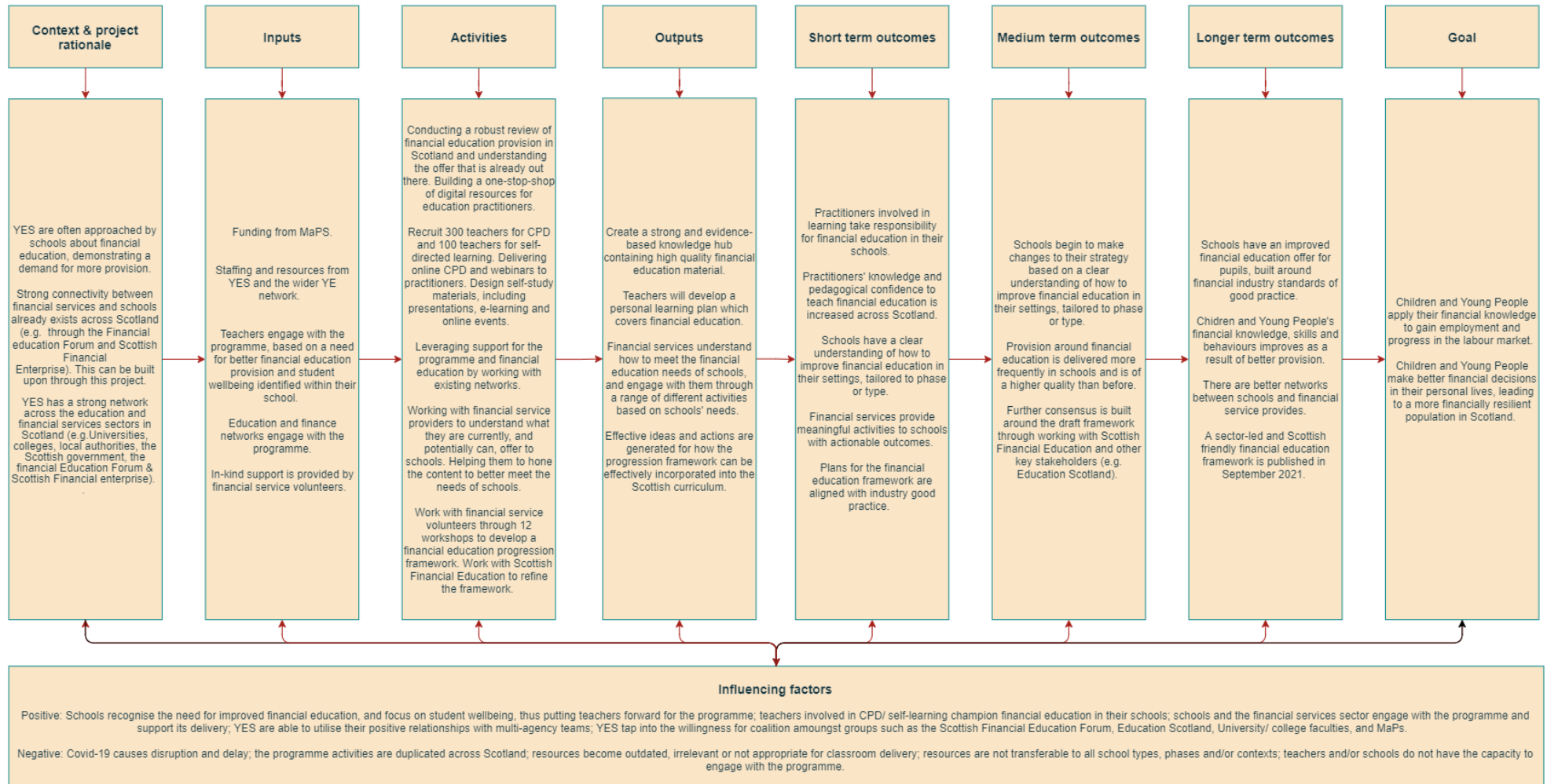
Alongside development of a pilot-level Theory of Change (ToC) in December 2020 (as shown in Figure 1.1 below) an evaluation approach was developed involving developmental, process and outcomes evaluation components, using a mixed methods approach to data collection. Given the evaluation timescale, which concluded in September 2021, the evaluation focused on the pilot's intended short-term outcomes linked to the delivery of its online training element.

The evaluation used questions and indicators outlined in the MaPS teachers' outcomes framework⁹ to help measure outcomes and processes for schools. These include financial education attitudes, knowledge, and

⁹ Money and Pensions Service (2021). Teachers outcomes framework. Available at: <https://www.fincap.org.uk/en/articles/teachers-outcomes-framework>

confidence amongst teachers, how teachers champion and promote financial education, and 'school-wide enablers' to understand the priority given to financial education within schools.

Figure 1.1. 'Scotland's Financial Schools' Theory of Change



1.3.2 Evaluation approach

The evaluation used the following methods:

Method	Sample population	Response Rate/ interview numbers	Topics/ Coverage
Pre-training survey (May-June 2021)	All teachers who attended the online training	45% response rate (73/153)	<ul style="list-style-type: none"> ▶ Teacher attitudes, knowledge, and confidence related to financial education ▶ Whether and how financial education was implemented in schools prior to training.
Post-training survey (May-June 2021)	All teachers who opted in during the pre-survey	43% response rate (18/42)	<ul style="list-style-type: none"> ▶ Attitudinal, knowledge and confidence measures as above ▶ Perceptions of online training ▶ Plans to implement training
YES platform MI (provided in June 2021)	All teachers who attended the online training	Data captured for all 153 attendees	<ul style="list-style-type: none"> ▶ Training session sign-up numbers and attendees ▶ Recruitment methods ▶ Feedback survey that YES ran via Mentimeter¹⁰ software
Teacher interviews (July-August 2021)	All teachers who opted in during the pre-survey	Three interviews conducted out of a sample of 13	<ul style="list-style-type: none"> ▶ Experiences of online training ▶ Plans to implement training
Partner stakeholder interviews (May-August 2021)	Stakeholders who supported project implementation (four), or were from organisations that may be involved in future delivery (three)	Seven interviews conducted out of a sample of eight	<ul style="list-style-type: none"> ▶ Perceptions of financial education in Scotland ▶ How the project addressed gaps in existing provision ▶ Views on the success of the project ▶ Considerations around scaling
Stakeholder interviews (September 2021)	YES staff	One interview was conducted with two staff members	<ul style="list-style-type: none"> ▶ Reflections on the project implementation, delivery, transferability, and wider learnings for the sector.

¹⁰ Mentimeter is a digital software that offers various features to make meetings more interactive, such as live polls and quizzes. Further information can be found at: <https://www.mentimeter.com/>

1.3.3 Limitations

Fewer teachers engaged in the online training than planned (153¹¹ against a target of 300), and hence fewer were available to participate in the evaluation. Overall this meant that the sample size for surveys and interviews with teachers and response rates were smaller than anticipated. Extended school closures due to COVID-19 meant that the **pilot and evaluation timelines were compressed**. YES had to delay their planned April 2021 start by two and a half weeks and complete the main delivery of their online training and evaluation activities between May and June 2021. In turn this compressed the timescales for evaluation, with less time between the two surveys (pre- and post-training), and between the surveys and the in-depth interviews with teachers. This may have caused some research fatigue. Despite several reminders, only three teachers responded and agreed to take part in an interview. Others were unable to take part in a busy period at the end of the school year, or were unavailable during the school holiday. No school leaders agreed to take part in the interviews. Overall, the small numbers for the post-survey and interviews and lack of representation from school leaders limited the outcomes assessment.

Lastly, delivery close to the end of the school year meant that few teachers had time to engage further with, or implement, any new ideas or resources gained from the training, or to develop a school action plan. This limited the extent to which the evaluation could assess intended outcomes relating to these aspects of the pilot, including the extent to which the training was able to equip teachers and headteachers with the necessary tools and knowledge to improve financial education in schools. As such, the analysis focused on teachers' self-reporting of any attitudinal change following the training, rather than assessing actual behavioural change or changes in teaching approach (including action plan production). Future evaluations of the online training should include a longer follow-up post-training to explore how teachers implement the new ideas and develop action plans to support financial education in their settings. It will also be important to capture any outcomes from young people's perspectives to understand the impact of resources and training in the classroom.

¹¹ This figure excludes 170 university teaching students who took part in the online training but were out of scope of the evaluation, which focused on current teachers.

2.0 Pilot implementation (process evaluation)

This section examines the extent to which the pilot was implemented as intended, through assessing the processes involved. It draws upon the survey and MI data, as well as interviews with stakeholders and teachers.

Pilot Implementation – Key Findings

- ▶ YES implemented most planned project activities, though engaged fewer teachers in educational settings than originally intended. This was due to the disruption the COVID-19 pandemic caused to the school year, which restricted project delivery timelines from ten weeks to seven weeks and meant that there was not enough time for teachers to implement what they had learnt in their settings. Feedback from teachers and stakeholders from YES was that schools require a longer lead-in time, at least two terms in advance, to plan these activities into their calendar.
- ▶ Partner stakeholders reported that **YES worked well with partners, forming new relationships and using existing partner networks to broaden the reach of the pilot**. Relationships with councils and local authorities were effective in recruiting teachers: reputable council-run platforms for teachers who work in state-funded schools offered wide reach and good teacher engagement, and these relationships could facilitate future scaling of the project (further aided by building national-level relationships, such as with Education Scotland and the Scottish Government). Partner stakeholders from education and financial services were also helpful in raising awareness of the project and increasing understanding about different barriers to learning in different local authority areas.
- ▶ Survey data showed that **teachers found the online training very useful and engaging**. They particularly appreciated the ‘one-stop-shop’ of resources which provided them with guidance on how to deliver relevant lessons and thought that this filled a much-needed gap in financial education provision. YES staff thought that a key strength of the project’s digital nature was that they could make iterative improvements in response to feedback from teachers.
- ▶ **Evidence from the pre-training survey and interviews with partner stakeholders and teachers illustrated several limitations to existing financial education provision in schools**. These included variation in school approaches and teaching quality between schools and areas, low awareness of relevant resources amongst teachers, and a lack of support and strategic planning at a school and government level. YES and participating teachers hoped that the training and resources would help to overcome some of these barriers by providing access to quality, standardised resources as well as guiding schools along their financial education journey.

2.1 Pilot development

Young Enterprise Scotland (YES) implemented the following activities as part of the pilot:

- ▶ A review of financial education provision across Scotland.
- ▶ Online training via a series of interactive webinars to teachers, showing them how they can incorporate financial education across the curriculum in their settings.
- ▶ Self-directed e-learning modules for teachers to complete online

- ▶ A digital 'one-stop-shop' of financial education resources for teachers to download and use to support them with delivering financial education.
- ▶ A financial education action plan to allow schools to identify where they are on their financial education journey and how they can improve at a whole-school level.
- ▶ Initial development of a high-quality financial education framework¹² which aimed to standardise schools' delivery of financial education.

Whilst each of these activities were carried out, the short delivery timescales exacerbated by the COVID-19 pandemic affected the scale at which some of these activities were implemented, including the online training and self-directed e-learning modules. YES had hoped to deliver the pilot throughout the whole summer term, but were unable to start the online training until May, allowing them just seven weeks between launching and schools breaking up for their summer holidays, instead of ten. This resulted in fewer teachers accessing and using the digital 'one-stop-shop' of resources and financial education action plan and meant there was limited opportunity to gather feedback on the use of the resources in practice. There may also be a risk that the time between training and implementation could cause momentum to fade.

YES stakeholders reflected during interviews on learning from pilot development and the range of ways they had already responded to positive and constructive feedback received.

- ▶ The online format of the training meant that YES was able to deliver this aspect as planned throughout the COVID-19 pandemic and be responsive to feedback
- ▶ The self-directed e-learning modules enabled them to offer teachers a range of ways to engage and increased the flexibility for teachers to participate around busy work schedules.
- ▶ YES was able to adapt the one-stop-shop resources in response to feedback, for example, they tweaked the content of the grab-and-go lesson plans and added in more examples to suit a range of education stages and settings.

Likewise, it was not possible to follow up with teachers to find out about any progress in implementing school action plans following the training. YES stakeholders also noted that they had been unable to support teachers in developing these plans during the training period. The challenges related to the short timescales and online training timings were compounded by the COVID-19 pandemic, as outlined in section 1.3.3.

2.2 Partnership working and stakeholder engagement

2.2.1 Current financial education provision in schools

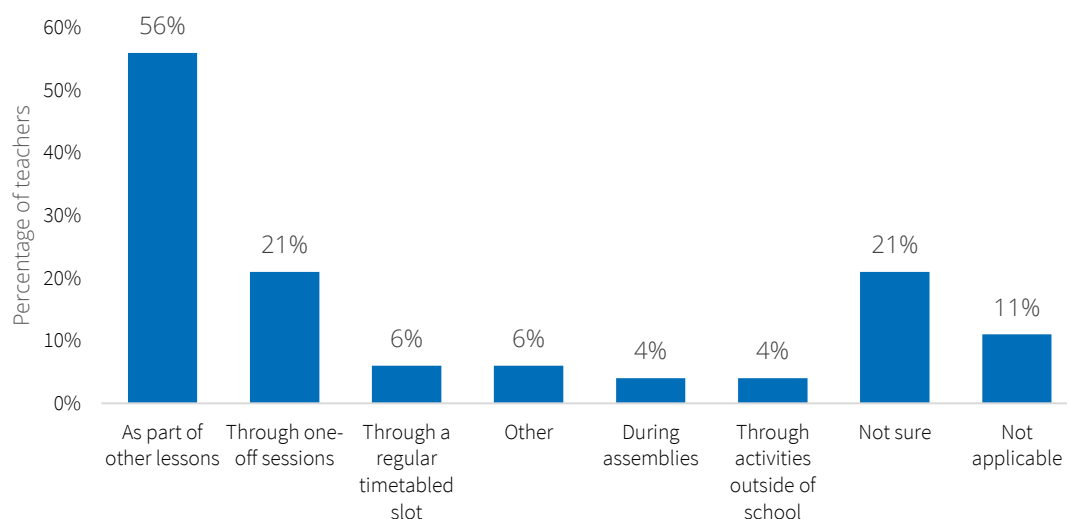
YES staff and partner stakeholders felt a partnership approach was crucial in tackling some of the financial education challenges present in schools. Evidence from the pre-training survey and interviews with partner stakeholders and teachers illustrated several limitations to schools' capacity to deliver good quality financial education. These included variation in school approaches and teaching quality between schools and areas, low awareness of relevant resources amongst teachers, and a lack of support and strategic planning at a school and government level.

Overall, the findings from the pre-training survey suggested **a variation in the extent to which schools in Scotland implemented financial education**. While many of the teachers that completed the pre-training survey reported

¹² Young Enterprise Scotland (2021). Progression Pathway. Available at: <https://yes.org.uk/financial-education.php?id=15&view=resources&resource=14>

that their schools taught financial education (68%, n = 49), 21% (n = 15) were unsure if their school had delivered financial education in the past two years, with 11% (n = 8) reporting that financial education had not been taught at all. Where financial education was taught, it was either part of other lessons, such as Maths (56% n = 40), or through one-off sessions delivered in the classroom (21% n = 15), as shown in figure 2.1 below.

Figure 2.1 Approaches to delivering financial education



Source: pre-survey respondents (n = 72)

Partner stakeholders agreed that there was variation in the type, amount and quality of financial education across settings. A number of partner stakeholders from the financial sector thought that financial education sits outside the core curriculum which was why delivery often varied. In addition, there was a perception that financial education is given different levels of priority in different geographical areas. For example, one financial services stakeholder acknowledged that schools within Glasgow City Council included financial education as part of their curriculum, whereas coverage in other parts of Scotland was limited. A common view amongst financial services stakeholders was that financial education was not treated with enough priority, and they observed that schools would often prefer to bring in a financial services representative to deliver one-off sessions than expect teachers to cover this themselves during existing lessons.

“Because it’s not taught like a core subject it’s so open to interpretation that it can be a mixed bag.” Financial services stakeholder

Partner stakeholders also felt that the **focus of financial education was too narrow in most settings**: focusing exclusively on money and counting at an earlier age and saving and spending with older teens. Equally, some stakeholders felt that there was a need for financial education to include more real-life scenarios, which would help CYP connect the themes discussed in this area with their lives. They also thought that including a wider range of themes within financial education would improve CYP’s financial capability skills, for example focusing part of learning on enhancing understanding of earning, taxes, and budgeting.

“If you’re following exactly what the curriculum expects of you, then you may not be delivering or developing financial competency skills and a well-rounded manner from an early age”. Financial services stakeholder

2.2.2 Developing partnerships to support engagement

To help tackle some of these challenges, YES had planned from the outset to leverage the support of their existing financial and educational networks (e.g., schools, universities, colleges, local authorities, Scottish Government, Education Scotland, Financial Education Forum, Scottish Financial Enterprise) to recruit schools and input into project content. In practice, it was clear that these partner networks proved helpful, particularly in supporting with recruitment. For example, YES used contacts in MaPS' Scottish Financial Education Forum to further raise awareness of the pilot, engage additional individuals to support design and delivery, recruit participants to the online training, and shape the online resources for delivering financial education in schools. Many of the partners supported YES because of their individual commitment to delivering financial education.

"It's just something that's always been important. So, I suppose from my own sort of personal values as well as educational values, it's something that I've been interested in and just by chance I was introduced to somebody else who was part of the Scottish Financial Education Forum were just having a chat about things and they said you should definitely join this" Education services stakeholder

Stakeholders interviewed from YES's partner organisations reported that most partnership working initially developed through their existing financial and educational networks listed above (most notably MaPS' Scottish Financial Education Forum and local authorities). In turn, these relationships proved effective in opening further opportunities to establish and draw on relationships with new organisations. For example, YES established new relationships within councils and local authorities through the pilot, which they hoped would be beneficial in scaling the project in the future.

YES also aimed to gain in-kind support from financial services (e.g., banks, credit unions, public finance bodies), via links established through their existing enterprise work, the intention being that financial services professionals would volunteer their time to help deliver the project in schools. However, due to COVID-19 restrictions, volunteers were less involved than anticipated because YES was unable to deliver any in-person sessions in schools. Instead, the project focused instead on upskilling teachers to deliver in their own settings.

In general, partner stakeholders were supportive of YES's approach to partnership working: engaging similarly minded organisations and seeking opportunities to raise awareness of the project on a larger scale. YES was seen as being open with what they were trying to achieve and as adopting a collaborative approach. One interviewee reflected that such engagement with similar organisations was important to ensure gaps in provision could be plugged efficiently without the risk of duplicating existing initiatives. Another emphasised that YES should use the strength of their brand to attract other potential partners in the future.

"Young Enterprise Scotland are such an established brand and well known in Scotland I think they'll be able to bring in some partners; that won't be an issue with them."
Education services stakeholder

In addition to partner networking, stakeholders suggested that YES should focus on gathering support from organisations 'higher up the chain' such as Education Scotland and the Scottish Government. Support from such strategic stakeholders was seen as key to scaling up the pilot, with YES staff also recognising this as a priority.

2.3 Delivery models

2.3.1 Online training workshops and e-modules

The online training was available to teachers in two formats – either as a live webinar session led by YES, or as an e-module that teachers could complete in their own time (see Section 2.4 for a breakdown of attendees). YES purposefully designed the training sessions and modules to be short to enable teachers to complete them after school if preferred.

Overall, the feedback from the post-training survey and the interviews suggested that teachers liked the training – both the live online sessions and the e-resources – and valued the content which was relevant and engaging. The training was viewed as being useful to early-career teachers to support their learning about financial education, as well as experienced teachers looking for ideas to develop their practice. The flexibility of the online format was felt to be beneficial in allowing teachers to complete it around their busy schedules.

I think teachers would probably respond well to online training too because you’d be on after three o’clock, you can feasibly work from home or do the training in school.”

Teacher

In the post-training survey (n = 17), almost all agreed that the online training had met their expectations (n = 16). All teachers reported that the online training was engaging and informative, and almost all thought that it was inspiring (n = 16) and actionable (n = 16). This positive feedback was reflected in additional feedback captured through Mentimeter software.¹³

“I am feeling inspired and motivated to get started!” Teacher

In the depth interviews, teachers similarly reflected that the online training format worked well and it was seen as being as effective as face-to-face training. They felt sessions were moderated effectively with opportunities to ask questions, similar to face-to-face training; teachers also liked the ‘chat’ function available in the training sessions in terms of enabling them to interact and share practice with other attendees. Teachers also liked that YES provided online training attendees with a direct contact at the organisation to follow-up with further questions if needed.

Feedback from the surveys and interviews indicated that teachers valued the training content; this view was consistent across those working at different education stages and with different levels of experience of teaching financial education:

- ▶ All teachers liked the range of ideas the training offered for teaching financial education across the curriculum.
- ▶ Early Years teachers valued the ideas provided for incorporating financial education within their Early Years environment, which had been less of focus for them previously.

¹³ Young Enterprise Scotland used online software Mentimeter at the end of their sessions to capture participants’ immediate feedback, which they shared with Ecorys.

- ▶ Experienced teachers, who completed the training as a refresher, reported that it was reassuring to learn they were delivering financial education in line with best practice and valued the opportunity to learn new ways of doing things alongside other teachers.
- ▶ Less experienced teachers felt that the training was an engaging way to learn about financial education practice.

In addition, teachers generally felt that YES should reach out to newly qualified and probation teachers specifically to raise awareness of the available e-resources.

While feedback was largely positive, teachers made the following suggestions for improvement:

- ▶ The potential to provide more examples from practice on how teachers have adapted resources to make them relevant to specific settings.
- ▶ Moving the training to the start of the academic year to provide new ideas and knowledge that would be ‘fresh’ to implement over that year in their lessons.

Overall, the feedback from the training suggested that the online format worked well without losing any of the interactive benefits of in-person training. The positive experiences of teachers working at different stages and with different levels of experience provides evidence that training was well pitched and inclusive in its content, despite being short in length.

2.3.2 One-stop-shop of online resources

As part of the online training, teachers were signposted to the one-stop shop of online resources. Across the post-survey, Mentimeter feedback, and teacher interviews, this was highlighted as a helpful element of the training sessions. However, the timing of the pilot meant that most teachers had yet to engage with these resources beyond the training.

Most of the 17 post-training survey respondents felt that the resources would be useful for engaging CYP (n = 15), with around half (n = 8) thinking they would be very helpful. The Mentimeter feedback reflected this; teachers reported that the adaptability of the resources and lesson ideas would enable children of different ages to relate to them. Some respondents additionally referenced their applicability in the context of Early Years provision. However, one respondent working with children from diverse backgrounds would like to see more varied examples to support the range of languages and cultural experiences of those they work with.

In the interviews, teachers said they liked that the visual resources: for example, a visual of a mobile phone banking app that could be projected for the class to see to aid the teaching of Digital Finances, as well as some resources from external sources such as MoneySense¹⁴ and MyBnk¹⁵ websites.

“The range of resources...is brilliant” Teacher

Others liked how YES showed them how to access the resources. They felt that this made the training and resources accessible to teachers with lower digital capabilities.

¹⁴ RBS (2021). *MoneySense*. Available at: <https://rbs.mymoneysense.com/home/>

¹⁵ MyBnk (2021). *MyBnk*. Available at: <https://www.mybnk.org/>

“Sometimes you go onto a page and you're just like 'I don't know why they asked me to do this'. But they were very, very good at saying 'right, so you can go in here and you click down here' and they kind of showed us the process as well, which was really helpful. And I think that for some teachers who maybe aren't as tech-savvy, they're more likely to then use it”. Teacher

Even teachers experienced in delivering financial education welcomed being signposted to additional training and websites. Teachers reported that they had not previously been aware of or had forgotten about some of these resources, including YES's own website.

“Young Enterprise Scotland's website first and foremost. That I would not normally in day-to-day access. So that's saved as one of my bookmarks now.” Teacher

While none of the teachers in the post-training survey had engaged with the additional resources outside of the training at that point, they all planned to. From what they saw during the training, interviewees felt that the resources would be useful, with the one-stop-shop being viewed as a good central resource to signpost other teachers to and especially useful for new teachers.

Overall, the one-stop-shop was perceived as a highly valuable element of the *Scotland's Financial Schools* pilot. However, further evidence is needed to confirm how teachers use the resources in practice. YES was aware of this and the potential need to adapt the resources once they have received further feedback. YES staff were confident that the project's digital delivery mode would enable them to continue to develop the online resources in an agile way.

2.4 Reach and engagement

2.4.1 Pilot reach

In total, 153 teachers attended 13 online training webinars run by YES between May and June 2021. This represented just over half of the original target to recruit 300 teachers. YES also engaged 170 final year university teaching students in the online training. This cohort was outside the scope of this evaluation but YES hopes to engage more university students in future recognising their potential to champion financial education during the early stages of their careers. A further 76 teachers had completed the self-directed e-learning modules by the end of August 2021, compared to the target of 100.

YES staff cited that a lot of the challenges in reaching the target number of teachers related to the school closures due to the COVID-19 pandemic and consequent impacts on delivery timings. Scottish schools remained closed due to the COVID-19 restrictions for longer than expected during the Winter Term, with this coinciding with the planned start of delivery. Then, when teachers returned to schools in March 2021, their priority was delivering core-curriculum subjects (such as Maths, Science, and English) with little time to pursue any professional development training. Some teachers also faced additional demands on their time, as they needed to assess their students in lieu of national exams (as discussed further in section 2.6).

While YES faced challenges in reaching their overall engagement targets, MI data confirmed that the pilot did successfully engage a range of teacher types across different education levels from early years settings to secondary schools. Those engaged taught in a range of localities in Scotland and had varying experience teaching

financial education. YES staff saw this diversity in the pilot’s reach as a positive, which reflected their aspirations to deliver training to a broad range of teachers. In summary:

- ▶ The MI data showed that most online training participants were primary school teachers (58% n = 89), a fifth were secondary school teachers (22% n = 33) and a fifth worked in early years (20% n = 31). Similarly, more primary school teachers (60% n = 46) completed the e-learning modules compared to secondary school teachers (36% n = 27). Very few (4% n = 3) early years teachers engaged in the e-learning modules.
- ▶ The pre-survey data showed that online training participants had a range of job roles across teaching and non-teaching staff. Most (n = 43) respondents were in teaching roles, ten respondents were in leadership roles. Half of respondents to the pre-survey (51% n = 37) were experienced delivering financial education, either at their current school (38% n = 27) or a previous school (11% n = eight).

YES stakeholders reported that most attendees taught at schools in Scotland’s more populous areas,¹⁶ reflecting the usual reach of their initiatives. However, they were successful at recruiting some teachers from more remote and rural regions of the country. For example, Gaelic speakers and those in the Highlands and Islands were engaged through a new partnership formed with e-Sgoil¹⁷ – a nationwide community for online teaching and learning. Partner stakeholders highlighted how barriers to learning varied in different local authorities, and so the fact that YES was able to form partnerships with local authorities and organisations across Scotland, such as e-Sgoil, was viewed as important.

Interviewees typically reported that they were motivated to take part because they wanted to learn about resources available for them to use and, in some cases, to refresh their existing knowledge. A desire to positively influence pupils and their knowledge or confidence was also noted. For example, one teacher whose school delivered financial education as part of their Maths curriculum cited that they attended the training specifically to help increase their students’ confidence in learning about and using money.

“The financial education aspect was an area that the children struggled with slightly. Especially things deemed as basic as calculating change and finding totals, because they’re not really working with money on a regular basis” Teacher

2.4.2 Recruitment methods

YES recruited teachers via two main routes: either by sharing newsletters and promotional materials via their partner networks (as outlined in Section 2.2.2), notably including local authorities, or by directly advertising the training sessions using social media. Most teachers who engaged through the depth interviews heard about the training via Facebook, where an event was shared amongst a group of Scottish teaching professionals. One described how they found out about the project via email as a result of being signed up to relevant mailing lists.

YES staff noted that local authorities had been a key partner in supporting recruitment. Around half (52%, n = 80) of online training attendees were recruited via Glasgow City Council’s online platform, which facilitates the sharing of news and resources with teachers in their area. Nearly half of pre-survey respondents (46%, n = 33) said they heard about the online training opportunity via their local authority website. YES staff thought that teachers perceived the council-run platforms as reliable and credible sources, which made the local authorities an effective platform to promote the training. Building on this success, YES is working to strengthen relationships with local authorities to support prospective recruitment and potential scaling of the project in the future.

¹⁶ Commonly referred to as the ‘central belt’ of Scotland, the most populous region runs through the middle of the country and includes Clydeside, the Lothians, Stirlingshire and Clackmannanshire.

¹⁷ E-Sgoil (2021). E-SGOIL: support for schools and learners. Available at: <https://www.e-sgoil.com/>

Figure 2.2 Example of YES' Social Media Recruitment



YES used social media platforms to advertise the training (see example in Figure 2.2, above) with a focus on marketing the training as suitable to teachers at all levels of education and experience, and as a way for teaching staff to pursue their Career-Long Professional Learning (CLPL) – which can be done via teachers independently pursuing learning opportunities as well as activities coordinated by schools. Partner stakeholders reflected that trainee teachers were active users on social media, and that they could also be useful promoters to raise awareness of the training through a ‘multiplier effect’:

“People that are in early stages of their career and more open to these kind of newer ideas...they are more confident in themselves, and they are more able to spread the word through social media, so we find that ... they [Student Teachers] can get us a lot of traction in schools and they do a lot of our promotion without noticing.” Education services stakeholder

Stakeholders from YES agreed that engaging trainee teachers was key. As well as the recruitment element, they felt that engaging teachers in financial education before they started their first teaching job would help to raise the profile of the subject. By encouraging student teachers to explore the subject area early in their career development, the belief was that they would then be likely to raise awareness of it in their settings once they started teaching in schools.

2.5 Provision of support

Prior to their engagement with the pilot, teachers reported a **lack of awareness of teaching resources on their part, alongside a lack of support to deliver financial education** which contributed to variation and quality issues cited around provision of support. Less than a quarter of teachers that completed the pre-training survey (22% n = 16) were aware of any financial education resources and guidance sources. Those who were aware used them infrequently, either less than once a month (56%, n = nine) or less than once a year (31% n = five).¹⁸ Those who used resources thought they were useful (94% n = 15), although most (75% n = 12) were unsure if the resources had the Financial Education Quality Mark. In their interviews, teachers confirmed that resources used in school their school were inadequate, located across various websites, and often need tailoring to their classes.

"You're always having to put things together. It's never just pick up a resource and I'm good to go with it. And it does feel like if I had that then I'd be able to spend a bit more time getting the children excited about it. I'd be able to do a lot more work beforehand" Teacher

Similarly, less than half of teachers (42%, n = 30) in the pre-training survey reported that they had received any support to deliver financial education in their settings. Where they had received support, most was through colleagues (18% n = 13) or training delivered by an external organisation (18% n = 13). However, only around a fifth (21% n = 15) reported that their school had links with external individuals or organisations, suggesting that external support was on an ad hoc, rather than regular, basis.

Partner stakeholders confirmed in their interviews that external organisations typically only taught in each school they engaged with for a few hours per term or less. However, stakeholders nonetheless felt that such connections between external organisations and schools were important and teachers valued external experts' input, as well as the additional capacity to support with delivery.

"In my experience teachers are far too busy and pressurised enough that they would much rather just have someone external come in and speak to the pupils." Financial services stakeholder

A **lack of strategic planning and the perception that financial education was less of a priority compared to other subjects** appeared to compound the issues raised in respect of variation and lack of quality in delivery, with few schools allocating a dedicated teacher to promote and deliver financial education. Only three teachers reported in the pre-survey that their school has a financial education coordinator, meaning that the responsibility for delivery often fell to individual class teachers who had little experience of delivering financial education.

Partner stakeholders likewise confirmed that financial education was rarely included in school improvement plans or prioritised by identifying a dedicated staff member or 'champion', as in other subjects. As well as limiting the quality of financial education teaching, this was felt to make it difficult for external organisations to work with schools to support delivery:

¹⁸ Of those who were aware of resources and guidance hubs, commonly cited examples included Royal Bank of Scotland's MoneySense, Young Enterprise Scotland's website, NatWest's MoneySense, Barclays' LifeSkills, and Glasgow Credit Union's resources.

"It's not treated with the level of respect that it needs to be treated with. If we were to treat it like a core subject and put the same emphasis on it as Maths or English, I think we would see a massive change in money and behaviours" (Financial services stakeholder)

Whilst partner stakeholders believed external organisations should play a role in the delivery of financial education, there was also a strong view that it is the Scottish Government's responsibility to ensure consistent delivery across all Scottish schools. The current common model of funding only being available to deliver shorter time-limited initiatives was also cited as barrier to the engagement of organisations and charities in supporting financial education initiatives. This scenario was felt to make planning ahead difficult, programmes unsustainable, and to risk duplication of previous initiatives.

2.5.1 How the pilot has addressed gaps in provision

YES aimed to address the issues outlined above in several ways through the project: by broadening the focus of financial education topics, through demonstrating how financial education ideas could be embedded across multiple subject areas, and by signposting teachers to a one-stop-shop of high quality relevant financial education resources. Overall, feedback from teachers and partner stakeholders was that this approach aligned well with the current issues. Specifically, demonstrating ideas and increasing access to relevant resources were perceived as key strengths of the project.

Teachers interviewed generally felt that demonstrating how to integrate financial education in a range of subjects was an effective way to challenge common misconceptions amongst teachers. They believed such an approach would highlight the potential to teach financial education without a dedicated lesson or teacher, and that embedding financial education ideas was easier than teachers might think, particularly with younger age groups. Teachers hoped that by changing these perceptions, schools would move from a model of delivering financial education as short, intense blocks of lessons to full inclusion across the whole school curriculum.

"For me, bringing Financial Education in, it's about highlighting to the staff about Financial Education and where that fits in so it's not an extra or an add-on that we're doing. It's highlighting what we already do." (Teacher)

Teachers also felt that providing teachers with a one-stop-shop of high-quality resources was a necessity and hence a key strength of the pilot's approach. This was perceived as being likely to help reduce the pressure on teachers to find relevant materials and enable them to integrate financial education ideas easily into lessons. The value of this for less experienced teachers was again cited in this context.

"People are more likely to dip in and grab the things that they need to grab and run with it, and it probably would run longer than just a week here or a couple of sessions here." (Teacher)

Partner stakeholders were also very positive about YES's one-stop-shop of resources. They thought that YES's reputation instilled trust that their resources were credible, which would give teachers confidence to use them in their lessons. They also thought that compiling the resources into one place would ensure teachers were using

consistent resources in their lessons, encourage teachers new to the subject to explore different ideas, and would over time become known as an easy reference point for all teachers. Partner stakeholders reported that, at the time of the research, schools often had quite different approaches to delivering financial education, and so having this reference point would help to overcome some of the barriers that schools faced at that time.

"If you're sending everyone to one place then that's what's great about it, because you're making sure that the same materials which are used in the Borders are the same materials being used in the Highlands." (Financial services stakeholder)

"Because it would be a one stop shop that overtime hopefully that could be a place that's the first port of call that teachers go to rather than thinking 'oh I remember Barclays had this resource I'll go look there'" (Education services stakeholder).

However, partner stakeholders pointed out that providing access to resources was only part of the solution. It was also seen as important to help teachers know how to use resources and to provide advice on how to adapt the resources to a range of learners. Partner stakeholders therefore liked the fact that YES offered guidance around how to deliver the online resources, such as via their 'grab and go' lesson plans.

"Whether it's a good resource or not, a great resource it's how you actually use it that will make a difference." (Education services stakeholder)

2.6 Summary of key challenges, barriers and enablers

This section summarises the enabling factors identified as supporting the implementation, reach, and delivery of YES's pilot, as well as the key challenges facing and affecting the pilot.

2.6.1 Key enablers

There were a number of enablers for the pilot:

- ▶ **Young Enterprise Scotland's established and trusted reputation** has enabled them to leverage these existing and new relationships, and also get buy-in from schools and teachers who trust YES to provide good quality resources and training.
- ▶ **Effectively working with partners** and leveraging existing and new relationships and networks to increase recruitment throughout the country was seen as a key benefit and enabler to the approach. This was also viewed as providing a solid base from which to widen reach in future.
- ▶ The digital online training format **gave teachers flexibility to engage in the sessions**, enabling them to join the training easily after work as well as being able to complete the e-modules in their own time.
- ▶ The online 'one-stop-shop' of resources is anticipated to have **filled a much-needed gap in financial education provision** in schools and a key factor in YES's project being well-received amongst teachers from a range of education phases and experience levels.

- ▶ YES was able to make **iterative changes and additions to the online** resources throughout the delivery. The digital format meant that it was easy to respond to teacher feedback and improve the training.

2.6.2 Key challenges and barriers

The main challenges and barriers for the pilot were:

- ▶ **Impacts of school closures and competing pressures during the COVID-19 pandemic**, reducing the already short-time window to deliver the training before the end of the school year. Competing demands on teachers during the crises also created difficulties in engaging teachers, which affected overall numbers engaged in the pilot. The inability to deliver any sessions in-school due to COVID-19 restrictions also meant that YES was unable to use volunteers from financial services as planned.
- ▶ **Delivering training near the end of the school year** meant that teachers had limited time before the school break to reflect on new ideas, use resources or develop an action plan.
- ▶ YES was **unable to follow up with schools on their progress against their action plan** due to limited time after the training. Teachers reflected that they liked the idea of school action plans and the guidance given, but needed to wait until the following academic year to implement them.
- ▶ It was acknowledged that **pilot engagement relied on teachers' personal motivation**, in that without strategic support – at a school and government level – only those who were interested, or worked in schools where financial education was a priority, would be likely to engage.

3.0 Pilot outcomes (outcome evaluation)

This chapter explores the evidence of changes that occurred over the course of the pilot (both intended and unintended) for teachers and schools. It also examines the extent to which the pilot contributed to observed outcomes and discusses any other influencing factors, linking back to the pilot Theory of Change (ToC).

Pilot Outcomes – Key Findings

- ▶ There was evidence from the post-survey that the **online training influenced positive short-term outcomes for teachers**, who reported that they were **more confident** in their ability to deliver financial education than they were prior to the training. Post-survey and interview data also suggested that teachers were **more motivated** to share their knowledge with colleagues in their settings.
- ▶ Whilst YES's online training engaged a range of teachers in terms of roles, education level, and past experience of delivering financial education, they often **already had positive attitudes towards financial education and considered it to be important** and so there was little change in these aspects.
- ▶ Teachers interviewed said they wanted to **use the online resources from the one-stop-shop to improve their own practice**, as well as share ideas and work collaboratively with colleagues to implement the ideas across a range of curriculum areas. **There was less evidence that they planned to implement whole-school strategic change following the training.**
- ▶ Few teachers had been able to make changes at the point of the post-survey and interviews but **were planning to put the resources into practice.**

3.1 Outcomes for teachers

This section assesses the evidence related to potential short-term outcomes for teachers following the online training; in particular, as captured in the pilot ToC, whether teachers felt confident to deliver financial education and motivated to share their increased knowledge with others.

The timing of the follow-up research (shortly after the training took place and towards the end of the school year) meant that the evaluation was unable to explore fully the other short-term outcomes listed in the ToC, developed at the pilot's outset. Specifically, the evaluation was unable to explore the extent to which: 1) school leaders improved their understanding of how to implement financial education effectively in their settings, as only a small number of teachers opted in for an interview and none included a paired interview with a school leader, and 2) schools implemented a development plan for a high-quality financial education framework, as most teachers had not had time to do this after the training (although feedback suggested that in many cases they intended to do so in the new school year).

3.1.1 Teacher attitudes, practice, and confidence

To assess teacher confidence and knowledge, the pre-and post-training surveys included rating questions to reflect teacher attitudes, practice and confidence related to financial education. The rating questions included some statements and scales aligned with those in the MaPS teachers' outcome framework. There were 73 valid

responses to the pre-training survey, with 69 fully completed surveys and four partials. The number of responses varied for specific questions and the base numbers for the relevant question are presented in the analysis that follows.

There were 17 valid responses to the post-training survey (13 completes and four partials). However, only 12 respondents had completed both the pre-and post-training survey. Therefore, only this group was included in the comparison of attitudes, practice, and confidence post-training. Although it was a small group that completed the post-training survey, one sample t-tests showed there was no statistical difference to the sub-group that completed both the pre- and post-training survey ($n = 12$)¹⁹. This suggests that the sub-group were representative of the teachers that completed the pre-training survey ($n = 72$).

3.1.1.1 Pre-training

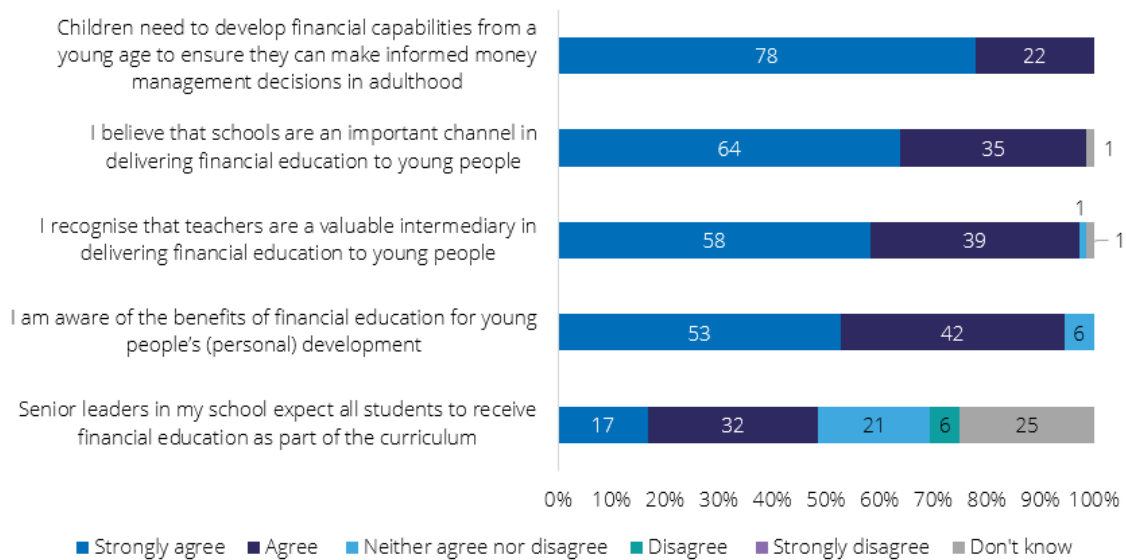
Although teachers tended to support high quality financial education as a key part of children's education, recognising its important role, they were less aware of relevant resources or clear on the role of school leaders in supporting such education. A good proportion also lacked confidence in using financial education resources, developing lesson plans, and sharing knowledge with others.

Attitudes

Prior to the training, teachers and teachers reported generally positive attitudes related to financial education (Figure 3.1). All agreed, and the majority (78%, $n = 56$) strongly agreed, that CYP needed to develop financial capabilities from a young age to ensure they can make informed money management decisions in adulthood. The majority (over 90 per cent) also agreed or strongly agreed, that they were aware of the benefits of financial education for young people's personal development (94%, $n = 68$) and that teachers (97%, $n = 70$) and schools (99%, $n = 71$) were key channels for delivering financial education to young people. The only attitude rating where there was some difference amongst views related to whether school leaders expect that students will receive financial education as part of the curriculum: less than half agreed with this statement (49%, $n = 35$), a fifth neither agreed nor disagreed (21%, $n = 15$), and a small proportion (6%, $n = 4$) disagreed.

¹⁹ Pre-training attitudes (whole sample = 30.1, SD = 3.98, sub-group = 30.4, SD = 3.18, $p = 0.66$), confidence (whole sample = 17.40, SD = 3.99, sub-group = 17.17, SD = 5.37, $p = 0.92$) or knowledge (whole sample = 9.78, SD = 2.25, sub-group = 10.67, SD = 1.56, $p = 0.17$)

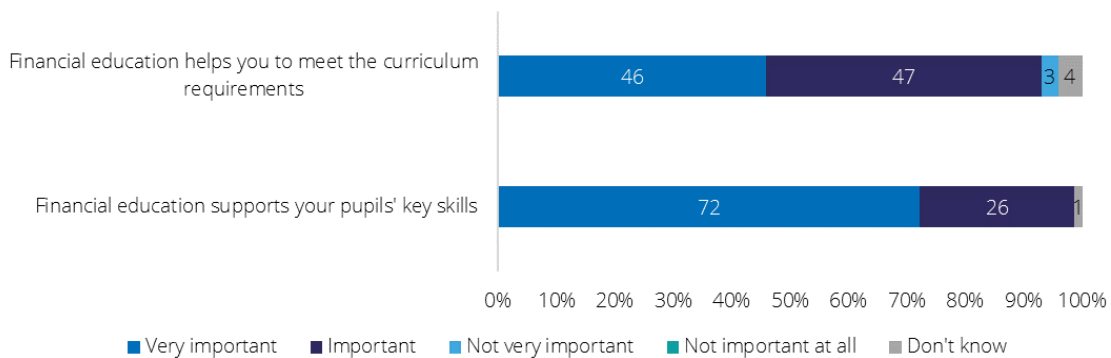
Figure 3.1 Teacher ratings pre-training on five attitude statements related to financial education



Source: Pre-training survey. (n = 72). Two respondents in the pre-training survey did not answer these questions.

Two further attitude statements were asked relating to the importance of financial education in helping teachers' meet curriculum requirements and to support pupils' key skills (Figure 3.2). Like most of the statements above, the majority (over 90%) thought these were important, with almost three quarters (72%, n = 52) reporting that financial education was very important to support pupil's key skills.

Figure 3.2 Teacher ratings pre-training on two attitude statements related to financial education



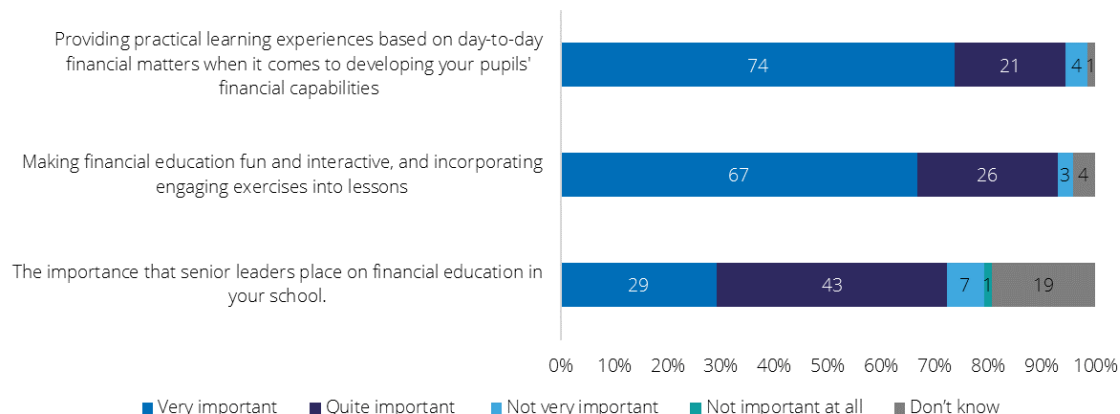
Source: Pre-training survey. (n = 72). One respondent in the pre-training survey did not answer these questions.

Practice

The pre- and post-surveys also asked teachers to assess their knowledge and practice relating to the importance of key elements related to financial education. The level of importance that teachers placed on these was generally good prior to completing the online training (Figure 3.3). Almost all thought that providing practical learning experiences based on day-to-day financial matters (95% n = 68) and making financial education fun and interactive (93% n = 67) were important, or quite important, elements to financial education teaching. There was less agreement around the role of senior leaders in placing importance on financial education. While most (72%, n =

52) thought senior leaders' placing importance on financial education was quite or very important, a fifth did not know (19%, n = 14), and a small proportion thought this was not an important consideration (8%, n = 6).

Figure 3.3 Teacher ratings pre-training on three practice statements related to financial education

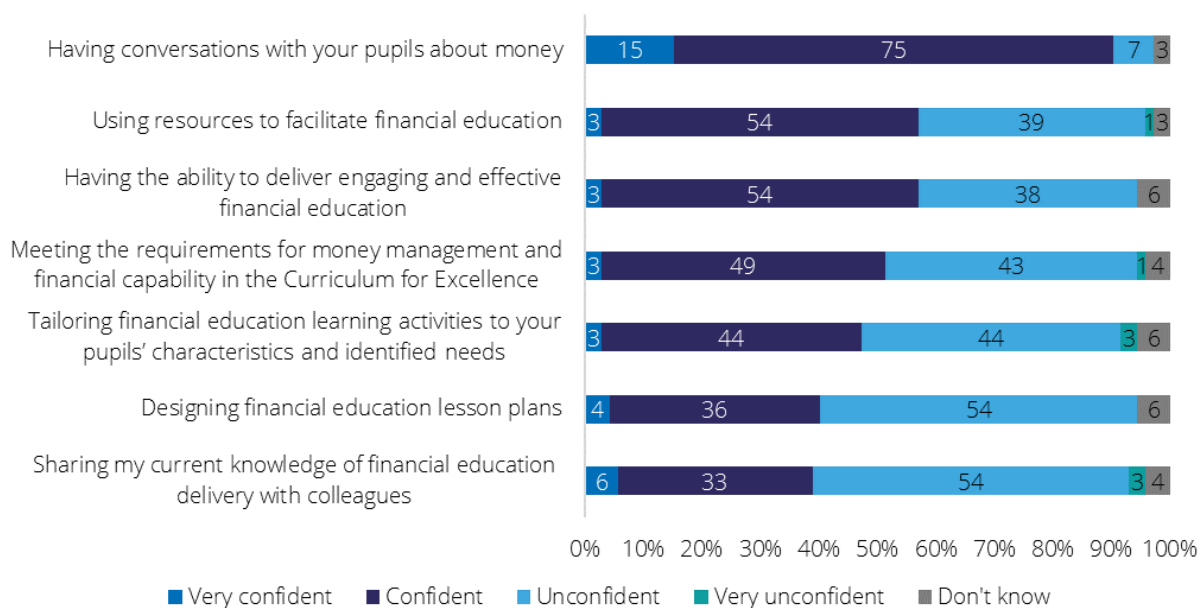


Source: Pre-training survey. (n = 72). One respondent in the pre-training survey did not answer these questions.

Confidence

Teachers' confidence varied across different aspects of financial education delivery (Figure 3.4). Almost all (90%) felt confident in having conversations with their pupils about money. A slight majority felt confident using resources to facilitate financial education (57%, n = 41) and felt they had the ability to deliver engaging and effective financial education (57%, n = 41). However, almost half of respondents felt less than confident in meeting requirements for money management and financial capability in the Curriculum for Excellence (44%, n = 32), or able to tailor financial education activities to their pupils needs (47%, n = 34). The areas of least confidence related to designing financial education plans and sharing knowledge of delivery with other colleagues – with over half (54%, n = 39 and 57%, n = 41 respectively) feeling unconfident or very unconfident in these areas.

Figure 3.4 Teacher ratings pre-training on three confidence statements related to financial education



Source: Pre-training survey. (n = 72). One respondent in the pre-training survey did not answer these questions.

3.1.2 Post training

To compare the changes in teacher financial education skills pre and post training, we calculated four scores: an overall total to represent teacher financial education knowledge and skills, and then three underlying subscales, comprised of the ratings from the items in each area of teacher skills: attitudes (seven items²⁰, max score = 33), practice (three items²¹, max score = 12), and confidence (seven items²², max score = 28)²³. The means for the total score and each subscale were then used to compare pre-and post- training teacher ratings. This high-level statistical analysis then informed the value of conducting further analysis into the three areas at the specific item level – as it focused only on the areas where there was evidence that the training had made a difference. This

²⁰ 7 items included in the Attitude sub-scale: Senior leaders in my school expect all students to receive financial education as part of the curriculum, I am aware of the benefits of financial education for young people's (personal) development, I recognise that teachers are a valuable intermediary in delivering financial education to young people, I believe that schools are an important channel in delivering financial education to young people, Children need to develop financial capabilities from a young age to ensure they can make informed money management decision in adulthood, Financial education supports your pupils' key skills, Financial education helps you to meet the curriculum requirements.

²¹ 3 items included in the knowledge sub scale: The importance that senior leaders place on financial education in your school; Making financial education fun and interactive, and incorporating engaging exercises into lessons; Providing practical learning experiences based on day-to-day financial matters when it comes to developing your pupils' financial capabilities

²² 7 items included in the Confidence sub-scale: Sharing my current knowledge of financial education delivery with colleagues, Designing financial education lesson plans, Tailoring financial education learning activities to your pupils' characteristics and identified needs, Meeting the requirements for money management and financial capability in the Curriculum for Excellence, Having the ability to deliver engaging and effective financial education, Using resources to facilitate financial education, Having conversations with your pupils about money

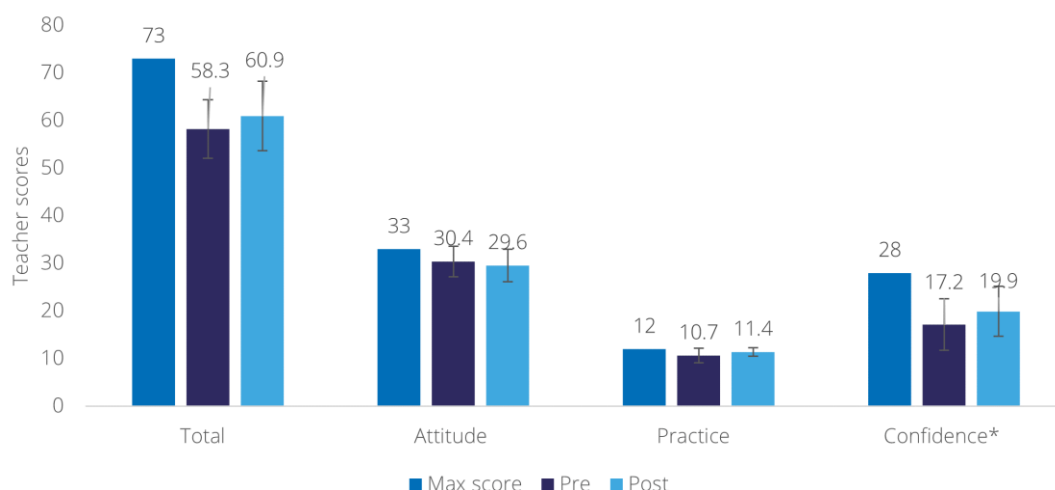
²³ Each item was scored using the responses the survey and one of the following scales: 1 – 5 Strongly disagree – Strongly Agree; 1 – 4 Not Very Important – Very Important; and 1 – 4, Very unconfident – Very confident. Don't know responses were coded as zero in the subscale, rather than excluded from calculation. Higher scores represent a higher level of skill in each area.

reduces risk of reporting a positive difference where one does not exist (Type 1 error²⁴). This risk is associated with conducting multiple statistical tests. Full description of the questionnaire items and the accompanying scoring is in Annex 3.

Twelve teachers completed the relevant skill rating questions in both the post-training survey and pre-training survey. However, the findings described below should be treated with caution and cannot be generalised beyond the teachers who completed the survey. If possible, as part of future delivery, further exploration into changes related to the training would therefore be important to test the validity of these initial insights.

While there were no significant differences in the mean total scores, teachers were more likely to report a positive change in their confidence after the training. Overall, there was no significant difference in the mean total scores, between pre (mean = 58.3) and post training (mean = 60.9);²⁵ however, analysing the scores for the three subscales there was a significant change related to teacher confidence – with teachers feeling more confident after the training compared to before (pre mean = 17.2, post mean = 19.9)²⁶. There was no difference related to teacher attitudes (pre mean = 30.4, post mean = 29.6)²⁷ or teacher practice (pre mean = 10.7, post mean = 11.4).²⁸ Figure 3.5 shows the mean scores for the total score and three subscales.

Figure 3.5 Comparison of pre- and post- training scores based on teacher ratings overall, and for attitude, practice and confidence related to financial education.



Source: pre and post training survey (n = 12). Only respondents who answered both surveys included in the analysis. Error bars show standard deviation. High scores indicate a higher skill level.

The lack of change related to attitudes and practice concerning the importance of key elements related to financial education was perhaps unsurprising as the pre-survey data suggested that teachers had generally positive attitudes towards financial education, with all agreeing and the majority strongly agreeing that it was an important part of children's development. Therefore, there may have been a ceiling effect in the extent to which the training could be expected to lead to changes.

Exploring the positive change in teacher confidence between pre and post training further, there was a significant difference related to teacher confidence in talking with pupils about money (with six teachers indicating they were

²⁴ Type I error, also known as a "false positive" occurs when reporting a difference between two groups when in truth there is none

²⁵ A paired sampled t-test was conducted as the assumptions of normality were met. $t(11) = t-1.600, p = 0.14$

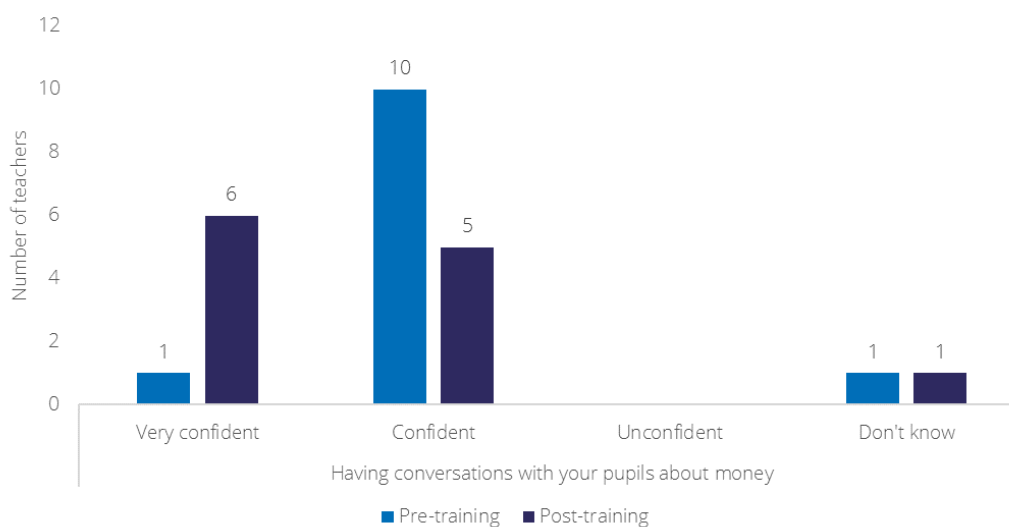
²⁶ A Wilcoxon Signed Rank Test was conducted as the assumptions of normality were not met. $Z = -1.73, p = 0.001$.

²⁷ A Wilcoxon Signed Rank Test was conducted as the assumptions of normality were not met. $Z = -2.05, p = 0.001$.

²⁸ A paired sampled t-test was conducted as the assumptions of normality were met.

very confident in talking to their students about money in the post-survey, compared to just one in the pre-survey).²⁹ Teachers were more likely to report that they felt very confident post-training compared to pre-training. Figure 3.6 shows the number of teachers reporting different levels of confidence pre- and post- training.

Figure 3.6 Comparison of pre- and post- training scores for teachers having conversations with pupils about money



Source: pre and post training survey (n = 12). Only respondents who answered both surveys included in the analysis. Error bars show standard deviation.

For the other items related to confidence, the statistical test was not possible due to the small sample size and too few responses in each category³⁰. However, with the small sample size included in the analysis it was useful to look at the descriptive frequencies for each question to see if they followed any trends. Looking across all the areas of confidence ratings at least two teachers reported that they felt very confident post-training, where none had felt confident at that level pre-training. Similarly, fewer teachers reported that they felt 'unconfident' post training on all items, compared to pre-training ratings. This suggested again that the training helped some of those that needed it the most (Annex 4 provides the frequency of responses pre-post training for each of the confidence items).

Overall, given the mixed findings around pre-training relating to teacher confidence, it was promising that teachers generally reported feeling more confident following the training. However, the lack of a significant difference across all areas may provide very initial indication that the training could go further in helping teachers – specifically related to planning element of financial education, at a classroom level in lesson plans, and at school level in meeting the curriculum standards and sharing with others. Some of this may be helped by the further action plan support, which YES planned to do as part of the pilot but were unable to before the end of the school year. YES have also developed some guidance to support whole-school implementation, but this would still need buy-in from school leaders to be effective.

²⁹ $\chi^2(4, N = 12) = 13.00, p = 0.01$.

³⁰ This related to having confidence to deliver engaging and effective financial education, delivering financial education lesson plans, meeting the requirements for money management and financial capability in the curriculum for excellence, tailoring financial education learning activities to pupil's characteristics and identified needs, using resources to facilitate financial education, and sharing current knowledge of financial education with delivery with colleagues.

3.2 Outcomes for schools

The survey also asked teachers about their wider actions and plans to improve financial education, including engaging school leaders and implementing a development plan in their schools. The evaluation supplemented the survey findings with three interviews with teachers to further understand their plans and actions to improve financial education in their school. This section describes the range of ways teachers planned to make changes in their schools, including using resources from the training to improve their individual lessons and to inform a strategic whole-school approach to financial education. Findings are based on analysis from the post-training survey (n = 17) and the three interviews with teachers conducted after the survey.

Overall, there was good level of intention to use the e-resources and teachers were motivated to explore further ways to improve practice personally, and to seek additional support for senior leadership and share their ideas with others. There was less clear evidence that teachers felt able to inform strategic planning related to financial education. The main barriers to implementing change were limited teacher time and competing priorities in the schools, including managing the effects of changes in leadership. However, with only a few teacher interviews included in the evaluation, it was hard to explore at length reasons why teachers felt unable to take strategic action and what else, if anything, the online training, and resources could do to support this.

Although many teachers planned to implement a range of strategies to help improve financial education in their school, the timing of the research shortly after the training, and towards the end of the school term, meant that most teachers had yet to implement anything specifically. Therefore, many of their ideas and planning at this stage were hypothetical. This is discussed in the conclusion (section 3.7) as a key limitation of the outcome assessment in this evaluation.

3.2.1 Using resources from the training

All respondents that answered the applicable question in the post survey (n = 16³¹) were planning to use the online resources shared at training, but none had used them yet. In their planning, teachers expected to use the resources in range of subjects where they thought they would be relevant, including maths, numeracy, Broad General Education, Interdisciplinary Learning, Skills for Work, Social Enterprise activities, and other cross-disciplinary subject areas.

In the interviews, teachers gave examples of how they wanted to introduce new activities in their numeracy and enterprise lessons, wherein the children would apply the use of money in a real-life context. One teacher described engaging the children in developing and marketing a new product to sell at the Christmas fair or supporting the class to organise and run a charity event, such as a cake and sweet sale. This teacher thought the priority was to break down the different elements of financial education (budgeting, forecasting, making different types of payment) into ways that children could understand and apply.

Compared to the online resources, there was less consensus related to completing a financial education action plan shared at the training. None of the respondents to the post-training survey had done this and less than half (n = 7) were planning to do so. However, one of the teachers interviewed thought they might use the action plan to support a baseline assessment of financial education, so as to highlight opportunities for improvement in this area and then assess progress at the end of the year.

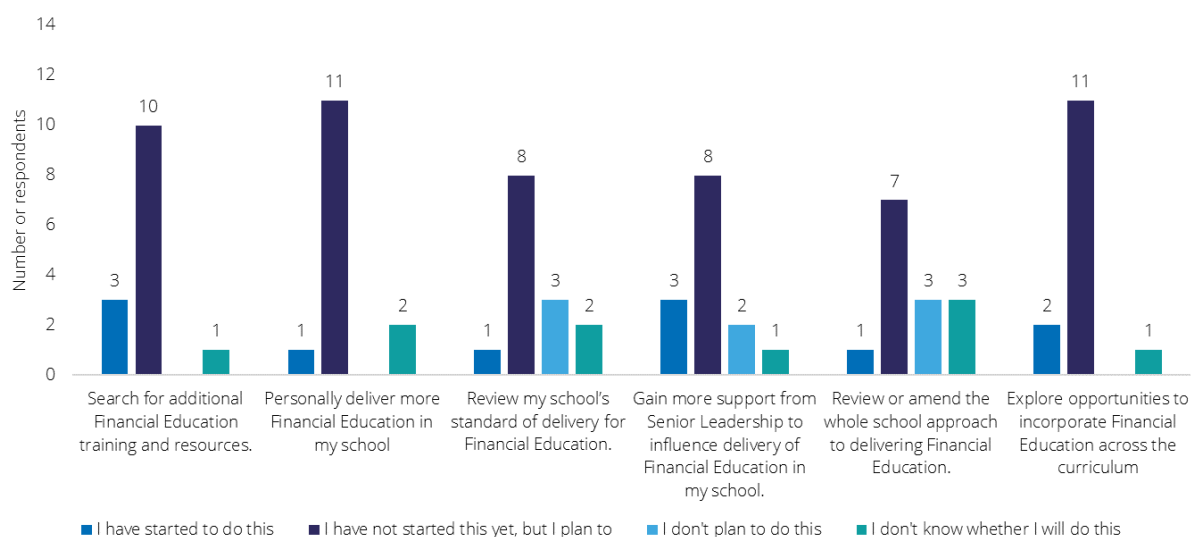
3.2.2 Wider actions to improve practice

Teachers were asked in the post-training survey about wider actions they might take to improve financial education practice (Figure 3.7). The majority were planning (or had started) to take individual actions – such as

³¹ 1 respondent had not answered the question

searching for additional financial resources (n = 13), delivering more financial education personally (n = 12), seeking additional support from senior leadership (n = 11), and exploring opportunities to incorporate financial education across the curriculum (n = 13). There were mixed views on undertaking strategic actions, however, such as reviewing the school's current approach to financial education or amending the whole school plan, with around a third of respondents (n = five, n = six respectively) being either less sure they would do this or were not planning to do it. Again, the answers to this question illustrated that most teachers were planning to implement a range of changes following the training, but the minority had taken any specific action yet.

Figure 3.7 Teacher actions post-training



Source: Post survey (n = 14). **NB:** 3 survey respondents did not complete this question. **Question:** Which, if any, of the following actions have you taken, or do you plan to take, having attended the Raising Awareness training session?

A further key action planned by most teachers was to share the information on the training content with others, either directly by presenting at a staff meeting or in-service day at school; or indirectly, by emailing colleagues. In the interviews, teachers reflected that it was important to raise awareness of the resources, as others would benefit from them and would be less aware, as well to use it as an opportunity to emphasise the importance of financial education.

*"I think it's important for the whole staff to be aware [of the free e-learning modules].
And know where to go and how to sign up". Teacher*

The need to share the learning with others was also a theme in the YES post-training Mentimeter results - "keen to share resources with colleagues across the school" (Mentimeter feedback); "I will be encouraging colleagues to book a place!" (Mentimeter feedback).

In addition to sharing learning, teachers wanted to work collaboratively with others at the school to embed financial education in a coherent and comprehensive way across the curriculum. One teacher explained in the interviews that they wanted to work with others to review their existing lesson plans and map out the extent they were meeting financial education skills across the curriculum.

“We’ll highlight Financial Education more and see where it’s incorporated. Alongside the staff team, we’ll look at what we already do and what we need to do better to ensure we’re meeting these skills within our curriculum.” Teacher

In the Mentimeter feedback after the training session, teachers also reported that promoting cross-curricular work was a priority to increase the coverage of financial education.

“I can see ways to work across the school to have cross-curricular coverage” Teacher

Teachers thought that the main potential barriers to taking action to improve financial education, particularly the strategic strategies, included a lack of time amongst teachers as well as other priorities in the school – such as a new head teacher starting, or needing to consider the specifics in the school improvement plan for the year.

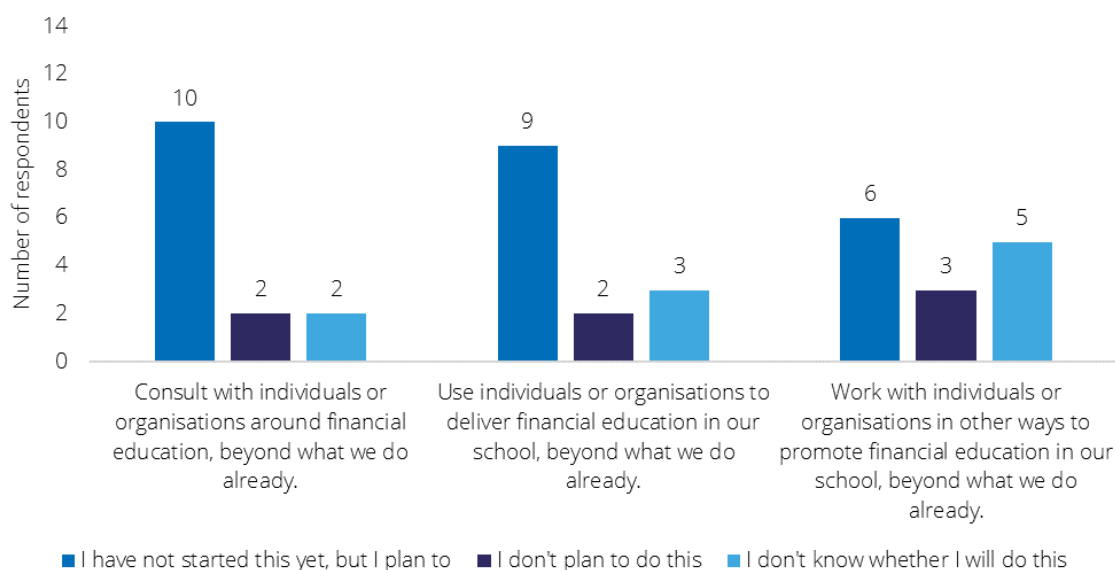
“Where do I find the time to do this? And I think that’s the biggest one, and quite possibly the only one” Teacher

At an individual level, though, teachers thought that the training went some way to offering routes to overcome such barriers. They thought that sharing free resources with practical examples, that were easy to implement, and all in one place, would help other teachers to prioritise financial education teaching and reduce the time involved in lesson planning.

3.2.3 External partner engagement

Teachers planned to build on the training by engaging with external stakeholders. In the post-training survey, around two thirds (sample size = 14) wanted to consult with external individuals or organisations (n = ten) or use them (n = nine) to deliver financial education beyond what they did already (Figure 3.8). There were mixed views related to engaging others to promote financial education, as the majority (n = eight) were either less sure if they would do this or were not planning to. As with other actions, all the responses to the survey reflected what the teachers planned to do, as none of the teachers that answered the post-training survey had started to do any actions related to external partner engagement since taking part in the training.

Figure 3.8 Teachers actions post-training related to external partner engagement



Source: Post survey (n = 14). NB: 3 survey respondents did not complete this question. Having attended the Raising Awareness training session, do you plan to develop new work with external individuals or organisations to support with financial education in your school? No respondents gave the answer 'I have started to do this' to any of the statements. Therefore, this statement was not shown in the chart.

In the interviews, teachers described their motivations to arrange for other external organisations to come into the school to provide financial education. The potential benefits of children hearing key ideas from someone other than the school staff was cited - *"Just having somebody else come in, it just changes it for the children"* (Teacher), and teachers noted that they were aware of relevant organisations that may be able to come in (e.g., KickStart Money, NatWest MoneySense, MyBnk). Others thought they may engage further with the YES network to help plan their financial education approach in school, including exploring further opportunities to participate in YES pilot projects or for YES to visit the school to conduct workshops with the students.

3.1 Assessment of causality

While a full impact evaluation with control group was not conducted, our mixed method approach with triangulated data sources offers some confidence that the pilot can be closely associated with the outcomes as described above. In particular, attending the online training was demonstrated to have positively impacted teachers' confidence, and made a significant difference in relation to teacher confidence in talking with pupils about money. However teachers taking part in the pilot already had positive attitudes and an understanding of the importance of financial education, and so there was little change to participants' attitudes in this respect.

Teachers reported that they found the online training and associated resources useful. Many intended to use the 'one-stop-shop' of resources and pass on what they learnt via the training to colleagues in their settings. Some teachers also planned to bring in external organisations to support with delivery of financial education in their schools. Whilst these intentions can be attributed to the pilot, the small response rates and short timeframe involved in the evaluation means that further research is needed to examine whether these intentions which resulted from the pilot were manifested as outcomes.

3.2 Unexpected impacts

Based on the evidence from our evaluation, there were no specific unexpected impacts from Young Enterprise Scotland's pilot. However, some of this could be attributed to the small sample sizes and short timeframes for the evaluation.

4.0 Conclusions and implications

Based on the evidence available and the strength of evidence, this section provides conclusions about the pilot, considers sustainability and scalability/transferability, and discusses implications arising from the findings.

4.1 Key conclusions – reflections on overall pilot implementation and outcomes

The **digital delivery** mode appeared to be a key success of the pilot. Firstly, YES was able to engage a range of teachers – including those they had not previously engaged with due, for example, to their being based in more remote locations – to take part in their online webinars and e-modules, despite school disruptions and ongoing COVID-19 restrictions. Secondly, the digital nature of the 'one-stop-shop' of resources allowed YES to update and add to the resources on an iterative basis. In general, the one-stop-shop was a highly regarded component of the training by teachers, who were optimistic that it would give them a resource to turn to when they needed some help or inspiration. In terms of the resources themselves, teachers particularly valued the best practice examples and the lesson plan guidance and so YES should ensure these are included in future iterations of the resources.

Partnership working between YES and a range of organisations was another key success of the pilot, such as with local authorities. By leveraging existing networks, YES was also able to form new partnerships with organisations (e.g., E-Sgoil) which in turn allowed them to broaden their reach and engagement. YES expected that they could continue to draw on these partnerships to scale up delivery in the future. They were also exploring other ways to advertise the training, specifically thinking about engaging with trainee teachers who were active on social media channels. However, **financial services volunteers were less integral to programme delivery** than originally anticipated. YES stakeholders felt that the project should retain its core focus on teachers in the future, as the involvement of financial services volunteers felt somewhat disjointed in respect of the rest of the pilot.

YES faced challenges due to the external context of the COVID-19 pandemic, including **reduced timescales for delivery** and **difficulties engaging teachers**, particularly at secondary level. More generally, the evidence suggests that a longer lead-in time is needed to engage schools and teachers in professional development activities, as schools often plan activities at least two terms in advance. The timing of the pilot towards the end of the school year also meant that teachers had little time to implement what they had learned from the training before the summer holiday, and few planned to implement a school action plan before the start of the school year. Therefore, there is an additional risk that teachers may not retain the skills and confidence gained from the online training given this context of not having an opportunity to implement any changes prior to the school holidays.

Teachers appeared to have benefitted from the online training by gaining **significantly higher levels of confidence to deliver financial education**. The evidence suggests that attending the training equipped teachers with the tools they need to apply their learning in their settings. The post-survey also suggested that teachers were motivated to improve their own delivery and wanted to share learning with their colleagues. Additionally, there was provisional evidence that teachers were keen to introduce resources to a range of subjects and work collaboratively to plan financial education teaching, supporting early signs that the training has demonstrated how financial education can be incorporated across the curriculum.

However, the **outcome findings related to attitudes, practice and confidence should be treated as provisional**, given the small number of responses to the post-training survey, and low number of interviews completed in the evaluation. Additionally, the evidence relating to teacher actions to improve financial education were hard to assess, as most teachers were only able to report on the changes they planned to make, with few actual changes being reported in either the post-training survey or interviews.

There was **less firm evidence that teachers were planning to influence whole school changes** following the training – either by reviewing their whole school approach, using the school action plan, or gaining the support of senior leaders. It was therefore hard to make strong conclusions at this stage on the extent to which the online training made a difference to influencing change within schools. Seeking to ensure this happens, if possible, will thus be important, for example through further supporting teachers to take strategic action within their schools.

4.2 Sustainability and potential scalability / transferability

Teachers and YES staff acknowledged that the digital nature of the pilot meant that the content could be very transferable to other settings. This allowed flexibility in the approach and potential adaptation to the training content where needed. For example, during the pilot, YES adapted the online training based on whether they were delivering the project to teachers from a single school or a mix of schools; and they could modify resources to suit early years, primary school, or secondary school level, as needed.

Partner stakeholders agreed that the **digital training was inclusive to a range of learning styles** and ensured the project was accessible to teachers around their existing workload. However, these stakeholders highlighted that to be transferable to different geographies, the project should include best practice examples from a range of locations across Scotland, as barriers to learning can reportedly be specific to certain local authorities. YES agreed with this and hoped that by working with a range of authorities, they will be able to adapt and personalise the online training, e-workshops, and online resources.

Partner stakeholders pointed out that for effects from the training and broader resources to be sustainable, it was **important that teachers cascaded their knowledge** from the online training to colleagues in their settings to avoid knowledge being lost if a teacher leaves the school. Furthermore, partner stakeholders thought that facilitating networking opportunities for those ‘championing’ financial education could create opportunities for teachers to promote examples of best practice and encourage further cascading to colleagues in their settings.

“It’s all about giving more than one person in that school the knowledge.” (Education services stakeholder)

Further partnership working was widely acknowledged as crucial to raise awareness of the *Scotland’s Financial Schools* project, which would in turn help YES to scale up the project. Partner stakeholders noted that raising awareness through large scale events, or getting endorsement from high profile organisations such as Education Scotland, would help to raise awareness. They saw YES as in a strong position to do this, given they are an established brand in the sector.

“It is just really important to use all the partners that are out there to spread the word to recommend... to make contact, connections and things like that and to be involved in as many things as we can. It is important.” (Education services stakeholder)

Some partner stakeholders, however, warned that although YES has the potential to raise awareness of the project and increase its reach, the challenge around engaging schools and teachers remains. In particular, they **warned that as teachers often lacked funding, time, and resource, and to properly embed financial education in their settings, they would need some form of coordinated government support.** Gaining government support in

scaling up the project was something that YES is working towards, and they were hopeful that this would support the project's sustainability.

"The potential of scaling up is there, but if you don't have the funding, the time or the resources it can't happen." (Financial services stakeholder)

4.3 Outstanding gaps

The evaluation sought to answer two overarching research questions: to what extent did the *Scotland's Financial Schools* project equip teachers and headteachers with the necessary tools and knowledge to improve financial education in schools; and what is the appetite and need for better financial education across Scotland and the extent to which the project has met that need.

Whilst feedback from teachers who took part in the online training was positive, they have not yet been able to use any of the resources to implement what they have learnt in their settings. This has meant that **further research into how teachers have used the resources and shared their learning with others is needed** for YES to fully assess how useful the training has been, how much impact the resources have had on CYP themselves, and how successful the teacher cascade model will be in influencing the delivery of financial education in schools.

Similarly, **a longer timeframe is needed to assess whether schools have incorporated the school action plans** into their delivery of financial education and to assess their progress. This is particularly important as feedback from the post-survey indicated that teachers were more likely to make small-scale, individual changes to the way they delivered financial education, rather than trying to change their whole-school approach.

Since relatively few teachers said they would try to influence whole-school change due taking part in the project, **getting buy-in from school leaders remains a challenge**. Therefore, the intent to improve financial education at a whole-school level, and whether current project delivery is able to facilitate this, remains unclear. Evidence will need to be gathered over a longer time-period to understand what school leaders need in order to implement changes to whole-school strategy and practice, and how any changes in the delivery of financial education is ultimately impacting on CYP.

Nonetheless, there was more evidence on the second research aim, as partner stakeholders and teachers all agreed that there was a need for better financial education across Scotland, given the sporadic nature of current delivery. Whilst partner stakeholders generally felt that the project can address many of the existing gaps in provision, they stressed that YES's work in **conducting an overview of existing financial education provision in Scotland will be key to avoid duplication**. Further, by monitoring which of their online resources are most popular, YES will be able to identify where the demand is to ensure they are addressing the gaps as perceived by teachers.

4.4 Implications

The main finding from the pre training surveys suggested that teachers lacked confidence in implementing financial education, rather than having an unsupportive attitude or a lack of knowledge about the importance of financial education. From a policy and practice perspective, therefore, the finding in the post-training that attending the training made a difference to teacher confidence was important, as it suggested that this approach to professional development training can help to overcome a potential barrier to teaching financial education.

This aligns with strong existing evidence³² that teachers lack confidence in delivering financial education and teacher training helps to improve that. The evidence that delivering the training online worked well, with a good level of interaction between the teachers and facilitators, and the flexibility in how teachers could attend. However, the improvements in confidence were specific to a few areas, suggesting that the training could go further in addressing where teachers may still have confidence issues, particularly related to tailoring lesson plans and meeting the requirements of the school curriculum.

While these are promising results, the small sample size included in the analysis means that additional assessment is needed in terms of ensuring that the insights from the pilot can further enhance the evidence base around financial education. Ideally, this would involve further follow ups post-training, for example to explore the extent to which teachers continued to report higher levels of confidence for a longer period, as well as repeating the surveys with larger sample sizes should delivery of the project continue.

While YES may increase their reach in the future, there was less evidence around the wider impact that this will have in schools. To understand the longer-term impact of their project, it would be beneficial for YES to include young people in the research and understand the impact of the teacher training on their experiences and understanding of financial education. Furthermore, few teachers in the current evaluation suggested they were planning to influence whole school change following the online training. Going forwards, the evidence indicates that YES will need to put as much **emphasis on enabling teachers to share the resources and engage senior leaders** as they are on upskilling teachers. Ultimately, though, the delivery model depends on the motivations of individuals to attend the training and engage with the ideas. Without the Scottish Government promoting financial education as a key cross-cutting subject, there may always be ongoing challenges in influencing whole-school change in this area.

³² For example, a study by the University of Edinburgh Business School commissioned by Young Money ("What Works for Financial Education") found that training teachers to teach financial education does have a positive impact on teachers' confidence and pedagogical practice: <https://www.fincap.org.uk/en/evaluations/the-impact-of-training-teachers-in-financial-education-on-the-financial-capability-of-the-students-they-teach>

Annex 1. Examples of resources

Figure 2. Example of 'grab and go' lesson plans available on Young Enterprise Scotland's one-stop-shop of resources.

Lesson	It's Party time!				
Level	First level (P4 but could be adapted for younger classes)				
Overview	The pupils work in groups to form a party planning company. They have been asked to plan a party for a group of ten 7 year olds. The theme of the party can be linked to celebrations depending on the time of year for example. Eid, Christmas, Chinese New Year, New Year, End of School year etc. The groups will be given a budget of £50 (this can be altered depending on ability). The groups do not need to spend all the money but they cannot exceed the amount.				
Learning Intention	To plan an event within a given budget To present a plan to an audience				
Time Required	This activity could be completed in a full morning or afternoon session. It could also be extended and completed over a longer period of time if you wish to go into more detail within each section.				
Task	Approx Timing	Teacher Input	Student Activity	Key Teaching Points	Resources
Group allocation Share LI and SC (pupils could help to create SC)	5 mins	Allocate pupils into groups of 4 or 5. Discuss first learning intention and agree a set of success criteria with pupil input.	Contribute to the success criteria		PPT – brief overview of task and LI/SC
What's the occasion?	10 mins	Each group is issued with a party brief which explains that they are planning a	Pupils contribute to a class discussion about what they need to get for the party to	Pupils can make connections with past experiences to help	PPT – What's the occasion? Party Brief

What's the Occasion?



You and your team are a party planning company. You have been asked to plan a party for a group of ten 7-year-olds.



The theme of the party is (please insert).



Your company has a budget of £50. You do not need to spend all the money, but you cannot go over the amount.

Decorations



A pack of 8 balloons
£1.50



A pack of 20 balloons
£4.00



A set of plain bunting
£2.50



A set of patterned bunting
£5.00



Set of 3 party hats
£1.00



A party set for 1
50p

Annex 2. Pre- and post-survey data

Pre-survey responses

Table 1.1 Question A4: What phase of education does your school cover? (Base Size 85)
[multicode]

Response	Frequency	Percentage
Early Years	18	21%
Primary	47	55%
Secondary	18	21%
Tertiary	0	0%
All-though	2	2%

Table 1.2 Question A6. How long have you been teaching? (Base Size 72)

Response	Frequency	Percentage
Less than three years	15	21%
3-5 years	9	13%
6-10 years	12	17%
More than 10 years	32	44%
Not applicable	4	6%

Table 1.3 Question A7. How did you hear about this online learning opportunity run by Young Enterprise Scotland? (Base Size 72)

Response	Frequency	Percentage
Local authority website	33	46%
Education Scotland network	4	6%
E-Sgoil digital platform	3	4%
Word of mouth	5	7%
Other [please specify]	24	33%
Can't remember	3	4%

Table 1.4 Question A8. How, if at all, has your school delivered financial education to its pupils during the past two years? [multicode] (Base Size 72)

Response	Frequency	Percentage (responses n =92)
Through a regular timetabled slot in the curriculum	4	4%
Through one-off sessions delivered in the classroom	15	16%
As part of other lessons (e.g., maths)	40	43%
During assemblies	3	3%
Through fieldtrips or other activities outside of school	3	3%
Other (please specify below)	4	4%
Not applicable – my school has not delivered financial education during the past two years	8	9%
Not sure	15	16%

Table 1.5 Question A9. Please estimate how many children have received financial education in your school in the past two years? (Base Size 49)

Response	Frequency	Percentage
Less than 30	8	16%
31-60	6	12%
62-200	8	16%
More than 100	12	24%
Don't know	15	31%

Table 1.6 Question A10. Have you personally been involved in delivering financial education? (Base Size 72)

Response	Frequency	Percentage
Yes, at my current school	27	38%
ii. Yes, at a previous school	8	11%
No	37	51%

Table 1.7 Question A11. What support, if any, have you received to date to help you deliver financial education in your school? [multicode] (Base Size 42)

Response	Frequency	Percentage (responses = 82)
Training or CPD delivered by an external organisation.	13	16%
Training or CPD delivered by staff within the school.	2	2%
Support and guidance from leadership in the school.	4	5%
Support and guidance from other colleagues in the school.	13	16%
Other	8	10%
None of the above.	42	51%

Table 1.8 Question B1. To what extent do you agree or disagree with the following statements around the value of financial education for children and young people?

i. Children need to develop financial capabilities from a young age to ensure they can make informed money management decision in adulthood (Base Size 72)

Response	Frequency	Percentage
Strongly agree	56	78%
Agree	16	22%
Neither agree nor disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Don't know	0	0%

Table 1.9 Question B1. To what extent do you agree or disagree with the following statements around the value of financial education for children and young people?

ii. I am aware of the benefits of financial education for young people's (personal) development (Base Size 72)

Response	Frequency	Percentage
Strongly agree	38	53%
Agree	30	42%
Neither agree nor disagree	4	6%
Disagree	0	0%
Strongly disagree	0	0%
Don't know	0	0%

Table 1.10 Question B1. To what extent do you agree or disagree with the following statements around the value of financial education for children and young people?

iii. I recognise that teachers are a valuable intermediary in delivering financial education to young people (Base Size 72)

Response	Frequency	Percentage
Strongly agree	42	58%
Agree	28	39%
Neither agree nor disagree	1	1%
Disagree	0	0%
Strongly disagree	0	0%
Don't know	1	1%

Table 1.11 Question B1. To what extent do you agree or disagree with the following statements around the value of financial education for children and young people?

iv. I believe that schools are an important channel in delivering financial education to young people (Base Size 72)

Response	Frequency	Percentage
Strongly agree	46	64%
Agree	25	35%
Neither agree nor disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Don't know	1	1%

Table 1.12 Question B1. To what extent do you agree or disagree with the following statements around the value of financial education for children and young people?

v. Senior leaders in my school expect all students to receive financial education as part of the curriculum (Base Size 72)

Response	Frequency	Percentage
Strongly agree	12	17%
Agree	23	32%
Neither agree nor disagree	15	21%
Disagree	4	6%
Strongly disagree	0	0%
Don't know	18	25%

Table 1.13 Question B2. How would you rate the following in terms of importance?
Please select one answer per row.

ii. Financial education helps you to meet the curriculum requirements (Base Size 72)

Response	Frequency	Percentage
Very important	33	46%
Quite important	34	47%
Note very important	2	3%
Not at all important	0	0%
Don't know	3	4%

Table 1.14 Question B2. How would you rate the following in terms of importance?
Please select one answer per row.

iii. Financial education supports your pupils' key skills (Base Size 72)

Response	Frequency	Percentage
Very important	52	72%
Quite important	19	26%
Note very important	0	0%
Not at all important	0	0%
Don't know	1	1%

Table 1.15 Question C1. How would you rate the following in terms of importance?

i. The importance that senior leaders place on financial education in your school. (Base size 72)

Response	Frequency	Percentage
Very important	21	29%
Quite important	31	43%
Note very important	5	7%
Not at all important	1	1%
Don't know	14	19%

Table 1.16 Question C1. How would you rate the following in terms of importance?

ii. Making financial education fun and interactive, and incorporating engaging exercises into lessons (Base size 72)

Response	Frequency	Percentage
Very important	48	67%
Quite important	19	26%
Note very important	2	3%
Not at all important	0	0%
Don't know	3	4%

Table 1.17 Question C1. How would you rate the following in terms of importance?

iii. Providing practical learning experiences based on day-to-day financial matters when it comes to developing your pupils' financial capabilities (Base size 72)

Response	Frequency	Percentage
Very important	53	74%
Quite important	15	21%
Note very important	3	4%
Not at all important	0	0%
Don't know	1	1%

Table 1.18 Question C2. Are you aware of any financial education resources and guidance hubs? (Base Size 72)

Response	Frequency	Percentage
Yes	16	22%
No	35	49%
Not sure	21	29%

Table 1.19 Question C4. In a typical teaching year, how often do you use these resources or access these guidance hubs? (Base Size 16) [only ask if answered 'yes' to C2]

Response	Frequency	Percentage
At least once a week	1	6%
Less than once a week, but more than once a month	1	6%
Less than once a month, but more than once a term	6	38%
Less than once a term, but more than once a year	3	19%
Less than once a year	5	31%

Table 1.20 Question C5. Have any of these resources been awarded the Financial Education Quality Mark ? [multicode] (Base Size 16) [only ask if answered 'yes' to C2]

Response	Frequency	Percentage
Extremely useful	1	6%
Very useful	10	19%
Moderately useful	5	75%
Not very useful	0	100%
Not at all useful	0	6%

Table 1.21 Question C6. On a scale of 1-5, how useful did you find these resources?
[multicode] (Base Size 16) [only ask if answered 'yes' to C2]

Response	Frequency	Percentage
Extremely useful	1	6%
Very useful	10	63%
Moderately useful	5	31%
Not very useful	0	0%
Not at all useful	0	0%

Table 1.22 Question D1. How would you rate your confidence in the following areas?

i. Having conversations with your pupils about money (Base Size 72)

Response	Frequency	Percentage
Very confident	11	15%
Confident	54	75%
Unconfident	5	7%
Very unconfident	0	0%
Don't know	2	3%

Table 1.23 Question D1. How would you rate your confidence in the following areas?

ii. Having the ability to deliver engaging and effective financial education (Base Size 72)

Response	Frequency	Percentage
Very confident	2	3%
Confident	39	54%
Unconfident	27	38%
Very unconfident	0	0%
Don't know	4	5%

Table 1.24 Question D1. How would you rate your confidence in the following areas?

iii. Designing financial education lesson plans (Base Size 72)

Response	Frequency	Percentage
Very confident	3	4%
Confident	26	36%
Unconfident	39	54%
Very unconfident	0	0%
Don't know	4	6%

Table 1.25 Question D1. How would you rate your confidence in the following areas?

iv. Meeting the requirements for money management and financial capability in the Curriculum for Excellence (Base Size 72)

Response	Frequency	Percentage
Very confident	2	3%
Confident	35	49%
Unconfident	31	43%
Very unconfident	1	1%
Don't know	3	4%

Table 1.26 Question D1. How would you rate your confidence in the following areas?

v. Tailoring financial education learning activities to your pupils' characteristics and identified needs (Base Size 72)

Response	Frequency	Percentage
Very confident	2	3%
Confident	32	44%
Unconfident	32	44%
Very unconfident	2	3%
Don't know	4	6%

Table 1.27 Question D1. How would you rate your confidence in the following areas?

vi. Using resources to facilitate financial education (Base Size 72)

Response	Frequency	Percentage
Very confident	2	3%
Confident	39	54%
Unconfident	28	39%
Very unconfident	1	1%
Don't know	2	3%

Table 1.28 Question D1. How would you rate your confidence in the following areas?

vii. Sharing my current knowledge of financial education delivery with colleagues (Base Size 72)

Response	Frequency	Percentage
Very confident	4	6%
Confident	24	33%
Unconfident	39	54%
Very unconfident	2	3%
Don't know	3	4%

Table 1.29 Question E1. Does your school have a financial education coordinator? (Base Size 71)

Response	Frequency	Percentage
Yes	3	4%
No	45	63%
Don't know	23	33%

Table 1.30 Question E2. Does your school currently have any links with external individuals or organisations who support with financial education in your school? (Base Size 71)

Response	Frequency	Percentage
We consult with individuals or organisations around financial education.	5	7%
We use individuals or organisations to deliver financial education in our school.	6	8%
We work with individuals or organisations in other ways to promote financial education in our school (please specify below).	4	6%
No	25	35%
Not sure	31	44%

Post-survey responses

Table 2.1 Question A4. What phase of education does your school cover? (Base Size 18)

Response	Frequency	Percentage
Early Years	5	28%
Primary	1	6%
Secondary	6	32%
Tertiary	5	28%
All-though	1	6%

Table 2.2 Question B1. How did you rate the following aspects of the Raising Awareness online training session?

i. I found the online delivery of the session easy to follow. (Base Size 17)

Response	Frequency	Percentage
Strongly agree	10	59%
Agree	7	41%
Neither agree nor disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Don't know	0	0%

Table 2.3 Question B1. How did you rate the following aspects of the Raising Awareness online training session?

ii. I found the session engaging. (Base Size 17)

Response	Frequency	Percentage
Strongly agree	11	65%
Agree	6	35%
Neither agree nor disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Don't know	0	0%

Table 2.4 Question B1. How did you rate the following aspects of the Raising Awareness online training session?

iii. I found the session informative. (Base Size 17)

Response	Frequency	Percentage
Strongly agree	13	77%
Agree	4	23%
Neither agree nor disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Don't know	0	0%

Table 2.5 Question B1. How did you rate the following aspects of the Raising Awareness online training session?

iv. I found the session inspiring. (Base Size 17)

Response	Frequency	Percentage
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Strongly agree	8	47%
Agree	8	47%
Neither agree nor disagree	1	6%
Disagree	0	0%
Strongly disagree	0	0%
Don't know	0	0%

Table 2.6 Question B1. How did you rate the following aspects of the Raising Awareness online training session?

v. I found the session content actionable. (Base Size 17)

Response	Frequency	Percentage
Strongly agree	7	41%
Agree	9	53%
Neither agree nor disagree	1	6%
Disagree	0	0%
Strongly disagree	0	0%
Don't know	0	0%

Table 2.7 Question B1. How did you rate the following aspects of the Raising Awareness online training session?

vi. The session met my expectations. (Base Size 17)

Response	Frequency	Percentage
Strongly agree	9	53%
Agree	7	41%
Neither agree nor disagree	1	6%
Disagree	0	0%

Strongly disagree	0	0%
Don't know	0	0%

Table 2.8 Question B3. Have you used any of the e-learning resources or good practice examples available on Young Enterprise Scotland's website to help you plan or deliver Financial Education in your school? (Base Size 16)

Response	Frequency	Percentage
Yes, I have used some of the e-learning resources or good practice examples	0	0%
No, I have not used any of the e-learning resources or good practice examples yet, but I plan to	16	100%
No, I have not used any of the e-learning resources or good practice examples, and I don't plan to	0	0%
Don't know	0	0%

Table 2.9 Question B4. How useful do you think the e-learning resources are / will be in engaging pupils in Financial Education at your school? (Base Size 16)

Response	Frequency	Percentage
Very useful	8	50%
Somewhat useful	7	44%
Not very useful	0	0%
Not at all useful	0	0%
Don't know	1	6%

Table 2.10 Question B5. Have you completed Young Enterprise Scotland’s Financial Education Action Plan to identify where your school is on its FinEd journey? (Base Size 15)

Response	Frequency	Percentage
Yes, I have completed the Financial Education Action Plan for my school	0	0%
No, I have not completed the Financial Education Action Plan for my school yet, but I plan to	7	47%
No, I have not completed the Financial Education Action Plan for my school, and I don't plan to	5	33%
Don't know	3	20%

Table 2.11 Question C1. Which, if any, of the following actions have you taken, or do you plan to take, having attended the Raising Awareness training session?

i. Search for additional Financial Education training and resources. (Base Size 14)

Response	Frequency	Percentage
I have started to do this	3	21%
I have not started this yet, but I plan to	10	72%
I don't plan to do this	0	0%
I don't know whether I will do this	1	7%

Table 2.12 Question C1. Which, if any, of the following actions have you taken, or do you plan to take, having attended the Raising Awareness training session?

ii. Personally deliver more Financial Education in my school. (Base Size 14)

Response	Frequency	Percentage
I have started to do this	1	7%
I have not started this yet, but I plan to	11	79%
I don't plan to do this	0	0%
I don't know whether I will do this	2	14%

Table 2.13 Question C1. Which, if any, of the following actions have you taken, or do you plan to take, having attended the Raising Awareness training session?

iii. Review my school's standard of delivery for Financial Education. (Base Size 14)

Response	Frequency	Percentage
I have started to do this	1	7%
I have not started this yet, but I plan to	8	57%
I don't plan to do this	3	22%
I don't know whether I will do this	2	14%

Table 2.14 Question C1. Which, if any, of the following actions have you taken, or do you plan to take, having attended the Raising Awareness training session?

iv. Gain more support from Senior Leadership to influence delivery of Financial Education in my school. (Base Size 14)

Response	Frequency	Percentage
I have started to do this	3	22%
I have not started this yet, but I plan to	8	57%
I don't plan to do this	2	14%
I don't know whether I will do this	1	7%

Table 2.15 Question C1. Which, if any, of the following actions have you taken, or do you plan to take, having attended the Raising Awareness training session?

v. Review or amend the whole school approach to delivering Financial Education. (Base Size 14)

Response	Frequency	Percentage
I have started to do this	1	7%
I have not started this yet, but I plan to	7	51%
I don't plan to do this	3	21%
I don't know whether I will do this	3	21%

Table 2.16 Question C1. Which, if any, of the following actions have you taken, or do you plan to take, having attended the Raising Awareness training session?

vi. Explore opportunities to incorporate Financial Education across the curriculum (Base Size 14)

Response	Frequency	Percentage
I have started to do this	2	14%
I have not started this yet, but I plan to	11	79%
I don't plan to do this	1	7%
I don't know whether I will do this	0	0%

Table 2.17 Question C2. Have you shared any of what you have learned with your colleagues or other teachers? (Base Size 14)

Response	Frequency	Percentage
Yes, I have already shared learning with my colleagues or other teachers	4	29%
No, I have not already shared some of what I have learned with my colleagues or other teachers yet, but I plan to	9	64%
No, I have not already shared some of what I have learned with my colleagues or other teachers, and I don't plan to	0	0%
Don't know	1	7%

Table 2.18 Question C3. Having attended the Raising Awareness training session, do you plan to develop new work with external individuals or organisations to support with financial education in your school?

i. Consult with individuals or organisations around financial education, beyond what we do already. (Base Size 14)

Response	Frequency	Percentage
I have started to do this	0	0%
I have not started this yet, but I plan to	10	72%
I don't plan to do this	2	14%
I don't know whether I will do this	2	14%

Table 2.19 Question C3. Having attended the Raising Awareness training session, do you plan to develop new work with external individuals or organisations to support with financial education in your school?

ii. Use individuals or organisations to deliver financial education in our school, beyond what we do already. (Base Size 14)

Response	Frequency	Percentage
I have started to do this	0	0%
I have not started this yet, but I plan to	9	64%
I don't plan to do this	2	14%
I don't know whether I will do this	3	21%

Table 2.20 Question C3. Having attended the Raising Awareness training session, do you plan to develop new work with external individuals or organisations to support with financial education in your school?

iii. Work with individuals or organists in other ways to promote financial education in our school, beyond what we do already. (Base Size 14)

Response	Frequency	Percentage
I have started to do this	0	0%
I have not started this yet, but I plan to	6	43%
I don't plan to do this	3	21%
I don't know whether I will do this	5	36%

Table 2.21 Question D1. To what extent do you agree or disagree with the following statements around the value of financial education for children and young people?

i. Children need to develop financial capabilities from a young age to ensure they can make informed money management decision in adulthood (Base Size 14)

Response	Frequency	Percentage
Strongly agree	10	71%
Agree	4	29%
Neither agree nor disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Don't know	0	0%

Table 2.22 Question D1. To what extent do you agree or disagree with the following statements around the value of financial education for children and young people?

ii. I am aware of the benefits of financial education for young people's (personal) development (Base Size 14)

Response	Frequency	Percentage
Strongly agree	9	64%
Agree	4	29%
Neither agree nor disagree	1	7%
Disagree	0	0%
Strongly disagree	0	0%
Don't know	0	0%

Table 2.23 Question D1. To what extent do you agree or disagree with the following statements around the value of financial education for children and young people?

iii. I recognise that teachers are a valuable intermediary in delivering financial education to young people (Base Size 14)

Response	Frequency	Percentage
Strongly agree	8	57%
Agree	6	43%
Neither agree nor disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Don't know	0	0%

Table 2.24 Question D1. To what extent do you agree or disagree with the following statements around the value of financial education for children and young people?

iv. I believe that schools are an important channel in delivering financial education to young people (Base Size 14)

Response	Frequency	Percentage
Strongly agree	9	64%
Agree	5	36%
Neither agree nor disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Don't know	0	0%

Table 2.25 Question D1. To what extent do you agree or disagree with the following statements around the value of financial education for children and young people?

v. Senior leaders in my school expect all students to receive financial education as part of the curriculum (Base Size 14)

Response	Frequency	Percentage
Strongly agree	4	29%
Agree	3	21%
Neither agree nor disagree	5	36%
Disagree	0	0%
Strongly disagree	0	0%
Don't know	2	14%

Table 2.26 Question D2. How would you rate the following in terms of importance?

ii. Financial education helps you to meet the curriculum requirements (Base size 14)

Response	Frequency	Percentage
Very important	7	50%
Quite important	7	50%
Note very important	0	0%
Not at all important	0	0%
Don't know	0	0%

Table 2.27 Question D2. How would you rate the following in terms of importance?

iii. Financial education supports your pupils' key skills (Base size 14)

Response	Frequency	Percentage
Very important	8	57%
Quite important	6	43%
Note very important	0	0%
Not at all important	0	0%
Don't know	0	0%

Table 2.28 Question E1. How would you rate the following in terms of importance?

i. The importance that senior leaders place on financial education in your school. (Base size 14)

Response	Frequency	Percentage
Very important	7	50%
Quite important	7	50%
Note very important	0	0%
Not at all important	0	0%
Don't know	0	0%

Table 2.29 Question E1. How would you rate the following in terms of importance?

ii. Making financial education fun and interactive, and incorporating engaging exercises into lessons (Base size 14)

Response	Frequency	Percentage
Very important	11	79%
Quite important	3	21%
Note very important	0	0%
Not at all important	0	0%
Don't know	0	0%

Table 2.30 Question E1. How would you rate the following in terms of importance?

iii. Providing practical learning experiences based on day-to-day financial matters when it comes to developing your pupils' financial capabilities (Base size 14)

Response	Frequency	Percentage
Very important	11	79%
Quite important	3	21%
Note very important	0	0%
Not at all important	0	0%
Don't know	0	0%

Table 2.31 Question F1. How would you rate your confidence in the following areas?

i. Having conversations with your pupils about money (Base Size 13)

Response	Frequency	Percentage
Very confident	7	54%
Confident	5	38%
Unconfident	0	0%
Very unconfident	0	0%
Don't know	1	8%

Table 2.32 Question F1. How would you rate your confidence in the following areas?

ii. Having the ability to deliver engaging and effective financial education (Base Size 13)

Response	Frequency	Percentage
Very confident	3	23%
Confident	6	46%
Unconfident	3	23%
Very unconfident	0	0%
Don't know	1	8%

Table 2.33 Question F1. How would you rate your confidence in the following areas?

iii. Designing financial education lesson plans (Base Size 13)

Response	Frequency	Percentage
Very confident	2	15%
Confident	5	39%
Unconfident	6	46%
Very unconfident	0	0%
Don't know	0	0%

Table 2.34 Question F1. How would you rate your confidence in the following areas?

iv. Meeting the requirements for money management and financial capability in the Curriculum for Excellence (Base Size 13)

Response	Frequency	Percentage
Very confident	2	15%
Confident	8	62%
Unconfident	3	23%
Very unconfident	0	0%
Don't know	0	0%

Table 2.35 Question F1. How would you rate your confidence in the following areas?

v. Tailoring financial education learning activities to your pupils' characteristics and identified needs (Base Size 13)

Response	Frequency	Percentage
Very confident	3	23%
Confident	7	54%
Unconfident	3	23%
Very unconfident	0	0%
Don't know	0	0%

Table 2.36 Question F1. How would you rate your confidence in the following areas?

vi. Using resources to facilitate financial education (Base Size 13)

Response	Frequency	Percentage
Very confident	3	23%
Confident	8	62%
Unconfident	2	15%
Very unconfident	0	0%
Don't know	0	0%

Table 2.37 Question F1. How would you rate your confidence in the following areas?

vii. Sharing my current knowledge of financial education delivery with colleagues (Base Size 13)

Response	Frequency	Percentage
Very confident	2	15%
Confident	6	47%
Unconfident	2	15%
Very unconfident	1	8%
Don't know	2	15%

Annex 3. Scoring system

Full details on scoring system for attitude, knowledge, and confidence statements used in pre- and post-training.

Attitudes: 7 statements. Max score = 32

1. Children need to develop financial capabilities from a young age to ensure they can make informed money management decision in adulthood
 - Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Disagree = 2, Strongly disagree = 1, Don't know = 0.
2. I am aware of the benefits of financial education for young people's (personal) development
 - Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Disagree = 2, Strongly disagree = 1, Don't know = 0.
3. I recognise that teachers are a valuable intermediary in delivering financial education to young people
 - Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Disagree = 2, Strongly disagree = 1, Don't know = 0.
4. I believe that schools are an important channel in delivering financial education to young people
 - Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Disagree = 2, Strongly disagree = 1, Don't know = 0.
5. Senior leaders in my school expect all students to receive financial education as part of the curriculum
 - Strongly agree = 5, Agree = 4, Neither agree nor disagree = 3, Disagree = 2, Strongly disagree = 1, Don't know = 0.
6. Financial education helps you to meet the curriculum requirements
 - Very important = 4, Quite important = 3, Not very important = 2, Not at all important = 1, Don't know = 0
7. Financial education supports your pupils' key skills
 - Very important = 4, Quite important = 3, Not very important = 2, Not at all important = 1, Don't know = 0

Knowledge: 3 statements: max score = 12

1. The importance that senior leaders place on financial education in your school.
 - Very important = 4, Quite important = 3, Not very important = 2, Not at all important = 1, Don't know = 0
2. Making financial education fun and interactive, and incorporating engaging exercises into lessons
 - Very important = 4, Quite important = 3, Not very important = 2, Not at all important = 1, Don't know = 0
3. Providing practical learning experiences based on day-to-day financial matters when it comes to developing your pupils' financial capabilities

- Very important = 4, Quite important = 3, Not very important = 2, Not at all important = 1, Don't know = 0

Confidence: 7 statements: max score = 28

1. Having conversations with your pupils about money
 - Very confident = 4 Confident = 3 Unconfident = 2 Very unconfident = 1
Don't know = 0
2. Having the ability to deliver engaging and effective financial education
 - Very confident = 4 Confident = 3 Unconfident = 2 Very unconfident = 1
Don't know = 0
3. Designing financial education lesson plans
 - Very confident = 4 Confident = 3 Unconfident = 2 Very unconfident = 1
Don't know = 0
4. Meeting the requirements for money management and financial capability in the Curriculum for Excellence
 - Very confident = 4 Confident = 3 Unconfident = 2 Very unconfident = 1
Don't know = 0
5. Tailoring financial education learning activities to your pupils' characteristics and identified needs
 - Very confident = 4 Confident = 3 Unconfident = 2 Very unconfident = 1
Don't know = 0
6. Using resources to facilitate financial education
 - Very confident = 4 Confident = 3 Unconfident = 2 Very unconfident = 1
Don't know = 0
7. Sharing my current knowledge of financial education delivery with colleagues
 - Very confident = 4 Confident = 3 Unconfident = 2 Very unconfident = 1
Don't know = 0

Annex 4. Cross tab tables

Table 2.38 SPSS Cross Tabs for comparisons pre- and post-training for teachers related to confidence (i)

How would you rate your confidence in the following areas? Please select one answer per row.

i. Having conversations with your pupils about money (Base size 12)

		Post-training					
Response		Very confident	Confident	Unconfident	Very unconfident	Don't know	
Pre-training	Very confident	1	0	0	0	0	1
	Confident	5	5	0	0	0	10
	Unconfident	0	0	0	0	0	0
	Very unconfident	0	0	0	0	0	0
	Don't know	0	0	0	0	1	1
	Total	6	5	0	0	1	121

Table 2.39 SPSS Cross Tabs for comparisons pre- and post-training for teachers related to confidence (ii)

How would you rate your confidence in the following areas? Please select one answer per row.

ii. Having the ability to deliver engaging and effective financial education (Base size 12)

		Post-training					
Response		Very confident	Confident	Unconfident	Very unconfident	Don't know	
Pre-training	Very confident	1	0	0	0	0	1
	Confident	5	5	0	0	0	10
	Unconfident	0	0	0	0	0	0
	Very unconfident	0	0	0	0	0	0
	Don't know	0	0	0	0	1	1
	Total	6	5	0	0	1	12

Table 2.40 SPSS Cross Tabs for comparisons pre- and post-training for teachers related to confidence (iii)

How would you rate your confidence in the following areas? Please select one answer per row.

iii. Designing financial education lesson plans (Base size 12)

Response		Post-training					
		Very confident	Confident	Unconfident	Very unconfident	Don't know	Total
Pre-training	Very confident	0	0	0	0	0	0
	Confident	1	3	1	0	0	5
	Unconfident	1	1	5	0	0	7
	Very unconfident	0	0	0	0	0	0
	Don't know	0	0	0	0	0	0
	Total	2	4	6	0	0	12

Table 2.41 SPSS Cross Tabs for comparisons pre- and post-training for teachers related to confidence (iv)

How would you rate your confidence in the following areas? Please select one answer per row.

iv. Meeting the requirements for money management and financial capability in the Curriculum for Excellence³³ (Base size 12)

Response		Post-training					
		Very confident	Confident	Unconfident	Very unconfident	Don't know	Total
Pre-training	Very confident	0	0	0	0	0	0
	Confident	1	5	0	0	0	6
	Unconfident	1	2	2	0	0	5
	Very unconfident	0	0	0	0	0	0
	Don't know	0	0	1	0	0	1
	Total	2	7	3	0	0	12

³³ For more information about the financial capability requirements in the Scottish curriculum, please visit: <https://www.fincap.org.uk/en/articles/schools#financial-education-on-the-curriculum>

Table 2.42 SPSS Cross Tabs for comparisons pre- and post-training for teachers related to confidence (v)

How would you rate your confidence in the following areas? Please select one answer per row.

v. Tailoring financial education learning activities to your pupils' characteristics and identified needs (Base size 12)

Response		Post-training					
		Very confident	Confident	Unconfident	Very unconfident	Don't know	Total
Pre-training	Very confident	0	0	0	0	0	0
	Confident	1	3	2	0	0	6
	Unconfident	1	3	1	0	0	5
	Very unconfident	0	0	0	0	0	0
	Don't know	0	1	0	0	0	1
	Total	2	7	3	0	0	12

Table 2.43 SPSS Cross Tabs for comparisons pre- and post-training for teachers related to confidence (vi)

How would you rate your confidence in the following areas? Please select one answer per row.

vi. Using resources to facilitate financial education (Base size 12)

Response		Post-training					
		Very confident	Confident	Unconfident	Very unconfident	Don't know	Total
Pre-training	Very confident	0	0	0	0	0	0
	Confident	3	5	0	0	0	8
	Unconfident		1	2	0	0	3
	Very unconfident	0	0	0	0	0	0
	Don't know	0	1	0	0	0	1
	Total	3	7	2	0	0	12

Table 2.43 SPSS Cross Tabs for comparisons pre- and post-training for teachers related to confidence (vii)

How would you rate your confidence in the following areas? Please select one answer per row.

vii. Sharing my current knowledge of financial education delivery with colleagues (Base size 12)

Response		Post-training					
		Very confident	Confident	Unconfident	Very unconfident	Don't know	Total
Pre-training	Very confident	0	0	0	0	0	0
	Confident	1	5	0	0	1	7
	Unconfident	1	0	2	1	0	4
	Very unconfident	0	0	0	0	0	0
	Don't know	0	0	0	0	1	1
	Total	2	5	2	1	2	12