

# Student experiences of Sorted in Schools

## Research summary for students

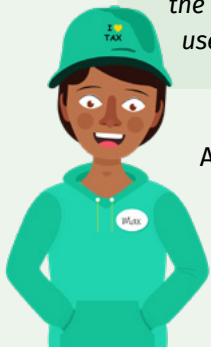
In November and December 2022, we spoke with 55 Year 9 and 10 students/ākonga about money and financial capability, and their experiences of the Sorted in Schools programme and resources. They talked about their financial habits and goals, how they currently learn about financial capability, and what and how they would like to learn about it in the future.

### Key findings

Most students/ākonga said they learnt about money and financial capability at school and from their family. Some said that learning about financial capability at school was important, as they didn't have access to this information at home.

*Also, you can hear about money when you hear your parent or your siblings talking about [it]. Because I'm the youngest in my family. So, I just hear them talking about it, and they'll start [to] talk to me about it. Because they want me to learn about it early. (Year 9 student)*

*The first time I started learning about money was in primary [school]—like just the basic 'what money is'. But the only time I really learnt about money was this year in Commerce [class]. I got my first job this year, so I learnt what an IRD number was because I didn't know what that was before. If I didn't have Commerce [class]... 'cause I would say I'm not the best saver, but now I've learnt how to use my money. (Year 9 student)*



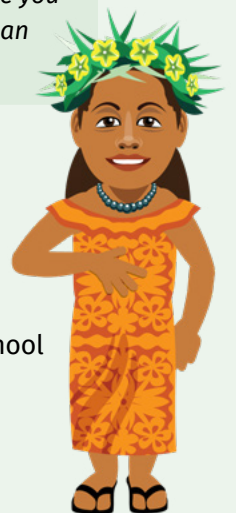
Almost all the students/ākonga we spoke to had financial goals. These goals were viewed as important, because

they helped students/ākonga to work towards a specific financial outcome, like saving for a car or their future studies. Having financial goals were also important because they helped students/ākonga develop and practise positive financial behaviours and strategies.

*I just want a good income [in the future] so that I can provide for myself and whoever I'm with. (Year 10 student)*

*I think setting goals for the short term and long term is really important. Because I feel like if you only focus on the long term—for example, if you only focus on uni and student loans you'll probably, throughout that time, never spend on yourself. But, if it's just short term, you're probably just going to spend too much money [on] yourself and be screwed in the long run! So, I feel like [it's important] to make sure you can rely on yourself before you can rely on others, and make sure you plan ahead. (Year 10 student)*

Overall, students/ākonga were positive about their experiences of Sorted in Schools. Most students/ākonga believe Sorted in Schools is a useful and enjoyable way to grow their financial capability, and some would like their school to deliver the programme more often.



*[Sorted in Schools is] easy to understand, because of vocabulary that we use on a day-to-day basis. (Year 9 student)*

*I think it [Motu Quest] was really creative. I like that there's a storyline. (Year 9 student)*

*There are several tasks on [Motu Quest] and it's always really helpful. And it doesn't matter if you get it wrong, you can always try again and you can learn from it. (Year 10 student)*

The students/ākonga at one school were particularly interested in learning about 'up to date' financial concepts and ideas, such as cryptocurrency. Some felt the financial capability education they received needed to be more relevant. There was also a group of students/ākonga who wanted to advance their knowledge more quickly or learn about topics different to those delivered by their school.

*I feel like in school they focus on things more in the past—like that's how it used to be—but things are changing and they're not really ... the education system might be a bit out of date. I'd like to learn more about stocks and also with house prices all increasing—everything is increasing, so how to manage that ... what we could do apart from saving. I feel like there could be more ways. (Year 10 student)*

*I feel like [I want to learn more] about inflation, probably investing my money too, cause ... that's probably a way to grow your money rather than just keeping it in the bank. And if you want to buy a house it's a good way to grow your money. (Year 10 student)*

Most students/ākonga expressed a preference for face-to-face learning. They also wanted to hear about and learn from people's personal experiences.

*We prefer to learn about money and finance face-to-face because it's easier to learn and understand. I feel like when it's online, it's a bit harder. With online learning during lockdown, it was much harder than actually being in class with the teacher. (Year 10 student)*

Students are wary of information on social media. Instead, most students said they used Google or specific websites (such as government sites) to learn about money and financial capability.

*I wouldn't trust anything on social media. (Year 10 student)*

*Everyone will see information come up on TikTok or Instagram but sometimes online it's really hard to tell what's fake and what's real. So, we just always come back to Google because we know it's real. (Year 10 student)*

Sorted in Schools is a free financial capability programme available for secondary schools to use with their students/ākonga. It includes resources in te reo Māori and English. If you would like to learn more about the Sorted in Schools programme, talk to your teachers, and visit [www.sortedinschools.org.nz](http://www.sortedinschools.org.nz)

If you would like to read more about what students/ākonga said about Sorted in Schools and learning about financial capability, you can access the full research report here:

<https://assets.retirement.govt.nz/public/Uploads/Schools/NZCER-student-voice-report.pdf>

