

What do students say about Sorted in Schools and financial capability?

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1. Introduction

Rangahau Mātauranga o Aotearoa | New Zealand Council for Educational Research (NZCER) began working with Te Ara Ahunga Ora Retirement Commission in mid-2019 to evaluate Sorted in Schools, Te whai hua – kia ora. As well as 3 years of evaluation, NZCER has undertaken research to support and develop a sustainable professional learning and development (PLD) framework and research that put a Pacific lens on the programme. As part of this portfolio of research and evaluation, Te Ara Ahunga Ora wanted to hear the voices of students/ākonga to understand what they think about Sorted in Schools and learning about financial capability.

In this study, junior secondary (Years 9 and 10) students/ākonga from four English-medium schools were asked about their views about money and financial capability, and their experiences of the Sorted in Schools programme and resources. They spoke 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.

The ideas and feedback in this report can be used to guide future development of programmes, resources, and support students' ongoing learning about financial capability.

The data that inform this report were collected during November and December 2022.

2. Methodology

The following research questions guided this project:

1. What perceptions do students/ākonga have about money?
 - a) Where do these perceptions come from?
 - b) How do students/ākonga incorporate these money ideas into their daily life, including their social interactions and consumption habits?
2. What are students'/ākonga experiences and perceptions of the Sorted in Schools resources?
3. What information and support do students/ākonga want to grow their money and financial capability?
 - a) What are their critical financial learning and capabilities needs?
 - b) What support do students/ākonga want to grow their financial capability?

To recruit participants, Te Ara Ahunga Ora provided NZCER with a list of teachers working in diverse secondary schools that use the Sorted in Schools programme. Diversity, in this context, refers to schools from a range of deciles, sizes, and geographic locations. NZCER staff, who have been involved in previous research and evaluation of Sorted in Schools, added teachers' names/schools to this list. All these teachers were sent an email inviting their school to participate in the research. However, due to the time and assessment pressures, only four schools agreed to participate. The demographics of the participating schools are listed in Table 1.

TABLE 1 School demographics

School type	Decile	Number of focus groups	Number of students
Large urban	9	2	13
Small semi-rural	2	1 (online)	5
Medium urban	9	1	9
Large urban	8	5	28
Totals	-	9	55

A total of 55 students/ākonga participated in a focus group interview with others from their school. More students came from urban, higher decile schools. Students/ākonga at three schools were interviewed in person. Ākonga at the fourth school were interviewed online, as bad weather impacted our visit. All focus group interviews were facilitated by two NZCER researchers.

As shown in Tables 2 and 3, students from a range of ethnicities participated in the research, and most students were in Year 10.

TABLE 2 Participant ethnicities

Ethnicity	Number of students*
Māori	5
Tongan	1
Samoa	1
New Zealand European	30
Other European	1
Chinese	5
Indian	5
Other Asian	2
Other	2
Prefer not to say	1

TABLE 3 Participant year levels

Year level	Number of students
Year 9	11
Year 10	44

*Students were able to select more than one ethnicity.

The focus group interviews were transcribed and analysed thematically. Verbatim quotes from students are used in the report and additional quotes are provided in the Appendix, under each research question.

3. Findings

This section explores the key themes arising from the student focus group interviews. The themes have been grouped by research question.

What perceptions do students/ākonga have about money?

This finding explores what ideas and beliefs students/ākonga have about money and financial capability. During the focus group interviews, they were asked:

- how often and with whom they talk about money and financial capability, and what topics they discuss
- how they learn about money
- to describe someone in their life who they thought was financially capable.

There are expected differences in the frequency of students'/ākonga conversations about money, and the depth of their financial capability knowledge. Learning about money at home and school, and the importance of having financial goals, were common topics raised by students/ākonga.

Parents and school are important sources of information

Most students/ākonga said they learnt about money and financial capability at school and from their family.

Family members included parents, older siblings, and cousins and, in some cases, an aunt or uncle. Often, conversations about money related to a financial event or news story, or their family's financial situation.

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)

I learnt most of it from my parents and my dad 'cause he does real-estate stuff. So, I learnt about buying houses, but I have learned more in-depth things from Commerce [class] and school. (Year 10 student)

Some parents also set up their child's bank account and demonstrated a range of money management strategies, like how to allocate income.

So, I used to have a job and he [my dad] tells me to cut things into percentages. Like, 25% of my money would go to spending and 25% to saving. Like, 15% for a future car ... he helped me set up my accounts. (Year 10 student)

My dad keeps saying to put a little bit into KiwiSaver because when you start adding, the government adds \$500 a year. So, it will be really good in the long run when I want to make a big investment because I won't be stressed for money. (Year 10 student)

All students said they learnt about money and financial capability at school. Students/ākonga who had limited opportunities to learn from or discuss money with their family were more reliant on their school for this knowledge. For some students, school-based financial learning began in primary.

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)

Some students/ākonga also spoke about money with their friends. These conversations were more common for those who had jobs, and typically centred on their spending and saving habits.

My friends and I talk about money occasionally—about wages and sometimes about the stock market. (Year 10 student)

Students have diverse financial experiences and knowledge

As illustrated by some of the comments above, students/ākonga have diverse experiences of money and financial capability. For example, many spoke about basic financial concepts and spending their (limited) money on food.

I just spend my money on food or clothes! (Year 10 student)

I just buy general stuff ... usually, I get McDonald’s or something after school. (Year 10 student)

However, other students/ākonga have a strong sense of money and can clearly articulate their thoughts about financial concepts. A few students even had their own business, which enabled them to extend their financial capability.

For me, like I run my own business. So, it’s like part of the money that I make from my business then has to go back into the business to buy the stuff to then carry on making stuff. I think that’s also something that I had to learn as well, because when I first started, I just wanted to blow it all on my own stuff. And then I had all these orders coming in, but I didn’t have the money to then go and buy the products to make what I’m actually going to sell. So, that was something that I had to learn. (Year 10 student)

This knowledge appears, in part, to come from their parents’ financial behaviours. Given that not all students/ākonga have access to reliable home-based knowledge and support, school-based financial education plays a critical role in providing equitable access to this information.

Having financial goals is important to students

Almost all the students/ākonga we spoke to had financial goals. Some goals were short term, such as saving for a holiday or a specific item.

[I’m saving] to go on a holiday to different countries. (Year 9 student)

I’m into sailing, so I bought a boat with a friend. So, that’s quite expensive but it’s definitely worth it. (Year 10 student)

I’m saving towards a car. (Year 10 student)

Others had goals that were much more long term, such as saving for a house, or their future family.

[I’m] saving for a house, I haven’t really thought about how much ... I don’t want to live at home when I get to that age, so I’ve started saving ... (Year 10 student)

Having a family as well [because that’s] expensive! That’s something you’ve got to think about as well, like the expenses of that. (Year 10 student)

Several students/ākonga were interested in investing their money.

I mostly just invest my money. (Year 10 student)

I've got investments—like, in some shares. (Year 10 student)

Being financially secure was also a common goal or aspiration. This included being able to pay for tertiary study.

[My goal is] being financially stable. So, not being in a situation where I don't have enough money to fend for myself. For example, if I go to uni and I live with my parents, I can't rely on them to support me with money. So, I'd have to have a job whilst studying as well. (Year 10 student)

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

Probably just saving up so I can take extra courses in uni because I know they do cost quite a bit. So, I don't want to be too much of a burden on my family. (Year 10 student)

We were surprised by how many students/ākonga said that having financial goals was important. It appeared they felt setting financial goals would help them to develop and practise positive behaviours and strategies.

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)

Financial trends influence students' perceptions and behaviours

Another surprise was the number of students/ākonga who were aware of national and global financial events and trends. They learnt about these trends from news media, family, and observed consumer behaviours. Inflation, in particular, was a common topic raised by ākonga during the focus group interviews.

The price of products is rising, and like flights are going insane. And working parents, they're not getting paid enough. So, then it's much harder to pay for like groceries and cars and so on and so forth. It's something that's consistently coming up as things are getting pricier and pricier. (Year 9 student)

I think also like pops up with like friends as well. Because when you're like, say you're going to the mall or something, you have to think about inflation when you want to buy something. (Year 9 student)

I talk to my friends about inflation. (Year 9 student)

While some students/ākonga said they weren't worried about the impact these trends might have on their day-to-day life, others expressed their concern and said they had adapted their financial goals and behaviours.

My goal used to be saving up enough to buy a house, but now with inflation and stuff like that, I know it's impossible ... Because my salary will never be high enough to catch up with the rate that inflation is increasing ... like at the most I'll be able to save for a car, if I get a really good salary. But a house, probably not. (Year 10 student)

I don't find it [the recent inflation] stressful; I think I just try to—obviously all you can do is try—being quite young, to not really worry about that. But at the end of the day you have to know that in a few years that's going to ... Now I'm seeing why I can't just buy stuff that is expensive. And so if something is cheaper, I go with that rather than getting the designer one. (Year 10 student)

Several students/ākonga said they would like to learn more about these trends, including how to “future-proof” their money during periods of financial stress and volatility.

Students equate saving money with being financially capable

The term “financially capable” was mentioned by students/ākonga in three of the focus group interviews. When they were asked to identify someone who they considered as financially capable, many described people who were good at saving or appeared to have a lot of money.

Probably my stepdad [is financially capable]—he’s quite good at it. You don’t see him getting things that he wants really ever; he’s always spending it on needs. It’s not that he couldn’t buy his wants if he wanted to, it’s just that he chooses not to because he wants to save. (Year 10 student)

I’ve got a mate who is really good at saving for stuff. He just saves up until he needs to buy a big purchase. At the moment he’s saving up for a car, so he’s spending as little as he possibly can and he’s saving the rest so he can get to his target quicker. He seems to be very self-driven—he just puts money aside for what he wants. (Year 10 student)

My sister [is financially capable]. She only just got a job, so her money came from Christmases and birthdays. So, she had like ... she’d save it throughout the year so she could buy presents for other people for birthdays and stuff. So, yeah and now that she’s got a job, she’s saving most of it. I think that’s cool. (Year 10 student)

My mum does her shopping online and sets a budget, and then if it goes too much over the budget, she’ll go through what we don’t need and look for better deals and stuff. (Year 10 student)

Some students/ākonga identified a friend or sibling as being financially capable, which suggests they feel a person’s age is not necessarily a determining factor of their financial capability. The comments above also indicate that students/ākonga learnt positive financial behaviours and strategies by watching how financially capable people managed their money.

What are students’/ākonga experiences and perceptions of Sorted in Schools?

This section focuses on the students’/ākonga experiences of the Sorted in Schools programme. They were asked what Sorted in Schools material they had used and how they had used it, what they learnt, the aspects of the material they enjoyed, and whether the material was relevant to them. Overall, students/ākonga were positive about their experiences of Sorted in Schools.

Schools use Sorted in Schools in a variety of ways

The Sorted in Schools programme is designed to be used in versatile ways by teachers across different subject areas. As identified in the Sorted in Schools evaluation report, schools use the Sorted in Schools programme and resources in a variety of ways. The students in our focus group interviews experienced Sorted in Schools in “opt-in” financially focused courses (such as Commerce or Advanced Mathematics), in a core subject (English), or in pastoral time (Ako/Form class). They recalled using the following Sorted in Schools material:

- Motu Quest
- the Starter Pack
- Apply numeric reasoning in solving problems—Practise booklet.

One student said they had also used the calculators on the Sorted website.

I think we used the one that is just called 'Sorted' in Commerce class. And there are all the calculators and stuff. That one is really helpful. (Year 10 student)

The majority of students/ākonga said they had only used the Sorted in Schools material once or twice. Often, the Sorted in Schools material was used in conjunction with other financial literacy materials and resources. It was also common for students/ākonga to complete Sorted in Schools material individually on their device. Only one group of students said they completed a Sorted in Schools activity together.

Student 1: I did [the starter kit] last class [Ako time].

Student 2: Yeah, same but we did it in Commerce class last year.

Student 3: Yeah, we used [the Starter Pack] by ourselves on a Chromebook. (All of the above students are in Year 10)

Our English teacher took us through the website ... I think it was the one of the interactive activities. (Year 10 student)

This morning in Ako [form time that has a learning focus] we went into the Starter Pack, and we did these interactive activities which was really fun, and we learned how to budget your money. (Year 10 student)

As the last comment suggests, 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 use the programme resources more often.

Students enjoy using Sorted in Schools

Most students/ākonga thought the Sorted in Schools programme and resources were simple, easy to use, and well designed for young people. The most popular activities were interactive and creative; for example, Motu Quest. Students/ākonga also said they enjoyed learning new things and testing themselves.

[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)

I really like using [the Starter Pack]. It's easy to use and get around. It's very simple as well—it has everything there. (Year 9 student)

It's [Sorted in Schools] online and it's more colourful and it has videos and is interactive. This generation of kids prefer computer stuff compared to older generation book stuff. (Year 10 student)

These comments suggest students/ākonga not only had fun using the material but also believed it helped to develop their financial knowledge and capability. When asked whether the material was relevant to their lives, most agreed.

All of it [Motu Quest] is relevant, especially for the future and preparing ourselves and making sure we don't end up in a situation where we are in debt. (Year 10 student)

It [Sorted in Schools] teaches us like different life skills and stuff that we need to know. (Year 9 student)

However, some students/ākonga thought the topics they were learning weren't relevant to their life stage. What was deemed as relevant varied between students. This finding is discussed in the following section: "What information and support do students/ākonga want to grow their money and financial capability?"

Overall, students/ākonga enjoyed using the Sorted in Schools programme. However, some students/ākonga raised issues they had experienced using Motu Quest. This related to the activity design and the functionality of the website.

The introduction was really long ... Like, you'd sit there, just waiting [to] get to the question. (Year 9 student)

One thing I found really annoying was if you didn't get enough [correct questions] to pass [the quiz], and you had to restart it, it made you do the whole intro all over again. Like, I spent more time on the intro than the actual quiz! (Year 10 student)

One student also offered a suggestion about how the activities could be made more relevant.

Maybe they could design a quiz, where at the start of the quiz you're asked some questions, like what you're interested in. And from how you answer those questions, it would give you a different direction of what you could do in order to achieve those things. (Year 10 student)

What information and support do students/ākonga want to grow their money and financial capability?

As already discussed, many students/ākonga in this study want to learn about and grow their financial capability. This section explores what students/ākonga would like to learn about money and financial capability, and their preferred ways to learn and receive support.

Some students want to learn about "up-to-date" financial concepts

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 had received was less relevant to the modern world.

I would like it to have information about a wider range of things that you can spend money on—like shares and even newer stuff like cryptocurrencies and just updated sort of things. (Year 9 student)

I think it's [financial capability education] very old fashioned. It's not really like catering to the new generation ... like loans and saving and stuff like that? And now it's more, I think it's more diverse and there are different things to learn about. (Year 10 student)

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 obviously saving. I feel like there could be more ways. (Year 10 student)

Several students/ākonga were frustrated by the limited range of financial management strategies they had been taught. They seemed to believe information was being withheld from them, or that more innovative strategies existed.

They [school] never tell you there's another option. Another way, other than getting jobs, there is another way to expand [your money] even further. (Year 10 student)

This is just my opinion on it, but I think in class when we are learning about economics, it's more the 'right' way and the 'wrong' way to do things, rather than there are heaps of different ways to do it, that work best for you ... I just think when we're learning about it, they'll be like 'this is the best way for you to do it' but they're only telling us one way of doing it, rather than making our own decisions about a wide range of things. (Year 10 student)

Interestingly, some of the topics that students/ākonga said they wanted to learn about that were currently missing from their financial capability education are included in the Sorted in Schools programme and resources.

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)

[I want to learn] how to do a tax return. (Year 10 student)

Or maybe [have some resources] about a pay slip. Like how to read a pay slip, that would be helpful! Because most of us have jobs but we don't understand how it all works. (Year 10 student)

Schools select activities they believe best meet the needs of their students/ākonga. However, some students/ākonga want to advance their knowledge more quickly or learn about topics different from those delivered by their school. This finding suggests that teachers who respond to their students'/ākonga interests and needs are likely to have better student/ākonga engagement and learning outcomes. It would also be valuable for teachers to share with students/ākonga how to access additional information/material. This will ensure students/ākonga can continue to grow their financial capability outside their formal education.

Students prefer to learn in person

A common idea held about young people is that they prefer to learn online. However, the students/ākonga in this study overwhelmingly disagreed with this assumption. Instead, face-to-face learning was stated as their preferred way to learn.

Student 1: [I prefer] face to face learning ... you can actually ask questions.

Student 2: It's more immersive.

Student 3: More engaging. (All of these students are in Year 10)

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)

Face-to-face learning was considered more interactive and engaging and enabled students/ākonga to ask questions easily. It also meant they could work with their peers, which made it more enjoyable. A few students/ākonga we spoke to said they enjoyed a mix of online and face-to-face learning, because it enabled them to go deeper into a topic and they could refer back to the material at a later date.

Real-life stories are engaging and relatable

In addition to their preference of face-to-face learning, most students/ākonga wanted to hear about and learn from people's personal experiences. When asked whose stories they would like to hear, the responses were mixed; some students/ākonga wanted to hear from financial experts, while others enjoyed listening to stories from people they could relate to.

[I want] more real-world scenarios, I think. Last term we had a stockbroker come in and talk to, that was good. (Year 10 student)

As much as words can be helpful, real-life examples are really important. Like bringing people into school to learn from. (Year 10 student)

Students/ākonga said that, while they would like to hear these stories in person, short videos (under 3 minutes) would also be useful and engaging. They wanted these stories to illustrate successful management strategies, as well as examples of how people had worked through a difficult financial situation.

Students are wary of information on social media

Most students/ākonga had a very clear sense that financial information and advice found on social media was likely to be unreliable or false. Instead, they used Google searches or specific websites (such as government or reputable financial websites) to learn about money and financial capability. Only a few students said they learnt about money from people on social media.

Usually, I just Google it. (Year 9 student)

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)

Usually, I try to use websites that I've learned can be trusted from school, like all of the government websites. Also, on TikTok I follow people that have money saving tips and tricks and stuff, even though it's just an opinion it's actually helped me out a lot. (Year 10 student)

Not being able to ask a specific question on a website was seen as a barrier.

But with online [sources], you can't really ask your own specific questions and get the right answers, like you would with a person. (Year 10 student)

A range of strategies were used to establish whether the information students/ākonga had access to was reliable, such as cross-referencing websites, checking the website URL, and identifying the website country of origin.

I usually Google it or I go to the government website—I usually find it quite interesting. Usually, I find it quite reliable. I don't usually just take it from one (site), I fact check it. (Year 10 student)

If you're not going into a specific website and you were just going to search it up, it can also be in different countries. So, the way it works would be completely different to what I want to exactly know for where I am right now. (Year 10 student)

This finding suggests that finance-related social media campaigns may be less effective at engaging young people. Instead, boosting the Sorted in Schools website Single Sign-On (SSO) may be a better way to ensure students can access reliable online financial information and advice.

4. Conclusion

This study has highlighted the voices of 55 students/ākonga talking about money and financial capability, and their experiences of the Sorted in Schools programme and resources. They spoke 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.

The key findings of this study are summarised below:

- Most students/ākonga said they learnt about money and financial capability at school and from their family. Given that not all students/ākonga have access to reliable home-based knowledge and support, school-based financial education plays a critical role in providing equitable access to this information.
- Almost all the students/ākonga we spoke to had financial goals. Goals were considered important, not only for reaching a desired outcome, but also for helping students/ākonga develop and practise positive financial behaviours and strategies.
- 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.
- 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.
- Some students/ākonga want to advance their knowledge more quickly or learn about topics different from those delivered by their school.
- Most students/ākonga expressed a preference for face-to-face learning. They also wanted to hear about and learn from people’s personal experiences.
- 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.

This study identified that some students/ākonga are unsure about how they will access financial information and support post-school. It may be worthwhile investigating how to best support young people once they leave compulsory education. Finally, this study was not able to focus on two important perspectives, and these would benefit from being explored in a similar qualitative study:

- the perspectives of ākonga Māori and whānau Māori in English-medium education settings
- senior students/ākonga.

Appendix: Additional student quotes

What perceptions do students/ākonga have about money?

“My mum [is financially capable], when she was younger, we were under a tight budget, and she would like, make us all family meals with only a couple of dollars and stuff. And so now using that experience, she like talks to me about it.”

“Invest smartly, like my dad [is financially capable], he bought three houses right now. And like, for instance, inflation went up, like prices have gone up to the profit will be like crazy.”

“Yeah, it just teaches me to be more careful. If I see something straight away, maybe I should wait a bit and maybe I’ll realise that it was a good thing that I waited so I didn’t waste my money. I’m not very good with my money.”

“If your parents are making you pay for your own university—start saving early. If you get [an] allowance or get a job, what you do is be smart with it. So, save a bit of it for your future. Save a bit of it for yourself to use now and save some for an emergency. So, continually do that. So, you split it into thirds and then over time you collect more ... I don’t know what the word is ... yeah and in the future by then you should have enough money.”

“Most of it I get from people I know who know stuff. But I don’t really look at getting investment advice from the internet—just looking up basic stuff like the price of something but not really taking any advice on what to spend money on.”

“Well, once I get a job, I’m going to try and open a term deposit, but you need a minimum of a \$1,000 ... It just seems like a good thing to do to save up a lot of money for buying houses and big purchases. Somewhere safe to keep the money before you need it the most.”

“And I would have to worry about other things. But I would also want to make sure that I have enough money so that I can treat myself to nice things. So have that ... have a certain set of rules or something for myself or set a goal for myself so that each week I should have x amount of money.”

“Just to have enough to live [in future]. To live how I want to live, not like so I can’t do things, like, buy food or whatever.”

“Money to enjoy yourself and come and just like survive.”

“I think as soon as you get a job, you should just start putting money aside because you never know, like, what’s going to happen just then you kind of got peace of mind that whatever happened, you’ve got just that little bit of money saved, and you can just keep doing that. Just your whole life. Just keep putting money, you’re packing money away.”

What are students'/ākongā experiences and perceptions of the Sorted in Schools resources?

“We did it [Sorted in Schools] in business, finance. And then once like, using that as our resource, and like answering the questions and finding out everything. And at the end of the topic, we actually did like a little quiz thing. And it was all questions for us. Nine out of ten. And it was like, there was like a loans and a saving?”

“Sometimes I did [Sorted in Schools] at home, just like a little ...”

“Okay, I was online. It’s really cool. Like for car insurance. When you’re a teen, it’s like more expensive. I just learned a lot of new stuff about what to know.”

“I like it [Motu Quest] as it was like a different way to learn. Because a lot of like, subjects, you’re just doing the same thing. But then this was like a different way. Which is nice. Like, for that variety.”

“It [Motu Quest] was like quick and easy. It wasn’t like the paragraphs. And like also gave the information we needed just to learn about those.”

“When you get a question, like, less than one correct and you have to do it again, reinforces it.”

“I feel like it was every single one which was just the exact same layout. So, like, it just got kind of like the same thing. Yeah, so like, you just got used to it really fast. And it wasn’t after like a couple times. It just was this exact same thing.”

“It [Motu Quest] is, like, have the questions along the way. So, you’re thinking the whole time and because everyone was saying like you just get through the first bit and just get to the end. But if it took you like had answering questions to take you throughout the journey, that would have been better.”

“And also, like how we can apply that knowledge to like real life situations.”

“It should be more relatable questions. The questions were more relatable means I think could be more useful.”

“[I learnt from] Motu Quest—there are just several tasks on there 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.”

“It’s [Sorted in Schools] more fun than just reading a book. If we had to do that most of us would just fall asleep and we wouldn’t read it.”

“I think as well, when it’s got multiple choices, you actually have to think about the answer. So, if you get it wrong you remember it more the next time.”

“They were all different questions as well, which is a good thing. It helps you to learn new things.”

“The questions that they ask you can help you financially in the future.”

“I think saving and KiwiSaver [in Motu Quest] were good ones. I feel like all of the other ones aren’t that relevant to us right now because our parents are the ones buying insurance. I feel like saving and KiwiSaver are things that we can start now and actually impact us right now.”

“I wish there was an option to skip the intro, so it didn’t take so long.”

“You had to wait for the turtle to stop talking and then you got to press the skip button.”

“Yes, it [Motu Quest] is relevant to our lives.”

“It’s [Sorted in Schools] made for kids.”

"It [Sorted in Schools] teaches us like different life skills and stuff that we need to know."

"Just when you log into Sorted, sometimes it will say that you haven't signed up when you have."

"Sometimes it [Sorted in Schools] doesn't like, save your data. Like you[ve] got to restart."

"Well, you have to like, you[ve] got to make sure that you work out a budget, and then you spend within it. Make sure you have all your needs."

"So, like we had a Market Day, and we had to go to buy all supplies. We had a list, it was kind of similar to the [Sorted in Schools] shopping activity and party planner. So, we got to buy all our ingredients and stuff."

"It [Sorted in Schools] was easy to use. There was like nothing really complicated about it. You just kind of read it. And then you went through to the next thing, and then read that. And then at the end to ask you like questions, so you kind of like made sure you kind of knew what you just read?"

"It [Sorted in Schools] was pretty straightforward."

"I feel like [Sorted in Schools would be better] if it was like an actual lesson, instead of just on the computer."

"[Sorted in Schools would be better] if someone was telling you about it, and then you could like, do something. like in class with the teacher ... Like, actual instead of just sitting in front of a computer."

"Yeah, [Sorted in Schools is] nice and simple."

"I definitely think that with my business and my jobs ... there are definitely those skills [in Sorted in Schools] that we can apply, I think that's really good."

"I think for me personally, it [Sorted in Schools] was really good. Because while we were learning about that, I was doing my business at that time. So, it was like I could use those skills that we learned and then put them straight on. It wasn't like I learned them and then didn't really mean anything to me and then waited. And then oh, now it does. So, it was like quite good. Because I could implement them straight away, which is really good."

"Yeah, it's really interesting to just read through the information. It's [the Starter Pack] got lots of videos explaining the information. The videos are really good if you can't be bothered reading. Even having the audio there so you can just listen to it, rather than reading it is quite handy, because you can just sit back and listen to it without doing too much. The IRD number is probably the most helpful thing I've learnt—just what it is and how you actually need it for what you do in New Zealand."

"But I remember when we were doing [Sorted in Schools] and they were speaking. They'd be speaking for like 5 minutes and you'd just get really bored because you'd just be sitting there listening to them when you could read it with your eyes in like 30 seconds."

"It's [Sorted in Schools] a fun and interactive way for people to learn about knowledge. But apart from just definitions, you can also try like maybe a situation, and you have different options, and you can choose and then which leads to different outcomes."

"I think it's [Sorted in Schools] helpful for what you're doing. I just think like when you're going over the definitions over and over again, it just ... it kind of goes away from being helpful. It's just more working out exactly what it is rather than examples that they would give you ... because when they do it, it would be very dictionary-kind of answer rather than an example of when you would use it."

"I enjoyed the more independent ones where you worked it out yourself—like the party planner ones. Not just the ones where you are clicking through them and answering questions. It's more fun when you're doing it and it's led by yourself."

"I mean, it depends on what I was looking at. I would say, if I look for day-to-day stuff, then yeah [I will go to Sorted in Schools], but not for more advanced stuff, like compound interest and stuff."

"I think it's [Sorted in Schools] good. I think it's easy to use and easy for younger people to ... like younger students to understand. So, it's good that they can get an understanding when they're younger."

"This is like just in my opinion but um, when they [Sorted in Schools] ask the questions, it would be more of a definition of whatever the word is, not necessarily how it's being used, if that makes sense ... I don't like it 'cause I wouldn't necessarily be able to be like, go out and be like, 'oh, this is what it would mean' or it's kind of more just matching up the definition with the word."

What information and support do students/ākonga want to grow their money and financial capability?

"I feel like a bank, like ASB or anything should come to our school, and kind of target like about teenage stuff. Like, for example, saving cars, shopping, like future colleges or universities want to say, but not just say saving money in general and kind of give us like a way to go for it."

"Because usually like ASB, they come into, like primary schools and like intermediate, but it's like, we're not spending money at that age. So, it would be more of a like, better way to come to like colleges. Instead of going to like primary schools and talking about money, like saving stuff."

"Face-to-face learning is like much more like you can actually soak it in. Whereas when it's online, they're on screen, that's like you can just easily get distracted like a bird can fly through the window. Yeah, that's interesting. Like completely forget everything that someone just said."

"I think like both [online and face-to-face] are really good though. Because like when it's online, you can refer back to a resource. Back and like remember more things."

"I feel like in schools, they should just ... I think they should have kind of like, people come in and teach about it, like specific stuff instead of ... 'cause in economics, you have to choose it as a whole course to take in NCEA whereas if you just want to know about like stuff for paying uni or like, investing your money for the future, just doing that instead."

"This is just again my opinion on it but I think at least in class, when we are learning about economics, it's more the 'right' way and the 'wrong' way to do things rather than there are heaps of different ways to do it, that work best for you ... I just think when we're learning about it, they'll be like 'this is the best way for you to do it' but they're only telling us one way of doing it, rather than making our own decisions about a wide range of things."

"It [learning online] just made it more difficult because you couldn't ask and get an answer easily. I think with online as well, it's a lot easier to get distracted. Whereas if it's face-to-face you have to be more focused in the conversation and you have to be listening."

"It probably would be more beneficial if it was compulsory. Because then I think you'd see a decrease in people who are homeless or not financially stable. And more people would be financially stable ... Well, be able to get food, water and have some shelter. Just basic needs."

“Yes, but it’s not explaining specifically [at home] like what’s wrong, like, inflate inflation, or whatever is the reason but like, I don’t know what that is particularly. But like, all I could tell it about how it is horrible, bad, I guess.”

“I feel like it would be better if we had like a person coming into our classes and like, fully telling us and demonstrating it maybe to make it easier for us.”

“Yeah, giving us real life experience, something practical to go through and figure it out.”

“There’s so many fake news and stuff [online]. You can never be sure what you see online is actually true.”

“I feel like sometimes it [online information] could just be lies. Just because the internet is, you know, there’s a lot of lies on it.”

“Yeah. The Erika on TikTok and she’s, she has like a law degree, and she’s always talking about ways to save money.”

“Google! We just type in a question and see what answer comes up.”

“Like there will be a person that looks like they know what they’re talking about but you’re not sure if it’s completely real or not.”

“Cause not everything you see on social media is real—some things can be real, and some things can be fake. It could be real but you’re not actually sure.”

“Yeah, like what you see is right in front of you and you know that it’s real because it’s an actual human being talking to you about it. It’s not someone on your phone, which someone could fake. Technology is really advanced now, and it can do a lot of things, so people can actually trick you pretty well.”

“More stuff like kind of how many like what jobs pay because like, you learn all about careers and stuff. But then they say like you should do it but then it turns out [it] doesn’t really pay much. So, it’s not very liveable.”

“I like learning [more] about ... mortgages and how you navigate something like that as well.”

“Like when you’re listening to someone face to face, it’s quite good because you kind of hear them like, it’s kind of coming from them, not just from some random person that you don’t know. And like, when it’s coming from someone that you actually know, then it feels a bit more personal. Especially if it’s been like a teacher that you’ve had, like, all year, it’s just easier to relate to, I guess, or it’s just I just feel like I learned a little bit better when I’m with someone that I’m more comfortable with.”

“Well, I remember at primary school, there was like, this thing, I think, was called Banker or something. And it was really good, because it was kind of just like, a fake bank kind of thing. And we had to like, we do like jobs around the classroom. And then you’d get paid. And you had to, like buy a house and like, we kind of learned how to budget and like, pay off mortgages and stuff in school, it was kind of [a] game, but it gave me like a new perspective on like, how, like, you’ve got to pay stuff off. And like all that stuff, because I didn’t really know that you had to do therefore you just like bought a house, and then you had a house, like rates or mortgages or anything like that. So, it’s quite interesting, being able to kind of experience something that you’re not experiencing at the same time.”

“It was online. But it had like, digital, like houses and like cars, or whatever. So, you’ll earn money by doing jobs. And then you could buy a house or get a mortgage or rent or whatever, and you had to do a school skill, but then you’re just like, have interest in like, all of that stuff. So, you learn like all of

those different skills. And it was just really, like, I just learned so much from doing that. Because it was like, you felt like you were actually experiencing things. like you're actually going through that. Not just hearing about it, which was really cool."

"Basically, just how to like pay taxes and like pay off your mortgage. Like we get told to do that. But we don't know [how]."

"I think it [the best time to learn money] should just be from when you first start high school, because I mean, there's so many, like, even now I've got a job, right? And if I didn't have family members that knew a lot about money, I probably would just be blowing my money on stuff. And I wouldn't have those skills to like, learn how to save. So, like, if I wasn't learning it at school, then I wouldn't know. I think it should kind of just start and just you learn more and more as you go. Yeah, but I don't think it should just start when you become saving."

"I just think the most important thing is I think it should just be something that we have to learn. I don't think [it] should have to be a choice. Because obviously before like, I don't think like when you leave school, like hopefully, if it is something that is enforced, then hopefully you would have those skills by the time you finish high school that you wouldn't need to get that extra stuff afterwards."

"It's definitely something that's overlooked. I feel like that might change later on, because definitely, a lot of the teachers are definitely more on the older side generations so they're a bit more [of a] traditional fan, maybe new ones that are coming through who might actually know been wanting to learn about that."

"Then again, you have to be careful that I mean, some people like me, we don't have social media. So, you gotta be careful of that point as well."

