

**Summary of crash course developed by KHLeuven and St.Pieterscollege as part of the Comenius project "Financial Education"**

Introduction

For students in the first degree 'classical languages', we have chosen to develop its own 'crash course'. This course has been taught by non - economists so that a good preparation was necessary. Colleagues were prepared via a workshop, supported by a PPT and a manual with the solutions of the exercises and the answers of questions.

Several methods have been integrated into this course going from theory, exercises, facts & figures, tips, short movies to a quiz. This course with some modifications could be used in the first or second degree of ASO and TSO schools in Belgium.

The course was fully elaborated in Dutch because this course was introduced in St. Pieter's College, located in Leuven (Flanders). Education in Belgium is regional authority and that is the reason why this Comenius project was developed in Dutch.

With this summary , we want to give an overview of the content of this course.

If you wish to consult the comprehensive crash course you could find this on the website of the project.

Content of the crash course

*I. Research/assignment*

a. Students write during a month all their revenues and all their expenses in a financial journal. Pupils can conclude if they have a surplus or a deficit, and how they deal with this result. The discussion of their result were discussed in the classroom.

b. Students also ask some questions to their parents about the income of their family; their amount of their pocket money in the past, about taxes that they have to pay .... so could we involved parents in financial education.

c. Students also identify the price of products / services that they bought and analyse the way of paying these products/services.

*II. Definitions, functions and types of money*

a. Definition of money and the functions and types of money are described but also illustrated with examples. The history of the coins ranging from Greece to now will be explained.

b. The emergence of coins and notes is displayed through a movie.

c. The difference between currency and demand deposits is described and also the use of debit - and credit cards.

d. This content is complemented by practical facts and a topical article "Belgium hub for counterfeit coins"

### III. *Budget = difference between revenues and expenditures*

a. What are the income of young people? What's the way of spending their money?

b. Home assignment for students: Start looking for a cheap prepaid card for your mobile phone. In this way, they compare the prices of different providers.

c. Discussion of the equation:  $Y = C + S \Rightarrow C > Y \Rightarrow \text{debt}; C < Y \Rightarrow \text{save}$

### IV. *Saving*

a. Definition of saving and the various forms of saving.

b. Students learn by doing an exercise the difference between stocks, savings accounts, certificates of deposit, bonds, term account, ...

c. What is the meaning of a well-diversified investment portfolio?

### V. *Loans and the actuality*

a. Facts and figures of the dangers of debts

b. What is a consumer credit and what can I do with it?

c. What is a mortgage and what can I do with it?

d. Exercise: the purchase of an iPad. First save or a purchase on installment? What is the cheapest way?

e. News article: More and more young people between 20 and 35 years accumulate small debts. This text is the basis for a discussion in the classroom.

### VI. *The operation of the bank as between person*

a. Movie of the formation of the banks and the operation of banks. The role of the bank as a middleman.

### VII. *Texts for discussion: actuality*

### VIII. *Money Test – What moneytype are you?*

a. Students answer 10 questions related to their money behavior. Their answers determine their moneytype: a regulator, a future planner, a bon vivant, a trendsetter.

b. The class could be divided on the basis of these different types of money and each group can give tips to another group so that they could learn how to deal with money! Good tips!

#### IX. QUIZ

a. Who is the smartest student in finance?

b. 10 different questions linked with the content of the course were asked.

#### *Conclusion*

After this crash course followed an evaluation at the pupils and colleagues.

The four colleagues, non-economists, were pleasantly surprised by the enthusiastic participation of the students. Their inquisitiveness surprised them.

We have discovered that boys are more interested in these financial items than girls. After this course, they feel themselves better equipped to make financial transactions and they could follow better the financial topics on TV. Girls on the other hand put a better link between this crash course and other related subjects such as history, mathematics. Curiously for us was that the young people for certain assignments involved their parents in this crash course. One of the students showed his mother the way to get a profitable GSM subscription.

The content of this crash course was transmitted through a workshop. A detailed PPT prepared by us, had to help them with the teaching of these financial subjects. Our colleagues experienced it as not so easy to teach material that was totally new to them. Despite the intense preparation the colleagues have devoted much time to the mastery of the subject matter.

#### *Resources*

##### Written sources:

Trimbemont C.(2013) Economie als wetenschap, Gent, Academia Press

De Velder S. & De Cnuydt I.( 2013) Economie Vandaag, Gent, Academia Press

BVK Beroepsvereniging van het krediet <http://www.upc-bvk.be/NL>

Eigen cursusnota's 'Financieel Beheer' Departement ECHO KHLeuven

Economix SEI, Pelckmans uitgeverij (2012)

Van de Cruys V.&Vande Sype P. : 'Stap voor stap naar economisch inzicht', De Boeck uitgeverij ( 2012)

Sources on-line:

- Mediargus: [www.oivo.be](http://www.oivo.be)
- Febelfin Belgische federatie voor de financiële sector <http://www.febelfin.be>
- Financiële portaalsite [www.wikifin.be](http://www.wikifin.be)
- Nationaal Instituut voor Budgetvoorlichting Nederland [www.nibud.nl/scholieren](http://www.nibud.nl/scholieren)

