

Competency Based Action Learning: a new curriculum synthesis for financial literacy education¹

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Abstract

What might be the components of an effective financial literacy curriculum? In a study conducted at the Institute of Education University of London, empirical data was collected from surveys, observation and interviews, adopting an inductive grounded theory approach and a pragmatist philosophy, in association with real-world organisations such as the Financial Services Authority, the National Institute of Adult Continuing Education, and the National Research and Development Centre for adult literacy and numeracy. The study proposes a new Model to understand the financial world, and an innovative curriculum synthesis called ‘Competency Based Action Learning (CoBAL)’ for facilitating more effective financial decisions.

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