

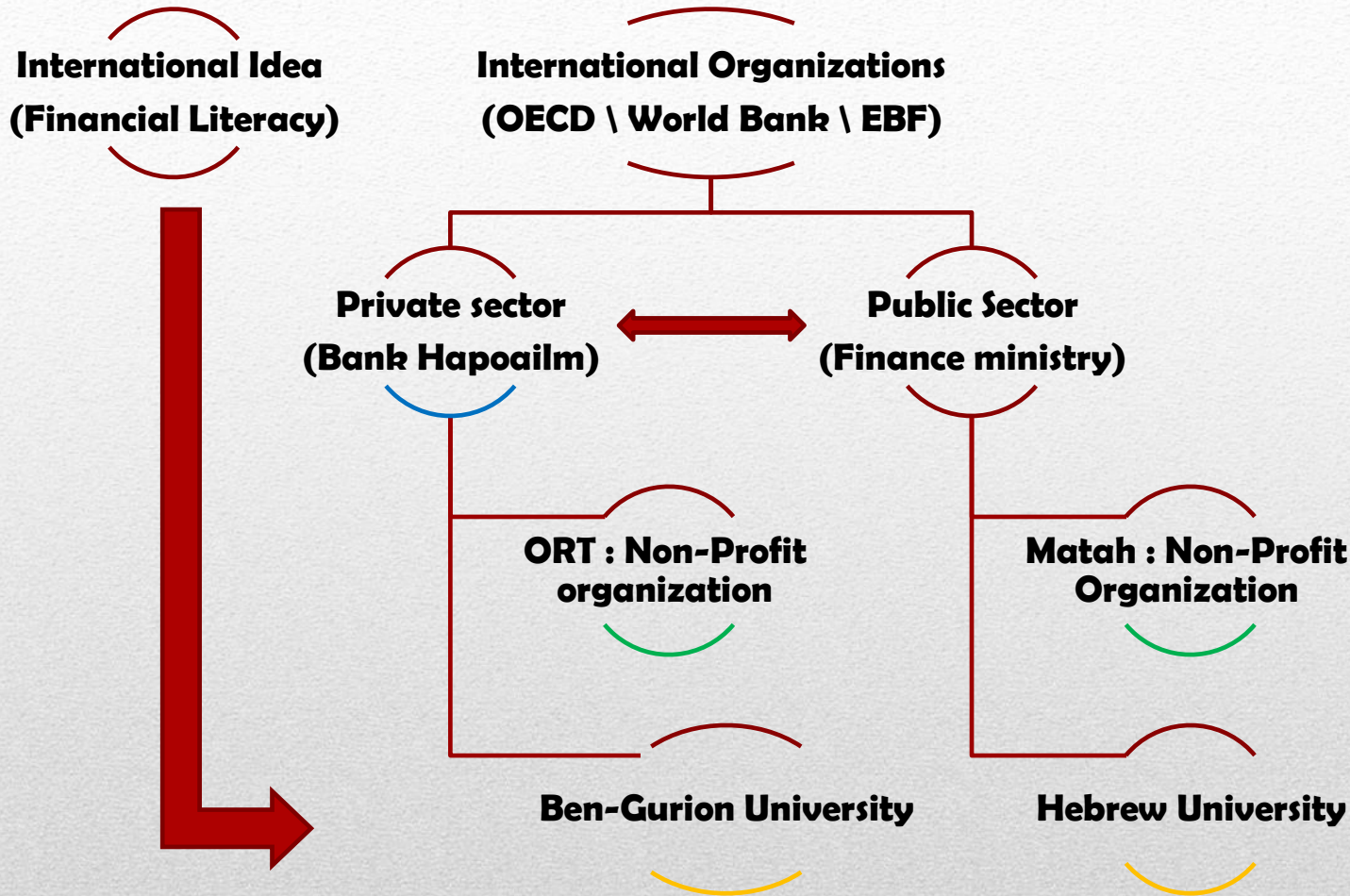
Financial Literacy: Expansion and Translation in the Public, Private and Non-Profit Sectors in Israel

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What do institutions do?

- Constrain and channel action, define opportunities, facilitate patterns of action (dos and don'ts)
 - Congeal rules & resources, provide rules of the game
 - Give stability & meaning to social behavior
 - **Institutions as social constructions**
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Expansion flow diagram

Sillaby Comparison

Learning Subject	Public sector	Private sector	International standards
	Matah	ORT school network	US Council for economic education (2013)
Introduction	YES	YES	_____
Budget	YES	YES	Earning income
Saving	YES	YES	Saving
The financial discourse	YES	YES	
loans	YES	NO	Using credit
Salary and income	NO	YES	
Bank	YES	YES	Protecting and insuring
investments	YES	YES	Financial investing
Consumers rights	YES	YES	Buying goods and services
commercials	YES	NO	
The cellular budget	YES	NO	
Money and payment	NO	YES	
Implementation project	NO	YES	_____
Summery	Summery	Summery and evaluation	_____
Hours	10 hours	15 hours	

Different Sectors Different Program?

- *how, if at all, does the public, private or nonprofit nature of organizations influence their:*
 1. *reasons to adopt new institutional forms?*
 2. *the practices that they associate with these institutions?*
 3. *and the meaning that they inject through translation?*

Research Questions

- *H1: Regardless of their level of publicness, organizations — public, business and nonprofit — will similarly adopt similar institutions, such as financial literacy programs, due to isomorphic pressures from their institutional environment.*

H1

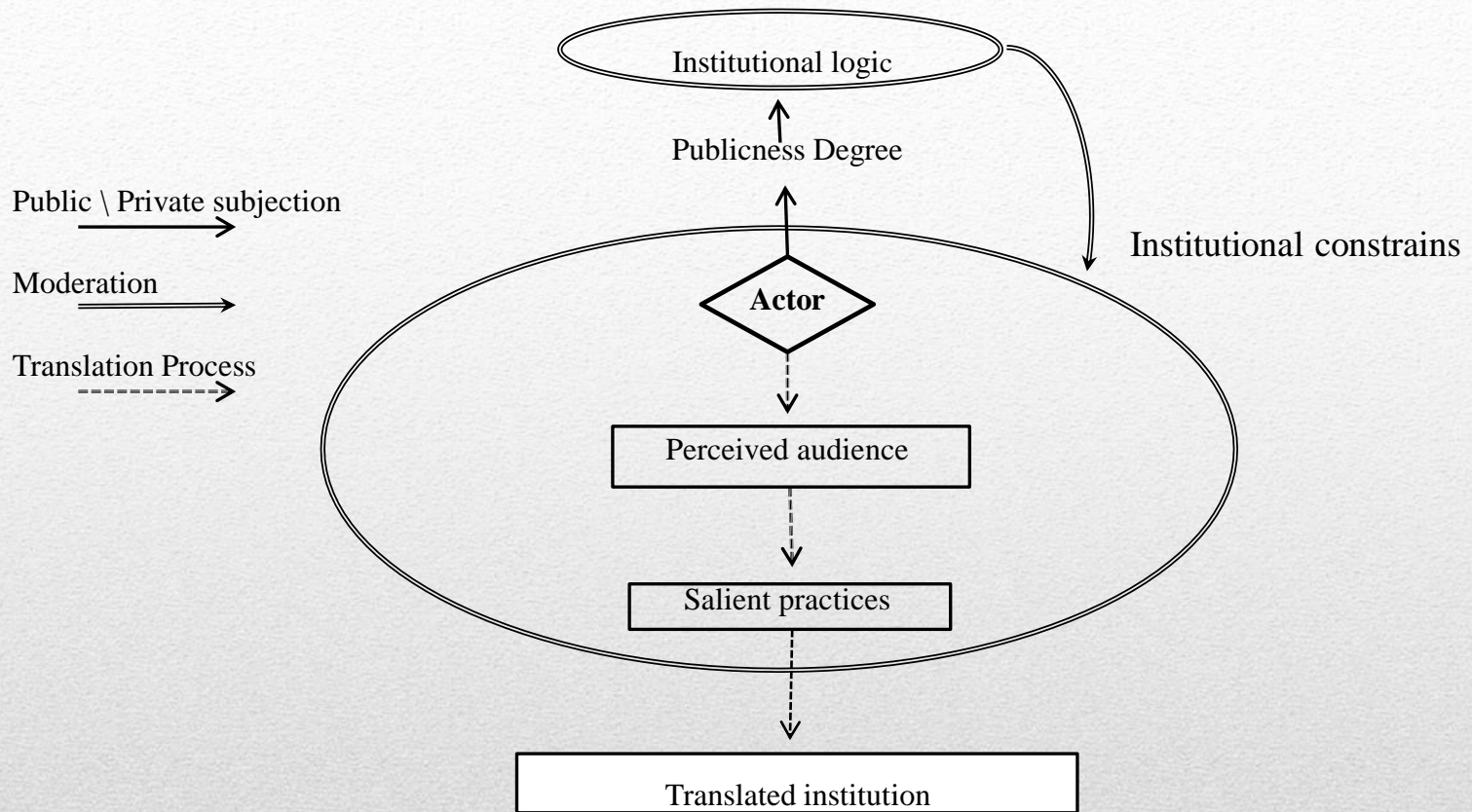
Table 2 : Levels of Institutional pressures by programs

	ORT + bank	MATAH + public ministries
Normative	High	High
Mimetic	<i>High</i>	Medium
Coercive	Medium	<i>High</i>

“They [bank’s director board] grappled with the issue for several months... They looked at the recent trends... I’m sure that the fact that U.S. financial institutions have chosen the value of ‘financial freedom’ was very encouraging. It is clear that one of the considerations taken into account was what is happening in the world; and what other banks are doing” (policy designer in the bank).

“Part of the motivation to hold it [financial literacy] is the background of Israel’s accession to the OECD. The OECD hold every 3 years the PISA exam. When the OECD decided to promote financial education, it decided to add it as a chapter in the PISA exams. ... Now we have to teach our students so we will not make a fools out of ourselves” (policy designer in the Finance Ministry).

Results for H1



- *H2: Actors will interpret their institutional environments according to their subjection to public/private authority; congruently, they will follow their perceived institutional logic while translating the new institution.*

H2

“They [the bank] want more videos, thing of this sort. They want things that will be rich and graphic; that will look good and will be appealing” (manager in ORT).

“They [ORT R&D] are doing all the time the necessary adjustments — the website “to understand the money”; a newsletter that they publish; games for parents and children together; amazing and accessible site to everyone with games and stuff. ORT is one of the most amazing organizations. How they work! Their R&D is awesome!” (policy designer in the bank).



Results for H2 (marketing)

- *“The bank is investing a fortune. Without evidence, we will be in trouble. I need your attention [for my report requests] in the mail”* (manager in ORT)
- *“Supervision!?! No one supervises me. ... Not an inspector and definitely not the school principle. They don't know anything about economy! ... Moreover, at the end of the year I (!) asked the manager to talk with the pupils about the program”* (teacher in MATAH).

Result for H2 [audit]

Table 6: Comparison between the translation process of the two programs

<u>ORT - Business Logic</u>			
Actors	Policy designers	Program managers and writers	Teachers
Perceived audience	The funder - Bank Hapoalim	Bank Hapoalim, schools and teachers.	Managers, pupils
Practices	Marketing	Audit downward, marketing, innovation	Audit upward
Meaning	"To be first is a responsibility"	<i>"To be first" - novelty, performance and morality</i>	
<u>MATAH - Public logic in professional context</u>			
Actors	Policy designers	Program managers and writers	Professional teachers
Perceived audience	Public representatives, other ministries, the public,	Professional pedagogical colleagues	Pupils
Practices	Due process, procedures	Professional committee.	Personal translation
Meaning	Public interest	<i>Financial literacy as a tool for teaching personal and social values.</i>	<i>Financial literacy as an opportunity for rich and free teaching.</i>

Results for RQ3 (meaning)

Thank You!
