MONEY MOJO

CASE STUDY

Money Ready at Wingate

Preparing students for university and life beyond Tenerife. An eight-week financial literacy programme for 16–18 year old students.

Year 12 and Year 13 students and staff after completing the Money Ready programme, Wingate School, March 2026

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What's inside

Money Mojo provides financial education and coaching only. It does not provide regulated financial, tax, or legal advice, sell investments, or manage money.

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THE CASE STUDY

Executive Summary

SECTION 01

Executive Summary

Summary

In January to March 2026, Wingate School introduced **Money Ready: for University & Life**, an eight-session financial literacy programme for Year 12 and Year 13 students. The programme focused on the practical decisions students are likely to face as they move towards university, work, and greater independence.

88%

of students said they would recommend the programme to future cohorts

59%

finished at Level 3 confidence, a tenfold increase from baseline

0

students remained at the lowest confidence level by the end

Spain scored below the OECD average in financial literacy (486 vs 498) per PISA 2022, and 17 per cent of Spanish students did not reach baseline proficiency.[1]

Regional economic conditions in the Canary Islands make practical money skills especially relevant for young people.

The programme was designed to help students leave school with stronger habits, clearer judgement, and more confidence in the financial decisions ahead of them. This case study summarises the design, delivery, and early outcomes of Money Ready at Wingate School, Tenerife.

02

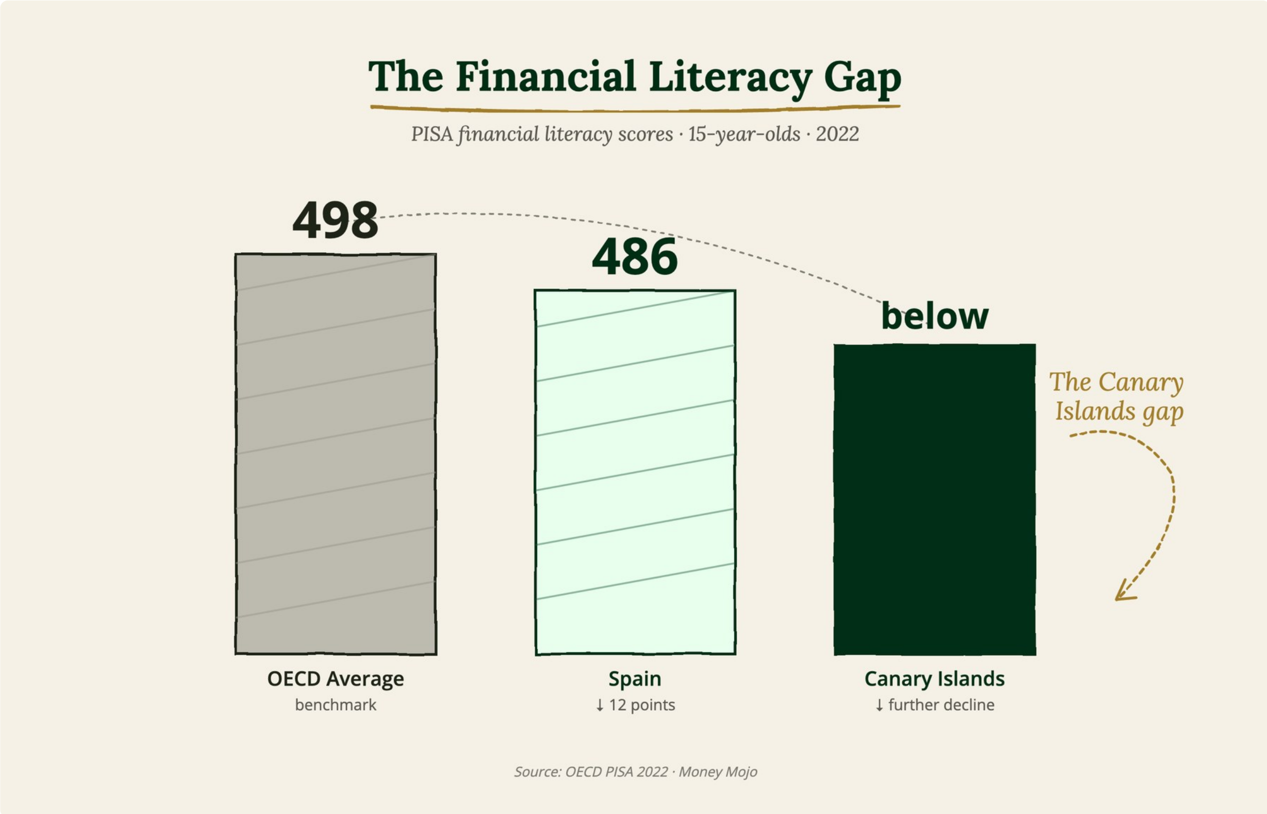
THE CONTEXT

Why Financial Literacy Matters

in the Canary Islands

SECTION 02

Why Financial Literacy Matters in the Canary Islands



The financial literacy gap: Spain scores 486 vs. the OECD average of 498 in PISA 2022; Canary Islands financial literacy sits further below the national benchmark.

When Imogen Duncan, Wingate's Head of Sixth Form, introduced Money Ready to the school, she described a need that many educators and parents will recognise.

> *"We keep sending students out into the world, and I don't feel like they're prepared. We need to prepare them for adult life."*
>
> **IMOGEN DUNCAN, HEAD OF SIXTH FORM**

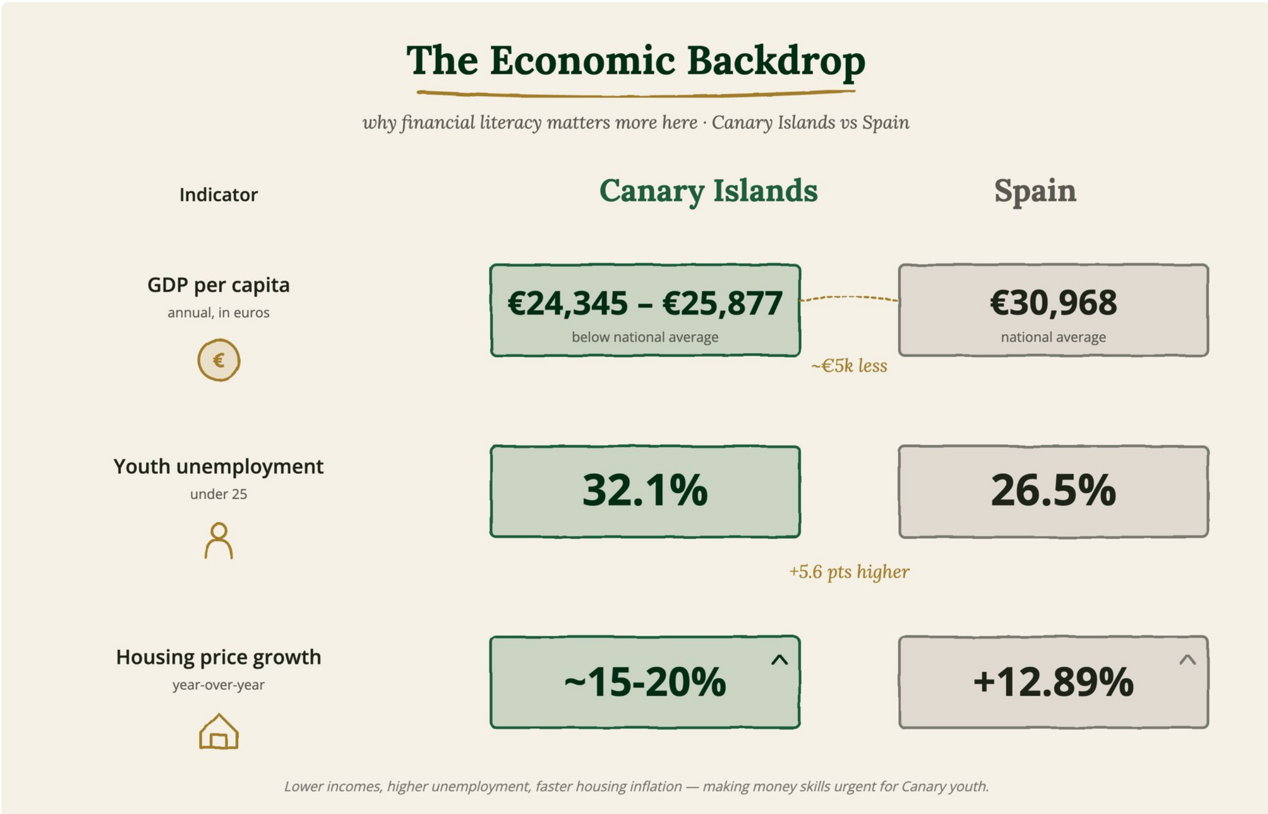
Within 12 to 24 months, many sixth-form students will be managing a first salary, opening a bank account, navigating rental contracts, or deciding how to budget for study and independent living. Those decisions are easier to handle when students have practised them in advance.

The Regional Economic Context

For students in the Canary Islands, the regional context makes those skills especially relevant. The Islands have a:

- Lower GDP per capita, 21.4% below the national average;[2]
- Youth unemployment that remains relatively high at 32.1%, compared to 26.5% nationally;[2] and
- Higher housing price growth of approximately 8% year-over-year.[3]

These conditions create tighter financial margins for young people entering adulthood.



The regional economic context: Canary Islands vs. Spain on GDP per capita, youth unemployment, and housing price growth, resulting in tighter margins for young people entering university and work.

In July 2025, Manuel Domínguez, Vice President and Minister of Economy of the Canary Islands Government, publicly said that financial literacy in the islands is “well below the national average.”[5]

Juan José Hernández of the College of Economists in Santa Cruz de Tenerife has warned that weak financial decisions in the 18–25 window can contribute to long-term economic exclusion.[4]

03

THE PARTNERSHIP

Wingate School's Response

SECTION 03

Wingate School's Response

In January 2026, Wingate School partnered with Money Mojo to deliver **Money Ready: for University & Life**, a structured eight-session programme for Year 12 and Year 13 students. The programme was designed for students preparing for university, work, and adult life beyond Tenerife.

Students consistently highlighted real-life examples, interactive delivery, and immediate relevance as the most useful parts of the programme.

The programme was developed by Sanam Balani, founder of Money Mojo and former Goldman Sachs executive, drawing on the OECD PISA Financial Literacy Framework,[6] the EU financial competence framework for adults,[7] and Spain's financial education materials.[8]

Martyn Howell, Wingate's Headteacher, described why the programme mattered for the school community. He explained that students who have grown up in Tenerife will often move into a wider world for university or work, and they need the confidence to make the most of those opportunities.

The programme focused on the habits, knowledge, and judgement students would need in the near future, including banking, budgeting, contracts, scams, saving, and the basics of investing and insurance.

04

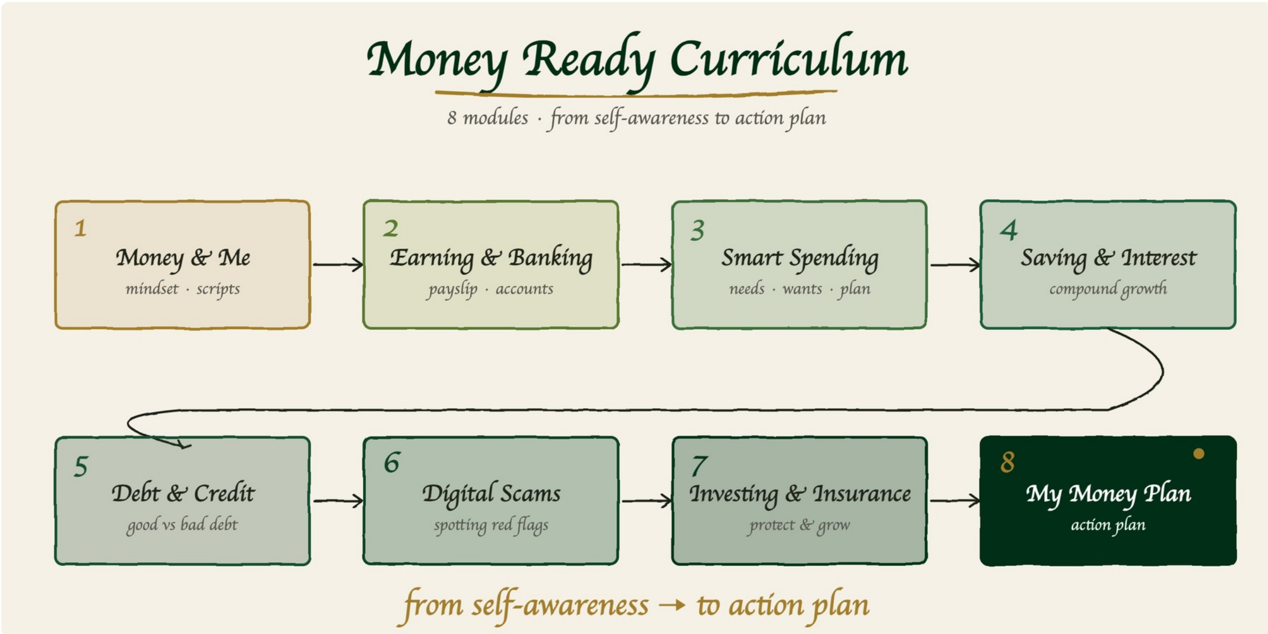
THE DELIVERY

The Programme

SECTION 04

The Programme: What Students Experienced

Money Ready was built on a simple principle: sixth-form students benefit most from financial education that is specific, practical, and immediately relevant. Each 50-minute session focused on a real decision students may face at university or in early employment.



The eight-session Money Ready curriculum: from self-awareness to action plan, designed to build practical competence over eight weeks.

The eight sessions covered

#	TOPIC	BEHAVIOURAL COMPETENCY
1	**Money & Me**	Students identified personal values and financial goals
2	**Earning & Banking**	Learned how to read a payslip and choose appropriate bank accounts
3	**Smart Spending & Budgeting**	Built a realistic budget that works in practice
4	**Saving, Interest & Inflation**	Explored compound interest and the impact of inflation
5	**Debt, Credit & Contracts**	Read contract fine print and spotted red flags
6	**Digital Scams & Consumer Protection**	Identified scams and took protective action
7	**Investing, Savings & Insurance**	Understood diversification and risk management
8	**My Money Ready Plan**	Created a personal Money Ready Plan for university life

Year 12 and 13 students working through Session 7: Investing, Savings & Insurance, March 2026.

How It Worked

Each session combined:

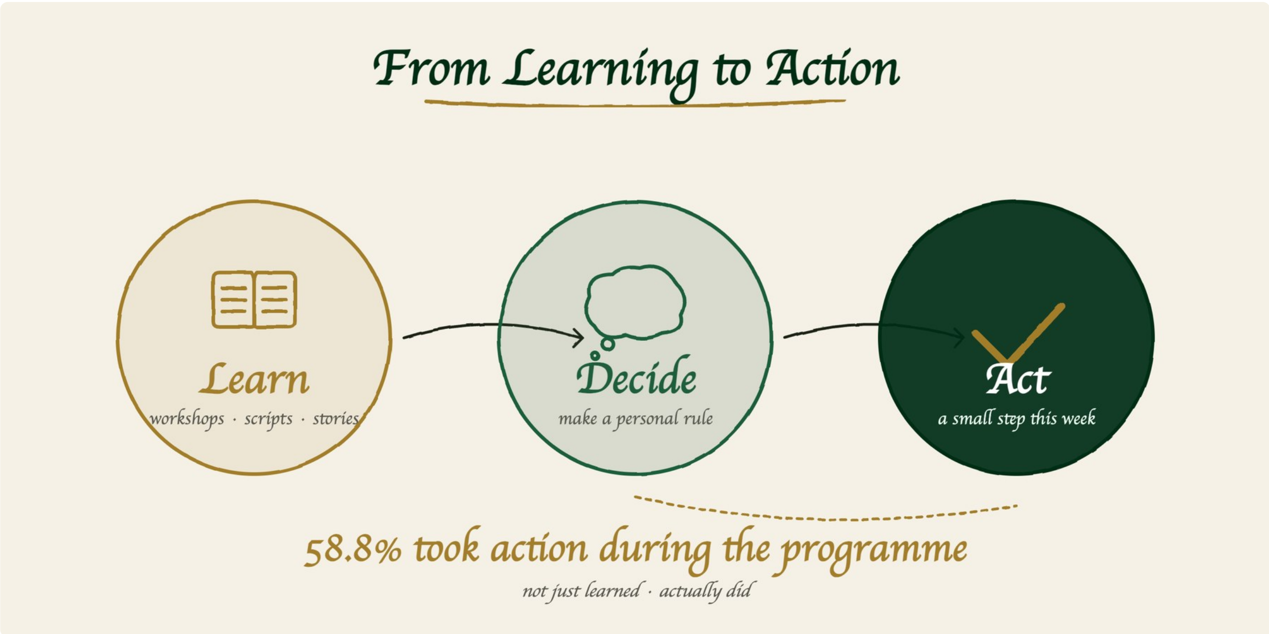
- Real-world case studies
- Interactive exercises
- Practical workbooks

The curriculum aligned with the OECD PISA Financial Literacy Framework,[6] the EU Financial Competence Framework,[7] and, ultimately, Spain's Competency Framework for young adults.[8] Students received completion certificates recognising their participation in a structured sixth-form financial literacy programme.

The emphasis was on practical competence.

By the end of Session 5, students had practised reading real contracts, identified red flags, and discussed the questions they should ask before signing.

By the end of Session 6, students had analysed realistic phishing emails, practised spotting fake URLs, and learnt how to report fraud.



From learning to action: 58.8% of students took concrete financial action during or immediately after the programme. Not just learned, actually did.

05

THE EVIDENCE

The Results

SECTION 05

The Results: What Students Achieved

Three sources inform this assessment: a longitudinal competency survey, an end-of-programme survey, and video testimonials.

The longitudinal survey was sent at three points during the programme: before Session 1, after Session 4, and after Session 8.

The end-of-programme survey received 17 responses from 68 students, and the video testimonials provide additional qualitative evidence of student experience.

These findings should be read as indicative of student experience and programme impact rather than statistically representative of all students.

Finding 1: Measurable Competency & Confidence Growth

The clearest result was stronger confidence across the areas measured.

Competency growth by topic area: baseline assessments (grey) vs. end-of-programme assessments (green), measured across the financial literacy domains.

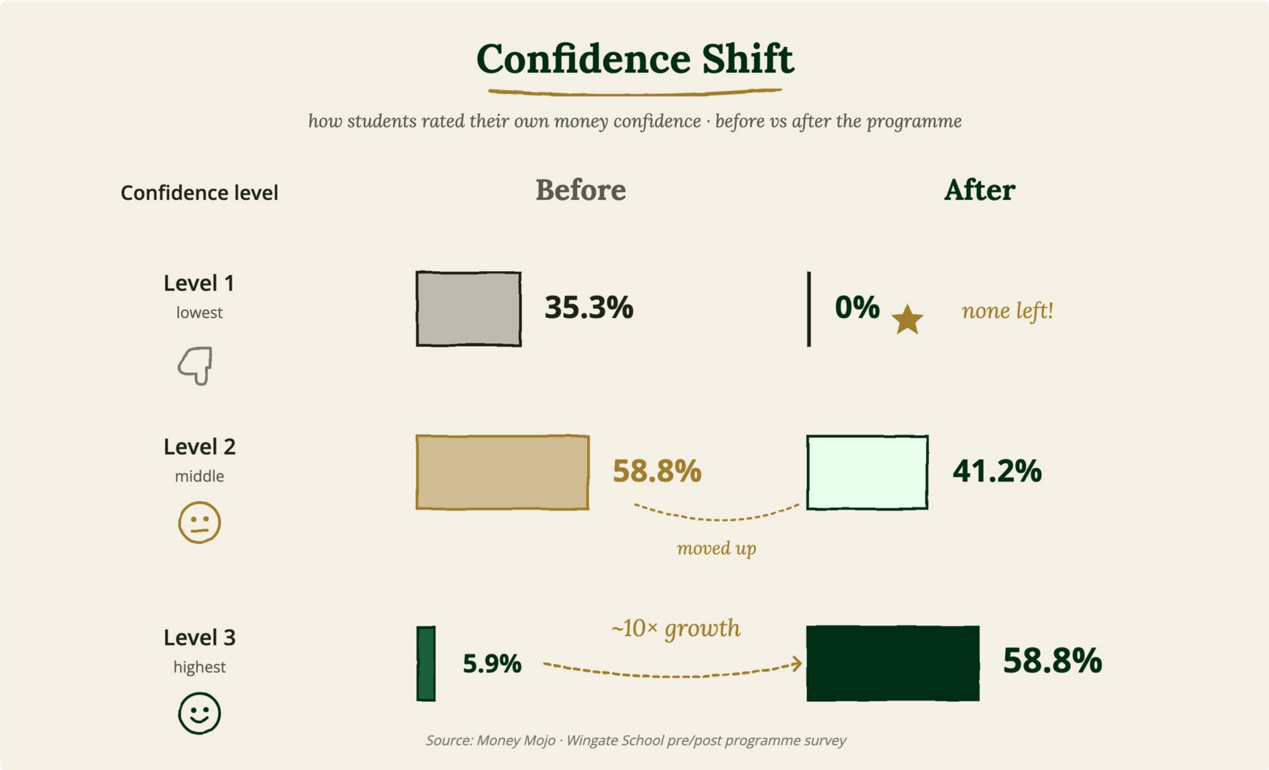
KEY INSIGHT

Baseline assessments out of 5 showed clear gaps in contract interpretation, credit evaluation, and scam recognition, and by the end of the programme those gaps had narrowed substantially.

Confidence Shift

Before the programme, 35 per cent of students rated their financial confidence at Level 1; by the end, no students remained at Level 1.

59% of students finished the programme at Level 3 confidence, a tenfold increase from baseline.



Confidence shift across the programme: 35% of students started at Level 1 (lowest confidence); by Session 8, zero students remained at Level 1, and 58.8% reached Level 3.

> **KEY INSIGHT**
>
> *"When they're talking about this outside of these sessions, they're definitely thinking more about their finances as they go off to university," said Imogen Duncan, Head of Sixth Form.*

Finding 2: High Advocacy & Benchmark Performance

88% of students would recommend Money Ready to future Year 12/13 cohorts.

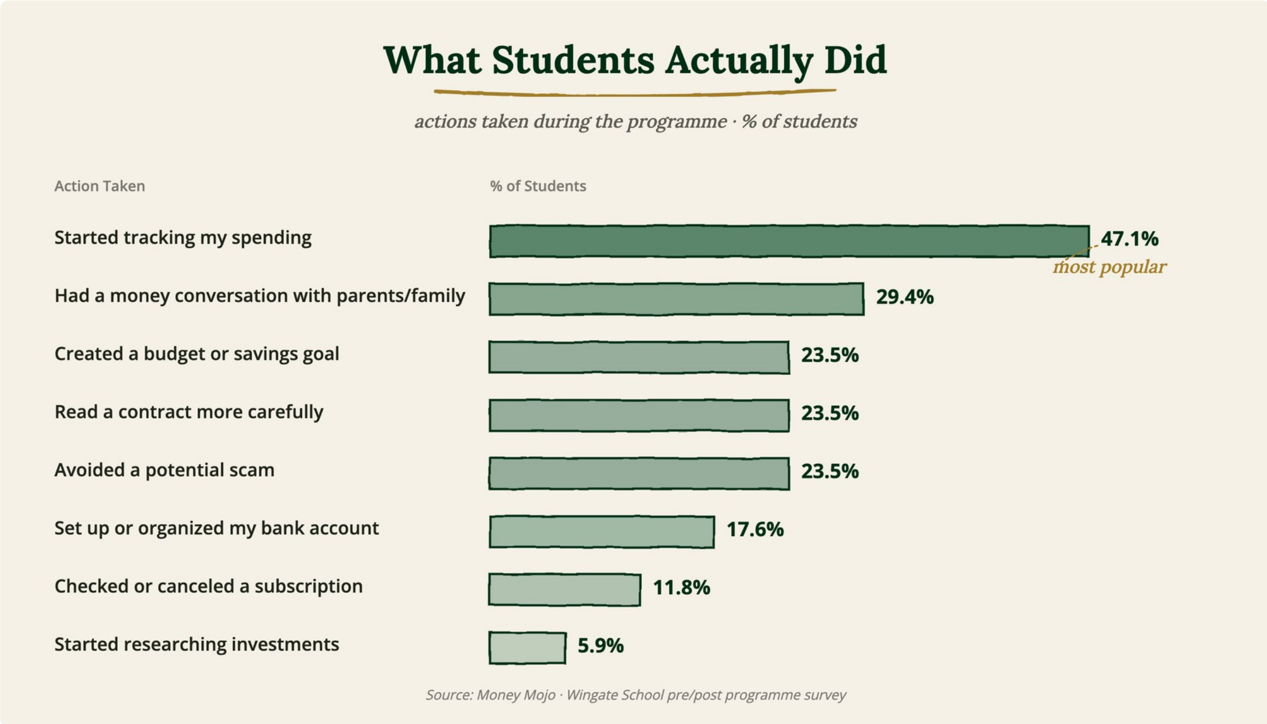
When asked to compare the programme to other financial education they had encountered:

- 47% rated it "better"
- 35% rated it "much better"
- 18% rated it "about the same"
- No student rated it worse

> **KEY INSIGHT**
>
> This suggests that the programme was not only useful, but also well received by the students who took part.

Finding 3: Behavioural Change

Students also reported a range of practical actions taken during or immediately after the programme.



Actions taken during the programme: from tracking spending (47.1%) to creating budgets, having money conversations, reading contracts, and avoiding scams.

KEY INSIGHT

The response data suggests that many students took concrete action with their money during the eight-week programme, while others indicated a clear intention to act after the course. In other words, the programme was not only understood; it was being used.

Finding 4: Programme Quality & Student Engagement

All respondents said they were engaged during the sessions, with 47 per cent describing themselves as very engaged and 53 per cent as mostly engaged.

All respondents also rated the teaching as clear or very clear.

The most valued sessions were:

1. Session 4: Saving, Interest & Inflation (29%)
2. Session 6: Digital Scams & Consumer Protection (23.5%)
3. Session 7: Investing, Savings & Insurance (17.6%)

KEY INSIGHT

The sessions that focused on immediate risks and practical tools appeared to resonate most strongly.

06

IN THEIR WORDS

Student Feedback

SECTION 06

Student Feedback

The student feedback was especially strong around relevance, clarity, and practical application. Several students said the programme changed how they handled day-to-day money decisions.

> *Ever since this programme, I have set up or organized my bank account, started tracking my spending, had a money conversation with my parents/family, read a contract more carefully, and avoided a potential scam.*
>
> **SOPHIE, YEAR 13**

> *I've got a job and I struggle with saving money and knowing when to spend and what to spend it on. This course has helped me with what I save, how much I save, how frequently I save, and then what I actually will spend my money on and if it benefits me in the future.*
>
> **DAMIRS, YEAR 13**

Other students spoke about growing confidence and better habits.

> *I now feel more confident about how to organise my money in 3 categories, and how to track my spending better.*
>
> **ALICIA**

> *The activities with real life examples helped.*
>
> **HANNAH**

> *I learnt that I can get financial freedom by investing and saving. Before this, I thought you just needed a job and that was it. I feel more confident talking about money.*
>
> **ISHA**

> *I can take more responsibility for my own money in the future.*
>
> **DOMINYKA, YEAR 12**

> *I feel more confident to build an emergency fund before investing.*
>
> **MANNAT**

A few comments captured the way the programme sharpened students' understanding of real-world money management.

> *We learned about tax. I started looking at my restaurant receipts and I've been checking out the different percentages and what tax it is, how much of it is, and I'm being more aware of how the government really operates and deals with money.*
>
> **YEAR 13 STUDENT**

> *This course made me think more carefully about how much to save, when to spend, and whether purchases would benefit them in future.*
>
> **YEAR 13 STUDENT**

> *It honestly made me a lot more attentive to the fine print in contracts. After I learned the different ways that you can get tricked in real life, I became a lot more attentive to things like that in general.*
>
> **YEAR 13 STUDENT**

Students also highlighted the practical value of the content itself.

> *The most useful thing I learned was how to actually read a payslip. I didn't realize how much gets taken out before you even see your salary. Now I feel way more prepared for my first job.*
>
> **FINLEY, YEAR 12**

> *It taught us about things like gross and net income and pay slips and different types of accounts you can have for your university life, and also compound interest. If you start early, it's better.*
>
> **LANI**

> *It does feel like you get quite a bit of insider knowledge that you wouldn't be able to find anywhere else.*
>
> **YEAR 13 STUDENT**

The strongest elements of the programme were its real-life examples, interactive delivery, and immediate relevance.

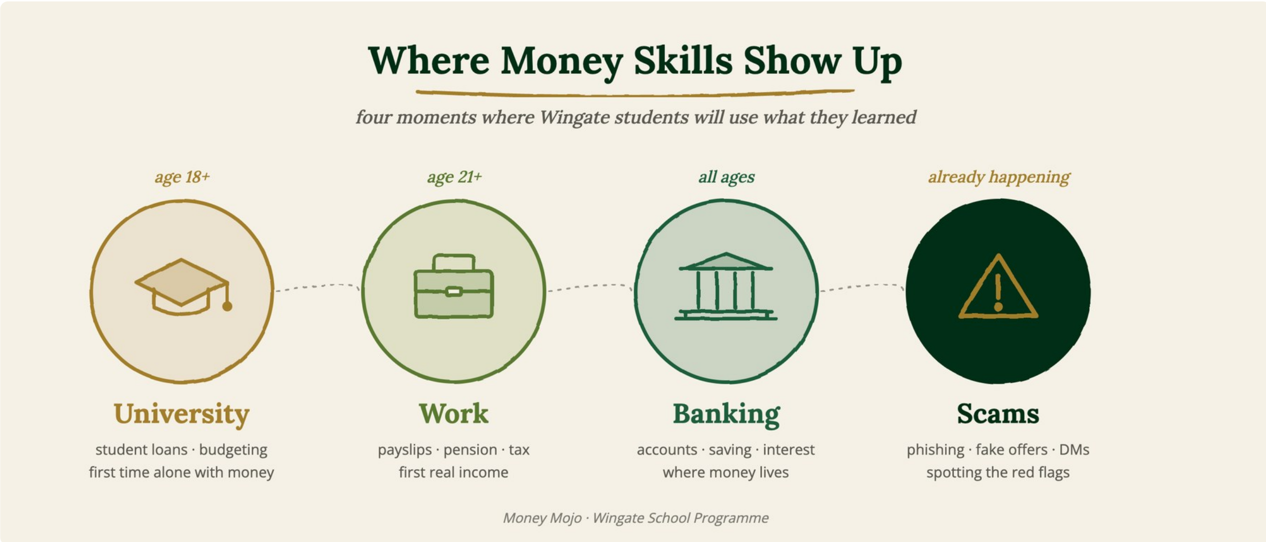
07

THE LEGACY

What This Means for Parents

SECTION 07

What This Means for Parents



Four moments where Wingate students will use Money Ready skills: university (student loans, budgeting), work (payslips, pension, tax), banking (accounts, saving, interest), and scams (phishing, fake offers, subscription traps).

Money Ready is a structured programme that can support each sixth-form cohort as it moves towards university, work, and greater independence.

For parents, it shows that students are practising the basics they will need soon after school. For students, it offers the chance to build confidence in a supported environment before the stakes become personal.

> *“This programme is life-changing for students. It is making them think in a different way.”*
>
> **MARTYN HOWELL, HEADTEACHER, WINGATE SCHOOL**

> *“It’s something that every school needs. Giving them those basics to step into their adult lives is going to really make a difference.”*
>
> **IMOGEN DUNCAN, HEAD OF SIXTH FORM**

08

THE FOUNDER

About Money Mojo

SECTION 08

About Money Mojo

Sanam Balani, founder of Money Mojo, former Goldman Sachs executive, Wingate alumna, and curriculum developer behind Money Ready: for University & Life.

Money Mojo was founded by Sanam Balani, a former Goldman Sachs executive, Wingate alumna, and Tenerife resident. After more than a decade in finance, she created Money Mojo, a boutique financial wellbeing consultancy, to help young people make smarter money decisions with the benefit of practical and behavioural experience.

Money Ready: for University & Life was developed drawing on:

- OECD PISA Financial Literacy Framework[6]
- EU Financial Competence Framework for Young People[7]
- Spanish financial education resources such as Finanzas para Todos and the CNMV education materials[8]
- Curriculum guidance from international financial educators[9]
- Behavioural economics research on financial decision-making
- Direct feedback from 60+ sixth-form students across 8 sessions
- Input from school leadership at BSO Outstanding institutions

Additional leadership and student commentary is available in recorded interviews with Wingate's Head of Sixth Form and Headteacher, included as supplementary evidence in the appendix.[10][11][12]

09

SOURCES

Appendix

SECTION 09

Appendix: Footnotes

[1] OECD PISA 2022 Results (Volume IV): Spain Financial Literacy Factsheet, June 2024.

[2] CaixaBank Research, Autonomous Community Outlook: Canary Islands, June 2025.

[3] BBVA Research, Situación Canarias, April 2026.

[4] Tenerife Weekly, "The Cost of Insufficient Financial Education in the Canary Islands: We Keep Making the Same Mistakes," January 11, 2026.

[5] La Voz de Lanzarote, "Canary Islands wants to bring financial education to schools," July 8, 2025.

[6] OECD (2023), PISA 2022 Financial Literacy Assessment Framework, OECD Publishing, Paris.
https://www.oecd.org/pisa/

[7] European Commission, Joint Research Centre (2022), European Financial Competence Framework for Adults, Publications Office of the European Union, Luxembourg. DOI: 10.2760/868585

[8] Banco de España, Marco europeo de competencias financieras para adultos. CNMV, Plan de Educación Financiera.
https://www.finanzasparatodos.es/

[9] Including Will Rainey, financial education curriculum developer and author of Millionaire Teacher: The Nine Rules of Wealth You Should Have Learned in School, and Andrew Hallam, both highly recognised authorities on investor education.

[10] Wingate Head of Sixth Form interview: "Head of Sixth Form Shares Why Financial Literacy is Important for Students," YouTube.
https://youtube.com/shorts/rCVoUcjAwP8

[11] Wingate Headteacher interview: "The Impact of the Money Ready Curriculum on Wingate Students," YouTube.
https://youtu.be/CcBceydQgxE

[12] Wingate Year 13 Student Reviews: "4 Students Rate the Money Ready Curriculum," YouTube.
https://youtu.be/q86kZouUrU8

Money Ready programme banner, as shown to Wingate sixth-form students throughout the sessions.

MONEY MOJO

A global boutique financial wellbeing consultancy

Bring Money Ready to your school or child.

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