

# EDUFIN PROJECT

*Developing participative processes for the generation of a financial education curriculum addressed to young adults at risk*

(Project number 2014-1-ES01-KA204-004748)



## Financial education for young people at risk

### England National Report

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## Introduction

### (a) Background

This report presents the findings of research into financial education policy and practice relating to young people in England. It focuses on young people aged 18-34, especially those with low literacy and numeracy skills. The report makes recommendations that will inform the outcomes of the Erasmus+ strategic partnership project, *Developing participative processes for the generation of a financial education curriculum addressed to young adults at risk*, known as EDU-FIN<sup>1</sup>. Parallel reports are being produced in each country participating in the project and the collective findings and recommendations of these reports will be analysed to produce overarching conclusions and recommendations that can strengthen the ultimate outcomes of the EDU-FIN project.

EDU-FIN's main aim is the development of a needs-based financial education curriculum through the involvement of young people identified as being at-risk. Specifically the project will involve:

- developing a process whereby at-risk young adults already engaged with educational organisations will be engaged and involved in the development of a financial education curriculum
- developing a methodology for organisations to use in the future based on processes that worked during this project
- producing a comparative study of financial education programmes across the partners' countries
- national and transnational seminars for disseminating the methodology and the curriculum among young adults, organisations that work with young people and public officials
- meetings with young people's organisations and public officials to ensure the sustainable implementation and ongoing use of the methodology and the curriculum.<sup>2</sup>

This report was commissioned by the University of Warwick, the institution that has undertaken to co-ordinate the two-stage research project for the whole partnership.

### (b) National context: England within the United Kingdom and Europe

The United Kingdom (UK) consists of four nations: England, Scotland, Wales and Northern Ireland (in descending order of population size). The government is located in London and is referred to as the UK Government, or Westminster (its base). Scotland has a separate parliament; Wales and Northern Ireland have assemblies (with fewer devolved powers than Scotland). England does not have its own parliament or assembly.

Particular policies are devolved to the governments of Scotland, Northern Ireland and Wales (for example, education is devolved entirely to Scotland). There can be implementation difficulties as a result of overlaps or tensions between devolved and reserved policy areas.

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<sup>1</sup> <http://www.eaea.org/en/projects/partner-projects/edu-fin.html>

<sup>2</sup> these objectives are paraphrased from the original project application

The University of Warwick is a UK partner in this Erasmus+ project, but for the sake of clarity, this report identifies those policies and programmes which have influence and relevance for England. Discrete policies or programmes taking place solely within, for example, Scotland, do not feature in this report.

The United Kingdom as a single entity is a member state of the European Union.

(c) Terminology used in the report

(i) “financial education”

There are several similar terms used to describe aspects or approaches to education about money, each with a different nuance. For the purposes of this report we will use the term “financial education” to refer to the learning about money that takes place for any client group, to any degree of formality, whether driven by learners’ intrinsic motivations or by external factors (such as external syllabuses).

Financial education requires an appropriate application of literacy and numeracy skills, knowledge and understanding — capabilities which might be in place already or which might be developed during the financial education programme or session itself. Literacy and numeracy are only some of the capabilities required for successful learning within financial education, alongside other important capabilities such as problem solving, the use of digital technologies, and behaviours and attitudes relating to money.

In addition, we are clear that money is a useful and meaningful context for the learning, practising and applying literacy and numeracy skills in itself.

(ii) “Adult literacy and numeracy”

“Adult literacy and numeracy” for the purposes of this report are the reading, writing and mathematics skills, knowledge and understanding adults require to take an active part in society, at work, in local communities and in family life. They are levelled against the Qualification and Credit Framework (see (d) below) up to Level 2. These skills can be diversely referred to in policies, strategies and daily practice as: “functional skills”, “basic skills”, “adult basic education”, or “English and maths”.

(d) Understanding qualifications standards and credit

England’s Qualifications and Credit Framework<sup>3</sup> (which is also current in Northern Ireland and Wales, though not in or Scotland) contains qualifications grouped from levels 1 to 8.

This table<sup>4</sup> is adapted from the *Qualifications can Cross Boundaries* guidance. It shows how QCF levels can be understood against the levels in the European Qualifications Framework (EQF).

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<sup>3</sup> <http://www.accreditedqualifications.org.uk/qualifications-and-credit-framework-qcf.html>

<sup>4</sup> <http://scqf.org.uk/search/qualifications+can+cross+boundaries> (2014) multiple organisations

QCF (England and Northern Ireland))	EQF (Europe)
8	8
7	7
6	6
5/4	5
3	4
2	3
1	2
Entry 3	1
Entry 2	
Entry 1	

Where this report refers to the qualifications/credit level of a programme or qualification, it will include the QCF level and the EQF equivalent.

## Section 1: Outline of the national context

### 1.1 Policy

For the purposes of this report the term “policy” is used to encompass policy documents and statements, strategies, action plans and initiatives, where these are produced and published by national and/or local government, including independent bodies (such as the Money Advice Service).

It is also used in this report to cover framework documents such as competency frameworks, curriculum frameworks (including syllabuses) or standards that underpin qualifications.

### 1.2 Adult literacy and numeracy

The UK Government launched its adult literacy and numeracy strategy for England, Wales and Northern Ireland (UK Government, 2001b), following the publication of the Claus Moser report (UK Government, 1999).

The Skills for Life strategy saw millions of pounds put into provision for adult literacy and numeracy. The main providers of learning were further education colleges, including college outreach centres, voluntary organisations and private training providers.

Core curricula were produced and launched in 2001 (UK Government, 2001a and 2001c), with an emphasis on group work (to move away from older models of delivery where tutors often worked with learners one-to-one and even in people’s homes), on professional development, and on learners achieving national ‘key skills’ qualifications. The curricula were mapped against five levels, Entry levels 1 to 3 and then levels 1 and 2 (up to EQF level 3 equivalent), and competencies were identified at each level in a number of topic areas.

Funding was largely tied to learners’ attendance at classes and achievement of qualifications.

Neither the Moser report that kick-started the Skills for Life strategy, nor the Skills for Life strategy that followed it, mention financial education or financial literacy specifically, however the adult literacy<sup>5</sup> and numeracy<sup>6</sup> Core Curricula (which guide learning, teaching and assessment in England, Wales and Northern Ireland), both place emphasis on financial contexts for the application of literacy and numeracy skills. The core curricula make reference to money as a context for learning and applying literacy and numeracy skills. The numeracy curriculum contains explicit competences relating to money, including at its lower levels learning outcomes such as:

- Recognise and select coins and notes (QCF Entry level 1 — pre-EQF level 1), and
- Calculate the cost of more than one item and the change from a transaction, in pence or in whole pounds (QCF Entry level 2 — pre-EQF level 1)

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<sup>5</sup> <http://rwp.excellencegateway.org.uk/resource/Adult+literacy+core+curriculum/pdf/>

<sup>6</sup> [http://www.counton.org/resources/adultcc/pdfs/resource\\_130.pdf](http://www.counton.org/resources/adultcc/pdfs/resource_130.pdf)

and at its higher levels:

- Add, subtract, multiply and divide sums of money and record (QCF level 1 — EQF level 2), and
- Calculate with sums of money and convert between currencies (QCF level 2 — EQF level 3)

In 2014 the UK Government published a cross-party report, the *Business, Innovation and Skills Committee - Fifth Report: Adult Literacy and Numeracy*. A cross-party group of Members of Parliament (MPs) took evidence and made recommendations for the future of a UK (excluding Scotland) strategy to build adults' literacy and numeracy skills. The UK Government made a response in 2015, placing emphasis on ways in which the development of literacy and numeracy skills can enable people to enter the job market, though there is no explicit reference to financial education in either the report or the response.

Financial education can be identified in, or inferred from, 'pockets' of policy across government. For example, in the *Quality, Choice and Aspiration: a strategy for young people's information, advice and guidance* (UK Government, 2009) where there is a reference to the importance of personal finance education for young people about to leave school.

### 1.3 Financial capability policy

The Money Advice Service, which took on responsibility for financial capability in the UK in 2013 following the dissolution of the Financial Services Authority, will publish a new financial capability strategy for the whole UK in September 2015, linking where necessary with devolved nations' own strategies. This followed an independent review of the Money Advice Service undertaken by Christine Farnish in 2015 (UK Government, 2015b). The Farnish review included a recommendation that the Money Advice Service 'should work on behalf of consumers to strengthen the supply of good, accessible consumer financial information and guidance'.

The Money Advice Service has published a report on the consultation about this strategy (Money Advice Service, 2015). Alongside this it has created an online 'evidence hub', identifying research evidence to demonstrate how particular interventions make an impact. Evaluation and evidencing impact will be an important theme in the strategy, with clear guidance on planning for and measuring impact. Education will be a theme throughout.

In 2003, an alliance of organisations known as the Adult Financial Literacy Advisory Group produced the Adult Financial Capability Framework (AFCaF) (Basic Skills Agency, 2006). The AFCaF covers three areas:

- Financial knowledge and understanding
- Financial skills and competence, and
- Financial responsibility.

Each area contains competences at three levels, though these levels are not mapped to any other framework or set of standards.

The National Institute of Adult Continuing Education (NIACE), which in 2007 merged with the Basic Skills Agency, linked the AFCaF to the Adult Literacy and Numeracy Core Curricula. This work involved mapping the competencies in the AFCaF to the competencies in the core curricula, so that adult literacy and numeracy tutors could

embed financial capability into their teaching of the national qualifications in literacy and numeracy (to which funding was linked).

In 2007 further work was undertaken on the AFCaF by the Financial Services Authority (FSA)<sup>7</sup>. This work involved producing guidance papers for financial capability practitioners on how to use the framework with, for example, older people or for workplace learning.

#### 1.4 Welfare policy: 'Universal Credit'

In policy terms, the clearest place financial education currently has in England is in the implementation of the Universal Credit system for delivering welfare. Universal Credit<sup>8</sup>, a key development in welfare reform, involves collating an individual's benefits into a single payment that will be paid into a bank account once a month. In the past individuals received multiple payments (for example, a carer's allowance, housing benefit, and income support) and could receive these in cash more than once a month. This change will involve people having to budget across a whole month, in abstract terms, using a bank account rather than receiving and handling 'real' cash. The Department for Work and Pensions, which has policy responsibility across all four countries of the UK, has made grants available for organisations to support individuals who might struggle to handle money under the new system.

#### 1.5 Policy in schools

Since 2014, state-funded secondary schools in England have taught financial education as part of the national curriculum. Financial education sits within the subjects of Mathematics and Citizenship. In Mathematics financial education forms a context for learning, practising and applying skills, rather than being a learning outcome in its own right.

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<sup>7</sup> The FSA no longer existed after 2013. Until then the body had regulatory responsibility for the UK's financial services industry as well as the UK lead for financial capability (which included financial education). After 2013 the FSA's financial capability function was moved into the specially-created, independent, the Money Advice Service ([www.moneyadviceservice.org.uk](http://www.moneyadviceservice.org.uk))

<sup>8</sup> <https://www.gov.uk/universal-credit>

## Section 2: Literature review

We know from research the extent of need for improved skills among England's adult population. We know what appears to motivate learners to return to improve their basic skills and some of the barriers that they face. We also know some of what appears to work in terms of engagement, persistence and achievement. In many cases our knowledge applies to learners of all ages, and not only in England, but we can make certain assertions. The following facts are drawn from literature in relation, specifically, to numeracy learning and financial education.

### 2.1 Numbers of people in need of improving their numeracy capabilities

We know that as many as 80% of adults in England are likely to have numeracy skills at QCF level 1 (EQF level 2) or below (National Numeracy, 2015) and, between 2003 and 2011 skills appear to have declined, while the population's literacy skills have improved (UK Government, 2012). We also know that people with numeracy difficulties are often unaware of their own problems with numeracy and can incorrectly consider their numeracy capabilities as fit for purpose (Bynner and Parsons, 2006).

"The Skills for Life survey (DfES, 2003) measured the numeracy levels of the working age (16–65) population of England, finding that:

- 5% of the population (1.7 million adults) had very poor numeracy skills (□Entry level 1 or below□)
- A further 16% of the population (just over 5 million) had poor numeracy (□Entry level 2□)
- 25% of the population (just over 8 million) had numeracy skills that could be classified as fair or functional (□Entry 3□)
- 53% (just under 17 million) had good numeracy (□Level 1□ or above)."

(Carpentieri et al, 2010)

### 2.2 The link between numeracy and financial capability

Research by the Money Advice Service (MAS, 2013) suggests that sections of the adult population struggle with straightforward tasks involving money. For example, 16% of people under 55 cannot find the available balance on a bank statement and 10% of under 55s cannot work out whether one financial deal might be better than another.

Findings from the British Cohort Study (1970) suggested that 34-year-olds with low numeracy faced more barriers in their lives, and more social exclusion, than 34-year-olds with low literacy (Bynner and Parsons, 2006).

The same study showed that numeracy skills had an impact on employment and earnings, as summarised by Carpentieri et al, 2010:

Among adults born in 1970, compared to those with good numeracy:

- Men and women with poor numeracy were more than twice as likely to be unemployed
- Men and women with poor numeracy were far less likely to receive work-related training, get a promotion or receive a raise.

### 2.3 Motivation and barriers relating to numeracy learning

Research into adult numeracy suggests that younger people (aged 16 – 19) tend to be more motivated by a need to gain a qualification to improve their numeracy skills than older learners. Older learners are more likely to be motivated by a need to prove to themselves and others by the desire to show they can achieve a maths qualification, or so that they can help their children with their own education. (Carpentieri et al, 2010.)

While people returning to learn literacy have had to overcome social stigma relating to their difficulties with reading and writing, those with numeracy difficulties often display issues of “maths anxiety”, even of phobia. This can be linked to common negative experiences of maths learning at school. (Carpentieri et al, 2010.)

The UK’s Money Advice Service has also published research (TNS, BMRB, 2015) on attitudes to financial capability and financial wellbeing, with conclusions relating to the importance of ‘mindset’ and social ‘norms’ in changing people’s behaviour. There are implications here for the promotion of learning opportunities, although the sample of people in this research did not include people with ‘significant’ barriers such as literacy and numeracy difficulties.

Research by Citizens Advice in England has identified a link between an individuals’ financial capability and their digital competency (Citizens Advice Impact Team, 2013). There are general financial disadvantages in a person being ‘digitally excluded’: they cannot take advantage of online discounts, for example. There are particular implications for this ‘double disadvantage’ in the UK in coming months, as the UK government introduces its Universal Credit system of welfare distribution, requiring mandatory use of computers and the internet by all claimants.

### 2.4 What contributes to success in engagement

Scottish research (Scottish Government, 2007) into financial education projects for adults and young people<sup>9</sup> found that learners were most likely to be engaged in learning, and to learn most effectively, where:

- (1) learning was tailored to the life stage they were at, or the life transition they were experiencing, such as:
  - losing a job
  - getting out of jail
  - leaving the army
  - having a child
  - getting married, or
  - getting divorced.
- (2) learners were already engaged in:
  - adult basic education or other adult learning, or
  - community groups or youth groups.

This second factor appeared to be due to the perceived sensitive nature of financial education: if learners knew each other and trusted their tutor they were more ready to discuss money and to be receptive to visiting speakers.

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<sup>9</sup> *Sharing a Wealth of Experience* (<http://www.aloscotland.com/alo/sitesearchresults.htm>), Scottish Government, 2008,

## 2.5 Further evidence for effective financial education interventions

The Money Advice Service has created an online ‘evidence hub’<sup>10</sup>, called ‘Understanding What Works’, to summarise and allow searches of international research evidence relating to financial capability. The evidence hub will grow as more research is added. It requires users to register (free of charge) in order to access its contents.

The OECD’s International Gateway for Financial Education<sup>11</sup> provides ‘access to a comprehensive range of information, data, resources, research and news on financial education issues and programmes around the globe’. It provides links to the research *Advancing National Strategies for Financial Education*<sup>12</sup> (OECD, 2013), which includes information about the status of financial education for populations around the globe.

At European level, the European Commission passed a resolution<sup>13</sup> on a renewed European Agenda for Adult Learning. One of the resolution’s five priority areas for 2012 to 2014 was: ‘promoting equity, social cohesion and active citizenship through adult learning’. Within this priority it identified the importance of ‘providing opportunities for adults to develop the basic skills and forms of literacy needed for participating actively in modern society (such as economic and financial literacy, civic, cultural, political and environmental awareness, learning for healthy living, consumer and media awareness).’

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<sup>10</sup> [http://www.fincap.org.uk/understanding\\_what\\_works](http://www.fincap.org.uk/understanding_what_works)

<sup>11</sup> <http://www.oecd.org/finance/financial-education/>

<sup>12</sup> Joint Publication by Russia’s G20 Presidency and the OECD  
<http://www.oecd.org/finance/financial-education/advancing-national-strategies-for-financial-education.htm>

<sup>13</sup> [http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32011G1220\(01\)](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32011G1220(01))

### **Section 3: Identification of programmes**

There are numerous financial capability programmes and resources being funded and delivered in England, many of which run in other parts of the UK as well. These programmes usually contain a strong element of financial education alongside information, advice and guidance.

The programmes and resources detailed below are funded by a combination of public (government), private (usually the financial sector) and charitable donations. Some privately-funded activity will be delivered by a third-sector organisations, while other privately-funded activity is run by the private institution itself and is clearly branded (such as the Barclays Life Skills programme).

Many of the programmes provide interactive tools such as lifestyle quizzes, loan calculators and budgeting spreadsheets. Other programmes involve direct delivery, either directly to clients, or to practitioners (whether money and debt advisors or adult basic education tutors).

The programmes and resources are detailed below in two tables. The first provides information about programmes and resources that are specifically (or largely) targeted at young people (including those in this project's 18-34 bracket). The second provides information about other programmes and resources that are not specifically targeted at young people but which can be used with them, or adapted, given circumstances and contexts.

**Table 1: Financial education programmes and resources aimed specifically or principally at young people**

Name	Target audience	Funding body/ organisation	Content	Available resources	Other
<b>Money for programme</b> <sup>14</sup>	Young people and adults in further education colleges, community learning and workplaces	Lloyds Banking Group, with delivery partners.	<p>Strand 1: Money for Life training and qualifications for people in tutoring or other education roles (on how to teaching financial capability to their clients)</p> <p>There are three qualifications available through training courses:</p> <ul style="list-style-type: none"> <li>• an online course for those who tutor or mentor young people and adults, to teach them about financial capability</li> <li>• a two-day 'how to teach' course for money and debt advice workers, showing them how to plan, deliver and assess learning in groups, and</li> <li>• a peer mentoring course for anyone who want to be able to advice and support one-to-one.</li> </ul> <p>Strand 2: Money for Life Challenge, aimed at young people (16 – 24), where groups of young people receive a small grant to develop peer education projects in their college or community.</p>	<p>Information about individual Money for Life Challenge projects is available <a href="#">here</a><sup>15</sup>.</p> <p>Case studies, videos and images are available in the project website's <a href="#">media centre</a><sup>16</sup>.</p>	The programme is UK-wide, with delivery partners in each of the four countries.

<b>Money Works</b> <sup>17</sup>	Young adults above to move into independent living	MyBnk <sup>18</sup> – a financial education charity (focused on people aged 11 – 25) with multiple funders <sup>19</sup>	This programme involves four sessions with young people covering: <ul style="list-style-type: none"> <li>• Budgeting &amp; Habits: attitudes towards money, needs &amp; wants, cutting back, budgeting, sources of income</li> <li>• Being Independent: wage slips, tax and National Insurance, benefits, universal credit, steps after move in, reading bills, household costs</li> <li>• Banking: how banks work, savings and current accounts, interest, forms of payment, choosing an account</li> <li>• Borrowing &amp; Beyond Today: Forms of borrowing, credit history, debt consequences and prioritisation, looking forward, setting goals.</li> </ul>		MyBnk offer a range of programmes <sup>20</sup> including those aimed at school age children, or young people leaving school.  MyBnk also offer lesson plans and links <sup>21</sup> that educators might find useful for delivering financial education programmes.
<b>National Student Money Week</b> <sup>22</sup> and	Students (not necessary but mostly young) in further and	National Association of Student Money Advisers <sup>24</sup>	NASMA works with colleges and universities to co-ordinate events for National Student Money Week, which aims to raise students' awareness of financial issues and to offer advice and money-saving tips to help with day-to-day budgeting.	The website, <a href="http://www.nasma.org.uk">www.nasma.org.uk</a> , gives information and guidance to both money advisers and	NASMA sees itself as the leading authority on money matters for students in post-compulsory education.

<sup>17</sup> <http://mybnk.org/programmes/financial-education-money-works/>

<sup>18</sup> <http://mybnk.org>

<sup>19</sup> <http://mybnk.org/about/funders/>

<sup>20</sup> <http://mybnk.org/mybnk-programmes/>

<sup>21</sup> <http://mybnk.org/financial-educationfree-resources/>

<sup>22</sup> <http://www.nasma.org.uk/Events/>

<sup>24</sup> <http://www.nasma.org.uk/About-us/Introduction-to-Nasma/>

<p><b>Student Money Matters magazine</b> <sup>23</sup></p>	<p>higher education</p>	<p>(known as NASMA), funded by Big Lottery and others (including private donations)</p>	<p><i>Student Money Matters</i> magazine is for students and provides clear guidance about all aspects of money, from paying bills to managing loans and renting accommodation.</p>	<p>to students. The site also provides links for help and advice (for example, about illegal money lenders) and links to a pdf of its magazine.</p>	<p>It supports a network of professional advisers and carries out lobbying with policy and decision makers. The organisation works is UK-wide.  It also offers training<sup>25</sup> for those who support students with money and funding issues.</p>
<p><b>Young People and Money Toolkit</b><sup>26</sup></p>	<p>Young people in youth groups (including those of school age).</p>	<p>Money Advice Service</p>	<p>This toolkit was developed for use by youth workers to develop young people's money skills, knowledge, understanding and attitudes and behaviours.</p>	<p>It features games, quizzes, information and activities to develop financial literacy.</p>	
<p><b>Skint!</b><sup>27</sup></p>	<p>Young people in any context.</p>	<p>Groundwork and Quaker Social Action, based on an original publication from the</p>	<p><i>Skint!</i> is a graphic novel which features two storylines, set in a community somewhere in England. It uses colloquial language and has strong characters for young people to identify with. It features the characters finding themselves faced with the need to make financial decisions. Readers can choose a particular ending to the stories.</p>	<p>The website contains information, guidance and links to training events for practitioners.</p>	

<sup>23</sup> <http://www.nasma.org.uk/Student-Money-Matters/>

<sup>25</sup> <http://www.nasma.org.uk/Training-Events/>

<sup>26</sup> <https://www.moneyadviceservice.org.uk/en/corporate/young-people-and-money-toolkit-yphub>

<sup>27</sup> <http://www.groundwork.org.uk/Sites/skint>

		Scottish Book Trust, this version funded by Standard Life Charitable Trust.	60,600 copies have been distributed.		
<b>'WE Care' briefing sheets<sup>28</sup></b>	Young adult carers aged 16 to 25	National Institute of Adult Continuing Education	The 'WE Care! Improving Work and Education for Young Adult Carers: Financial Capability Resources' are aimed at young carers and are about how to handle money.	NIACE offer a selection of free-to-download teaching and learning resources on its website <sup>29</sup> .	

**Table 2: Financial education programmes and resources which have been or could be used with young people**

<b>Name</b>	<b>Target audience</b>	<b>Funding body/ organisation</b>	<b>Content</b>	<b>Available resources</b>	<b>Other</b>
<b>Money Health Check<sup>30</sup></b>	Unspecified but content appears relevant to UK citizens	Money Advice Service <sup>31</sup> (UK wide)	The Money Health Check is a free online tool that gives immediate feedback about a person's financial 'health' based on responses to a series of questions. Over 500,000 people in the UK have used the tool so far.	The Health Check <u>online tool</u> <sup>32</sup> .  The Money Advice Service offers a	It also offers free and impartial one-to-one telephone and web-chat advice to people wanting to become

<sup>28</sup> <http://shop.niace.org.uk/we-care-financial-capability-resources.html>

<sup>29</sup> <http://shop.niace.org.uk/catalogsearch/advanced/result/?subject=312>

<sup>30</sup> <https://www.moneyadviceservice.org.uk/en/tools/health-check>

<sup>31</sup> <https://www.moneyadviceservice.org.uk/en/corporate/about-us>

<sup>32</sup> <https://www.moneyadviceservice.org.uk/en/tools/health-check>

Name	Target audience	Funding body/ organisation	Content	Available resources	Other
	aged 16 upwards		Although it is designed to be undertaken by an individual, tutors could introduce the tool into a financial education session for learners to practise their computer and reading skills and to make decisions about what financial literacy skills they need to development (such as budgeting).	range of online advice, guidance and tools (such as mortgage calculators) on its <a href="#">website</a> <sup>33</sup> .	better at managing their money.
<b>Money Force</b> <sup>34</sup>	Members of the armed forces	Standard Life Charitable Trust	This programme consists of information, guidance and interactive tools that armed services staff can use to help them manage their money more effectively. Some of its interactive tools include:  The site also contains links for personal help and advice.	Includes a number of online interactive tools, such as: <ul style="list-style-type: none"> <li>• the <a href="#">Moneyfit Challenge</a><sup>35</sup>, to assess your financial 'fitness'</li> <li>• the <a href="#">Car Costs Calculator</a><sup>36</sup>, to help you decide if you can afford a car</li> <li>• the <a href="#">Homefinder</a><sup>37</sup>, to help you think about buying or</li> </ul>	In addition offers links to helplines and other support for issues including homelessness and gambling.

<sup>33</sup> <https://www.moneyadvice.service.org.uk/en/categories/tools-and-calculators>

<sup>34</sup> <http://www.moneyforce.org.uk>

<sup>35</sup> <http://www.moneyforce.org.uk/Tools/MoneyFit-Challenge>

<sup>36</sup> <http://www.moneyforce.org.uk/Tools/Car-Costs-Calculator>

<sup>37</sup> <http://www.moneyforce.org.uk/Tools/HomeFinder>

Name	Target audience	Funding body/ organisation	Content	Available resources	Other
				<ul style="list-style-type: none"> <li>renting property</li> <li>the <u>Credit Card Calculator</u><sup>38</sup>, to help you examine your debt and think about repayments</li> </ul>	
<b>Improving Financial Confidence programme</b> <sup>39</sup>	Social housing tenants — particular focus on young and new tenants	Big Lottery project <sup>40</sup>	<p>This is an England-only funding programme whereby 37 projects are funded, sometimes over several years. Grants are between £500,000 and £1 million.</p> <p>Each project is delivered by a partnership including voluntary sector organisations, the local authority and social housing providers.</p>	<p>Project information is available on the <u>programme's website</u><sup>41</sup>.</p> <p>Resources arising from the projects are available through a portal which can be accessed through the website using a login.</p>	Project evaluations are uploaded to a portal which can be accessed through the website using a login.
<b>To Your Credit</b> <sup>42</sup>	Church community members of	Church of England	To Your Credit is the Archbishop of Canterbury's initiative on credit, examining what works at community level in relation to credit and savings. It	'Act' resources <sup>46</sup> are available including guidance for people	Mini case studies, or 'stories', about project successes are

<sup>38</sup> <http://www.moneyforce.org.uk/Tools/Credit-Card-Calculator>

<sup>39</sup> <http://www.improvingfinancialconfidence.org>

<sup>40</sup> <https://www.biglotteryfund.org.uk/global-content/programmes/england/improving-financial-confidence#>

<sup>41</sup> <http://www.improvingfinancialconfidence.org/about-ifc-2/the-projects/>

<sup>42</sup> <http://www.toyourcredit.org.uk/about/#to-your-credit>

Name	Target audience	Funding body/ organisation	Content	Available resources	Other
	all ages (including of school age)		<p>aspires to 'create a fairer financial system focused on serving the whole community, where everyone has access to responsible credit and savings and other essential financial services'<sup>43</sup>.</p> <p>Its programmes include:</p> <ul style="list-style-type: none"> <li>• the Church Credit Champions Network<sup>44</sup>, focused on learning about money advice and debt counselling for church communities</li> <li>• courses<sup>45</sup> that practitioners can run in churches that teach about money management in a faith-based context</li> </ul>	wanting to set up money education programmes in churches.	available on the <u>programme's website</u> <sup>47</sup> .
<b>Money Matters to Me</b> <sup>48</sup>	Young people and adult learners.	National Institute of Adult Continuing Education (NIACE), part-funded by Prudential	This learning website was designed as a companion site to the AFCaF (see Section 1 above), and was mapped to the framework. It contains extensive information and guidance around money issues, with interactive tools and opportunities for learners to reflect on their own situations.	All resources are available on <u>the website</u> .	It has not been updated since 2010.
<b>Life Skills</b> <sup>49</sup>	Young	Barclays	This online resource includes pages about money,	All resources are	

<sup>46</sup> <http://www.toyourcredit.org.uk/act/>

<sup>43</sup> <http://www.toyourcredit.org.uk/about/#to-your-credit>

<sup>44</sup> <http://www.toyourcredit.org.uk/credit-champions/>

<sup>45</sup> <http://www.toyourcredit.org.uk/act/money-skills>

<sup>47</sup> <http://www.toyourcredit.org.uk/stories/>

<sup>48</sup> <http://www.moneymatterstome.co.uk>

Name	Target audience	Funding body/ organisation	Content	Available resources	Other
	people in schools (up to age 18)	Bank	with information and guidance and interactive tools including a money quiz.  It is designed for young people in schools but the resources have relevance for young adults, and young people learning outside school as well.	available on <u>the website</u> .	
<b>Credit Resources</b> <sup>50</sup>	Tailored to specific groups, including students and young people <sup>51</sup>	Experian credit reference agency	Experian, a credit reference agency, provides resources and guidance on credit.	All resources are available on <u>the website</u> .	
<b>Tax Matters</b> <sup>52</sup>		HMRC (UK Government)	The 'Tax Matters' site is designed for 11 to 19 year-olds, but could be used with older learners as well. It provides financial education around tax and National Insurance.	All resources are available on <u>the site</u> .	
<b>BBC Skillswise</b> <sup>53</sup>	Young people and	British Broadcasting	The BBC's online resources for use in adult basic education. Within the 'Measurement' section of	All resources are online, interactive	

<sup>49</sup> <https://www.barclayslifeskills.com/how-do-i-manage-my-money-now-and-in-the-future/>

<sup>50</sup> <http://www.experian.co.uk/consumer/resources.html#tabs-4?url=www.google.co.uk>

<sup>51</sup> <http://www.experian.co.uk/consumer/resources.html#tabs-4?url=www.google.co.uk>

<sup>52</sup> <http://www.taxmatters.hmrc.gov.uk>

<sup>53</sup> <http://www.bbc.co.uk/skillswise/0/>

Name	Target audience	Funding body/ organisation	Content	Available resources	Other
	adults with low literacy and numeracy	Corporation	'Numeracy' are interactive resources for learning about money <sup>54</sup> , from QCF levels E1 to L2 (up to EQF level 3).	and downloadable.	

### Learner qualifications

In addition to the programmes and resources detailed above, a number of qualifications are available for learners to undertake. The Personal Finance Education Group (PFEG – now merged with Young Enterprise) provides a list of personal finance qualifications available to learners on the QCF, from a range of awarding bodies in England. It can be downloaded from PFEG's website<sup>55</sup>.

The National Open College Network (NOCN) – a learner led, federated group of learning centres runs courses for learners. Their courses/qualifications are mapped to the Adult Core Curricula for Literacy and Numeracy.<sup>56</sup>

The Open University have produced a credit-bearing 'Handbook of Personal Finance' with the Child Poverty Action Group<sup>57</sup> as part of its economics learning provision. This has been undertaken by 30,000 people.

The Institute of Finance (now called the Financial Services University College) have a level QCF level 2 'Certificate in Personal Finance'<sup>58</sup> (this was developed with NIACE to link with the Money Matters to Me website (see Table 2 above)

<sup>54</sup> <http://www.bbc.co.uk/skillswise/topic/money>

<sup>55</sup> <http://www.pfeg.org/personal-finance-qualifications>

<sup>56</sup> [http://www.nocn.org.uk/qualifications\\_and\\_units/search?search%5Bkeyword%5D=money&search%5Bsector%5D=&search%5Bsearch\\_type%5D=0&search%5Bage%5D=&search%5Blevel%5D=&search%5Bcredit%5D](http://www.nocn.org.uk/qualifications_and_units/search?search%5Bkeyword%5D=money&search%5Bsector%5D=&search%5Bsearch_type%5D=0&search%5Bage%5D=&search%5Blevel%5D=&search%5Bcredit%5D)

<sup>57</sup> <http://new.cpag.org.uk/shop/PFH3>

<sup>58</sup> <http://www.ifsllearning.ac.uk/financial-capability/Qualifications/CPF2.aspx>

## **Section 4: Recommendations for policy practice**

The following recommendations are made on the basis of the data collected and presented above.

It was difficult during the data collection to identify “best practice” in financial education programmes. While some individual programmes have been evaluated in detail within organisations (and others have won, for example, sector-specific awards), there appears to be a lack of independent evaluation of the success of individual programmes; and there is no over-arching evaluation that provides a ranking of success among the programmes using common measures. Therefore the recommendations concern possible means for the future assessment of best practice in financial education delivery. The final recommendation proposes an annual report on this and sister reports being produced by the other partners in the EDU-FIN project in order to identify best practice in financial education for young people more widely in the European context.

### Recommendation 1

The UK partner should consider requesting unpublished evaluations of programmes and resources that have been produced by not-for-profit and private organisations. It is unlikely that all organisations, especially in the private sector, will be willing to share their reports, but those evaluations that are provided could offer: information on numbers of participants in programmes; numbers of educational and moral education organisations engaged through programmes; and case studies illustrating success stories within programmes.

### Recommendation 2

The UK partner could consider consulting (through electronic surveys, telephone interviews or face-to-face interviews) the co-ordinators of national programmes and resources in order to identify lessons they have learned about what works in the delivery of programmes and resources; and to understand the ways in which their delivery has been helped or hindered by policy, and what policy changes would assist their effective delivery of financial education programmes.

### Recommendation 3

All partners could consider creating an “assessment framework” to measure the effectiveness of any given policy, programme or resource. It should be applied to existing policies, programmes and resources, in order to identify those which are considered to be mutually-agreed “best practice”, and be able to be used in the development of new policies, programmes and resources.

### Recommendation 4

Evaluation of effectiveness and impact should be built into the design and delivery of all policies, programmes and resources in order to ensure that activities meet the needs of learners, communities, organisations, society and the wider economy.

### Recommendation 5

The partners’ country reports should be compared and analysed and reported on in order to identify effective policies, programmes and resources. Further recommendations should be made following this analysis.

## Section 5: Summary

### Introduction

This report describes policy and practice activity in financial education for young people in England.

It outlines England's place in the wider United Kingdom, its policy relationships to the smaller countries in the Union as they impact on financial education, and how its qualification standards relate to the European Qualification Framework.

It identifies the key national policy drivers that relate to financial education as:

- the Skills for Life adult literacy and numeracy strategy and the national “core curricula” that relate to the strategy, in particular the numeracy core curriculum that includes learning outcomes featuring the use of money in various contexts;
- financial capability strategies, particularly the forthcoming revised strategy being led by the independent Money Advice Service, and the Adult Financial Capability Framework that continues to be used by educators;
- the Universal Credit policy reform that relates to welfare and that has implications for those people who have not handled money on a monthly, non-cash basis before; and
- policy developments in schools relating to financial education as a context for learning mathematics and citizenship.

It does not identify a specific financial education policy that targets young people aged 18 to 34.

The report identifies and describes a number of national programmes. Between them the programmes provide information, advice and guidance, face-to-face or telephone support, learning programmes, and online resources (such as loan calculators), aimed at increasing individuals' financial knowledge, skills and understanding. These are set out in two tables:

The first table presents national programmes and resources that directly or largely target young adults. The programmes include the Lloyds Banking Group-funded Money for Life programme that targets young people in further education, community learning and workplaces, and My Bnk's Money Works programme that focuses on financial skills needed by young people moving into independent living.

The second table describes programmes that do not directly target young people but which young people can benefit from, and which can be tailored and used by tutors working with young people. It includes the Money Advice Service's Money Health Check, an online tool to help people work out the “health” of their financial situation, attitudes and behaviours. It also details the Standard Life-funded Money Force website for members or ex-members of the armed forces, which offers advice and information as well as interactive online tools.

The report then provides information about qualifications that learners can undertake to accredit their financial learning.

The report makes the following recommendations on the basis of the data collected in it:

Recommendation 1

The UK partner should request unpublished evaluations of programmes and resources that have been produced by not-for-profit and private organisations to gather data about successful impact.

Recommendation 2

The UK partner should consider interviewing co-ordinators of national programmes and resources in order to identify lessons they have learned about what works in the deliver of programmes and resources.

Recommendation 3

All partners could consider creating an “assessment framework” to measure the effectiveness of any given policy, programme or resource.

Recommendation 4

Evaluation of effectiveness and impact should be built into the design and delivery of all policies, programmes and resources.

Recommendation 5

The partners’ country reports should be compared and analysed and reported on in order to identify effective policies, programmes and resources.

Finally, a references section details sources used and an appendix provides live links to online documents, websites and other resources referred to throughout the report.

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UK Government, (2015b) *Review of the Money Advice Service*, HM Treasury, London

## Appendix 1

### Links to online documents and resources

This Appendix provides links to:

- key strategic documents (including frameworks) relating to literacy and numeracy and financial education
- national programmes relating to financial education, and
- learning and teaching resources for financial education development.

## Strategic policy documents

A Fresh Start: Improving Literacy and Numeracy<sup>59</sup> (1999)

Skills for Life: The national strategy for improving adult literacy and numeracy skills<sup>60</sup> (2001)

Report on the consultation for a new UK financial capability strategy<sup>61</sup> (2015)

## Frameworks

Adult Literacy Core Curriculum<sup>62</sup> (2001) – Basic Skills Agency

Adult Numeracy Core Curriculum<sup>63</sup> (2001) – Basic Skills Agency

Adult Financial Capability Framework<sup>64</sup> (2004) – Basic Skills Agency and Financial Services Authority (FSA)

Qualifications and Credit Framework<sup>65</sup>

## National programmes

Money for Life Programme<sup>66</sup>, funded by Lloyds Banking Group.

Money Health Check<sup>67</sup> from the Money Advice Service, for anyone who wants to get an understanding of their financial situation.

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<sup>59</sup> [http://www.nrdc.org.uk/anr\\_details.asp?ID=135](http://www.nrdc.org.uk/anr_details.asp?ID=135)

<sup>60</sup> <http://rwp.excellencegateway.org.uk/Archive/Policy,%20strategy%20and%20archive%20resources/>

<sup>61</sup> [https://prismic-io.s3.amazonaws.com/fincap-two%2F7ac2f4a9-bf30-4da2-b191-3859eea9396c\\_uk\\_financial\\_capability\\_strategy\\_consultation\\_response\\_march2015\\_online.pdf](https://prismic-io.s3.amazonaws.com/fincap-two%2F7ac2f4a9-bf30-4da2-b191-3859eea9396c_uk_financial_capability_strategy_consultation_response_march2015_online.pdf)

<sup>62</sup> <http://rwp.excellencegateway.org.uk/resource/Adult+literacy+core+curriculum/pdf/>

<sup>63</sup> <http://rwp.excellencegateway.org.uk/resource/Adult+numeracy+core+curriculum/pdf/>

<sup>64</sup> <http://shop.niace.org.uk/adult-financial-capability-download.html>

<sup>65</sup> [http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG\\_10039017](http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_10039017)

<sup>66</sup> <https://www.moneyforlifeprogramme.org.uk>

<sup>67</sup> <https://www.moneyadvice.service.org.uk/en/tools/health-check>

MyBnk's programmes<sup>68</sup>, aimed at young people aged 11 to 25.

Money Force<sup>69</sup>, aimed at people who are in, or who have left, the armed services.

Improving Financial Confidence<sup>70</sup>, funded by the Big Lottery and targeted at social housing tenants [especially young people].

National Association of Student Money Advisers<sup>71</sup>, [HE only?]

To your Credit<sup>72</sup>, led by the Church of England, focused on education about credit options.

## Resources

<http://www.moneymatterstone.co.uk> - NIACE website

Skint! – England version<sup>73</sup>

Life Skills<sup>74</sup> – Barclays Bank

Credit resources<sup>75</sup> – Experian

Tax Matters<sup>76</sup> – HMRC

'We Care' briefing sheets for young carers<sup>77</sup> – NIACE

BBC Skillswise<sup>78</sup> – numeracy and money pages

Young People and Money Toolkit<sup>79</sup> – Money Advice Service

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<sup>68</sup> <http://mybnk.org/mybnk-programmes/>

<sup>69</sup> <https://www.moneyforce.org.uk>

<sup>70</sup> <https://www.biglotteryfund.org.uk/global-content/programmes/england/improving-financial-confidence#>

<sup>71</sup> <http://www.nasma.org.uk/About-us/Introduction-to-Nasma/>

<sup>72</sup> <http://www.toyourcredit.org.uk/about/#to-your-credit>

<sup>73</sup> <http://www.groundwork.org.uk/Sites/skint>

<sup>74</sup> <https://www.barclayslifeskills.com/how-do-i-manage-my-money-now-and-in-the-future/>

<sup>75</sup> <http://www.experian.co.uk/consumer/resources.html#tabs-4?url=www.google.co.uk>

<sup>76</sup> <http://www.taxmatters.hmrc.gov.uk>

<sup>77</sup> <http://shop.niace.org.uk/we-care-financial-capability-resources.html>

<sup>78</sup> <http://www.bbc.co.uk/skillswise/topic/money>

<sup>79</sup> <https://www.moneyadvice.service.org.uk/en/corporate/young-people-and-money-toolkit-yphub>