



MWYO

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1. Introduction

1.1. Background

1.1.1. Why is financial literacy important?

Financial literacy is internationally recognised as a fundamental skill that is relevant to young people. With the introduction of increasingly complex financial products on the market and easier access to financial products and services at a younger age, it is all the more essential that young people are equipped with the necessary knowledge, skills, attitudes, motivations and behaviour for them to be financially literate.

Internationally, it has been found that there is a mismatch between the increased need for financial literacy and education for youth, on the one hand, and the financial literacy of young people, on the other. Studies done by the Organisation for Economic Co-operation and Development (OECD) International Network on Financial Education (INFE), including its “*Programme for International Student Assessment*” (PISA)¹, indicate that younger generations have lower levels of financial literacy than their parents. This not only means that young people will be more vulnerable to financial risks at an individual level; the ability of our future generations to use credit responsibly and have adequate savings for retirement (to name a few examples) also carries implications from a society-wide, policy perspective.

Putting in place appropriate financial education policies thus not only improves an individual's financial well-being, but also supports financial inclusion and financial stability.² Global leaders have recognised financial literacy as a critical life skill for individuals, and financial education for youth as a policy imperative. To guide countries in developing national strategies for financial education, the OECD/INFE published its “*High-level Principles on National Strategies for Financial Education*” in 2012.³

1.1.2. What does financial literacy entail for youth in Hong Kong?

In 2015, the OECD/INFE released the “*Core Competencies Framework on Financial Literacy for Youth*” (OECD/INFE Framework).⁴ It describes the basic level of financial literacy that is likely to be needed by all young people between the ages of 15 and 18 to fully and safely participate in economic and financial life. It also describes certain more advanced competencies that may be expected in regions where young people may need to make decisions about more sophisticated financial products, some of which are relevant in Hong Kong.

The OECD/INFE Framework is not intended to be a curriculum; rather, countries are expected to adapt it to national circumstances and use it in a flexible manner, taking into account differences in culture and context at the national level. Countries including Australia, Japan, New Zealand and the UK have developed their own financial competency frameworks that are suited to their local needs.

¹ OECD/INFE, *PISA 2012 Assessment and Analytical Framework – Financial Literacy Framework*, retrieved at: http://www.oecd-ilibrary.org/education/pisa-2012-assessment-and-analytical-framework/financial-literacy-framework_9789264190511-7-en

² OECD/INFE, *Core Competencies Framework on Financial Literacy for Youth*, retrieved at: <https://www.oecd.org/finance/Core-Competencies-Framework-Youth.pdf>

³ OECD/INFE, *High-level Principles on National Strategies for Financial Education*, retrieved at: <http://www.oecd.org/daf/fin/financial-education/OECD-INFE-Principles-National-Strategies-Financial-Education.pdf>

⁴ *Id.*, Note 2 above.

Against this backdrop, the Investor Education Centre (IEC) developed and released the “*Hong Kong Financial Competency Framework*” (HKFCF) in December 2015.⁵ The HKFCF was prepared in consultation with a research team from the Hong Kong Institute of Education and a working group consisting of financial education practitioners and academics, and also after gauging public feedback.

Competencies in the HKFCF are included based on their ability to contribute to the development of an individual's financial well-being. Taking into account the OECD's guidance and the way of life in Hong Kong, “*financial well-being*” is defined in the HKFCF to mean:

"managing personal finances so that individuals and their families: are in control of their financial affairs, debt levels and savings; have adequate means to cover their living expenses; have financial security when faced with setbacks; have the financial freedom to be able to make choices; and are financially prepared for retirement".⁶

Accordingly, the HKFCF identifies a comprehensive set of **knowledge, skills, attitudes, motivations and behaviour required for youth aged 15 to 18 in Hong Kong to attain financial literacy**. These competencies relate to themes such as *money and banking, income and taxation, saving and investing, spending and credit, consumer rights and responsibilities, financial planning, and protection and risk*.

1.1.3. Financial education in Hong Kong

By way of background, financial education is not part of Hong Kong's current school curriculum, though the curriculum of certain subjects (some of which optional) does contain financial literacy elements. There is no dedicated staff support or central coordination for financial literacy education in schools.⁷

A review of financial education initiatives in Hong Kong found that only about one-third of such initiatives target specific groups, including students. Most initiatives focus on investment-related topics, and there are relatively fewer initiatives on themes such as day-to-day money management, usage of credit products, and investor rights and responsibilities. Most of these initiatives have not been evaluated.⁸

Thus, it has been suggested that Hong Kong needs more holistic and integrated financial education for its young people. Education experts have also called for a learning framework for students in Hong Kong, stating the learning goals and expected outcomes, education approaches and means of evaluation in relation to students' financial literacy.⁹

⁵ IEC, *Hong Kong Financial Competency Framework*, retrieved at: <https://www.thechinfamily.hk/web/iec/en/fcf/>

⁶ *Ibid.*

⁷ IEC, *Understanding Financial Literacy in Schools*, retrieved at: <https://www.thechinfamily.hk/web/en/iec/research/understanding-financial-literacy-in-schools-2014.html>

⁸ IEC, *Review of Financial Education Initiatives in Hong Kong*, retrieved at: <https://www.thechinfamily.hk/web/iec/en/research/review-financial-education-initiatives-hk.html>

⁹ *Id.*, Note 7 above.

1.2. Objectives

The primary objective of this study is to supplement existing efforts in promoting and enhancing financial education in Hong Kong – in the sense that an understanding of our local youth's level of financial literacy, especially any areas of weakness, will ensure that any resulting financial education policies and programmes are most relevant to their needs. Such information will inform policy-makers in designating funding and strategising other forms of support for financial education, and will assist educators in designing the scope, approach and curriculum of relevant programmes and in actual implementation.

While there has been research on the financial literacy of Hong Kong's general public, there has not been a targeted or detailed study of the financial competencies of Hong Kong youth aged 15 to 18. In light of this, the present survey is a fact-finding exercise with a view to presenting the current level of Hong Kong youth's financial literacy.

1.3. Methodology

Research firm GfK was commissioned to conduct a survey among young people in Hong Kong of the ages of 15 to 18. 500 respondents were recruited via street intercept. The respondents then attended face-to-face interviews at which they completed a questionnaire on a tablet. Quotas were set to ensure a good representation of the Hong Kong general population by gender and region.

The questionnaire pertains to respondents' financial knowledge, behaviour, motivations, attitudes and financial education needs. The design of the questionnaire takes into account core competencies in the OECD/INFE Framework and the HKFCF. The questionnaire contains 43 questions in total and is about 20 to 30 minutes in length. The questions are categorised into 5 sections, namely:

- (A) Saving (6 questions);
- (B) Debt and credit (10 questions);
- (C) Making ends meet (4 questions);
- (D) Keeping track of finances (4 questions);
- (E) Planning ahead (2 questions);
- (F) Financial knowledge (9 questions);
- (G) Financial attitudes and perceptions (1 question);
- (H) Financial education (2 questions); and
- (I) Background (7 questions).

2. Respondents' Demographics

The total sample size for this survey is 500. Table 2 shows a breakdown by respondents' demographics.

2.1. Gender

51.4% of the respondents are male while 48.6% of the respondents are female.

2.2. Age

Respondents are of the ages of 15 to 18 years old. Out of all the respondents, 24.8% are 15 years old; 25.2% are 16 years old; 25% are 17 years old and 25% are 18 years old.

2.3. District of Residence

17.6% of the respondents live on Hong Kong Island. 30.2% of the respondents live in Kowloon. 52% of the respondents live in the New Territories and outlying islands.

2.4. Education Level

Almost all (94.4%) of the respondents have attained secondary level, among which 24% have attained junior secondary level (Form 1 to Form 3) and 70.4% have attained senior secondary level (Form 4 to Form 6). 3% of the respondents have attained tertiary level, including tertiary non-degree course (associate degree or higher-diploma). 2.6% of the respondents have attained university level or above.

2.5. Study/Work Status

Most (98.2%) of the respondents are students. Only a small percentage (1.8%) are working, full time or part time.

2.6. Monthly Personal Allowance

Respondents are asked about their monthly personal allowance on average in the past year, with allowance defined to mean financial support from family or others and excluding earnings from work. 44.8% of the respondents have a monthly allowance of below HK\$1,000. 25.6% of the respondents have a monthly allowance of HK\$1,000 to \$1,499. 29.6% of the respondents have a monthly allowance of HK\$1,500 or above.

2.7. Monthly Household Income

Respondents are further asked about their household's monthly income on average in the past year. 32.91% of the respondents have a monthly household income of below HK\$25,000. 35.46% of the respondents have a monthly household income of HK\$25,000 to HK\$40,000. 31.63% of the respondents have a monthly household income of HK\$40,000 or above.

2.8. Type of Housing

In terms of the type of housing that respondents live in, approximately half (47%) live in public housing estates and approximately half (53%) live in private property.

Table 2: Respondents' demographics

	Sample size (n=500)	Percentage (%)
Gender		
- Male	257	51.4
- Female	243	48.6
Age		
- Aged 15	124	24.8
- Aged 16	126	25.2
- Aged 17	125	25.0
- Aged 18	125	25.0
District		
- Hong Kong Island	88	17.6
- Kowloon	151	30.2
- New Territories / Islands / Others	261	52.2
Education level		
- Junior secondary level (Form 1 to Form 3)	120	24.0
- Senior secondary level (Form 4 to Form 6)	352	70.4
- Tertiary non-degree course (e.g., associate degree, higher-diploma)	15	3.0
- University level or above	13	2.6
Study/work status		
- Studying (full time or part time) ^[1]	491	98.2
- Working (full time or part time)	9	1.8
Monthly personal allowance		
- Below HK\$1,000	224	44.8
- HKD \$1,000 – \$1,499	128	25.6

- HKD \$1,500 or above	148	29.6
Monthly household income ^[2]		
- Below HK\$25,000	155	32.91
- HK\$25,000 – \$40,000	167	35.46
- HK\$40,000 or above	149	31.63
Type of housing		
- Public housing estate	235	47
- Private property	265	53

Note:

1. (a) *Among the respondents who are studying, some of them indicated that they are also working part time. For the purposes of this report, we included respondents who are part time studying and part time working as “students”.*
 (b) *No quota was set between study and work status. The full-time school attendance rate of our respondents is slightly higher than that in 2011 Census data. However, with the 3-3-4 education reform, it is believed that the full-time school attendance rate of senior secondary students has become higher in recent years.*
2. *We excluded respondents who did not know their household income, therefore the number of respondents shown in the table is less than 500.*

3. Findings

3.1. Saving

3.1.1. Saving Habits

33% of the respondents save money regularly (“*regular savers*”), 12.4% of the respondents do not save money at all (“*non-savers*”). 43.4% save only when there is a surplus and 11.2% save only when there is a specific need to do so (together, “*occasional savers*”).

Figure 3.1.1(a): Saving habits

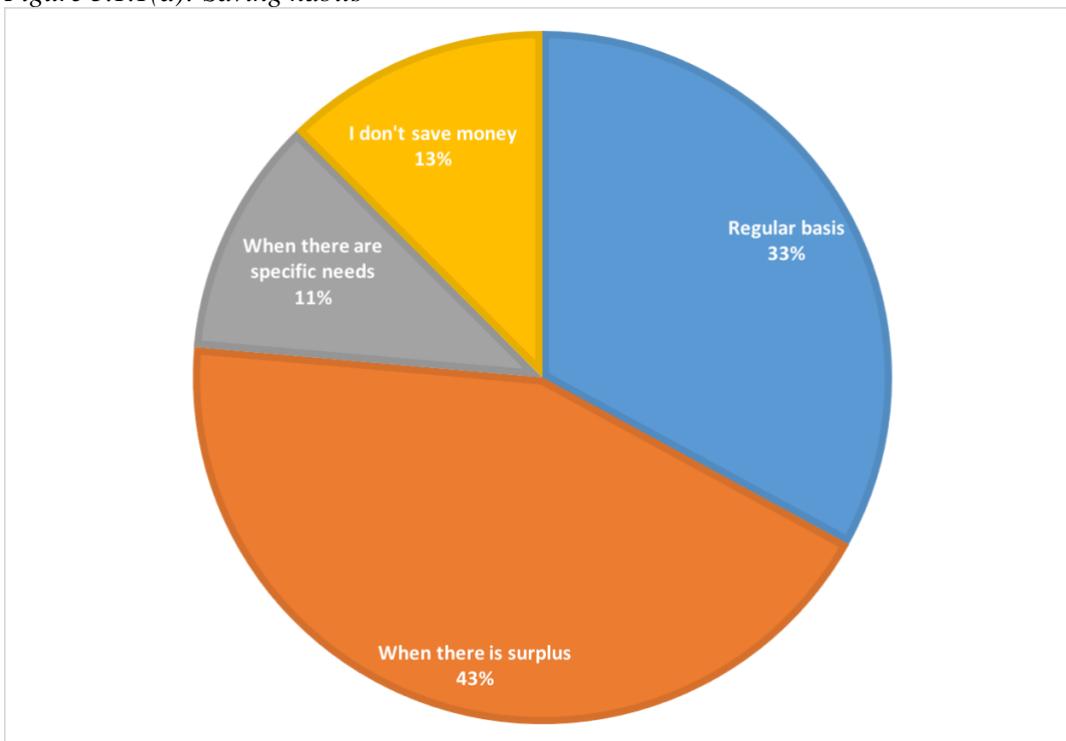


Table 3.1.1(a): Saving habits

	No. of respondents (n=500)	Percentage (%)
I save money on a regular basis	165	33
I save money when there is surplus	217	43.4
I only save money when there are specific needs	56	11.2
I don't save money	62	12.4

Respondents from the younger age group of 15-16 are more likely to be regular savers than respondents aged 17-18. Respondents with a lower monthly personal allowance also make up a larger proportion of regular savers than respondents with a higher monthly personal allowance (of HK\$1,500 or above).¹⁰

There are some possible correlations between regular saving habits and other good behaviour in personal finance. For instance, regular savers tend to have good money management habits, and the converse is true for non-savers. 66.3% of regular savers have a budget and keep close track of how much they spend each month, and on what items. 54.76% of non-savers do not have a budget, do not keep track of their expenses and do not know how much they spent at all. One's savings habits appear also to be related to his/her financial planning habits. Significantly more non-savers do not have any financial goals; even for non-savers with a financial goal, they are less likely to have taken any action to achieve it.

Perhaps as a result, not surprisingly, regular savers are less likely to run out of money before the end of each month. Among non-savers, a significantly larger proportion encounters financial difficulties towards the end of the month regularly, every 1 to 2 months.

Most regular savers put away money for saving every week (47.27%) or every month (40%). A small proportion save money every day (10.3%) and an even smaller proportion save money less frequently than every month (2.42%).

Table 3.1.1(b): Frequency of saving

	No. of respondents (n=165)	Percentage (%)
About everyday	17	10.3
About every week	78	47.27
About every month	66	40.0
Less than every month	4	2.42

Note: Only regular savers were asked to answer this question.

About half (47.88%) of the regular savers save less than HK\$500 every month, while the rest (52.12%) save HK\$500 or above.

Table 3.1.1(c): Amount of savings

	No. of respondents (n=165)	Percentage (%)
Below HK\$500	79	47.88
HK\$500 or above	86	52.12

¹⁰ "Monthly personal allowance" excludes any financial earnings generated from work and includes only financial support from other sources, e.g., family.

Note: Only regular savers were asked to answer this question.

The most popular saving method among regular savers is bank account (52.73%), followed by asking one’s family to save on his/her behalf (26.67%) and putting away cash (29.7%). Investment in financial products is not common among our respondents (1.21%), likely due to their age.

Table 3.1.1(d): Method of saving

	No. of respondents (n=165)	Percentage (%)
I save money in my bank account	87	52.73
I save money in cash	49	29.7
I save money through investments in financial products	2	1.21
I give money to my family for them to save on my behalf	44	26.67

Note: Only regular savers were asked to answer this question.

3.1.2. Motivations for Saving or Not Saving

Regular savers cite these top three reasons for saving: “to develop my saving habit” (51.52%); “for emergency” (40%); and “for future education” (27.27%).

Interestingly, 24.85% saved “for big purchases e.g., game console, smartphone, digital products”. Though regular savers, this group who save for big purchases have some of the characteristics that are associated with non-savers as discussed above – for instance, they are more likely to be unable to sustain their living expenses for a month if they were to lose their main source of income or allowance; they are also less likely to have a budget and to know their monthly expenses breakdown.

Figure 3.1.2(a): Top three reasons for saving

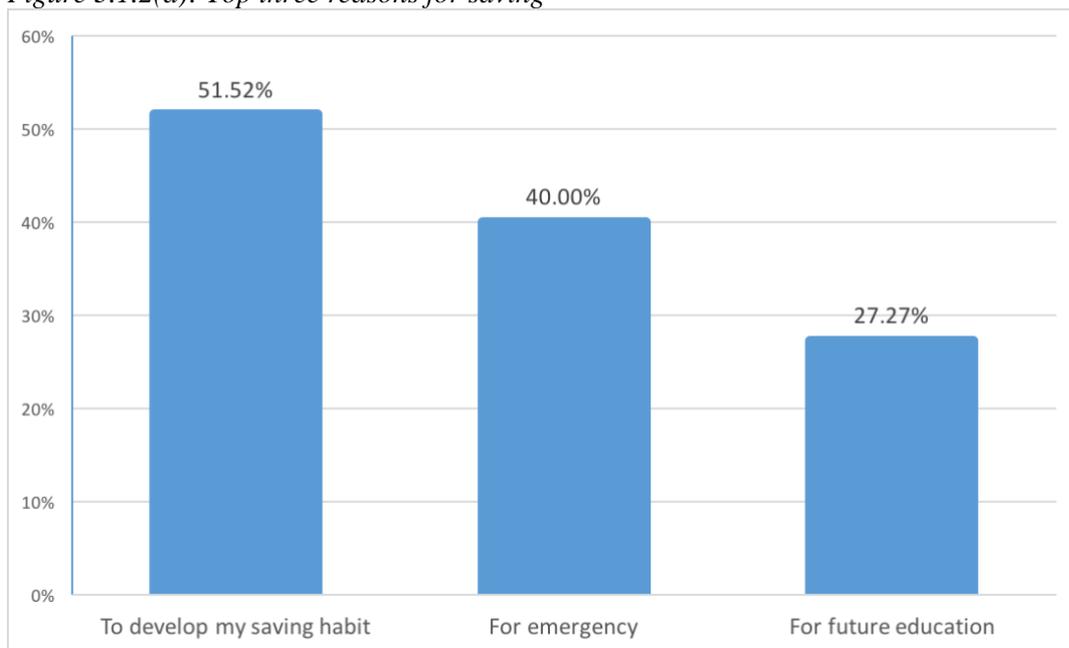


Table 3.1.2(a): Reasons for saving

	No. of respondents (n=165)	Percentage (%)
To develop my saving habit	85	51.52
For emergency	66	40
For future education	45	27.27
For big purchases, e.g., game console, smartphone, digital products	41	24.85
My parents / friends / teachers tell me I should do it	16	9.70
Others: “traveling / working holiday”; and “I don’t know”	3	1.82

Note:

- (1) Only regular savers were asked to answer this question.
- (2) Respondents may choose more than one option, therefore the sum of percentages exceeds 100%.

Respondents who are not regular savers give these top three reasons for not saving: “I cannot save because my income / allowance is too low” (49.55%); “I cannot resist the temptation to spend” (34.33%) and, remarkably, “I don’t see the point in saving” (24.48%). In particular, older youth within the age group of 17-18 and those who are at tertiary education level find it more difficult to resist the temptation to spend, when compared to younger youth aged 15-16 and those at secondary school level, respectively.

Figure 3.1.2(b): Top three reasons for not saving

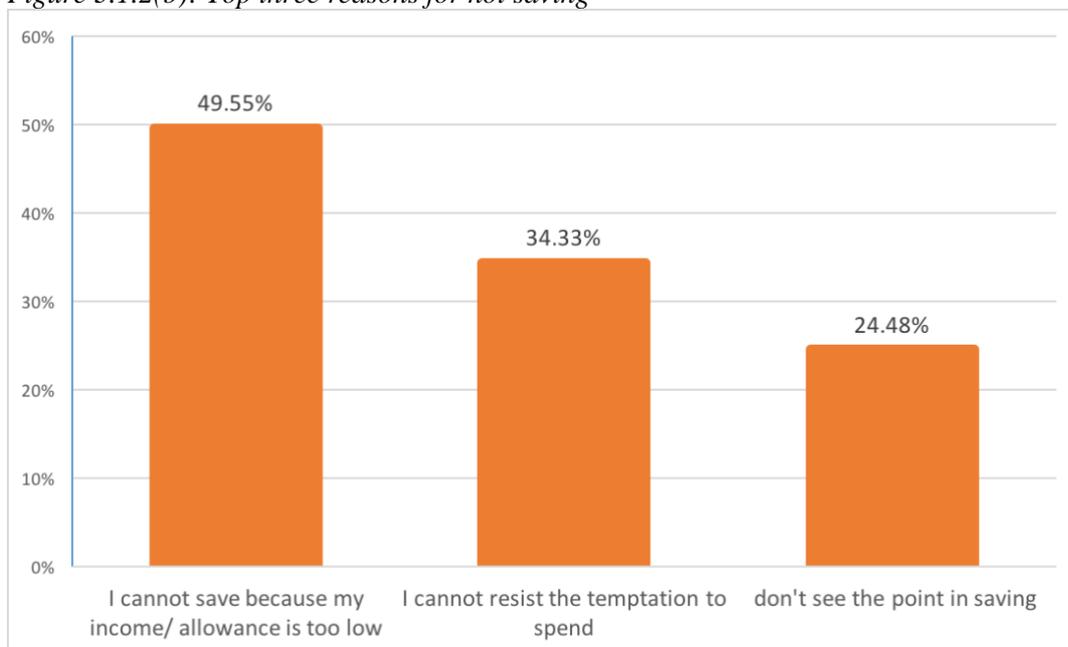


Table 3.1.2(b): Reasons for not saving

	No. of respondents (n=335)	Percentage (%)
I cannot save because my income / allowance is too low	166	49.55
I cannot resist the temptation to spend	115	34.33
I don't see the point in saving	82	24.48
I don't trust financial institutions	18	5.37
I don't know	16	4.78

Note:

- (1) Only respondents who are not regular savers were asked to answer this question.
- (2) Respondents may choose more than one option, therefore the sum of percentages exceeds 100%.

3.3. Making Ends Meet

This section contains questions that are directed at the general ability to make ends meet (i.e., pay expenses) on a regular basis, and the ability to provide for future financial needs in the event of emergency, such as a sudden loss of income. Although nearly all of the respondents are students¹¹ and therefore are financially supported, it is helpful to gauge their awareness for financial security and contingency based on their level of income and expenses. To respondents who are studying, expenses will mean basic expenses for transportation to and from school, and food, etc., while income or allowance will denote pocket money from their family.

3.3.1. Paying Regular Expenses

When it comes to making ends meet on a regular basis, most respondents do not have any issues. They were asked how often in the past year they ran out of money before the next month's income or allowance arrived. 60.8% rarely or never had this problem, though 19.8% and 11.6% reported encountering this difficulty every 1 to 2 months and every 3 to 4 months, respectively.

Table 3.3.1: Paying Regular Expenses ("During the past year, on average how often do you run out of money before your next month's income or allowance arrives?")

	No. of respondents (n=500)	Percentage (%)
Rarely / Never	304	60.8
About 1-2 months	99	19.8
About 3-4 months	58	11.6
About 5-6 months	24	4.8

¹¹ 1.2% (n=6) of the respondents are working. It is noted that the behaviour and attitudes of young working adults may be different from students, especially in dealing with regular and emergency financial needs. However, we consider the proportion of working respondents negligible in relation to the total sample size and thus unlikely to significantly affect our analysis.

Less than every 6 months	15	3
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3.3.2. Rainy Day Fund

Respondents are asked how long they would be able to cover their living expenses, without getting any help, if they lost their main source of income or allowance.

More than half of the respondents (53.4%) cannot sustain their living expenses for one full month (“respondents with a small rainy day fund”). Specifically, 18% of the respondents cannot last for a whole week. About one-third of the respondents can continue to pay their living expenses for up to another month (35.4%) or up to three months (29.8%).

Figure 3.3.2: Rainy day fund (“If you lost your main source of income/allowance, how long could you continue to cover living expenses, without getting any help?”)

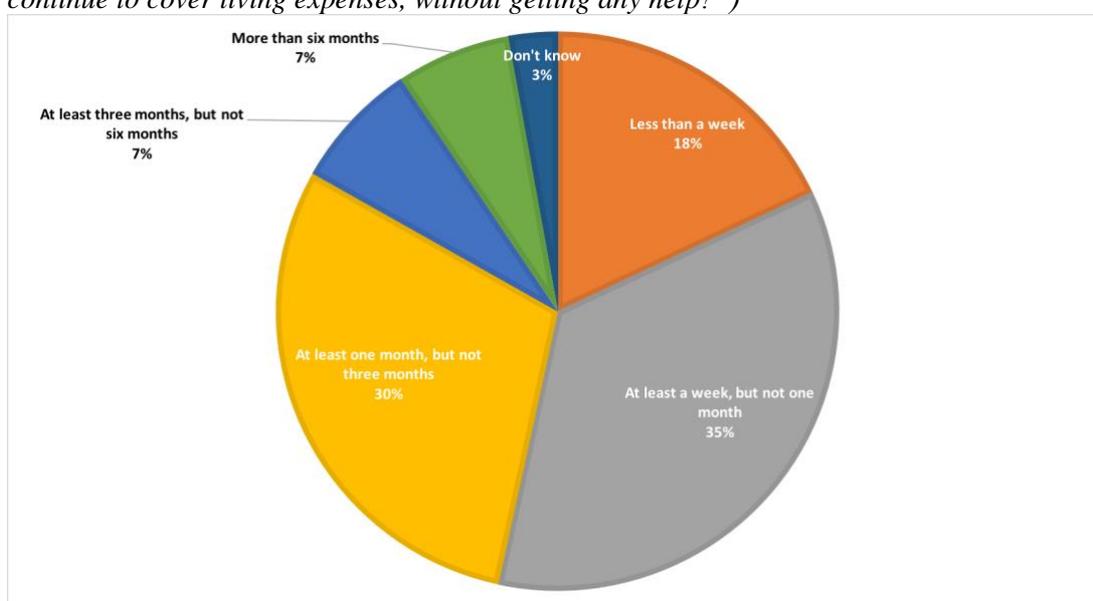


Table 3.3.2: Rainy day fund (“If you lost your main source of income/allowance, how long could you continue to cover living expenses, without getting any help?”)

	No. of respondents (n=500)	Percentage (%)
Less than a week	90	18
At least a week, but not one month	177	35.4
At least one month, but not three months	149	29.8
At least three months, but not six months	37	7.4
More than six months	33	6.6
Don't know	14	2.8

It is observed that personal finance habits are possibly correlated to rainy day fund sufficiency. Among respondents with a small rainy day fund, there are more non-regular savers (that is, respondents who do

not save money or who only save when there is a surplus or a specific need). The ability to save up a rainy day fund is likely to be related to one's money management habits. Most (80.95%) of the respondents who have a small rainy day fund have no idea how much they spend monthly. Within this group, there is also a significant proportion of respondents who frequently run out of money before month-end - 70.71% encounter this difficulty every 1 to 2 months.

3.4. Money Management

Overall, 59% of the respondents have a budget, while 41% do not have a budget. 42% of the respondents keep track of their expenses, but 58% do not. Notably, 8.4% neither have a budget nor know how much they spend each month.

Table 3.4: Money management habits

	No. of respondents (n=500)	Percentage (%)
I have a budget and keep close track of how much I spend each month and on what.	92	18.4
I have a budget but don't keep track of how much I spend each month and on what.	203	40.6
I don't have a budget, but I have a good idea about how much I spend each month and on what.	118	23.6
I don't have a budget, but I have a good idea about how much I spend each month overall, though I don't necessarily know the breakdown.	45	9
I don't know how much I spend.	42	8.4
<u>Summary</u>		
<i>Keeping a budget</i>		
- Have a budget	295	59
- Do not have a budget	205	41
<i>Keeping track of expenses</i>		
- Keep track of expenses	210	42
- Does not keep track of expenses	290	58

As discussed above, respondents who display good behaviour in one area of personal finance, e.g., in keeping track of expenses, tend to have other good personal financial habits as well, like having an adequate rainy day fund. The converse is also true. Respondents with bad money management habits are more likely to have a small rainy day fund. Among the respondents who neither have a budget nor an idea of their monthly expenditure, there are significantly more (12.73%) who cannot sustain their living expenses for more than a month should they lose their main source of income or allowance, and very little can do so for at least a month (3.65%).

Similarly, having good money management habits is possibly correlated with having a financial goal. Among the respondents who have a financial goal, 64.9% also keep a budget. Among the respondents without a financial goal, more than half (53.42%) do not keep a budget.

3.5. Financial Planning

67.8% of the respondents have a financial goal (“goal-setters”), whereas 32.2% do not have any financial goals. Traveling is the top financial priority for 23.6% of the respondents, followed by buying consumer goods (18.4%) and further studies (14.2%).

Figure 3.5.1: Financial planning

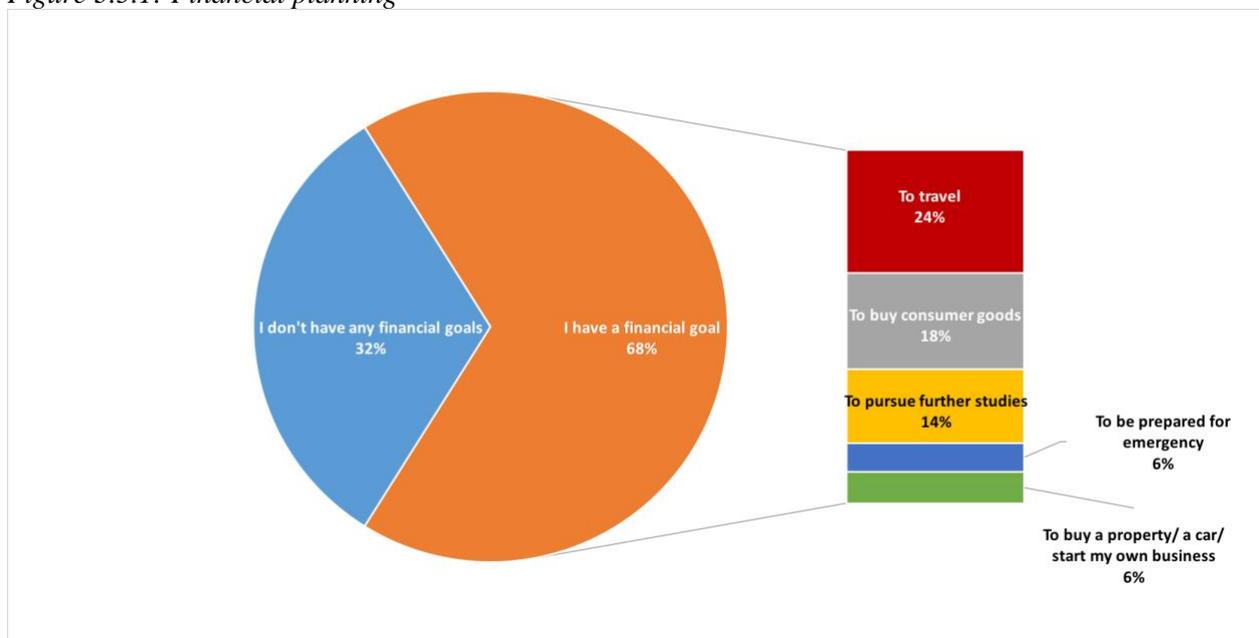


Table 3.5.1: Financial planning

	No. of respondents (n=500)	Percentage (%)
I don't have any financial goals	161	32.3
I have a financial goal	339	67.8
- To travel	118	23.6
- To buy consumer goods (e.g., clothes, shoes, electronic gadgets, etc.)	92	18.4
- To pursue further studies	71	14.2
- To be prepared for emergency	28	5.6
- To buy a property	19	3.8
- To buy a car	6	1.2
- To start my own business	5	1

Based on cross-sectional data, it is more likely for females (72.84%), older youth (72.8% from the age group 17-18) and working youth (85%) to be goal-setters. As discussed above, goal-setters are also more likely to save money, to keep a budget and/or to keep track of expenses.

Table 3.5.2: Have you taken any action to achieve your financial goal?

	No. of respondents (n=339)	Percentage (%)
I haven't taken any action to achieve my financial goal	26	7.67
I have taken action to achieve my financial goal	313	92.33
- Cut back on spending	237	69.91
- Increased savings	198	58.41
- Looked for work	49	14.45
- Prepared a plan of action	18	5.31
- Made investments	11	3.24
- Others (e.g., applied for scholarship)	1	0.3

Note:

- (1) Only goal-setters were asked to answer this question.
- (2) Respondents may choose more than one option for the actions they took to achieve their financial goals, therefore the sum of percentages exceeds 100%.

Nearly all of the respondents (92.33%) with a financial goal have taken action to achieve their goals. The most popular course of action is to cut back on spending (69.91%), presumably because most respondents are studying and therefore are not earning income. Others choose to increase savings (58.41%) or to look for work (14.45%).

3.6. Financial Knowledge

The respondents are asked to answer 9 questions, which relate to financial concepts such as inflation, discount, interest, and investment.

Out of all respondents, 37.2% scored high, answering 7-9 questions correctly. 40% scored medium, answering 5-6 questions correctly. 22.8% scored low, answering less than 5 questions correctly.

Table 3.6.1: Financial knowledge - respondents with correct answers (breakdown by level of knowledge)

	No. of respondents (n=500)	Percentage (%)
High	186	37.2
Medium	200	40
Low	114	22.8

Respondents are the weakest in their knowledge of market fluctuation and risk diversification in relation to financial investments, which 27.4% and 36.2% answered correctly, respectively. This is followed by interest rate with regard to loan, which 60.8% answered correctly.

Figure 3.6.2: Financial knowledge – respondents with correct answers (breakdown by topic)

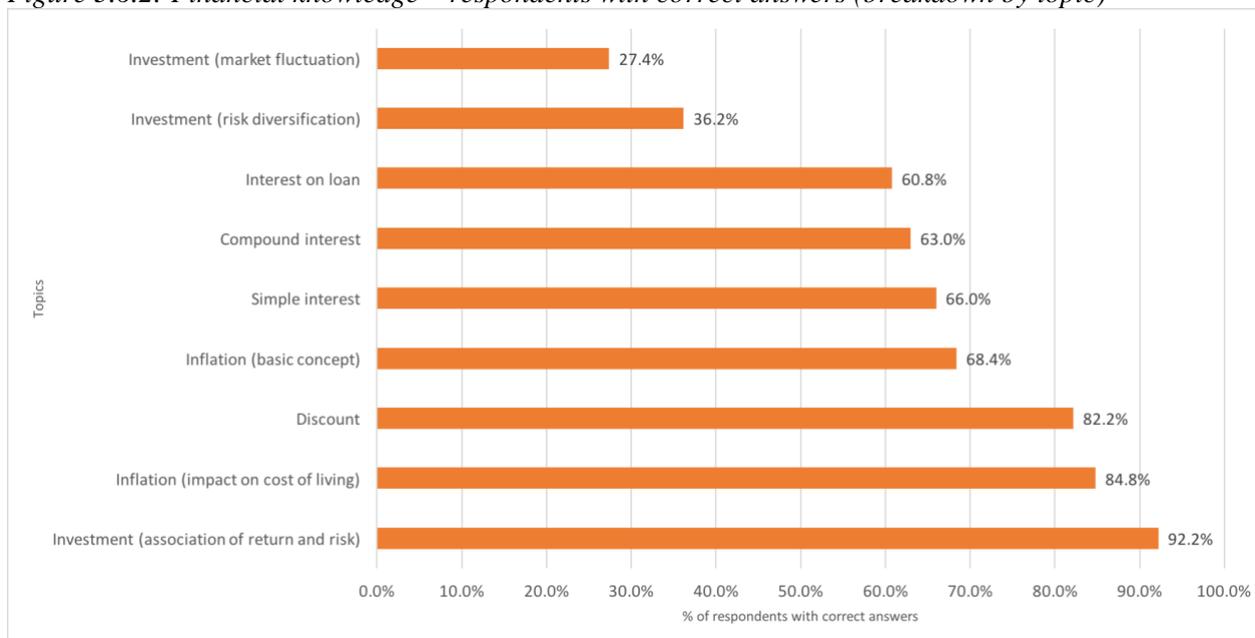


Table 3.6.2: Financial knowledge - respondents with correct answers (breakdown by topic)

	No. of respondents (n=500)	Percentage (%)
Investment (market fluctuation)	137	27.4
Investment (risk diversification)	181	36.2

Interest on loan	304	60.8
Compound interest	315	63
Simple interest	330	66
Inflation (basic concept)	342	68.4
Discount	411	82.2
Inflation (impact on cost of living)	424	84.8
Investment (association of return and risk)	461	92.2

Financial knowledge corresponds with age and education level. 46.6% of the older respondents aged 17 to 18 have a high level of financial knowledge, while only 28% of 15 to 16-year-olds scored high. 40.06% of senior secondary students from Form 4 to Form 6 are high-scorers, as are 60.71% of students who have attained tertiary level or above. In contrast, only 23.33% of junior secondary students from Form 1 to Form 3 have a high level of financial knowledge.

A young person's financial knowledge is possibly correlated with his/her household income. 51.01% of respondents from the high household income group of HK\$40,000 or more are high-scorers, significantly more than the percentage of high-scorers from the low income group of below HK\$25,000 (27.74%) and from the mid income group of HK\$25,000 to HK\$40,000 (34.73%).

3.7. Financial Attitudes

3.7.1. Attitude towards Money Usage

Respondents are mostly prudent when it comes to making purchasing decisions and, in general, allocating money between spending and saving. 62.4% would carefully consider whether he/she could afford something before buying it, and only 7% would purchase things to impress others. Less than 30% have the "you only live once" mentality (that is, to live for today and to spend money without regard for saving for the future).

Table 3.7.1: Attitudes towards money usage

	No. of respondents (n=500)	Percentage (%)
Before I buy something, I carefully consider whether I can afford it.	312	62.4
Sometimes I purchase things only to impress others.	35	7
I find it more satisfying to spend money than to save it for the future.	133	26.6
I tend to live for today and let tomorrow take care of itself.	133	26.6

Note: The above figures represent the respondents who agree or completely agree with the corresponding statements.

3.7.2. Attitude towards Financial Management and Planning

Generally, respondents understand the importance of financial management. More than half (57.4%) keep a close watch on their financial affairs.

Although respondents have awareness for long-term financial planning (for instance, most of them disagree that financial planning is only important for those who have a lot of money), less than half (45.4%) actually set long-term financial goals and strive to achieve them.

Table 3.7.2: Attitudes towards financial management and planning

	No. of respondents (n=500)	Percentage (%)
I keep a close personal watch on my financial affairs.	287	57.4
Financial planning is only important for those who have a lot of money.	55	11
I set long-term financial goals and strive to achieve them.	227	45.4

Note: The above figures represent the respondents who agree or completely agree with the corresponding statements.

3.7.3. Financial Stress

More than half (51.8%) are satisfied with their present financial situation, and there are fewer respondents who agree (rather than disagree) that they tend to worry about their normal living expenses.¹² However, 38.2% agree that their financial situation limits their ability to do things that are important to them. Overall, there is a higher level of satisfaction and a lower level of stress among youth aged 15-16 regarding their financial situation, when compared to youth aged 17-18.

Table 3.7.3: Financial stress

	No. of respondents (n=500)	Percentage (%)
I tend to worry about paying my normal living expenses.	118	23.6
My financial situation limits my ability to do the things that are important to me.	191	38.2
I am satisfied with my present financial situation.	259	51.8

Note: The above figures represent the respondents who agree or completely agree with the corresponding statements.

¹² Young working adults are likely to bear greater financial stress than students. However, we consider the proportion of working respondents (1.2%) negligible in relation to the total sample size and thus unlikely to significantly affect our analysis.

3.8. Financial Education

34.4% of the respondents consider themselves financially literate. More than half (59.2%) agree that they could benefit from some personal finance education.

Out of all the respondents, 51.4% have parents that discussed financial matters with them while they were growing up. Cross-sectional data shows that parents play a bigger role in financial education if the family has a higher household income. 58.39% of respondents from the high household income group of HK\$40,000 or more have had their parents speak about financial management to them, significantly more than the low household income group of below HK\$25,000. This suggests that youth from a low-income family are more in need of financial education.

Table 3.8.1: Financial education needs

	No. of respondents (n=500)	Percentage (%)
I consider myself a financially literate person.	172	34.4
I could benefit from some personal finance education.	296	59.2
My parents discussed with me how to manage financial matters when I was growing up.	257	51.4

Note: The above figures represent the respondents who agree or completely agree with the corresponding statements.

Respondents ranked the topics that they want to learn in financial education. The top three topics are: saving money (58.6%), setting and achieving financial goals (45.2%), and managing credit status and health (33.8%).

Figure 3.8.1: Preferred financial education topics

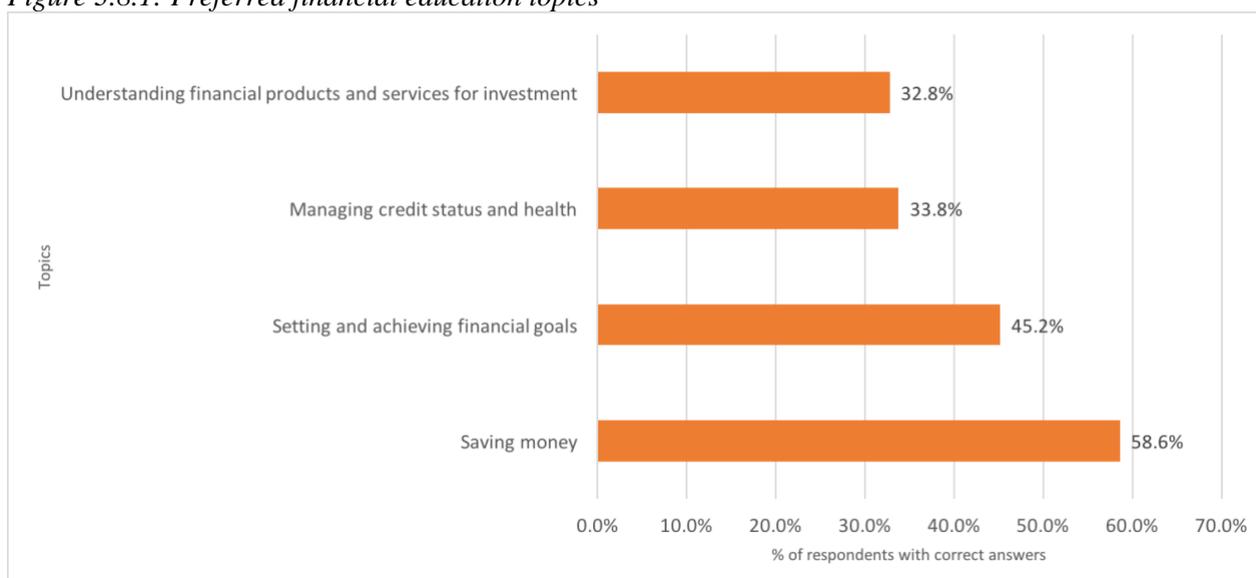


Table 3.8.2: Financial education topics

	No. of respondents (n=500)	Percentage (%)
Saving money	293	58.6
Setting and achieving financial goals	226	45.2
Managing credit status and health	169	33.8
Understanding financial products and services for investment	164	32.8

Note:

- (1) The above figures represent the respondents who agree or completely agree with the corresponding statements.
- (2) Respondents may choose more than one option, therefore the sum of percentages exceeds 100%.

Schools and educational institutes are voted as the first choice for delivering financial literacy programmes (67%), followed by government entities (13.2%) and banks or other financial institutions (13.2%).

Figure 3.8.2: Preferred educational institution

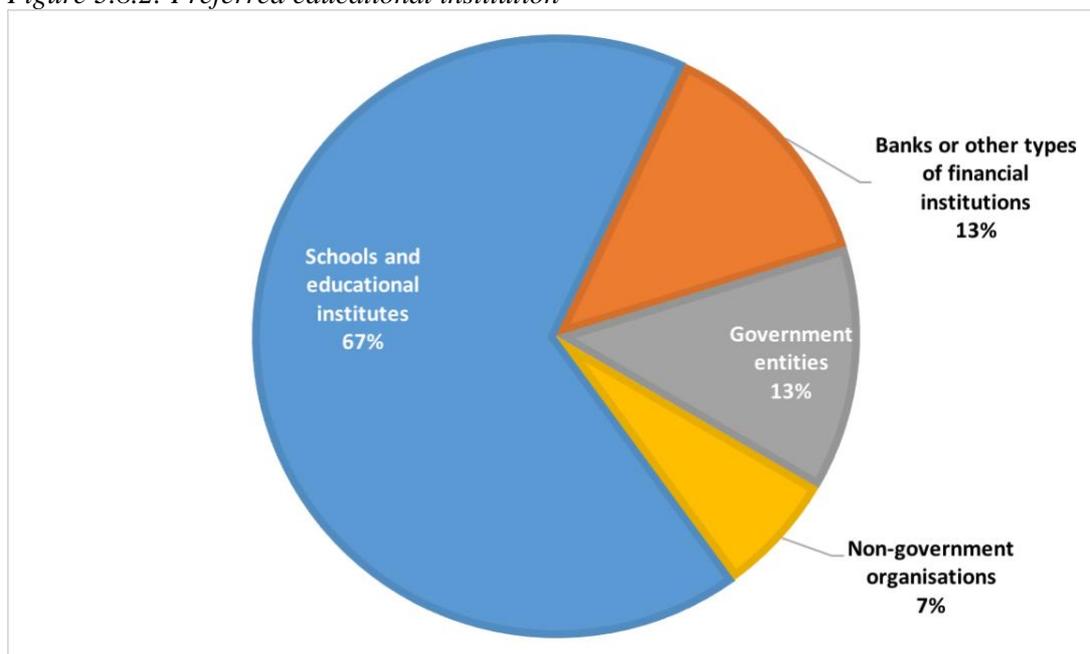


Table 3.8.3: Financial education institutes

	No. of respondents (n=500)	Percentage (%)
Schools and educational institutes	335	67
Banks or other types of financial institutions	66	13.2
Government entities	66	13.2
Non-government organisations	33	6.6

Note:

- (1) *The above figures represent the respondents who agree or completely agree with the corresponding statement.*
- (2) *Respondents may choose more than one option, therefore the sum of percentages may exceed 100%.*

4. Conclusion

As we stated at the outset, the purpose of this project is to supplement existing efforts in promoting and enhancing financial education in Hong Kong. To achieve more holistic and integrated financial education, this project is only one of the many steps, and stakeholders' input from both the public and private sectors are essential. Indeed, stakeholders are encouraged to build on this set of findings in strategising action plans and targeting resources for intervention measures.

With regard to youth financial literacy, we noted that the HKFCF outlines the core learning outcomes at different ages. So what can we do from a policy standpoint to support financial education in Hong Kong and empower our youth to achieve these outcomes? Below are some suggestions, based on findings of the present survey and also the views of policymakers and educational experts in this area. We also give examples of the approaches, measures and programmes overseas for reference.

4.1. Implications and Recommendations

- 1) **There is a need for financial education for youth aged 15-18.** There is room for improvement for at least 60% of the respondents who have a low to medium level of financial knowledge. Overall, only about one-third consider themselves financially literate. More than half agree that they could benefit from some financial education.
 - a. **Such need exists in particular for youth from low-income families.** These youth tend to display a lower level of financial knowledge. They are also less likely to receive financial education from their parents.
- 2) **Financial education should start as young as possible.** The present survey found that younger teens are weaker in financial knowledge than their older counterparts. This finding reinforces recommendations by the OECD and the IEC that financial education should start as early as possible – in primary school if not earlier. For instance, children can be taught about the value of money and be encouraged to start forming good spending and saving habits. Financial education should seek to convey key skillsets corresponding to the core competencies in the HKFCF for the age bracket of specific learners. For the relevant competencies, one can refer to HKFCF's Key Stage 1 (for Primary One to Three) through Key Stage 4 (for Secondary Form Four to Six).
- 3) **Financial education should be holistic and go beyond conveying knowledge.** It should also address behaviour, motivations and attitudes. We include in subsection 4.3 below some examples of how this is done in the U.K. and U.S.
- 4) That said, there are **priority areas for financial education in Hong Kong**, which are:
 - a. **Saving:** Most (67%) of the respondents are not regular savers, and nearly one-third of the non-savers do not see the point in saving. Financial education programmes should aim to make young people aware of the importance of saving and instill in them saving habits since young. This is especially needed for older youth (aged 17 to 18) and tertiary level students, as data shows that they find it more difficult to resist the temptation to spend.
 - b. **Long-term financial planning:** Short-term goals such as travelling and buying consumer goods rank high among respondents as their top financial priorities. Financial education programmes should seek to encourage young people to set long-term financial goals, including plans for retirement.

It should be noted that financial education goes well beyond these two topics, but we highlight them based on our survey findings. Indeed, financial education is a very broad subject and it can encompass many areas. The HKFCF underscores the importance for young people to learn about money and banking, income and taxation, saving and investing, spending and credit, consumer rights and responsibilities, financial planning, and protection and risk.

- 5) **Schools should be the pioneer in promoting and strengthening financial education.** It was found that youth generally prefer to learn about money matters at school. Thus, the importance of financial education at school cannot be over-stated. In Hong Kong, financial education at school can be enhanced in the following ways:
 - a. **School recognition and leadership is critical.** As financial education is not part of Hong Kong's current school curriculum, schools' recognition of the importance of financial education and school-based implementation is all the more important. School management and teachers each play an essential role in this regard: school leaders in setting and driving the agenda in individual schools, and teachers in providing close guidance and support to students.
 - b. **Schools should actively look for opportunities to teach money matters.** Schools are encouraged to embed financial education into different classes and activities as they see fit. For instance, schools can incorporate responsible money management attitudes into moral education, or hold discussions around retirement planning during class teacher time. For more informal learning, schools can organize extra-curricular activities such as workshops and competitions. As will be discussed below, it is important that parents play a part in financial education too, and one way to raise awareness among parents is through Parent-Teacher Associations.
 - c. **More support can be given to schools** in terms of encouraging and facilitating the incorporation of financial education into school-based teaching, and in helping teachers build their competencies to teach financial matters.
- 6) **Parents' role in encouraging good money habits since young is crucial too.** 51.4% of the respondents have parents that discussed financial matters with them while they were growing up. This means that the remaining half did not benefit from any parental guidance. Financial literacy encompasses values and attitudes towards money, which is best cultivated by parents starting from a young age. We suggest two areas of focus:
 - a. **Create awareness** on two fronts: of the importance that parents play in cultivating good financial habits of their children, and of the need for parents themselves to be good role models when managing money at home.
 - b. **Provide more tools and resources to parents to help them teach their kids about money.** For instance, interactive software and games that invite parents' participation are good ways for parents to initiate "the money talk".
- 7) **Youth, parents and teachers alike are encouraged to use IEC's website, the "Chin Family".** The "Chin Family" (<https://www.thechinfamily.hk/web/en/>) is a centralized platform set up and managed by the IEC, consolidating all types of financial education resources and tools. The site explains financial concepts that are relevant to daily life using animations, making them easy to understand. It also provides tools such as budget planners and financial calculators. To young people, these tools can make managing personal finance less daunting; they can also create opportunities for parent-children and teacher-student interactions, so to encourage parents and teachers to start financial education.

4.2. Areas for Further Study

1) Debt management

Because most of the respondents are not in debt and do not have a credit card (likely due to their young age), this research does not address HK youth's debt management skills, behaviour and attitudes. Yet, this is a relevant and important area of study, especially for youth of 18 years old or above. IEC's survey in 2014 showed that some Hong Kong people borrowed primarily to satisfy their "wants" rather than "needs" and a quarter of Hong Kong people had misunderstandings about the charges and fees of credit cards.¹³ Other surveys commissioned by credit companies and news articles reported that university students took out multiple credit cards and incurred loans that they were eventually unable to repay.¹⁴

2) Evaluation of financial education

This study touches on young people's preferences for financial education, but does not address what constitutes an effective financial literacy programme.

In Hong Kong, there have not been many large-scale or in-depth reviews of financial education programmes. In IEC's landscape survey, it was found that only 10% and 7% of the financial education initiatives in Hong Kong target tertiary and secondary students respectively.¹⁵ Out of all recorded initiatives, only 7% have been evaluated.

Indeed, this is not a problem unique to Hong Kong. The OECD noted that the rigorous evaluation of individual financial education programmes is still relatively scarce.¹⁶ The U.S. National Endowment for Financial Education (NEFE) highlighted the same issue, and explained why evaluation was important:

“Research data shows that the impacts and results of financial education programs are not sufficiently evaluated. However, if such results were more widely tracked and disseminated, the outcome could be that the successful programs were taught more frequently and the less successful programs were either improved or discontinued ...

Program evaluation is important ... [1] to help educators decide whether the program is meeting needs and whether any improvements are required ... [2] to help the educator document the outcome of financial education programs. This is essential for the accountability purpose of the funds utilized for financial education.”¹⁷

As a policy priority, studies and proposals of evaluation mechanisms and indicators for an effective financial education programme should be encouraged. Based on them, actual reviews of existing programmes should be undertaken.

¹³ IEC, *Knowledge, Attitudes and Behaviour towards Money and Debt Management*, retrieved at: https://www.thechinfamily.hk/web/iec/common/pdf/about_iec/IEC-research-knowledge-attitudes-and-behaviour-towards-money-management.pdf

¹⁴ See, e.g., 「八九十後預卡數照樣高消費 高估還款力超錯」 (On.cc, 13 October 2015), retrieved at: http://hk.on.cc/hk/bkn/cnt/news/20151013/bkn-20151013122317067-1013_00822_001.html; 「大學生破產多因碌爆卡」 (Apple Daily, 17 August 2010), retrieved at: <http://hk.apple.nextmedia.com/news/art/20100817/14352512>

¹⁵ Id., Note 8 above.

¹⁶ OECD, *Advancing National Strategies for Financial Education*, retrieved at: http://www.oecd.org/finance/financial-education/G20_OECD_NSFinEd_Summary.pdf

¹⁷ NEFE, *Financial Education Evaluation Manual*, retrieved at: <http://toolkit.nefe.org/>

4.3. Overseas Examples

In this subsection, we outline the approach and work of U.K. and the U.S. in promoting financial education. While, as the OECD noted, regions should devise their financial literacy strategies based on local circumstances, and each of these countries developed their financial competency frameworks to suit local needs, their experiences are nevertheless of good reference value. The U.K., for example, granted statutory status for financial education in certain secondary subjects, which is a big welcome step forward. The U.S. has released an evaluation toolkit to facilitate financial education reviews.

United Kingdom

The U.K. has taken the lead in strengthening school-based financial education by including financial education as a part of the statutory curriculum at secondary level Mathematics and Citizenship. However, challenges remain in increasing the actual amount of class time and in enhancing teaching quality. For one, certain schools such as academies, free schools and independent schools are exempt from the statutory requirement. For another, based on the All Party Parliamentary Group (APPG) on Financial Education for Young People's report in May 2016¹⁸, only 35% of teachers reported that financial education was a high or medium priority in their school, and only 28% believed that their school has put more emphasis on financial education since it became statutory.

There are quite a number of organizations in the U.K. whose mission is to raise awareness and educate youth about financial matters. Earlier this year, the Personal Finance Education Group (PFEG) organized the campaign “*My Money Week*” in which thousands of schools took part. It was a valuable opportunity for educators to share their experiences in financial education and obtain resources on the same.

Among these initiatives, several developments in the U.K. are worthy of note:

- **Holistic approach encompassing values and attitudes:** Citizenship teaches students about the importance of budgeting and managing risk, and how to deal with income and expenditure, credit and debt, savings and pensions, and financial products and services. In light of concerns that Citizenship may not be the best subject to convey these attitudes and values, the APPG recommended teaching them within the subject of Personal, Social, Health and Economic (PSHE).¹⁹ Regardless, this illustrates the U.K.'s wholesome approach in educating youth about financial matters, tackling behavioral change in addition to delivering knowledge.
- **Real-world problem scenarios:** Finance-related number and problem-solving skills are taught within the Mathematics curriculum. In this regard, the APPG recommended taking a “real-world” approach.²⁰ Activities should be related to the experiences that young people face on a day-to-day basis, such as reading a bank statement and calculating interest rate. Certain intervention measures in the U.K. already take this approach, such as the PFEG's “*Money Management*” sessions.²¹ These sessions use case studies to address money issues that young people face daily and explore the actions available to them. Topics range from where to get financial advice, what to do if debt becomes unmanageable and the pros/cons of each action. For an illustration of these resources, see [Appendix I](#).

¹⁸ APPG, *Financial Education in Schools: Two Years On – Job Done?* Retrieved at: <https://www.pfeg.org/sites/default/files/APPG%20on%20Financial%20Education%20for%20Young%20People%20-Final%20Report%20-%20May%202016.pdf>

¹⁹ *Ibid.*

²⁰ *Ibid.*

²¹ The sessions are available for download on PFEG's website: www.pfeg.org.

- **Financial education starts young:** In making this recommendation above, we took into account a similar trend in the U.K. The APPG proposed that statutory financial education should be introduced at primary level.²²
- **Financial education should include parents' participation.** We see in the U.K. teaching materials that require parental input and participation (please see [Appendix I](#)), which is an indirect way to encourage parents to talk to their children about money matters. This is in line with our observation that parents should play a role in financial education.
- **Support for schools and teachers:** Similar to our suggestion above, the APPG highlighted the value of teacher training and a school network to share good practices.²³ The APPG noted that, given teachers' huge workload, the U.K. Government should establish a third party online portal for teachers to access intervention measures and teaching resources. Currently, the PFEG maintains several resources to support educators, including:
 - a suite of case studies that allows experience sharing among schools; and
 - a free advisory service, featuring specialist education consultants who offer free advice on financial education. These consultants have a detailed knowledge of curriculum planning, resources and techniques, and have experience in working to engage young people in innovative ways linked to the curriculum.²⁴
- **Whole-school approach:** Similarly, encouraging school leadership is a policy priority in the U.K. The APPG recognised that a whole-school approach is required for financial education to work effectively, in terms of both making teachers aware of their role in providing financial education and of helping students see the importance of financial literacy as a life skill.²⁵
- **Long-term impact study:** The APPG further recommended the U.K. Government to commission a long-term study to evaluate the effectiveness of financial education interventions and to understand the wider impact of financial education on young people's life chances. While not likely an immediate policy priority, this is a task that should be put on the long-term policy agenda as Hong Kong continues to promote and provide financial education across different segments.

United States

Like Hong Kong and unlike the U.K., there is no formal requirement for financial education to be part of the elementary or secondary school curriculum. Therefore, incorporating financial education into school-based teaching remains a challenge. As reported by the Financial Literacy and Education Commission (FLEC), efforts have been made to encourage the integration of financial education concepts into core subjects such as Mathematics and Reading, as well as to provide more teachers' training in this regard.²⁶

However, unlike Hong Kong, there is a myriad of ongoing efforts in the U.S. to deliver financial education, covering a broad range of topics, targeting different audience and employing various strategies.

In relation to these tools and resources, the examples and features below are worthy of note:

²² *Id.*, Note 18 above.

²³ *Id.*, Note 18 above.

²⁴ These resources are accessible at PFEG's website: www.pfeg.org.

²⁵ *Id.*, Note 18 above.

²⁶ Financial Literacy and Education Commission, *National Strategy for Financial Literacy*, retrieved at:

<https://www.treasury.gov/about/organizational-structure/offices/Domestic-Finance/Documents/Strategyeng.pdf>

- **Holistic approach**

The U.S. similarly embraces a holistic approach to financial education. As the U.S. National Endowment for Financial Education (**NEFE**) stated:

“Some financial education programs narrowly focus only on changing people's financial knowledge and make the assumption that this leads automatically to changes in financial behavior. This assumption may work at times; however, *changing financial behavior (not just increasing financial knowledge) is essential for a person to reach financial goals and achieve financial wellbeing*. For this reason, financial education programs that help change participants' behaviors are much more successful in fostering long-term, beneficial changes.”²⁷

- **Tools and resources**

- By the FLEC

The FLEC's website, www.MyMoney.Gov, contains an array of resources for youth, parents, and teachers alike. Materials for youth utilize **real-life cases** and emphasize practical problem-solving skills. That **financial education starts young** is equally observed in the U.S., as the website contains many games aimed at familiarising kids with the concept and value of money.

- By the NEFE

In its **efforts to support educators**, the NEFE has a checklist for planning a good financial education programme. Please refer to Appendix II.

Notably, the NEFE's *Financial Education Evaluation Toolkit*²⁸ helps financial educators understand evaluation concepts and apply them to their educational programmes so they can document the impact of their programs on students.

- By the Jump\$tart Coalition

The Coalition provides resources for youth, teachers, and remarkably, researchers. It identifies high-quality materials based on its “*Educational Materials Review Checklist*”. Materials are reviewed for their accuracy, completeness and appropriateness for educational use. Appropriate materials are then placed into the Coalition's database, the “*Clearinghouse*”. The Clearinghouse contains best practices guidelines and workshop kits, and is organized by grade level, format and content category.²⁹

For an illustration of these tools and resources, see Appendix I.

²⁷ *Id.*, Note 17 above.

²⁸ *Id.*, Note 17 above.

²⁹ The Clearinghouse can be accessed at: <http://clearinghouse.jumpstart.org/>

Appendix I – Examples of Financial Education Resources Overseas

United Kingdom

Family Financial Play Pack Name _____
Activity 1 **Dollars and Cents. Whole and Parts.**

Activity/Items Needed
 You will need a one dollar bill and loose coins. Make sure you have several of each.

Goal
 Your child will match the currency, state the different values, and recognize how whole and parts work together.

Things to Discuss/Questions to Ask

- 1 Review names and amounts (values) of each coin.
- 2 Show your child how many of each coin it takes to equal \$1.
- 3 Show an example of the concept of whole and parts. For example: 5 Pennies = 1 Nickel.
- 4 Assist your child in counting the change in different combinations to "buy" the toy pictured.
- 5 Explain that once money is traded for the toy, the money is gone!

Can you match the coins to the correct picture?



**What are the names?
 What are the values of each coin?**



_____ ¢ _____ ¢ _____ ¢ _____ ¢

**Bigger coins are not always worth more.
 Compare a dime and nickel. Dime = 10¢, Nickel = 5¢**

How much does this toy cost?



Count your coins in different ways to pay for this toy.



Money Box Live

Year 12



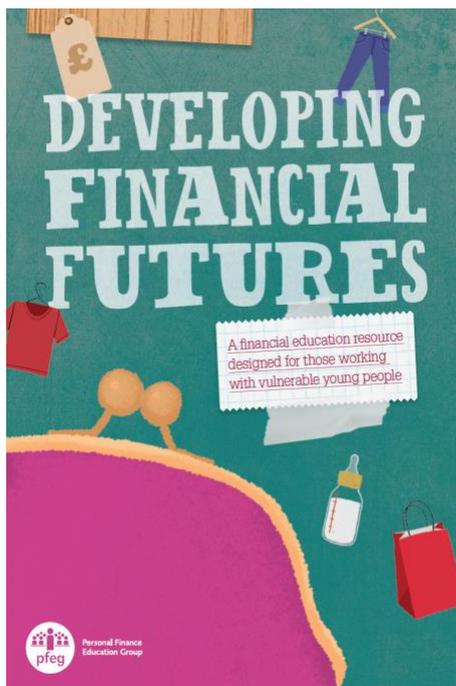
Money Box Live is an enrichment day for year 12 students that aims to develop their understanding of personal finance issues that relate to significant life events they will encounter in the near future. The aims of Money Box Live are for students to:

- Identify their attitudes to money and to know other people may feel differently
- Understand how attitudes to money affect everyday life
- Prioritise spending in the context of running a car
- Understand the legal requirement for basic car insurance
- Understand the factors that will affect their car insurance premium
- Understand a range of motivations when choosing particular jobs and careers
- Calculate income tax deductions and know how this affects take home pay
- Understand the cost of living independently in different locations around the UK

The materials were originally designed for My Money Week 2011 and were used at an event in Tonbridge in Kent, attended by teachers and students from four local secondary schools and colleges. A short DVD clip www.pfeg.org/mmwweekfilms of the event, including interviews with the students and teachers, helps to explain how the activities work and the benefits of running a Money Box Live event.

Money Box Live: 1 of 17

PFEG’s Family Pack – for parents to teach kids about the value of money



PFEG’s Money Box Live – part of its “My Money Week” campaign to help Year-12 students tackle significant life events in personal finance

PFEG’s Developing Financial Futures – an online booklet focused on helping vulnerable young working adults

United States

Workshop Kits for Unique Audiences

The people you serve face unique financial circumstances and challenges. With this in mind, we've created customizable workshop kits that are focused on varied—yet specific—audiences. Use the ten main topic areas below to find the resources that would be most useful to you based on the income level, stage of life, or unique situations for your community audience.

<p>Aging</p> <p>Help older adults prepare for and navigate the financial issues that occur later in life.</p> <p>Family Money Skills</p> <p>Generations United</p> <p>Sticking Together: Kinship Care and Financial Care</p> <p>See more workshops</p>	<p>Building Your Program</p> <p>Developing a tailored and relevant financial program for specific audiences can be daunting. Start a program that works for your community.</p> <p>Community-Based Financial Capabilities Pt.1-Groundwork</p> <p>Community-Based Financial Capabilities Pt.2-Curriculum</p> <p>NEFE Financial Education Evaluation Toolkit</p> <p>See more workshops</p>	<p>College Series</p> <p>Help young people gain money management skills and financially prepare for college and their future.</p> <p>40 Money Management Tips</p> <p>College for American Indians</p> <p>Dealing with Debt</p> <p>See more workshops</p>
<p>General Financial Education</p> <p>Help people build financial capability through a basic approach to money management.</p> <p>Planning and Paying for Utility Costs</p> <p>Rising Food Costs</p> <p>Risk and Protection</p> <p>See more workshops</p>	<p>Health and Disability</p> <p>Help people affected by health and disability issues navigate their finances.</p> <p>Addiction</p> <p>Caring for Children with Disabilities</p> <p>Living with MS</p> <p>See more workshops</p>	<p>Diversity</p> <p>Help people with diverse backgrounds and unique challenges build financial capability.</p> <p>Caring for Children with Disabilities</p> <p>College for American Indians</p> <p>Working Women</p> <p>See more workshops</p>
<p>Low Income</p> <p>Help low-income individuals become financially empowered by maximizing their limited assets.</p> <p>Changing Your Life Through Better Money Management</p> <p>Entry-Level Wages</p> <p>Planning and Paying for Utility Costs</p> <p>See more workshops</p>	<p>Special Situations</p> <p>Help people deal with unique life circumstances involving unexpected loss or frequent moves.</p> <p>Military Money Management</p> <p>Problem Gambling Part 1</p> <p>Rebuilding Financially After Domestic Violence</p> <p>See more workshops</p>	<p>Human Services</p> <p>Help varied underserved audiences take control of their finances and move toward a stable future.</p> <p>Changing Your Life Through Better Money Management</p> <p>Limited Income Earners</p> <p>Money Management for Adult Learners</p> <p>See more workshops</p>
<p>Youth</p> <p>Help young people gain money management skills and financially prepare for college and their future.</p> <p>40 Money Management Tips</p> <p>Entry-Level Wages</p> <p>Generations United</p> <p>See more workshops</p>		<p>Workplace</p> <p>Help employees improve their knowledge and financial security through workplace financial education.</p> <p>Entry-Level Wages</p> <p>Military Money Management</p> <p>Working Women</p> <p>See more workshops</p>

NEFE's Workshop Kits – teaching resources for educators, categorised by both target audience and daily life scenarios

Dealing with Debt
For College Students



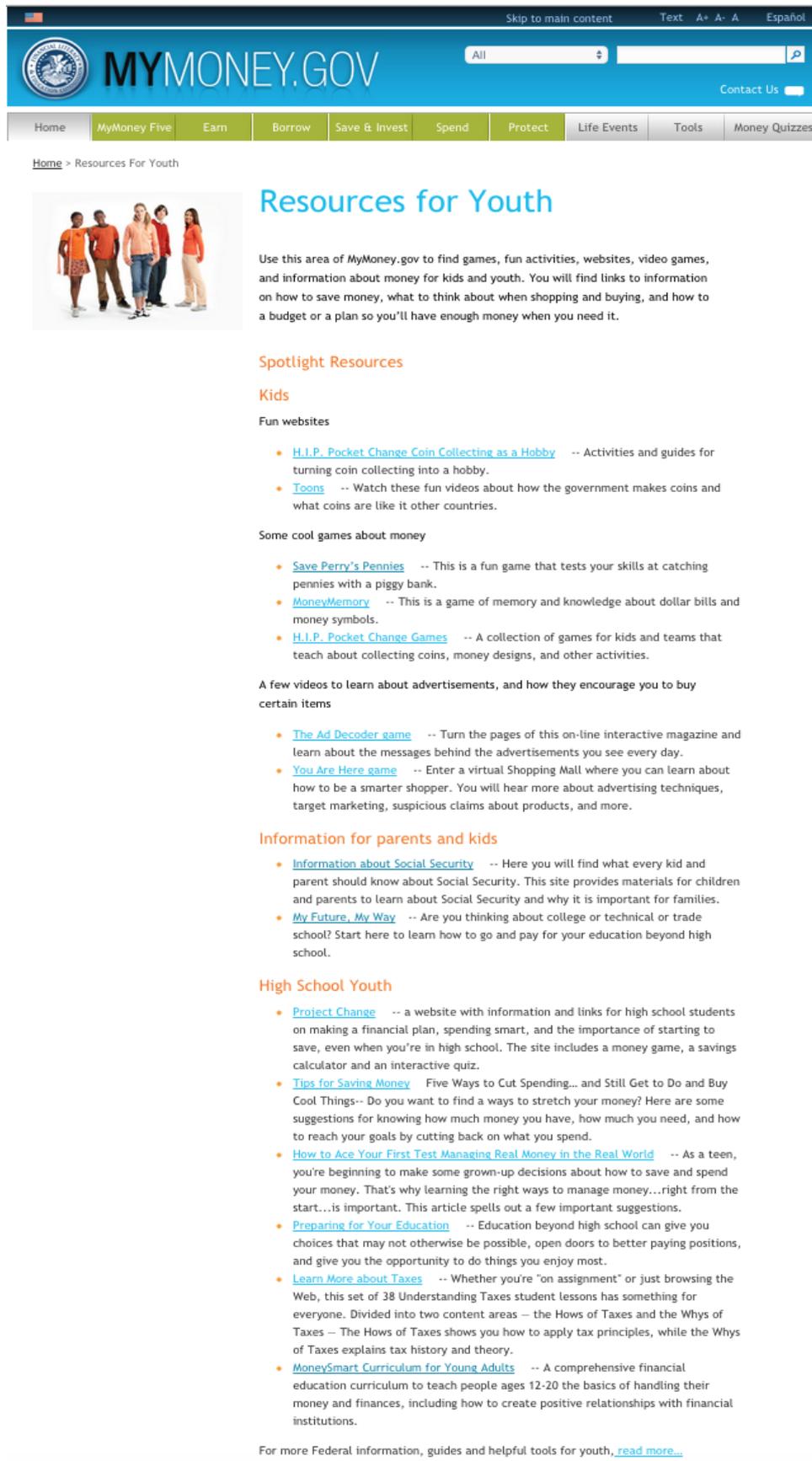
YOUTH

Young people who learn money management early can avoid many of the costly mistakes that would otherwise set them back as they plan for their futures. These workshops focus on youth development, service learning, paying for college, and preparing for life after college.

<p>40 MONEY MANAGEMENT TIPS</p> <p>Help college students learn to take control of their money instead of letting money control them.</p> <p>Presentation Materials</p> <p>Resources</p> <p>FAQs</p>	<p>CAR BUYING</p> <p>Guide participants through each step of the car-buying process.</p> <p>Presentation Materials</p> <p>Resources</p> <p>FAQs</p>	<p>CARING FOR CHILDREN WITH DISABILITIES</p> <p>Help the parents of children with disabilities as they face many unique financial challenges.</p> <p>Presentation Materials</p> <p>Resources</p> <p>FAQs</p>
<p>DEALING WITH DEBT</p> <p>Provide college students practical tips to manage debt, avoid quick fixes, and plan to resolve financial trouble.</p> <p>Presentation Materials</p> <p>Resources</p> <p>FAQs</p>	<p>ENTRY-LEVEL WAGES</p> <p>Help entry-level professionals create a spending plan that manages all their expenses.</p> <p>Presentation Materials</p> <p>Resources</p> <p>FAQs</p>	<p>FAMILY MONEY SKILLS</p> <p>Help low-literacy families gain the critical life skills needed to make smart financial choices.</p> <p>Presentation Materials</p> <p>Resources</p> <p>FAQs</p>
<p>GEAR UP</p> <p>Teachers and counselors understand the need to deliver financial education training.</p> <p>Presentation Materials</p> <p>Resources</p> <p>FAQs</p>	<p>GENERATIONS UNITED</p> <p>Present ways to initiate conversations around personal finance with youth and young adults, while also including family and cultural stories.</p> <p>Presentation Materials</p> <p>Resources</p> <p>FAQs</p>	<p>STICKING TOGETHER: KINSHIP CARE AND FINANCIAL CARE</p> <p>This workshop helps kinship caregivers adjust their lifestyle, manage their finances, find assistance, and take advantage of tax benefits.</p> <p>Presentation Materials</p> <p>Resources</p> <p>FAQs</p>

NEFE's dedicated website for youth – focusing on the common issues and mistakes that youth face in dealing with money, such as buying a car, paying for college, and managing spending upon receiving their first salaries

MyMoney.Gov - FLEC's centralized platform for resources for youth on financial matters



The screenshot shows the MyMoney.Gov website interface. At the top, there is a navigation bar with links for 'Home', 'MyMoney Five', 'Earn', 'Borrow', 'Save & Invest', 'Spend', 'Protect', 'Life Events', 'Tools', and 'Money Quizzes'. A search bar is located in the top right corner. Below the navigation bar, the page title is 'Resources for Youth'. A photograph of five diverse young people is displayed on the left. The main content area is titled 'Resources for Youth' and contains the following text and lists:

Use this area of *MyMoney.gov* to find games, fun activities, websites, video games, and information about money for kids and youth. You will find links to information on how to save money, what to think about when shopping and buying, and how to a budget or a plan so you'll have enough money when you need it.

Spotlight Resources

Kids

Fun websites

- [H.I.P. Pocket Change Coin Collecting as a Hobby](#) -- Activities and guides for turning coin collecting into a hobby.
- [Toons](#) -- Watch these fun videos about how the government makes coins and what coins are like in other countries.

Some cool games about money

- [Save Perry's Pennies](#) -- This is a fun game that tests your skills at catching pennies with a piggy bank.
- [MoneyMemory](#) -- This is a game of memory and knowledge about dollar bills and money symbols.
- [H.I.P. Pocket Change Games](#) -- A collection of games for kids and teams that teach about collecting coins, money designs, and other activities.

A few videos to learn about advertisements, and how they encourage you to buy certain items

- [The Ad Decoder game](#) -- Turn the pages of this on-line interactive magazine and learn about the messages behind the advertisements you see every day.
- [You Are Here game](#) -- Enter a virtual Shopping Mall where you can learn about how to be a smarter shopper. You will hear more about advertising techniques, target marketing, suspicious claims about products, and more.

Information for parents and kids

- [Information about Social Security](#) -- Here you will find what every kid and parent should know about Social Security. This site provides materials for children and parents to learn about Social Security and why it is important for families.
- [My Future, My Way](#) -- Are you thinking about college or technical or trade school? Start here to learn how to go and pay for your education beyond high school.

High School Youth

- [Project Change](#) -- a website with information and links for high school students on making a financial plan, spending smart, and the importance of starting to save, even when you're in high school. The site includes a money game, a savings calculator and an interactive quiz.
- [Tips for Saving Money](#) Five Ways to Cut Spending... and Still Get to Do and Buy Cool Things-- Do you want to find a ways to stretch your money? Here are some suggestions for knowing how much money you have, how much you need, and how to reach your goals by cutting back on what you spend.
- [How to Ace Your First Test Managing Real Money in the Real World](#) -- As a teen, you're beginning to make some grown-up decisions about how to save and spend your money. That's why learning the right ways to manage money...right from the start...is important. This article spells out a few important suggestions.
- [Preparing for Your Education](#) -- Education beyond high school can give you choices that may not otherwise be possible, open doors to better paying positions, and give you the opportunity to do things you enjoy most.
- [Learn More about Taxes](#) -- Whether you're "on assignment" or just browsing the Web, this set of 38 Understanding Taxes student lessons has something for everyone. Divided into two content areas -- the Hows of Taxes and the Whys of Taxes -- The Hows of Taxes shows you how to apply tax principles, while the Whys of Taxes explains tax history and theory.
- [MoneySmart Curriculum for Young Adults](#) -- A comprehensive financial education curriculum to teach people ages 12-20 the basics of handling their money and finances, including how to create positive relationships with financial institutions.

For more Federal information, guides and helpful tools for youth, [read more...](#)

Appendix II – Planning a Financial Education Programme

The excerpts and checklists below are taken from the U.S. NEFE's *Financial Education Evaluation Manual*.

Key components of every financial education program

The following list contains the essential components necessary in a good programme, presented in either a formal or non-formal educational setting:

- identified target participant group
- identified financial education needs
- program objectives designed to meet identified needs
- educational materials and lesson plans chosen to achieve learning objectives
- delivery method chosen to facilitate participant access to educational materials
- inclusion of evaluation plan and data-collecting instruments
- trained financial educator to facilitate learning
- program monitoring plan to utilize evaluation data for building stronger programs

Target audiences

Target audiences of financial education are very diverse. Participants' ages, levels of education, socio-economic backgrounds, and learning needs can vary greatly. For example, the ages of potential audiences can range from youth to older adult. Their levels of education can range from elementary school to graduate school. This variation underscores the educational diversity of potential audiences of financial education programs and the need for carefully selecting educational materials, delivery methods, and the evaluation approach based on the needs of each audience to achieve desired results.

Methods of financial education delivery

Various methods are used to deliver financial education programmes. These methods can be classified under three main categories.

1. Individual methods
 - one-on-one counseling
 - telephone advising
2. Group methods
 - seminars / presentations
 - training workshops
 - workshop series
 - credit courses offered through formal educational institutions
3. Mass methods
 - web-based programs
 - interactive CD programs
 - TV programs
 - newsletters / papers
 - radio programs