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All Party Parliamentary Group on Financial Education for Young People report

Building Beyond Barriers – A roadmap for enhancing financial education in schools

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Contents

Executive Summary

Across the UK, there are large numbers of young people who lack the knowledge, skills and behaviours to manage their money well. This has a significant negative impact on their ability to navigate an increasingly complex financial world, build resilience against economic shocks and avoid falling victim to scams and bad debt.

Lack of financial capability is an issue that is echoed across the rest of the population, with 45% of adults saying they do not feel confident managing money. [1] These trends highlight that if we are to move the dial on this critical area, educators – including teachers, parents and carers – must be better supported to develop their own financial literacy and have access to high-quality guidance and tools to effectively support the young people in their care.

The negative consequences associated with poor financial capability are well known, including the impact this can have on an individual's life chances as well as the effect it has on wellbeing. Yet, the positive impact of a financially literate population on individuals, wider society and the economy is also clear. According to research by the Confederation of British Industry (CBI) and GoHenry, prioritising financial education could add an extra £6.98bn to the UK economy each year, equivalent to £202bn by 2050. [2] This offers a powerful illustration of the economic, as well as the moral, argument for ensuring that our young people leave the education system equipped with financial literacy.

A number of studies have been undertaken in this area. While some have shown the current delivery of financial education in schools to be patchy, others have cast doubt on the impact which structural reforms, such as curriculum changes, can have on the level and quality of provision delivered. This inquiry has sought to build on the existing evidence base by identifying and unpicking the key barriers teachers face as they seek to deliver financial education. It has reinforced a number of previously identified challenges, but crucially reveals a series of fresh insights which we hope will positively shape the UK's approach in this area.

Having heard directly from teachers across primary and secondary settings, as well as a diverse range of stakeholders, it is evident that the challenges to providing high-quality financial education in schools are multi-faceted and there is no silver bullet. Yet, **this APPG is clear that progress on financial education can be achieved if a more ambitious and collaborative approach is adopted which further supports the educators at the heart of delivery**. Crucial to this is better harnessing the collective power and efforts of a range of stakeholders across government, the education system, Ofsted, business and the third sector.

Key findings from the inquiry include:

- Schools are recognised as having a vital role to play in the delivery of financial education, especially in deprived areas.
- There is a distinct lack of awareness about curriculum requirements, with two-fifths of teachers who have a statutory duty to deliver financial education not aware that it is on the curriculum.
- Financial education is considered challenging by the majority of teachers, with training, time and funding identified as the key barriers to delivery.
- Teachers need resources to be more accessible, further contextualised to their settings and better tailored to different learners.
- Winning the hearts and minds of teachers is key to long-term success with three in five teachers currently delivering the subject saying they do so because they believe it is important for young people's futures.

1. 24 million UK adults don't feel confident managing their money. Talk Money Week is here to help. | The Money and Pensions Service.
2. UK_CBI_Economics_Financial-Literacy-Project.pdf (gohenry.com).

These findings reveal the widespread lack of awareness of the curriculum reforms in 2014, which made provision statutory at secondary level for the first time and highlight the vital need to generate a greater understanding among teachers of current expectations for financial education in schools. Crucially, this indicates that **the positive gains from the recent curriculum changes are yet to be yielded.** That is why one of this APPG's recommendations is an effective communications campaign to raise awareness among practitioners of existing curriculum requirements to help recognise the importance and positive impact of building financial capability in young people.

This evidence also reaffirms the view that embedding financial education into the curriculum at primary level could make a positive contribution to delivery for primary aged children. This is echoed by the voices of primary educators, who themselves highlighted the important role the curriculum can play in driving change. Therefore, one of the key recommendations of this report is for the government to extend financial education curriculum requirements to primary schools in the UK.

Our recommendations include a suite of practical and structural remedies, including mechanisms to further equip and better prepare the range of educators involved in financial education. In particular, we call on stakeholders across business and the third sector to improve the accessibility of resources and ensure they are responsive to the specific needs of teachers delivering in different settings.

One of the key focuses of this inquiry was to explore any differences in the experiences of teachers in more and less deprived areas. This inquiry found **an overwhelming consensus among teachers across different settings of both the barriers they faced and the solutions they thought would address them**. Beyond this striking sense of commonality between teachers, it is important to note that the barriers experienced by educators in more deprived settings were often experienced more profoundly. As such, while this report found no evidence to suggest that teachers in deprived schools require unique interventions, it is likely that the support mechanisms introduced would have a larger impact in these settings. This is especially the case given that teachers in deprived areas were more likely to say schools play the largest role in the delivery of financial education to young people, compared to their peers in less deprived areas.

The potential to make further progress on this vital issue is significant and the impact this could deliver to young people invaluable. We hope this research has made a valuable contribution to the already rich evidence base in this area and helped to shine a light on some new levers and fresh thinking that can drive forward progress on both the quality and level of provision delivered.

We would like to take this opportunity to thank all the teachers and stakeholders who contributed to this inquiry, including our supporters HSBC UK for their invaluable inputs. We look forward to working collaboratively to take forward the emerging recommendations.

Summary of the recommendations of the APPG:

Structural

1. Raise awareness of existing curriculum requirements and the importance of financial education through a national communications campaign targeted at teachers and led by the Department for Education.
2. Enhance the ambitions of the current national strategy for financial wellbeing by aiming for all school-aged children to receive financial education by 2030 beyond the current target of two million more children.
3. Introduce financial education onto the national curriculum for all primary-aged children across the UK and ensure that provision at both secondary and primary is funded and delivered in real-world contexts to make it engaging.
4. Commission Ofsted to undertake a series of deep dives into financial education provision.
5. Conduct further research into how financial capability outside formal education could be better supported and how this could further equip parents and carers to support children's financial education.

Practical

6. Commission Ofsted to map where financial literacy goals align with existing points in the curriculum.
7. Improve the availability and accessibility of financial education training to all teachers and ensure this is appropriately resourced by the Department for Education.
8. Enhance the awareness and accessibility of existing resources and support through improved signposting, to be led by the Youth Financial Capability Group (YFCG) in collaboration with the Money and Pensions Service.
9. Produce more contextualised resources to ensure all children receive a high-quality financial education and consider how the Quality Mark can further incentivise the creation of more tailored resources.
10. Develop and disseminate further guidance to better support teachers to navigate challenging and sensitive conversations around financial education.

Foreword by Vice Chair – Jerome Mayhew MP

We live in an increasingly complex world with financial systems and technological advancements taking place at an unprecedented rate. Overwhelmingly, these will provide huge opportunities and benefits to future generations. But with complexity comes the risk of exclusion for those not equipped to take advantage of the new economy. There is a role for Government and wider society to ensure that we equip our children with the skills to navigate this new landscape.

We continue to undervalue the power of financial education to serve our young people and the wider economy. According to the Confederation of Business Industry and GoHenry, if financial education became a priority within the curriculum, it would create an extra £6.98bn in the UK economy.

This inquiry has shone a light on the challenges faced by schools and teachers so we can see clearly how best to deliver financial education in the curriculum. In particular, we recommend that action is now taken to illustrate the rationale and benefits of teaching financial education in schools, including at primary age.

As we release the findings of our report, the APPG will look to the Department for Education, Ofsted and the Money and Pensions Service to consider our evidence and advance our recommendations.

Foreword by Chief Executive, Young Enterprise and APPG Secretariat – Sharon Davies

We are proud to act as long-standing Secretariat to the APPG on Financial Education for Young People. We are delighted to have worked with this APPG to develop the evidence base around how financial education in schools can be strengthened and, crucially, shine a light on some of the key barriers faced by teachers as they deliver provision.

One of the most important elements of this piece was the voice the inquiry gave to teachers at the forefront of delivery. The perspectives they shared and the experiences we heard from teachers across a wide range of contexts, including primary and secondary settings and schools across each of the nations in the UK, as well as teachers working in areas of higher deprivation, have deeply enriched our understanding of the challenges that lie ahead.

Their position is clear; more support is needed for them to deliver high-quality financial education to the young people in their care. This support comes in the form of both structural and practical interventions and remedies, which if implemented, can mark a step-change in the financial capability of our youngest generations for years to come.

We are particularly excited about the recommendation for a communications campaign. We regard this as pivotal if we are to truly convey the value of financial education to educators and senior school leaders, as well as showcasing their role in delivering this provision.

Young Enterprise stands ready to work in collaboration with this APPG, the government, the Money and Pensions Service, Ofsted and wider stakeholders to ensure we act on the crucial findings of this report and make real progress towards greater financial literacy among our future generations.

I am extremely grateful to the officers of the APPG for their support and dedication in raising financial education matters in Parliament. I look forward to continuing to work closely in the coming months on this vital issue.

Foreword by Head of Corporate Sustainability, HSBC UK – Michaela Wright

At HSBC UK, our purpose is to open up a world of opportunity for customers, colleagues, and communities by supporting individuals and businesses to make the most of their money now and in the future. That is why we are committed to working alongside our charitable partners to help people of all ages and backgrounds improve their financial health – with particular focus on helping those who need it most. HSBC UK welcomes the findings and recommendations of the inquiry, which chime with our experience of supporting young people across the UK to build their financial capability.

Evidence tells us that children's attitudes about money are well developed by the age of seven. So, starting early really matters, and involving parents and teachers can help bring learning to life. HSBC UK has a long history of supporting youth financial education, offering a range of flexible interventions to help teachers develop money skills for their classrooms. Our current focus on early years' development gives young children the opportunity to develop the important skills, knowledge, and attitudes they will need later in life.

Through our support for the Money Heroes programme, featured in this report, we have already provided a meaningful financial education to over 400,000 young people – with 32% of this activity across the most deprived parts of the UK. Developed with the charity, Young Enterprise, the free programme helps teachers and parents give children aged 3-11 the best start in building the financial capabilities needed for the future, offering books, games, activities, and CPD accredited teacher training.

In 2022, we worked with Money Heroes to partner with BBC Children in Need, to expand the reach of the programme and support more children, including those with learning difficulties, disabilities, in care, affected by poverty, as well as young carers. Through this partnership, we have worked with frontline organisations to equip practitioners to deliver financial education in their settings, such as in youth clubs or young carer support groups. An additional set of ready-to-use adapted activities suitable for children with special education needs (SEN), or those not in mainstream settings are available, including braille books, large-print, big books, BSL signed videos, audiobooks, and an early-reader eBook.

HSBC UK has also teamed up with the Scouts to develop the first ever Money Skills Activity Badge for Beaver and Cub groups. With a focus on building financial capability skills in a non-formal learning environment, the badge also helps children to understand how their financial choices affect others, along with supporting those who struggle with numeracy – all in that uniquely Scouty way!

To supplement the support available to schools and frontline organisations, our HSBC UK Education Volunteers are available to help deliver learning across the UK. Our network of over 1,000 active volunteers are ready to support any organisation working with young people aged 3-25 to learn the value of money – with sessions tailored to the needs of the students.

Across all of these activities, we see the real difference that early engagement can make as young people develop money and savings habits. That work is perhaps as important now as at any time in our history. With that in mind we look forward to continuing to work with the APPG to make the case for financial education for young people.

1. Introduction

The All-Party Parliamentary Group (APPG) on Financial Education for Young People is the leading voice on issues relating to financial education in Parliament. Since launching in 2011, it has become one of the largest of its kind with over 200 parliamentary members and a wide range of supporters from sectors beyond Westminster. The APPG provides a forum for Parliamentarians and organisations to discuss the current state of financial education and consider what further steps could be taken to better support high-quality provision for children across the UK. More information on the Chair and Vice Chairs of the APPG is provided in Appendix A.

As a long-standing supporter of financial education at primary and secondary level, this APPG has been particularly active in undertaking research into this issue in order to enhance the evidence base surrounding both the challenges and how further progress can be made to improve the level and quality of provision. The APPG has commissioned a number of reports in recent years including:

- Financial Education in Schools: Two Years on – Job done? (2016)
- Care to Talk about Money (2020)
- Inquiry into financial education at primary level (2021)

Our previous work has highlighted a number of key takeaways including:

- The vital need to begin financial education from primary school age
- The limitations of curriculum changes in the absence of other mechanisms to support their implementation
- That young people are not a homogenous group, with some learners requiring more tailored and/or enhanced forms of support

Given these findings and the APPG's commitment to building the evidence base, we decided to undertake a further exploration of the tools and support mechanisms primary and secondary teachers themselves consider necessary to deliver financial education well. Crucial to this was a deep dive into the barriers teachers face when delivering provision and a consideration of the solutions teachers thought would best support them to overcome these challenges.

One of the areas of focus for this inquiry was to explore whether the experience of teachers in more deprived areas was unique and required tailored interventions and/or greater support, when compared to teachers in less deprived areas. The metric used to identify deprivation levels was the indices of multiple deprivation (IMD). [3] Those teaching in schools designated as IMD 1-4 are categorised as more deprived, meanwhile educators in IMD 5-10 areas are classified as less deprived.

The goals of the inquiry can be summarised as:

- To better understand teachers' current experiences of delivering financial education in schools and the barriers they encounter
- To hear the perspectives of those not teaching financial education and what factors could encourage them to do so in future
- To identify a series of solutions to the challenges identified by teachers and develop a series of recommendations which respond to these
- To consider if there are different or higher barriers facing teachers in more deprived areas and if unique solutions are required for schools in these settings

3. Indices of Multiple Deprivation in the UK - Social Value Portal

As there are different curriculum requirements across the four nations, the inquiry wished to capture the experiences of teachers across England, Scotland, Wales and Northern Ireland. As secondary schools across the UK are required to provide financial education under the curriculum, the focus of the inquiry at secondary level was on how provision could be enhanced. Meanwhile, as financial education is not on the curriculum in England at primary level, the inquiry was keen to explore what factors could encourage primary school teachers to begin delivering financial education where it is not already being provided.

The inquiry included the three following elements:

- A survey of 401 secondary and primary teachers to explore their experiences. Full details of the teacher sample can be found below
- A stakeholder call for evidence focusing on the issues faced by schools and inviting reflections on how the identified challenges could be addressed
- A Parliamentary oral hearing on 6th July 2022 to explore the key themes from the survey and the stakeholder submissions in more depth

In response to its call for evidence, the APPG received 25 written submissions from a broad spectrum of key stakeholders. The APPG is grateful to all the stakeholders who responded and shared evidence around both the barriers facing teachers and the potential solutions to address this. A full list of respondents to the call for evidence can be found in Appendix B.

The rest of this report is structured as follows:

- Firstly, it examines the status quo of financial education in schools and the features which teachers themselves have identified as important for the delivery of high-quality provision.
- It then explores the barriers identified by teachers.
- This is followed by an analysis of the solutions that could support teachers to overcome the identified challenges.
- Finally, the APPG makes a series of recommendations, which have been designed to respond to each of the key barriers identified by teachers and stakeholders.

This inquiry has been supported by Young Money, as Secretariat to the APPG on Financial Education for Young People, and by HSBC UK.

Detail of teacher survey sample

Subgroup	Responses
Primary	200
Secondary	201
England	332
Scotland	35
Wales	23
Northern Ireland	11
Primary: England	156
Primary: devolved	44
Secondary: England	176
Secondary: devolved	25
IMD deciles 1-2	98*
IMD deciles 3-10	287*

As part of this inquiry, the APPG conducted a 10-minute survey of 401 primary and secondary teachers across the United Kingdom.

200 primary teachers

- Teachers currently involved with delivering financial education in Scotland, Wales, NI
- Teachers in England where financial education is not a curriculum requirement

201 secondary teachers

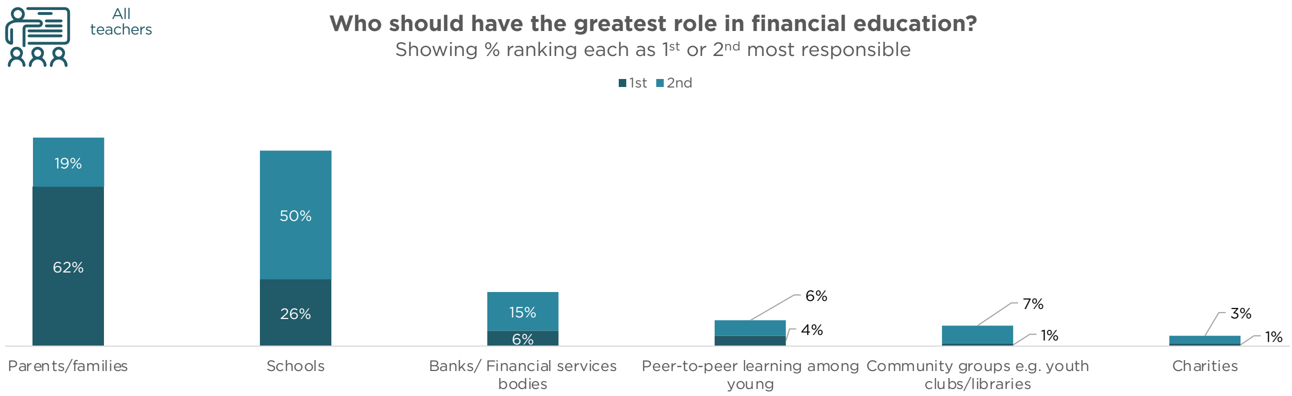
- Teachers currently involved with delivering financial education
- Teachers who would/should be involved with financial education (i.e., teaching Citizenship, PHSE, Maths) but currently in schools where financial education is not taught.

2. The State of Play for Financial Education in Schools

The importance of financial education in schools

- While parents are overwhelmingly seen as having the main responsibility for providing young people with financial education, most teachers see a major role for schools. This view was echoed by stakeholders, who agreed that schools should play a role in the delivery of financial education. Stakeholders were keen to stress that provision within a school setting enables greater consistency and regularity, with some also highlighting that schools are considered a trusted source for young people as they receive financial education.
- While teachers were less likely to identify financial services bodies/charities as having a role to play, the Money and Pensions Service [4] recently mapped 102 financial education programmes, involving a spend of £9.3m each year. This highlights the breadth of stakeholders active in this space across the business and charitable sectors, illustrating the scope which exists for schools to tap into support beyond the education system.
- **The role of schools is particularly important for teachers in the most deprived areas**, who are much more likely than teachers in less deprived areas to say that schools have the greatest role to play. One in three teachers in IMD deciles 1-2 (35%) expressed this view, compared to almost a quarter (23%) of teachers in IMD deciles 3-10.

> ***"I think it's one of the most important things we should be teaching. Life skills like good financial understanding will carry on into a pupil's entire life."***
> Primary, England, IMD 5-10.



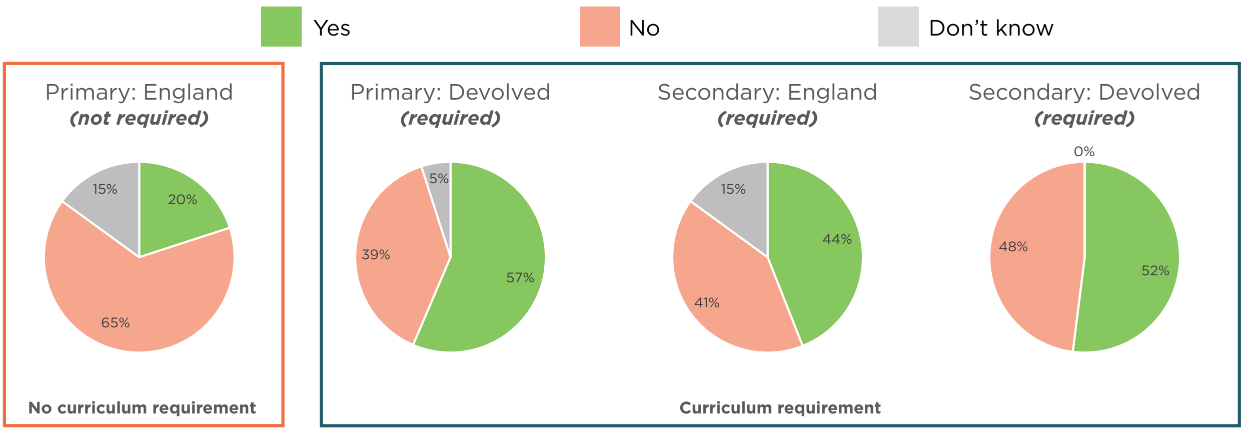
4. Financial education provision mapping 2021: Final report | The Money and Pensions Service (maps.org.uk)

- **While teachers overwhelmingly recognise that schools play a role in the delivery of provision, there is confusion about whether schools are required to deliver financial education as part of the curriculum**.
- Around two in five teachers in schools where financial education is a curriculum requirement do not appear to know this, including 41% of secondary teachers in England, 48% of secondary teachers in devolved nations and 39% of primary teachers in devolved nations. The proportion of secondary teachers who think financial education is not a curriculum requirement is similar across the deprivation deciles (39% in IMD 1-4 areas vs 44% in IMD 5-10 areas in secondary schools across the UK).
- Given that presence on the curriculum is one of the main potential drivers for increasing the level and quality of provision offered in schools, this is a major challenge which needs to be addressed urgently.

> ***"If it's not on the curriculum, the topic is not taken as seriously as other subjects."***
> Primary, Wales, IMD 1-4.

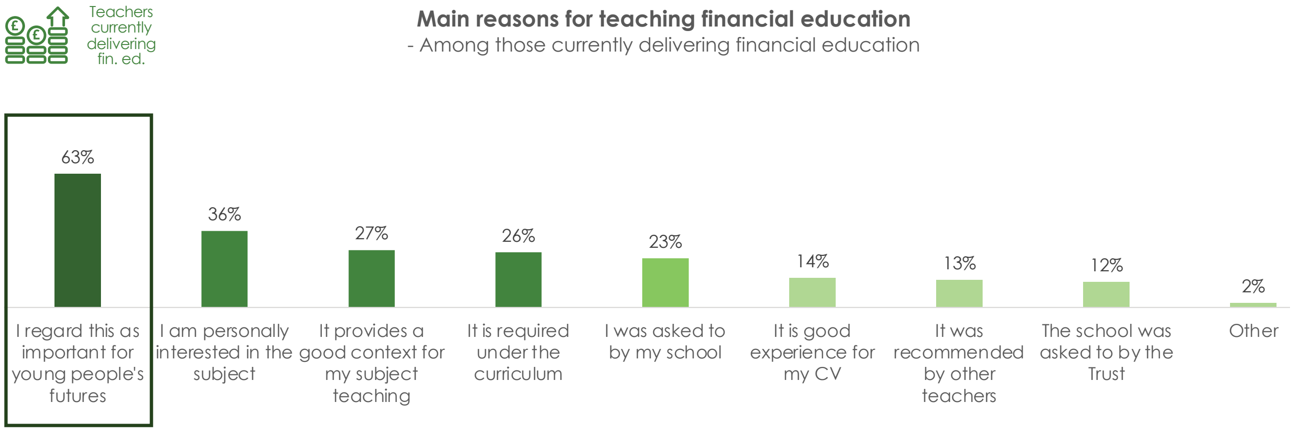
All teachers

Do you know whether your school is required to deliver financial education as part of the curriculum?



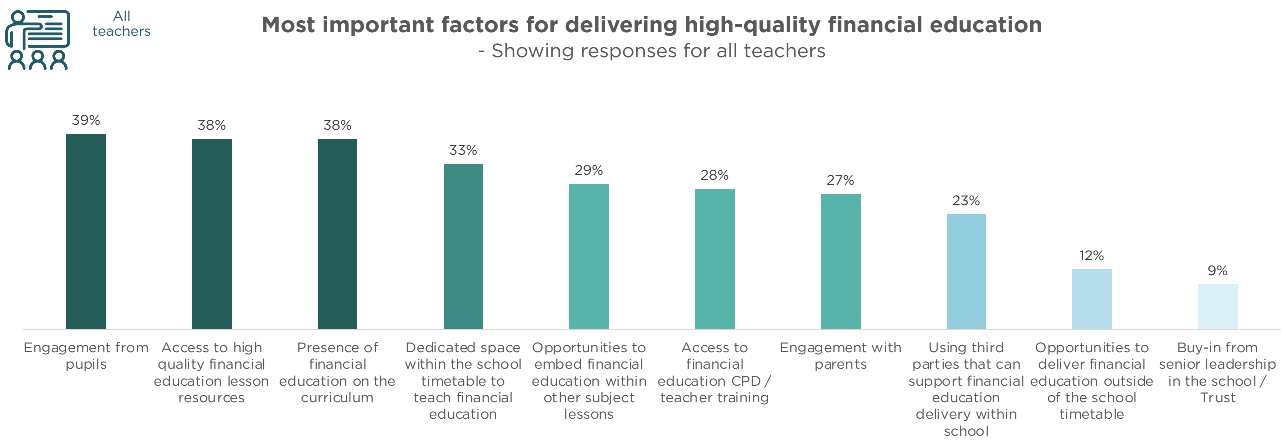
The rationale for delivering financial education in schools

- Three in five teachers currently delivering financial education teach the topic because they regard it as important for young people's futures. This fundamental belief in the importance of financial education among those who teach it, suggests that persuading other teachers of the subject's value may offer a route through which we could expand the levels of financial education taught in schools.
- While teachers across the IMD deciles said the main reason they taught financial education was because they regard this as important for young people's futures, the proportions stating this reason were lower in IMD 1-4 (55%) when compared to IMD 5-10 areas (69%).
- Only 27% of teachers said they mainly taught provision because it provides a good context for their subject, with teachers in England the least likely to say this (21%). This suggests more work could be done to illustrate how financial education can be embedded into a broad range of subject areas and weaved into existing lesson plans.



Factors important to the delivery of high-quality financial education

- **Delivering high-quality financial education relies on a number of important factors, including pupil engagement, access to high-quality resources, curriculum status and timetable space**.
- These findings highlight that there is no single factor, but a multitude of features which are important to the delivery of high-quality financial education. This demonstrates that rather than looking for a silver bullet, it is a suite of mechanisms and support measures that are needed to make progress on both the levels and quality of financial education delivered in schools.
- While teachers across the deprivation deciles shared similar views on what factors are important for delivering high-quality provision, those in IMD 1-4 were more likely than their counterparts in deciles 5-10 to say presence on the curriculum was important (42% vs 34%). This suggests structural factors have slightly more influence in these school settings.

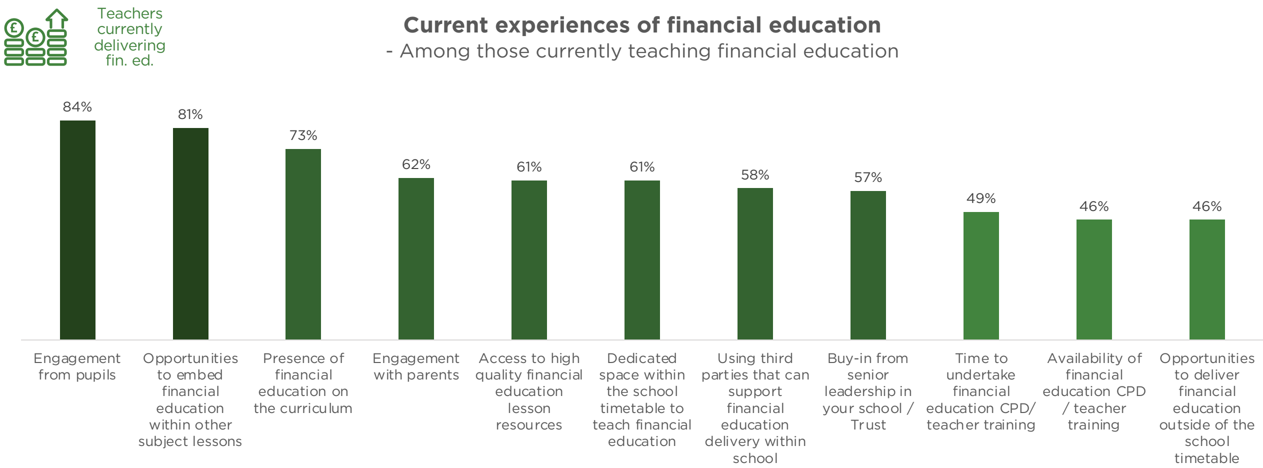


Experiences of delivering financial education in schools

- **Less than half of teachers currently delivering financial education report that training is available, they have time to undertake it and they have opportunities to deliver the subject outside the timetable.**

- The experiences of teachers across the deprivation deciles are broadly similar, but there are a few notable differences. For example, secondary school teachers in IMD 1-4 were more likely to say financial education training is available (63%) compared to their peers in IMD 5-10 (37%). Teachers in IMD 1-4 were also more likely to say there were opportunities to deliver financial education outside the curriculum (55%) than those in IMD 5-10 (39%).

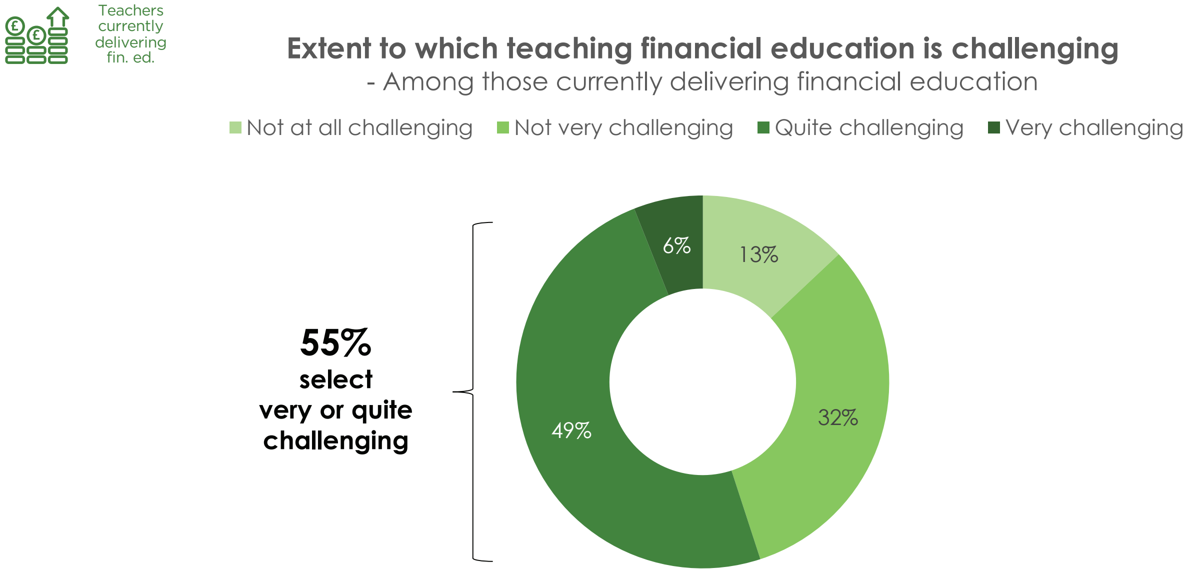
- Primary teachers in IMD 1-4 were considerably more likely to use third parties to support delivery (67%) than their counterparts in 5-10 (49%). The availability of financial education CPD / training appears to be a particular challenge for primary teachers in England, as more than half (56%) say they do not have this, compared to 36% of primary teachers in the devolved nations and 40% of secondary teachers in England.



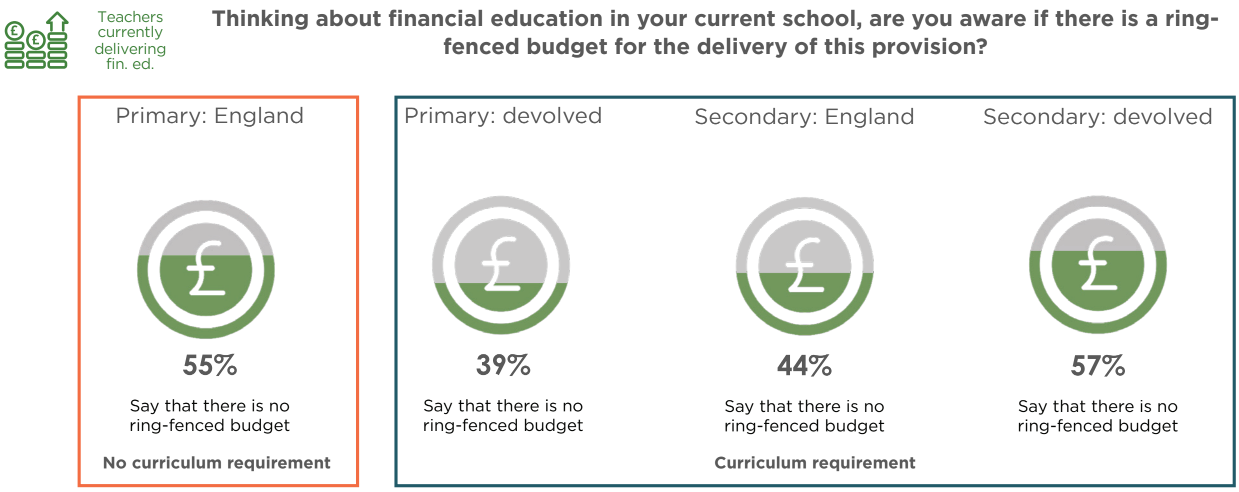
- **More than half of current teachers consider it challenging to deliver financial education, illustrating the scope which exists to better support teachers with their provision**. There was also an acknowledgement among teachers of the increasing complexity of the financial landscape and the difficulties this presents when seeking to provide financial education.

- The proportion of teachers who say that teaching financial education is challenging is fairly consistent across different settings, but there are a couple of notable differences. Perhaps surprisingly, secondary teachers in IMD 1-4 were less likely than their counterparts in IMD 5-10 to say that teaching financial education is challenging (47% and 68% respectively). Meanwhile, primary teachers in IMD 1-4 were more likely than their peers in IMD 5-10 to say they found delivery challenging (64% vs 48%).

> ***"For young people, who are faced with targeted advertising and financial misinformation on social media, increased access to buy now, pay later schemes, and falling victim to fraudulent scams, money management is becoming a bigger headache now than for previous generations."***
> Secondary, England, IMD 1-4.



- Significant proportions of teachers where financial education is a curriculum requirement also say there is no ring-fenced budget for delivery of provision. While there are differences between the experience of primaries in England and primary and secondary schools across the rest of the UK, they are perhaps not as stark as we might expect given the varying statutory duties. For example, secondary schools in devolved nations were the most likely group to say there is no ring-fenced budget (57%) despite this being part of the curriculum. This suggests that budgets for financial education in schools are more reliant on buy-in among senior leaders, highlighting the need to generate a greater sense of importance for financial education among this key audience.



Awareness and use of third-party resources

- The majority of teachers delivering provision are aware of various external resources and between a quarter and a third have used the range of resources tested in this survey. However, there remains a significant minority of teachers who are actively delivering financial education, yet unaware of the resources available to support this provision. This shows that there is scope to broaden awareness and perhaps also the accessibility of the existing tools that have been developed and provided by third-party stakeholders.

Awareness and usage of resources among teachers delivering financial education

	Money and Pension Service (MaPS) Financial Education Guidance for Primary and Secondary Schools in England (2021)	Young Enterprise / Young Money Financial Education Resource Hub	Young Enterprise / Young Money Financial Education Planning Framework	The Your Money Matters textbook	The My Money Matters digital course
Aware of and used	29%	25%	24%	32%	23%
Aware of but not used	34%	39%	34%	32%	33%
Not aware of	37%	36%	42%	36%	44%

- It is perhaps unsurprising that the majority of teachers who are not delivering financial education are unaware of third-party resources which could support delivery. However, given that access to lesson resources has been cited as a factor that would positively influence a decision to start teaching provision, this shows that greater awareness of existing resources could unlock greater levels of delivery in schools.

Awareness of resources among teachers not currently delivering financial education

	Young Enterprise / Young Money Financial Education Resource Hub	The Your Money Matters textbook	Young Enterprise / Young Money Financial Education Planning Framework	Money and Pension Service (MaPS) Financial Education Guidance for Primary and Secondary Schools in England (2021)	The My Money Matters digital course
Aware of and used	27%	25%	24%	32%	23%
Aware of but not used	42%	39%	34%	32%	33%

3. Barriers to Financial Education in Schools

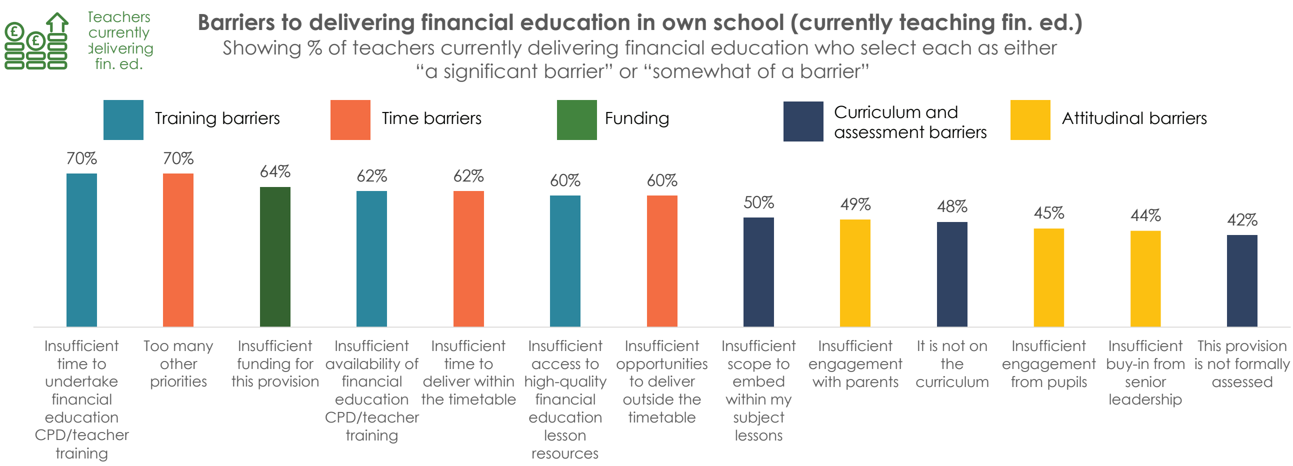
Among those currently delivering financial education, training, time and funding are the key barriers to delivering it in their school.

- Teachers in IMD 1-4 and 5-10 stated insufficient time to undertake training (66% and 74%) and too many other priorities (69% and 73%) as their most significant barriers. The high proportion of teachers reporting these barriers perhaps explains why more than half of teachers find the subject challenging to deliver.
- These sentiments were echoed by stakeholders, some of whom spoke of a sense of nervousness among teachers about communicating incorrect information or advice. In the research, teachers themselves spoke about the increasing complexity of this topic and the pressures this in turn places on them as educators, which reinforces the importance of teacher training. Stakeholders were also keen to stress the links between training and teacher confidence, especially given the complexity of the subject matter and that many teachers would themselves not have received financial education.

"Having the physical resource and staff to provide this education at a high-quality level. Teachers are stretched to deliver everything and constantly given more to do."
Primary, Scotland, IMD 5-10.

"The issue of it not being part of the curriculum, minimises its importance. In turn it affects the engagement of the parents and also the students. Yet it is very relevant."
Primary, Wales, IMD 1-4.

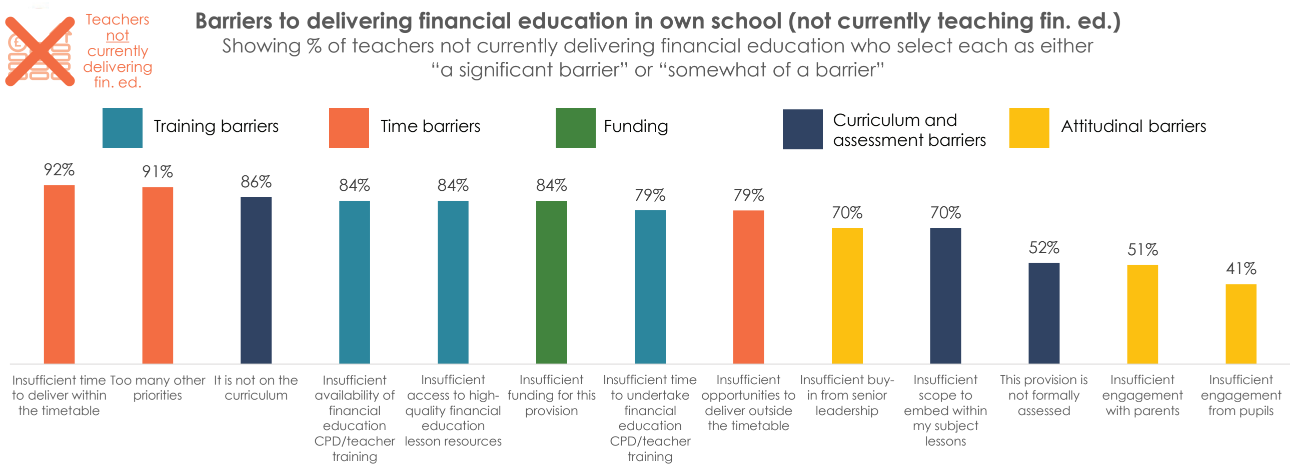
- The barriers which were most prominent for teachers in IMD 1-4 were: insufficient engagement from pupils (51% compared to 43%); it is not on the curriculum (49% compared to 46%); insufficient access to high-quality lesson resources (63% compared to 59%); and provision is not formally assessed (48% compared to 37%). Pupil engagement is more likely to be reported as a barrier in secondary settings than in primary settings (53% vs 34%).
- Financial education not being on the curriculum is reported as a barrier as much by primary school teachers in England (where it is not on the curriculum) as by teachers in other settings (where it is). For example, 50% of primary teachers in both England and the devolved nations cite this as a barrier, compared to 48% of secondary teachers in England and 43% of secondary teachers across the devolved nations. This highlights confusion about the curriculum status of financial education and the vital need to raise awareness of the existing statutory duties.



Among those NOT currently delivering financial education, time barriers are particularly prominent – among a range of widely reported challenges.

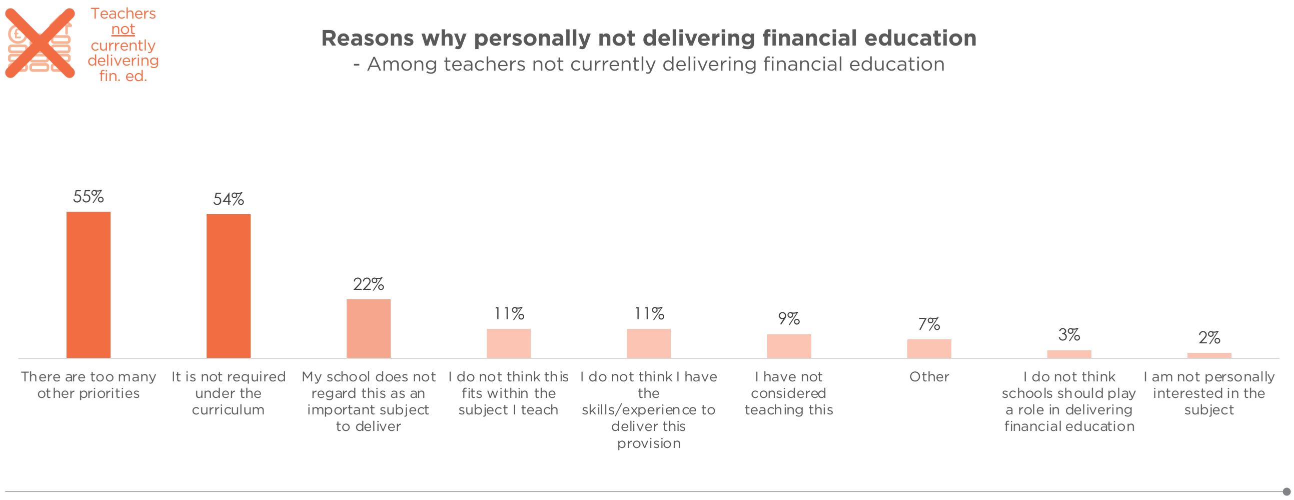
- High proportions of teachers cite a range of factors as barriers, highlighting the scale of the challenge facing teachers in delivering financial education. Two-thirds say that "too many other priorities" is a significant barrier, making this the highest ranking barrier by this measure. Teachers also expressed concerns around the impact of lost learning throughout the pandemic and the additional pressures this is placing on their time. Insufficient funding was also cited in the top three barriers highlighting the vital need for any new or extended support measures to be backed up with the financial resources to enact them.
- While teachers across the deprivation deciles shared the same top two barriers (insufficient time to deliver and too many other priorities), those from IMD 1-4 areas were more likely to say that each and every factor was a barrier than their counterparts in less deprived areas. This suggests that while the nature of the barriers is similar across different settings, they are more pronounced in areas of greater deprivation.
- The starkest differences between teachers in IMD 1-4 and IMD 5-10 were: insufficient engagement with parents (64% vs 38%); insufficient vs 71%); insufficient engagement from pupils (46% vs 36%); and it is not on the curriculum (90% vs 82%).

> ***"It simply isn't a priority as there is so much else we are expected to teach there is little to no room in the timetable."***
> Primary, England IMD 1-0.
>
> ***"There are too many other priorities within school. The pandemic has significantly inhibited progress in Reading, Writing and Maths within school and as it stands most of our time is spent within these subjects to try and allow children to catch up."***
> England, Primary, IMD 1-4.



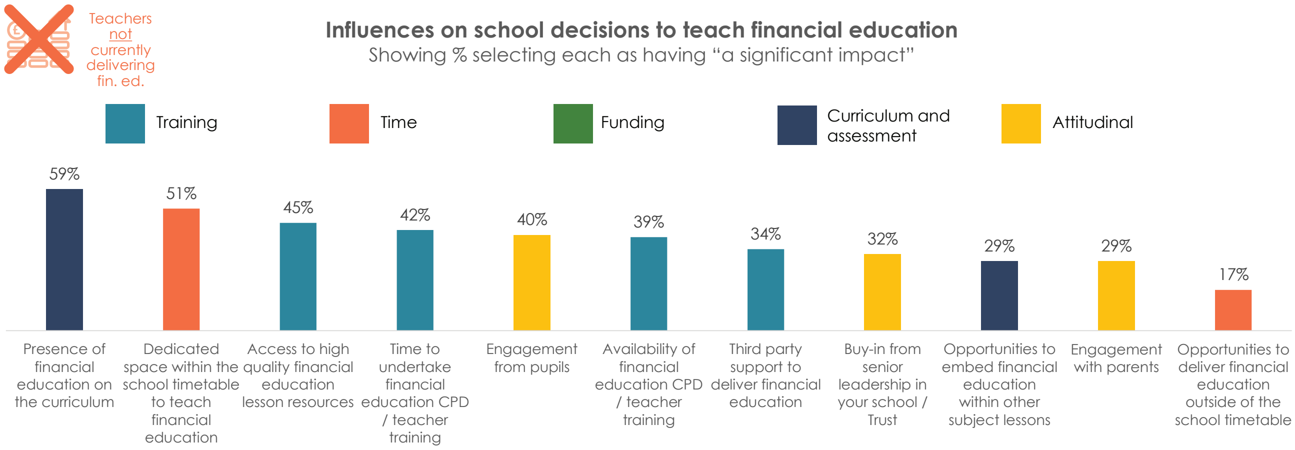
Time pressures and the belief that there is no curriculum requirement are the key reasons why teachers say they are not currently delivering financial education. The reasons cited by teachers were fairly consistent across the deprivation deciles but those from IMD 1-4 were more likely to cite the lack of a curriculum requirement (59%) when compared to their peers from IMD 5-10 (50%).

- Over half the secondary school teachers in this sample, who are not delivering financial education, have attributed this to the lack of a curriculum requirement (56%). This suggests that greater awareness of the statutory nature of financial education would help to drive up levels of provision. Meanwhile, primary teachers were more likely than secondary teachers to say there were too many other priorities (61% vs 41%).
- Almost a quarter of teachers (22%) report that their school does not regard financial education as an important subject to deliver. This highlights the need to give more of a profile to financial education to secure greater buy-in from both teachers and senior leaders for its delivery in schools.



4. Unlocking Progress – What Does Better Provision Look Like?

- **The presence of financial education on the curriculum is the most widely cited factor that would drive a decision to teach financial education in the future**. Teachers across the deprivation deciles said the presence of financial education on the curriculum would have the most significant impact and dedicated space within the timetable was the second most cited factor.
- Teachers in IMD 1-4 areas were much more likely than their peers in less deprived areas to say that access to high-quality financial education lesson resources (51% vs 41%) and pupil engagement (44% vs 36%) would make a significant positive impact on their decision to teach financial education. This signals a greater need for these teachers to be supported in the direct delivery of provision.
- Similar proportions of teachers in English primary schools, where it is not a curriculum requirement (60%) and English secondary schools, where it is, (56%) say that the presence of financial education on the curriculum would have a significant impact on school decisions to teach the subject.



5. Recommendations by the APPG

This section presents recommendations by the APPG and the rationale for their inclusion.

1. **Raise awareness of existing curriculum requirements and the importance of financial education through a national communications campaign targeted at teachers and led by the Department for Education (DfE)**. The APPG considers the DfE to be best placed to take this forward in collaboration with the Money and Pensions Service, industry and the third sector.

One of the most striking findings of the teacher survey was that over two-fifths of teachers across UK secondary schools did not know that financial education was a curriculum requirement. This highlights the vital need to raise awareness among educators of the statutory nature of financial education. This is particularly pressing given that presence on the curriculum was one of the key drivers teachers identified for delivering provision. This suggests that promoting awareness among educators of financial education's inclusion in the curriculum will help to drive up the levels of provision offered in schools.

While previous research has found limited evidence that curriculum changes can drive positive change, this fresh evidence suggests that these findings are more related to challenges surrounding implementation as opposed to limitations of curriculum reform per se. Our inquiry research suggests that the full impact of the 2014 curriculum changes is yet to be yielded and can be further unlocked through boosting awareness of curriculum expectations among educators.

This campaign would also provide a good opportunity to develop further buy-in from both teachers and senior leaders around the importance of financial education and illustrate the positive impacts this can have on their pupils. We know the main rationale given by teachers for delivering provision was a belief that it is important for young peoples' futures, therefore this APPG recommends that the campaign adopts a strong focus on the overall value of financial education. We think this could play an important part in driving up buy-in and, consequentially, delivery among teachers and senior leaders.

"I think it should be added to the national curriculum, whether in Maths, PSHE or as an additional subject."
Secondary, England, IMD 5-10.

"It isn't on the curriculum and the things that are take up all the lesson time."
Secondary, England, IMD 1-4.

2. **Enhance the ambitions of the current national strategy for financial wellbeing by aiming for all school-aged children to receive financial education by 2030 beyond the current target of two million more children**. These ambitions should be delivered in partnership with government, third sector and industry, with touchpoints to monitor progress.

This inquiry has highlighted the strong appetite from both teachers and stakeholders for greater levels of meaningful financial education for a higher proportion of young people. The APPG would like to see these commitments matched by the government through a more ambitious national strategy which aims to reach all young people with a meaningful financial education by 2030. Beyond the moral argument for extending these ambitions, the economic rationale is also clear, and a prioritisation of financial education could add an extra £6.98bn to the UK economy each year. [5] Given the fast-paced nature and ever evolving financial world that we know our youngest generations struggle to navigate, this APPG strongly believes we cannot afford to leave any child behind when it comes to financial education, and we urge the government to bolster their plans accordingly. We recognise that government alone cannot deliver against these ambitions and call on stakeholders across business, education and civil society to play their part in delivering against a bolder strategy.

State of play in Estonia – CBI and GoHenry

Since 2010, financial literacy has been a component of secondary and high school curriculum in Estonia. Teachers benefit from courses and mentoring clubs to support their ability to teach financial skills as part of the core school curriculum. Beyond core financial education by teachers, Estonia draws on the expertise of the private sector to provide practical courses which help students understand financial products, how to use them in managing their finances, and how to make informed financial decisions. For the past seven years, the Estonian Banking Association (EBA) has provided training in collaboration with banks. EBA initiatives are embedded in the school curriculum and the EBA is an active advocate for financial education.

Estonian teachers collaborate with the banking sector to promote financial literacy. The Estonian government promotes and supports these collaborations with an enabling legislative environment. Estonia scores highly on financial literacy as part of the Programme for International Student Assessment (PISA), ranking 1st out of the 20 PISA OECD participating countries.

"Parents, teachers and wider school community need to work better together to offer a rounded financial education experience."
Primary, England, IMD 1-4.

5. Curriculum Briefing: Money, Finance and the Economy | Association for Citizenship Teaching (teachingcitizenship.org.uk)

3. Introduce financial education onto the national curriculum for all primary-aged children across the UK and ensure that provision at secondary and primary is both funded and delivered in real-world contexts to make it engaging.

As well as being identified as the key driver for teaching financial education, there was a clear consensus among stakeholders that this provision should be made statutory at primary level. Stakeholders were keen to stress the need to begin this provision early, with many citing evidence from the Money and Pensions Service that attitudes and habits towards money start to be shaped from age seven. Many primary teachers were supportive of a change which would see financial education embedded into the curriculum and clearly recognised the benefits this would deliver to the children they teach but stressed the need for provision to be engaging and age-related. This was echoed by stakeholders who highlighted the need for content to be engaging and delivered in a stimulating way. The APPG considers this can be achieved through delivering financial education in real-world contexts that are relevant and relatable to young people.

It is vital that any extension of the curriculum is coupled with designated funding for the provision of financial education. Almost half of secondary schools do not currently have a ring-fenced budget for financial education, highlighting one of the reasons why this may factor as a barrier to delivery.

"That it is not featured in the curriculum makes it very difficult for it to fit in around all the other things that have to be taught … while it can be embedded, explicit time dedicated to financial education would be very useful."
Primary, England, IMD 5-10.

"I think financial education needs to start as soon as the children enter primary school, aged four. It is never too early to embed and educate about good financial habits."
Primary, Wales, IMD 1-4.

EVERFI courses are aimed at increasing young people's financial literacy and target young people aged 7 to 18 through a drip-fed approach. EVERFI's content in the Vault course tells a story through interesting relatable scenarios.

Vault (aimed at ages 7 to 11) is new to the UK and we do not yet have sufficient data to report on. However, in the US, we find significant knowledge gain between pre- and post-module assessments. For example, the combined data from 2021-2022 in the US and UK (base size of over 100k) demonstrates:

- Budgeting and spending module: increase from 59% to 82%
- Credit and borrowing module: increase from 46% to 84%
- Financial decision-making module: increase from 68% to 85%
- Future planning module: increase from 47% to 84%
- Income and careers module: increase from 56% to 87%

4. Commission Ofsted to undertake a series of deep dives into financial education provision.

Our teacher research highlighted a perception that Ofsted neither prioritise nor actively engage in assessing financial education, which was considered to have a negative impact on the currency which schools place on provision. A number of teachers noted the powerful influence Ofsted has on the priorities of the school, with some even identifying the role they could play in showcasing evidence of what works in this area.

There was a clear appetite among stakeholders for Ofsted to play more of a role in promoting and supporting the delivery of financial education within schools, although there were slightly more mixed views on what this should look like in practice. As a result, this APPG has concluded that as an initial step, Ofsted should commission a series of deep dives into financial education to establish where best practice exists across schools. As well as shining a light on effective practices that have delivered impact, this approach would also send a signal to teachers that Ofsted values this form of provision, which we consider will help drive up the currency that schools and senior leaders attach to financial education.

"This should be checked by Ofsted and taught in every school around the country as well as teachers and pupils to show evidence of what they have delivered and understanding the pupils have gained from this."
Primary, England, IMD 1-4.

"If it doesn't provide the school with something to boost their Ofsted rating they'll not be interested."
Secondary, England, IMD 1-4.

5. Conduct further research into how financial capability outside formal education could be better supported and how this could further equip parents and carers to support children's financial education.

Given that parents and carers are recognised by both teachers and stakeholders as one of the main providers of financial education, this APPG recommends that further research is undertaken to better understand how government, the education system and wider society can further support these key stakeholders to support children to become financially capable. As stakeholders stressed that those from less affluent households may encounter fewer opportunities to practice money management, for example through the use of pocket money, it would be helpful if this research could explore if families from more deprived backgrounds need unique and/or greater levels of support.

> The Learning with Parents programme focuses on parental engagement in children's learning in the home, which makes the greatest difference to student outcomes. The programme supports families to have frequent, positive, meaningful interactions, and for these to be sustained over time.
>
> Learning with Parents allows primary school teachers to set topics, which are shared with parents via its platform, replacing traditional homework. Families watch child-led videos and play fun, offline activities together which develop their core skills, including those required for financial literacy such as counting, earning and income planning, and choice-making. Families upload comments and photos, which teachers and schools use to track parental engagement. Through the programme, partner schools are able to promote parental engagement in learning, so that children can develop financial literacy foundational skills at home, as well as at school.

6. **Commission Ofsted to map where financial literacy goals align with existing points in the curriculum.** This will allow schools to incorporate provision into lessons in a way that fit within and complement their existing content plans.

Teachers and stakeholders shared the view that more work is needed to illustrate where and how financial education intersects within the existing curriculum. While a number of positive steps have already been taken in this area, including the work taken forward by the Association of Citizenship Teaching [6] and the Money and Pensions Service in 2019, the APPG recommends that a comprehensive mapping exercise is now taken forward to clearly identify the areas where financial education can be embedded across the whole curriculum.

Our research has shown that financial education is being delivered through a vast array of subjects beyond Maths and Citizenship and among the respondents currently delivering provision, 29% taught English, 16% Science and 13% History. This signals the degree to which teachers are already attempting to weave financial education into a range of subject areas and the scope for extending this further if greater support and guidance were provided.

"Needs to be embedded in the existing curriculum and not just another additional subject for which we have insufficient time in the day."
Primary, England IMD 1-4.

"There is no structure or advice on how to teach it which means that there are no resources available in school to teach it ... access to resources or training/advice on what and how to teach would be beneficial."
Primary, England, IMD 5-10.

Just Finance Foundation (JFF)

JFF's LifeSavers programme has a delivery model that looks at specific aspects of financial education and, while being taught discretely, provides clear links with both the Financial Education Planning Framework as set out by Young Money and also with the schools PSHE curriculum, as set out by the PSHE Association. In 'Milo's Money', the programme for Early Years Foundation Stage and Key Stage 1, the links are again clear with the Financial Planning Framework and PSHE and also with Mathematics, Literacy and the Early Years Foundation Stage statutory framework. All of these are presented clearly for teachers, alongside a variety of curriculum models to aid the integration of the materials into the school curriculum delivery strategy.

The time taken to establish a strong basis for planning and curriculum integration has several natural and positive consequences. Learning activities are going to be of a higher quality, more relevant in the context of the learning and more likely to be understood by the children. Once embedded within the school curriculum, the learning opportunities are more likely to be repeated in the future so that children will continue to benefit year on year. Teachers see the relevance, are well trained themselves, have an understanding based on their desire to improve the life chances of the children in their care and have a set of resources which they value.

6. Curriculum Briefing: Money, Finance and the Economy | Association for Citizenship Teaching (teachingcitizenship.org.uk)

7. Improve the availability and accessibility of financial education training to all teachers and ensure this is appropriately resourced by the Department for Education.

Our research with teachers has clearly shown that both access and availability to training are two of the most pressing challenges they face and unlocking these barriers has the potential to drive up both the levels and quality of financial education offered in schools.

As well as identifying links between training and confidence, there was also a focus around the importance of training to ensure educators could attain but also maintain the knowledge and skills needed to deliver high-quality content given the ever-evolving nature and fast-paced changes within the financial world. Making sure training is available and can be topped up via ongoing CPD is therefore crucial to ensuring teachers feel comfortable and capable to engage with lesson materials and deliver provision. This APPG is acutely aware of the ongoing budgetary pressures facing schools as we emerge from the pandemic, especially at this challenging time as our public services face a cost of living crisis. It is imperative that the government make available sufficient funds to enable this training to be offered and delivered.

This APPG would like to see teacher training embedded into PGCE courses to ensure new entrants start their career with a good grounding in financial education. We would also encourage training programmes to consider how we can further equip teachers to engage with parents on this topic, in recognition of the vital role they play in the development of children's financial capability.

"It's something everyone thinks is useful and needed, including teachers but nobody has the subject knowledge (in depth) or time to do it."
Secondary, England, IMD 1-4.

The Centre for Financial Capability – online teacher training pilot

The online teacher training pilot was funded by KickStart Money. It was designed by expert trainers to explore and evaluate different ways to upskill teachers to deliver school-based financial education lessons to their KS1 pupils.

The pilot phase was aimed at exploring the use of online platforms and lowering its target age group to five-year-olds. The findings of this pilot highlighted that such training schemes are an effective way of overcoming identified challenges and barriers. The pilot had a big impact on the ability of primary teachers to teach their pupils about money, with eight in ten developing an understanding of good practice for financial education after the programme, an increase in understanding of 66%.

After training, 92% of teachers understood the suitability of financial education for their age group, compared with 22% before the intervention. The percentage of teachers able to understand the core components required to build financial capability in their pupils also increased from 26% to 83%. Such increases therefore highlight the clear benefits of ensuring primary school teachers have access to high-quality training, so that they feel confident enough to deliver financial education lessons to pupils.

"Even as a teacher of Maths with a lot of knowledge ... I definitely do not feel well enough equipped to deliver financial education to students without having some prior training. I can therefore imagine teachers of other subjects with less experience would feel even less equipped than myself."
Secondary, Devolved, IMD 5-10.

8. **Enhance the awareness and accessibility of existing resources and support through improved signposting.** The APPG consider the Youth Financial Capability Group in collaboration with the Money and Pensions Service to be well placed to take this forward, by setting up a working group with representatives across industry and the third sector to consider how this could achieved.

This inquiry has highlighted the overwhelming time pressures and competing priorities teachers face, which they have clearly identified as barriers to delivering financial education. This places an onus on stakeholders outside the education system to develop and disseminate easily accessible high-quality lesson resources which alleviate some of this pressure on front-line educators. While there was agreement across stakeholders that there is a wealth of high-quality, freely available resources, there was also a sense that awareness of these tools could be improved.

The need for further work in this area was echoed by teachers who identified access to high-quality resources as one of the barriers to delivering provision. For example, this research found that access to high-quality resources is currently a barrier facing 60% of those currently delivering financial education and 84% of those not delivering it. This illustrates the scope that exists to better promote the wealth of resources which have been developed by a range of stakeholders. This APPG therefore recommends that representatives across industry and the third sector work together to improve the navigability of existing resources through enhanced signposting to tools and support services.

Some positive steps have recently been taken in this area with the publication of a mapping exercise from the Money and Pensions Service [7] highlighting 102 unique financial education programmes. This is a welcome contribution to the landscape and highlights the diverse range of stakeholders involved in this area including financial service providers, charities and public sector bodies. This APPG calls on the Money and Pensions Service to continue their work in this area in collaboration with the Youth Financial Capability Group to consider how the range of resources and programmes can be more easily navigated by educators.

"As with every subject, the ability to prepare better lessons (either because of lack of access to good resources, or insufficient time to create our own) is far from ideal."
Secondary, England, IMD 1-4.

"Difficulty in accessing the right type of external support which could keep the delivery exciting rather than just boring financial statistics."
Secondary, England, IMD 0-0.

7. Financial education provision mapping 2021: Final report | The Money and Pensions Service (maps.org.uk)

9. **Produce more contextualised resources to ensure all children receive a high-quality financial education and consider how the Quality Mark can further incentivise the creation of more tailored resources.** These resources should consider vulnerable individuals as well as pupils with special educational needs or disabilities (SEND) and pupils with English as an additional language (EAL), and better account for the varying levels of baseline financial knowledge and awareness.

As teachers have identified, time pressures as one of the strongest barriers they face to delivering financial education. It is therefore vital that stakeholders developing resources ensure they demand as limited time as possible from educators as they seek to use and adapt these resources to their specific contexts. There was a clear appetite among teachers to ensure provision can be made more relevant and engaging for younger age groups and SEND pupils and to account for the varying levels of baseline knowledge surrounding financial matters. This highlights the need to develop and disseminate a greater range of tailored resources for specific cohorts of learners. While we recognise teachers will continue to adapt these in accordance with their settings and professional judgement, it is vital that stakeholders better support teachers through this process with greater contextualised resources.

This APPG also recommends that we consider how the Quality Mark could further incentivise the production of more contextualised resources, which could act as an important driver in creating a larger suite of more tailored tools. Stakeholders were also keen to stress that while the development of digital resources has had some positive impacts, we must remain mindful that digital poverty remains an issue which may challenge those from more deprived backgrounds to access the full range of tools and resources developed. This APPG therefore encourages those involved in the design and delivery of resources to also consider the accessibility of their digital tools when developing new support mechanisms to ensure the range of resources created are able to be used by the full spectrum of young people in need.

"Differentiated age appropriate resources and activities. Links with banks, charities, organisations and opportunities for them to visit schools."
Primary, England, IMD 5-10.

10. Develop and disseminate further guidance to better support teachers to navigate challenging and sensitive conversations around financial education.

One of the strongest themes that emerged from the teacher survey was the challenges which conversations surrounding financial matters present to educators. It was clear that teachers are very wary of the sensitive nature of these topics and have a strong appetite for guidance to help them navigate these discussions. This is particularly the case in more deprived schools and is likely to have been exacerbated by the recent cost of living crisis, which has brought into sharp focus the budgetary pressures facing families and heightened sensitivities around this topic. This APPG strongly believes that if we are to encourage more teachers to engage with this provision, better support must be provided to help them navigate these emotionally loaded topics sensitively and confidently.

"I think that finance is a topic that can be quite sensitive for some young people. All individuals come from different financial backgrounds and when talking about money, discussions highlight privileges that some have, and others don't. Making the content as sensitive as possible is a barrier."
Secondary, England, IMD 1-4.

Money Heroes and BBC Children in Need

Money Heroes is a free financial education programme from Young Enterprise, supported by HSBC UK that supports teachers, parents and anyone working with primary school children aged 3-11 to teach financial education skills through a wide range of flexible, fun and engaging high-quality resources. These resources are designed for use in a variety of settings, including downloadable activities, storybooks, games and podcasts. Tools, guidance and training is offered to support parents and teachers in equipping children with the knowledge, skills and confidence to manage their money. Since April 2020, Money Heroes has reached over 2,300 schools, 3,000 educators and 9,000 parents; this has resulted in over 292,000 young people being supported to date.

Money Heroes aims to make high-quality financial education accessible to all young people and ensure every child, no matter their circumstances, has the same opportunities to develop money management skills for the future. That's why, in 2022, Money Heroes partnered with BBC Children in Need to expand the reach of the programme and support a wide range of children, including children with learning difficulties, children with disabilities, children in care, young carers and those affected by poverty. They have been working with organisations to train, mentor and equip practitioners to deliver financial education in their settings, such as in youth clubs or young carer support groups. An additional set of ready-to-use adapted activities suitable for children with special education needs (SEN) or those not in a mainstream setting were also developed, including braille books, large-print, big books, BSL signed videos, audiobooks, and an early-reader eBook. To date, they have provided bespoke training and one-to-one mentoring for 96 organisations supported by BBC Children in Need, including 250 practitioners who support over 5,550 young people.

Appendix A – Officers on the All-Party Parliamentary Group on Financial Education for Young People

Chair: Julian Knight MP,
Member of Parliament for Solihull,
Independent

Vice-Chair: Drew Hendry MP,
Member of Parliament for Inverness, Nairn,
Badenoch and Strathspey, SNP

Vice-Chair: Jerome Mayhew MP,
Member of Parliament for Broadland,
Conservatives

Vice Chair: Dr Lisa Cameron MP,
Member of Parliament for East Kilbride,
Strathaven and Lesmahagow, SNP

Vice-Chair: Jonathan Reynolds MP,
Member of Parliament for Stalybridge
and Hyde, Labour

Vice-Chair: Paul Howell MP,
Member of Parliament for Sedgefield, Conservatives

Vice-Chair: Marion Fellows MP,
Member of Parliament for Motherwell
and Wishaw, SNP

Vice-Chair: Lord David Blunkett,
Labour

Appendix B – List of organisations who contributed to the inquiry

Adrian Lyons (former Ofsted inspector)

Association for Citizenship

Blackbullion

Building Societies Association

Confederation of British Industry (CBI)

Centre for Financial Capability

Centre for Social Justice

Chartered Institute of Taxation

Christians Against Poverty

City Pay it Forward

Economics, Business and Enterprise Association

EVERFI

GoHenry

HSBC UK

Interactive Investor

Just Finance Foundation

Learning with Parents

London Institute of Banking & Finance

Money and Pensions Service

MyBnk

Office of Tax Simplification

PSHE Association

Quakers in Britain

The Money Charity

UK Finance

Young Enterprise