



CONSUMER EMPOWERMENT  
AND MARKET CONDUCT  
(CEMC) WORKING GROUP

# NATIONAL FINANCIAL EDUCATION STRATEGIES TOOLKIT



# CONTENTS

<b>1</b>	<b>INTRODUCTION</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>2</b>	<b>SCOPE AND DEFINITIONS</b>	<b>4</b>	<b>4</b>	<b>4</b>
	2.1 Financial Literacy			
	2.2 Financial Education			
	2.3 Financial Capability			
	2.4 Financial Well-Being			
	2.5 Behavioral Economics			
<b>3</b>	<b>NFES LIFECYCLE</b>	<b>6</b>	<b>6</b>	<b>6</b>
	 <b>STAGE 1: PRE-FORMULATION</b>	<b>8</b>	<b>8</b>	<b>8</b>
	1 Conceptualize the NFES			
	2 Diagnostic and Analysis			
	3 Identify Governance Structure and Coordinating Mechanism			
	 <b>STAGE 2: FORMULATION</b>	<b>14</b>	<b>14</b>	<b>14</b>
	1 Identify Policy Priorities			
	2 Develop Implementation Plan			
	3 Develop Monitoring and Evaluation Framework			
	 <b>STAGE 3: IMPLEMENTATION</b>	<b>23</b>	<b>23</b>	<b>23</b>
	1 Prepare for Rollout			
	2 Rollout Program			
	3 Conduct Monitoring and Evaluation			
<b>4</b>	<b>CONCLUSION</b>	<b>33</b>	<b>33</b>	<b>33</b>
	 Key factors for a successful national financial education strategy			
	<b>ACRONYMS AND ABBREVIATIONS</b>	<b>34</b>	<b>34</b>	<b>34</b>
	<b>ANNEXES</b>	<b>35</b>	<b>35</b>	<b>35</b>
	<b>BIBLIOGRAPHY</b>	<b>49</b>	<b>49</b>	<b>49</b>

## ACKNOWLEDGMENTS

This Toolkit is a product of the Consumer Empowerment and Market Conduct Working Group (CEMCWG) and its members from the Financial Education Subgroup.

### Authors and Contributors:

The following AFI member institutions provided qualitative insights through in-depth interviews: Madalitso Chamba (Reserve Bank of Malawi), Hazell Raquel Del Cid Marroquín (Central Bank of El Salvador), George Wilson Ssonko (Bank of Uganda), Moses Musantu and Madalitso Mwanza (Bank of Zambia), Hery Njaka and Solofo Rakotomavo (Ministry of Finance, Madagascar), Ligia Marcela Herrera (National Commission of Banks and Insurance, Honduras), Wati Seeto (Reserve Bank of Fiji), Freda Diau (Central Bank of Solomon Islands), Dr Waleed Qasrawie, Ola Khakil, Dinas Madfas (Central Bank of Jordan), Françoise Kagoyire (National Bank of Rwanda).

The AFI Management Unit, led by Eliko Boletawa (Head of Policy Programs and Regional Initiatives) with support from Sulita Levaux (Specialist, Consumer Empowerment and Market Conduct).

We would like to thank the consultant Danielle Hopkins (IF Consulting LLC) for her support with relevant research and development of the Toolkit.

We would like to thank AFI member institutions, partners and donors for generously contributing to development of this publication.

# 1

## INTRODUCTION

### RATIONALE FOR TOOLKIT

Financial education can build financial resilience and self-efficacy across different age groups, gender, income, and education levels, particularly during a crisis or emergency. Financial education equips low-income households with the information and skills to interact with financial services providers based on knowledge, trust, and informed choice and to align their choices with their financial goals and life stage. In a recent survey conducted with AFI members in 2020,<sup>1</sup> financial education was ranked as a number one priority with 75 percent of members identifying it as an important policy area, followed by consumer protection with 74 percent of members and digital financial literacy at 70 percent. The acknowledgement of the importance of financial education, its role as a complement to financial inclusion and consumer protection policies, and of its contribution to financial stability has led many AFI members to develop National Financial Education Strategy (NFES). It has also led to a growing demand for capacity-building events that address NFES development, stakeholder engagement in implementing NFES, monitoring and evaluating financial education initiatives, and digital financial literacy (AFI 2019).

NFES is an important pre-condition or driver of financial inclusion (AFI 2019). There are several options for integrating financial education strategies at the government level (see table 1). These include a stand-alone strategy, a hybrid strategy integrated within an existing strategy, and a stand-alone program. A stand-alone strategy is the most ideal option, but it may be necessary to start with a hybrid strategy or stand-alone program before arriving at this option.<sup>2</sup>

### OBJECTIVES AND TARGET AUDIENCE FOR TOOLKIT

This toolkit is intended for policymakers, regulators, supervisors, and other stakeholders involved in the pre-formulation, formulation, implementation, and monitoring and evaluation of national financial education programs and strategies. It provides practical steps, tips, examples, and checklists to guide these key stakeholders through these four stages.

Members of the Consumer Empowerment and Market Conduct Working Group (CEMCWG) believe a toolkit on how to formulate, implement, monitor and evaluate a NFES would be valuable to three categories of countries:

- > Countries with NFES could share insights with countries currently implementing their own as well as with countries that are yet to do so, while also gaining insights into how to improve the implementation of their own national strategies and better monitor and evaluate their progress.
- > Countries currently formulating their NFES could manage the development and implementation processes more effectively and efficiently.
- > Countries yet to begin the process could make more-informed decisions and plan the start of their strategy development more efficiently.

For a deeper analysis on digital financial literacy, the NFES Toolkit can be read together with AFI's complementary publication: Digital Financial Literacy Toolkit (2021).

TABLE 1: OPTIONS FOR INTEGRATING FINANCIAL EDUCATION AT THE GOVERNMENT LEVEL



#### 1 STAND-ALONE STRATEGY

This is a strategy that outlines steps, roles and responsibilities for the design, implementation and evaluation of a National Financial Education Strategy (NFES).

#### 2 HYBRID OR INTEGRATED STRATEGY

Financial education is often a pillar or key component or objective of a country's National Financial Inclusion Strategy (NFIS)<sup>3</sup> or any relevant national strategy.

#### 3 STAND-ALONE PROGRAM

This is often a precursor of a NFES. It might outline an approach for reaching various target groups but does not contain other components such as a coordinating body or monitoring and evaluation (M&E) system.

1 AFI Member Needs Assessment (MNA) 2020

2 For a list of AFI member countries that have adopted these various approaches, see Tool 2 in Annex.

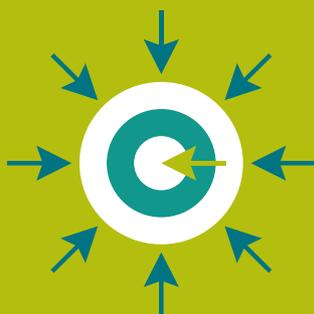
3 Reference publication: AFI Policy Model for National Financial Inclusion Strategy (2020).

# 2

## SCOPE AND DEFINITIONS

There have been many different definitions of financial literacy, financial education and financial capability in the past 10 years and AFI member countries use a range of these terms and definitions.

AFI has identified the following definitions from direct consultation with members<sup>4</sup> of the CEMCWG and based on alignment with existing definitions proposed by the OECD and World Bank.



These definitions were built with the objective to harmonize terminologies used in AFI publications and relevant activities based on member experiences, for ease of reference. They are provided to guide the reader and can be adapted, combined or extended based on the country and institution practice and priorities. The toolkit title focuses on financial education, but its content can be understood for and applied to financial literacy and, to some extent, capability.



### 2.1 FINANCIAL LITERACY

AFI defines financial literacy as the “awareness and knowledge of financial concepts and products required for managing personal finances, taking into account one’s economic and social circumstances”.



### 2.2 FINANCIAL EDUCATION

Financial education is seen as a tool to increase financial literacy. AFI defines financial education as “a process of providing people with the knowledge, skills, attitude, and exposure through access to relevant objective information, and training to enable them to make informed financial decisions and take actions appropriate to their circumstances.” It provides a pathway for improving skills through information, instruction, and unbiased information, a recommendation that merits further discussion in the toolkit.

<sup>4</sup> Examples of existing definitions from AFI members are available in the Annex.



### 2.3 FINANCIAL CAPABILITY

Financial capability expands on the definition of financial education to include a more behavioral-based approach. AFI defines financial capability as “an individual’s confidence and competencies in financial knowledge, skills and behaviors needed to undertake informed, confident, and relevant decisions and actions about personal and household finances to improve one’s financial well-being”.



### 2.4 FINANCIAL WELL-BEING

Another important concept that is often seen as an outcome or goal of financial education is financial well-being. Financial well-being can be defined as “a state of being wherein a person can fully meet current and ongoing financial obligations, can feel secure in their financial future, and is able to make choices that allow them to enjoy life” (CFPB, 2015). This implies a feeling of security by having control over daily finances and freedom of choice to enjoy life in the present but also implies financial security in the future by the ability to withstand a shock and freedom of choice by staying on track to meet financial goals.<sup>5</sup>



### 2.5 BEHAVIORAL ECONOMICS

One key concept of behavioral economics is that cognitive (knowledge and awareness), emotional (attitudes such as motivation, self-control and self-efficacy) and social factors affect financial behaviors. Social factors include social influences and motivations and the desire for social acceptance. Behavioral economists recommend tools such as nudges, rules of thumb, and reminders to build financial capabilities (IOSCO and OECD, 2018).

<sup>5</sup> OECD has a similar framework for financial well-being that integrates financial control, day-to-day financial life and long-term financial planning (OECD 2019).

FIGURE 1: KEY TERMS AND DEFINITIONS



#### FINANCIAL EDUCATION

- > Tool to increase financial literacy
- > Skills-based approach



#### FINANCIAL LITERACY

- > Financial knowledge + skills



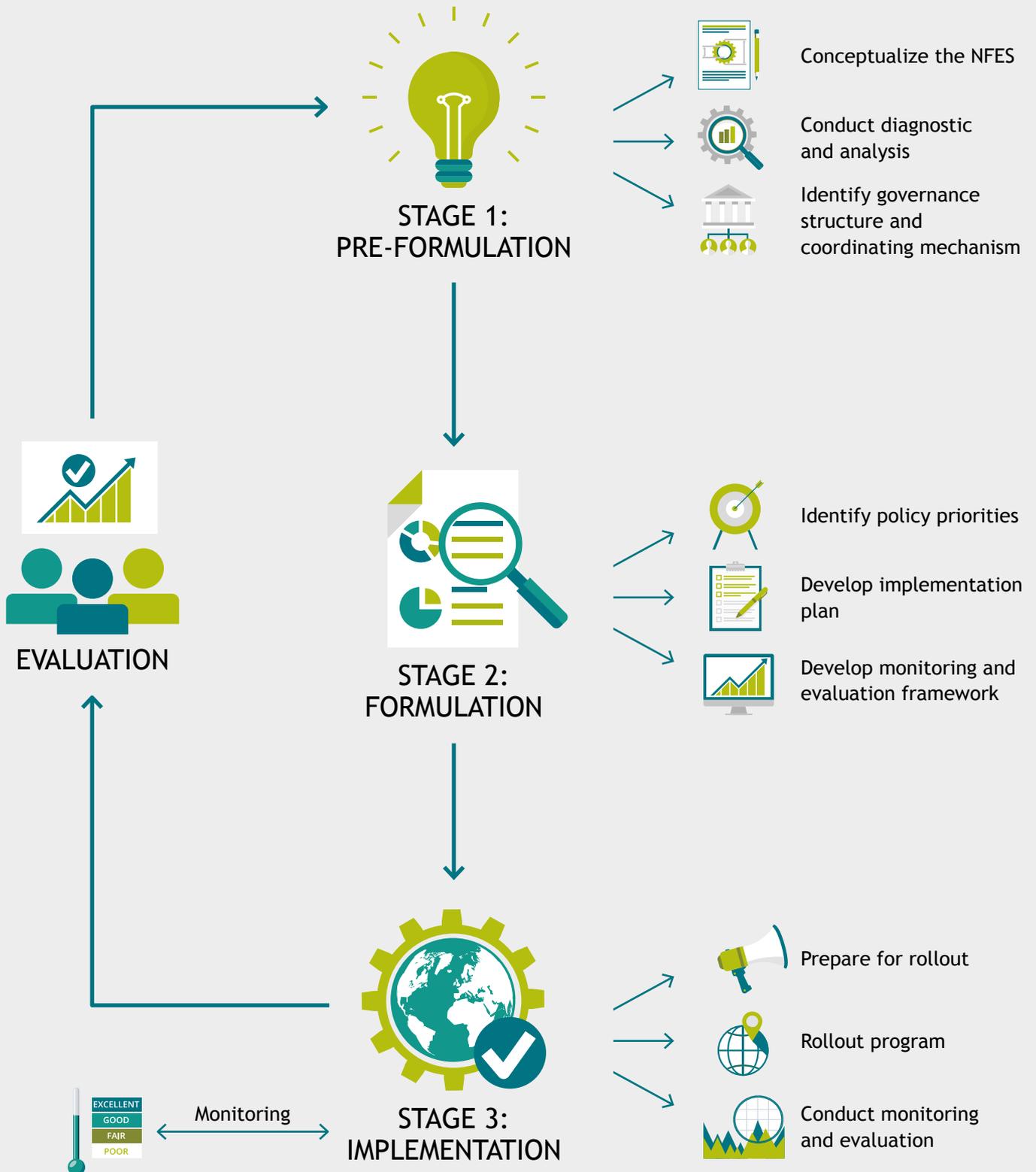
#### FINANCIAL CAPABILITY

- > Financial knowledge + skills + behaviors
- > Outcome-based approach

# 3

## NFES LIFECYCLE

There are three main stages in NFES development



## Steps of NFES lifecycle

ACTIVITY	STEPS	TOOLS
<b>CONCEPTUALIZE NFES</b> 	<ol style="list-style-type: none"> <li>1. Identify NFES lifecycle</li> <li>2. Define key terms</li> <li>3. Identify timeline</li> <li>4. Determine language</li> <li>5. Align with diagnostic and analysis</li> </ol>	
<b>CONDUCT DIAGNOSTIC AND ANALYSIS</b> 	<ol style="list-style-type: none"> <li>1. Identify country context and target group</li> <li>2. Conduct demand-side mapping and analysis</li> <li>3. Conduct supply-side mapping and analysis</li> <li>4. Identify best practices at international, regional and local levels</li> </ol>	<ul style="list-style-type: none"> <li>&gt; Supply-side mapping</li> <li>&gt; List of AFI members with FE integrated at national level</li> </ul>
<b>IDENTIFY GOVERNANCE STRUCTURE AND COORDINATING MECHANISM</b> 	<ol style="list-style-type: none"> <li>1. Identify governance structure</li> <li>2. Identify lead body</li> <li>3. Integrate key stakeholders</li> <li>4. Develop terms of reference</li> </ol>	
ACTIVITY	STEPS	TOOLS
<b>IDENTIFY POLICY PRIORITIES</b> 	<ol style="list-style-type: none"> <li>1. Identify vision and mission</li> <li>2. Prioritize key target groups</li> <li>3. Identify guiding principles</li> <li>4. Identify strategic objectives</li> </ol>	
<b>DEVELOP IMPLEMENTATION PLAN</b> 	<ol style="list-style-type: none"> <li>1. Identify and prioritize relevant content</li> <li>2. Identify and prioritize relevant delivery channels</li> <li>3. Secure buy-in of stakeholders</li> <li>4. Develop action plan</li> <li>5. Identify funding sources and budget</li> </ol>	<ul style="list-style-type: none"> <li>&gt; Adaptation process</li> <li>&gt; Themes and learning objectives for prioritizing content</li> </ul>
<b>DEVELOP MONITORING AND EVALUATION FRAMEWORK</b> 	<ol style="list-style-type: none"> <li>1. Identify M&amp;E framework that integrates activities at national level and programmatic level</li> </ol>	
ACTIVITY	STEPS	TOOLS
<b>PREPARE FOR ROLLOUT</b> 	<ol style="list-style-type: none"> <li>1. Align with best practices</li> <li>2. Raise awareness</li> <li>3. Build capacity</li> <li>4. Pilot on small scale and revise</li> </ol>	<ul style="list-style-type: none"> <li>&gt; Sample master TOT agenda</li> <li>&gt; Observation checklist</li> <li>&gt; Participant feedback</li> <li>&gt; Trainer feedback</li> </ul>
<b>ROLLOUT PROGRAM</b> 	<ol style="list-style-type: none"> <li>1. Conduct additional capacity building</li> <li>2. Rollout at national and community level</li> </ol>	<ul style="list-style-type: none"> <li>&gt; Observation checklist</li> <li>&gt; Workshop satisfaction survey</li> </ul>
<b>CONDUCT MONITORING AND EVALUATION</b> 	<ol style="list-style-type: none"> <li>1. Monitor and evaluate the performance, progress and impact of the NFES at national level</li> <li>2. Monitor and evaluate the performance, progress and impact at a programmatic level</li> </ol>	<ul style="list-style-type: none"> <li>&gt; Workshop satisfaction survey</li> <li>&gt; Evaluation framework at national level</li> <li>&gt; Pre and post test</li> <li>&gt; Evaluation framework at program level</li> </ul>

PRE-FORMULATION

FORMULATION

IMPLEMENTATION

# STAGE 1: PRE- FORMULATION

The following checklist outlines the recommended activities for the pre-formulation phase.



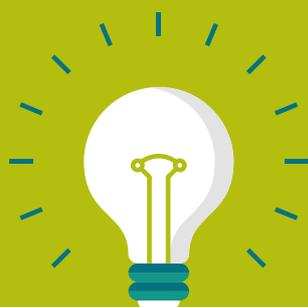
Conceptualize the NFES



Conduct diagnostic and analysis



Identify governance structure and coordinating mechanism



## 1 CONCEPTUALIZE THE NFES



The following checklist outlines the recommended activities for conceptualizing the NFES.

- Identify NFES lifecycle
- Define key terms
- Identify timeline
- Determine language
- Align with diagnostic and analysis

### 1.1 NFES LIFECYCLE

The figure “NFES LIFECYCLE” (see page 6) outlines the key steps of the NFES life cycle for the pre-formulation, formulation and implementation phases.

### 1.2 DEFINE KEY TERMS

An important step in conceptualizing the NFES is to define key terms such as financial literacy, financial education, and financial capability. A working definition may be developed during this stage and then refined in the formulation phase with key stakeholders that comprise the institutional structure and perhaps with the lead body after an analysis of demand and supply-side mapping. A working definition can be established through:

- > Reviewing definitions presented in this toolkit
- > Reviewing definitions adopted by other countries in their NFES
- > Taking into account local context and vulnerable groups
- > Ensuring a definition is granular and measurable
- > Integrating key themes such as money management, financial planning, building resilience, consumer protection and use of financial services

### 1.3 IDENTIFY TIMELINE

It is essential to include in the NFES a timeline for each of the four dimensions: pre-formulation, formulation, implementation and monitoring and evaluation. A typical timeline for most NFES is four or five years. This will also be reflected in the NFES action plan developed during the next stage of formulation.

### 1.4 DETERMINE LANGUAGE

It is also recommended to determine the language of the NFES. A country may prepare the NFES in multiple

languages to ensure inclusivity for vulnerable target groups and so that it can be reviewed by the global community at large and gain from their insights. For example, Malaysia National Strategy for Financial Literacy 2019-2023 is available both in English and Malay.

### 1.5 ALIGN WITH DIAGNOSTIC AND ANALYSIS

It is important to align the NFES with the diagnostic and analysis conducted in the next step of this phase. This will ensure relevance to the country context, key target groups, and the resources, capacity and infrastructure of the supply-side. Each subsequent phase will inform the policy actions and processes of the NFES.

## 2 DIAGNOSTIC AND ANALYSIS



The following checklist outlines the recommended activities for conducting a diagnostic and analysis to develop the NFES.

- Identify country context
- Conduct demand-side mapping and analysis
- Conduct supply-side mapping and analysis
- Identify best practices at international, regional and local levels

### 2.1 IDENTIFY COUNTRY CONTEXT AND TARGET GROUP

A first step in the diagnostic and analysis is to identify how financial education aligns with existing national policies, programs and priorities. This may include a National Financial Inclusion Strategy (NFIS), policies targeting specific segments such as youth<sup>6</sup> or women (e.g. National Youth Policy, National Gender Policy) and government programs (e.g. social protection programs) targeting low-income households. Financial education could also complement other policy priorities such as consumer protection regulation. For example, the goal of Zambia’s NFES is to “achieve a financially educated population by 2030” which aligns with its Vision 2030 program to “make Zambia a prosperous middle-income nation by 2030 (NFES Zambia 2019-2024)”. Uganda’s NFES aligns with its Vision 2040 program to transform Uganda “into a modern and prosperous country” and its National Development Plan II which has the objective of better access to finance. Upon review of such existing policies, a country can identify and prioritize relevant and vulnerable target groups.



**AFI’s Guideline Note on Integrating Vulnerable Groups in National Financial Education Programs and Strategies (2021)**

[> View Guideline Note](#)

### 2.2 CONDUCT DEMAND-SIDE MAPPING AND ANALYSIS

The following checklist outlines key activities for demand-side mapping and analysis.

- > Determine and adapt most appropriate survey instrument
- > Conduct baseline survey to measure financial education needs and preferences of different target segments
- > Develop recommendations for content and delivery channels

#### **Determine and adapt appropriate survey instrument.**

Once the target groups have been identified and if it has been more than four or five years since a national survey has been conducted, then the first step is to determine the most appropriate survey instrument in order to conduct an updated one. This may include any of the existing surveys:

- > Financial Capability Barometer (AFI) → [view here](#)
- > Financial Capability Survey (World Bank)
- > Financial Literacy Survey (OECD)
- > FinScope Survey (FinMark Trust)

Once the survey instrument is selected it is fundamental to adapt it to the local context. This may include the following steps:

- > Review the survey to ensure that all phrases, terms, concepts, and examples are relevant for the target population; make adaptations as necessary
- > Identify any questions that need to be omitted or added
- > Translate the survey
- > Test the survey with a small sample of the target group of between three and five people
- > Make revisions as necessary and finalize the survey

6 Reference publication: AFI Guideline Note on Integrating Youth into a National Financial Inclusion Strategy (2020).

### Conduct baseline survey

After identifying the best survey instrument, the next step would be to conduct a national baseline survey to measure the financial education needs and preferences of the target segments. This will help ensure the program is designed appropriately for the various target groups and are aligned with policy priorities. The survey can serve as a diagnostic tool to establish a baseline at the beginning of the program. It can also be used as a monitoring and evaluation tool to evaluate the outcomes of the program through a follow-up survey conducted three to five years later (i.e. midline and/or endline). A survey can be complemented with qualitative work such as focus group discussions (FGDs) or in-depth interviews (IDIs) with various target groups.

The purpose of the demand-side research is to identify the following within each specific target group:

- > Learning profile (e.g. literacy levels, education levels, previous educational experiences, how the target groups like to learn)
- > Existing behaviors related to personal finances and gaps
- > The most appropriate delivery channels and touch points for financial education
- > The most appropriate financial education content
- > Differences in terms of behaviors and learning profiles

#### CASE STUDY OF MALAWI

##### Baseline and follow-up financial literacy survey

In 2013, the Reserve Bank of Malawi (RBM) commissioned a national financial literacy survey with a random representative sample of nearly 5,000 households across four strata: urban-cities, urban-district towns, peri-urban and rural areas. In 2018, RBM commissioned a follow-up financial literacy survey with a random representative sample of 4,400 households classified as rural and urban that also included a small sample of teachers and community leaders from each catchment area or enumeration area.

### Develop recommendations for content and delivery channels

The main output of the demand-side research during this initial phase is a set of recommendations on the most appropriate financial education content and delivery channels for the different target groups. Delivery channels can be determined by identifying the target group's learning styles or previous experience

of training, workshops or community-based activities, as well as their learning preferences and availability (e.g. working hours, seasonal schedules). These should be refined and expanded in the next phase and should also align with international, national, and regional best practices which comprise the next step of this phase. It is important to completely align the financial education with the market system to create synergies between the demand and supply-sides.

#### CASE STUDY OF MALAWI

##### Recommendations based on national financial literacy survey

Based on the results of the Baseline Financial Literacy Survey it conducted in 2013, the Reserve Bank of Malawi made the following recommendations:

- > **Content:** Provide targeted information to address the knowledge and skills gaps on the topics of money management, financial planning, financial products and services, and consumer protection
- > **Delivery Channels:** Use mass media such as radio for radio drama and discussion forums and TV for soap opera to deliver financial education in addition to schools for students at the primary and secondary levels

In the follow-up survey conducted in 2018, due to the exponential increase in the usage of mobile phones in Malawi, RBM also recommended using SMS as a delivery channel for financial education.

### 2.3. CONDUCT SUPPLY-SIDE MAPPING AND ANALYSIS

The following checklist outlines key activities for supply-side mapping and analysis.

- > Map existing infrastructure, stakeholder capacity, best practices and NFES feedback at macro, meso and micro levels
- > Analyze potential gaps and opportunities in supply-side infrastructure

#### Map existing infrastructure, stakeholder capacity, best practices and NFES feedback

The recommended activities for supply-side mapping and analysis will reveal the enabling environment for financial education at the national level - to include existing infrastructure (e.g. materials, network of facilitators/trainers, delivery channels, space, M&E tools and systems), stakeholder capacity (e.g. technical knowledge and skills), best practices and feedback on the components of the NFES and the roles of particular stakeholders. This can be done through a survey

or in-depth interviews (IDIs) with key stakeholders representing the macro, meso and micro levels, such as:

- > **Macro level:** central bank, ministries (e.g. ministries of finance, education, youth, gender, local government, agriculture and fisheries, labor, commerce), regulatory agencies (e.g. of capital markets, insurance)
- > **Meso level:** Networks and support services of key stakeholder groups (e.g. women’s associations, parent-teacher associations, business associations)
- > **Micro level:** Financial education providers (e.g. financial services providers, non-profits, schools, TVETs, universities, professional training institutes)
- > **Key target groups:** Women, youth, FDP, rural communities, MSMEs,<sup>7</sup> people with disabilities, senior citizens, etc.

AFI recommends the following four phases that can be applied to stakeholder mapping for the purposes of NFES (AFI, April 2019):

1. Identify stakeholders across different sectors (macro, meso, micro) that have an interest in financial education, the infrastructure for it, or have otherwise committed their resources towards financial education
2. Analyze their level of interest, infrastructure (e.g. capacity/resources) and key target groups
3. Map existing relationships among stakeholders
4. Prioritize stakeholders based on a pre-determined set of priorities and ensure adequate representation across regions, sectors and market segments



A sample structure for supply-side mapping can be found in Tool 1 in Annex.

> Page 37

When analyzing, synthesizing and reporting the results, stakeholders can be grouped according to level (e.g. macro, meso and micro) or sector (e.g. public, private, and civil society) and their responses can be synthesized according to the tool components.

### Analyze potential gaps and opportunities

It is critical to collect information on existing stakeholder capacity during supply-side mapping. Once this is done, an additional level of analysis should include:

- > Resources needed and potential gaps in supply-side infrastructure (e.g. capacity building, technical support, materials, funding)
- > Potential opportunities (e.g. partnerships among stakeholders particularly of those in the public and private sector, pooling resources, linking financial education to the graduation requirements of teachers)
- > Overlaps in geographic coverage or segments to identify potential synergies, to avoid duplication of efforts and promote collaboration and coordination among stakeholders working with a similar target group

The outputs of this analysis could be segmented by target group and by type of stakeholder (e.g. macro, meso or micro).

### 2.4 IDENTIFY BEST PRACTICES AT NATIONAL, REGIONAL AND INTERNATIONAL LEVELS

Identify best practices is essential to ensure the recommendations on financial education content and its delivery channels (derived from demand-side analysis) are appropriate for different target groups and align directly with best practices at national, regional, and international levels.

It is also useful to identify countries that are at the later stages of development of their NFES. These could be at a regional or global level. Site visits or exchange visits could be conducted by countries in the same region. Virtual visits can be conducted for those at a global level. A similar structure could be used for this activity as for supply-side mapping (see Tool 1).



For a list of AFI members that have complete NFES or are in the process of completing one, see Tool 2.

> Page 38

<sup>7</sup> Reference publication: AFI Case Study on Financial Education for the MSMEs: Identifying MSME Educational Needs (2020).

### 3 IDENTIFY GOVERNANCE STRUCTURE AND COORDINATING MECHANISM



The following checklist outlines key activities for the governance structure and coordinating mechanism.

- Identify governance structure
- Identify lead body
- Integrate key stakeholders
- Develop terms of reference

#### 3.1 IDENTIFY GOVERNANCE STRUCTURE

It is key to have a well-defined institutional structure and stakeholder coordination<sup>8</sup> for the subsequent phases of formulation, implementation, and evaluation of the NFES. It is also important to ensure gender representation across the range of stakeholders and governing bodies. This will secure buy-in and commitment from all stakeholders. By facilitating collaboration, participation and inclusivity, key financial education targets and milestones are more readily

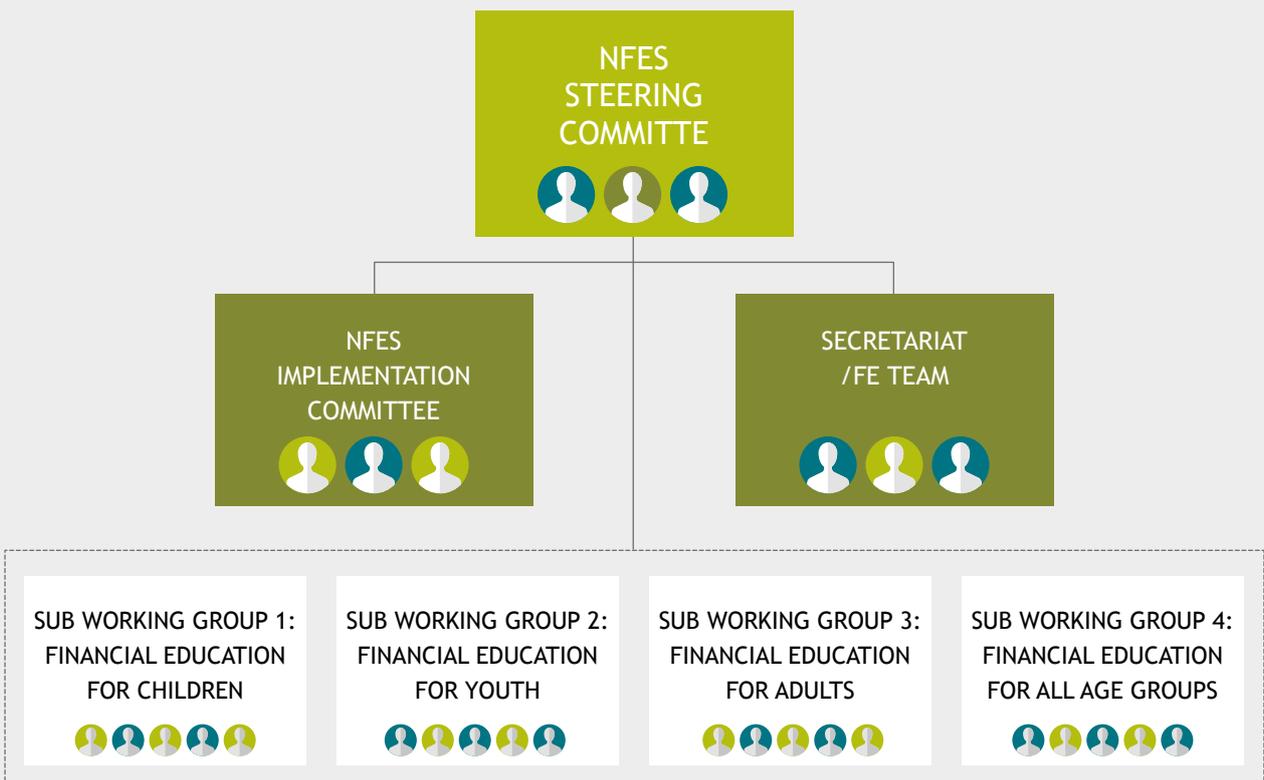
achievable. An effective stakeholder coordination structure will lead to (AFI, April 2019):

- > An effective and authoritative position on financial education
- > A more efficient and streamlined process to achieve goals
- > A sense of ownership and responsibility in each stakeholder to achieve targets
- > Accountability for each stakeholder and efficient monitoring of outcomes
- > Sustained and ongoing support of each stakeholder based on the familiarity between stakeholders

A consultative stakeholder model has a clearly defined coordinating structure in the form of a steering committee that integrates members of the public and private sector and civil society who meet regularly to measure the progress of the NFES and discuss next steps (AFI, April 2019). Most countries with a NFES have an established Financial Education Steering Committee, a Financial Education Technical Committee or Financial Education Implementation Committee, a

<sup>8</sup> Reference publication: AFI Guideline Note on Effective Stakeholder Coordination for National Financial Inclusion Strategy Implementation (2019).

FIGURE 2: GOVERNANCE AND COORDINATION STRUCTURE FOR ZAMBIA



Technical Secretariat, and sub-working groups for each of the priority target groups. The Secretariat is usually responsible for setting up and providing strategic guidance and technical support to the working groups while the working groups ensure sufficient resources for the implementation of strategies for each target market of the NFES. Figure 2 illustrates a similar model adopted by Zambia for its National Strategy on Financial Education 2019-2024.

### 3.2 IDENTIFY THE LEAD BODY

Once the structure is identified, the next step is to identify the lead body to provide focus, momentum and effective coordination for the NFES (AFI 2013).

AFI identifies the following key characteristics of the lead body (AFI 2013):

- > Resourceful and tenacious to promote initiatives and engage with new stakeholders
- > Have credibility and influence with stakeholders
- > Independent body that does not promote or market its own products or services

The Central Bank meets these characteristics and is typically the lead and coordinating body of a national financial education program. Often the governor of the Central Bank is seen as a financial education champion and chairs or co-chairs a Financial Education Steering Committee with a high-level officer of the Ministry of Finance.

### 3.3 INTEGRATE KEY STAKEHOLDERS

Stakeholders should represent a range of actors from the public and private sectors and civil society. They should also represent actors across the macro, meso and micro levels that have been identified from the supply-side research. Lastly, they should also have experience working with some of the key target groups identified in the previous phase.

At the macro level, it is important to involve the Central Bank and many of the line ministries, particularly the Ministry of Finance and the Ministry of Education. They should be engaged from the first stage to build political will, secure buy-in, explain the benefits and build capacity in financial education. This could ultimately lead to making financial education part of the national curriculum, typically using a cross-curricula approach.<sup>9</sup> The private sector is a key stakeholder that should be integrated with the institutional structure. In involving the private sector, a clear separation between financial education and the marketing of financial products and services will ensure the financial education messages provide objective, unbiased advice.

### 3.4 DEVELOP TERMS OF REFERENCE

It may be necessary to develop terms of reference (TOR) for the main implementing body such as the Steering Committee and Technical Committee to ensure systematic implementation and for the Chair of the coordinating structure to manage the work of the coordinating body. The Bank of Uganda (BoU) developed TOR for its Financial Literacy Sub-Committee. It includes the following components:

- > Background of financial education program and plans for the NFES
- > Objective of the coordinating body
- > Roles and responsibilities of members
- > Meeting and communication structure
- > Membership structure and criteria
- > Procedure for establishing specialized working groups and secretariat or sub-unit
- > Procedure for selection of chairperson

The role of the members may include some of the following responsibilities:

#### Policy Actions:

- > Develop enabling policies to strengthen financial education
- > Identify priority areas for implementation

#### Coordination:

- > Secure support of key stakeholders
- > Communicate with stakeholders
- > Coordinate all activities set out in the action plan
- > Maintain database of all stakeholders

#### Implementation:

- > Identify potential funding sources
- > Oversee budget and allocation of funds
- > Ensure implementation of financial education initiatives in action plan
- > Identify technical assistance and capacity-building needs of key stakeholders

#### Monitoring and Evaluation:

- > Provide guidance on monitoring at national level and programmatic level
- > Inform key stakeholders about progress of implementation of the NFES
- > Facilitate evaluation of program

<sup>9</sup> See accompanying Guideline Note for additional information on reaching youth and integrating financial education in the national school curriculum.

# STAGE 2: FORMULATION

The following checklist outlines key activities for the formulation phase.



Identify policy priorities



Develop implementation plan



Develop monitoring and evaluation framework



## 1 IDENTIFY POLICY PRIORITIES



During this activity, it is important to establish policy priorities as they relate to the following:

- Vision and mission of the NFES
- Key target groups
- Underlying or guiding principles
- Strategic objectives

### 1.1 IDENTIFY VISION AND MISSION

The purpose of the NFES should be aligned with demand-side research to ensure it is directly relevant to the local context. Table 2 below highlights the vision and mission or purpose of the NFES of Malaysia, Bhutan, Uganda and Malawi.

TABLE 2: VISION AND MISSION OF AFI MEMBERS' NFES

COUNTRY	VISION	MISSION/PURPOSE
<b>MALAYSIA</b> 	To improve financial well-being of Malaysians	To elevate financial literacy of Malaysians and promote responsible behavior and rational attitudes
<b>BHUTAN</b> 	Strengthen financial capabilities and empower all Bhutanese for greater financial inclusion	
<b>UGANDA</b> 	That Ugandans have the knowledge, skills and confidence to manage money well.	
<b>MALAWI</b> 	To build an inclusive, financially literate nation	To inclusively empower women and men in Malawi in order to help them manage their personal and household finances responsibly

### 1.2 PRIORITIZE KEY TARGET GROUPS

The key target groups identified at the pre-formulation phase need to be refined and prioritized based on the demand-side research. For example, vulnerable market segments may have scored lower on the baseline survey and so should be prioritized. These vulnerable market segments might include women, youth, people who have been forcibly displaced, the elderly and the rural population.<sup>10</sup>

### 1.3 IDENTIFY GUIDING PRINCIPLES

The underlying or guiding principles of the NFES should align with global best practices and other policy priorities. Examples of guiding principles that align with global best practices and are compiled from various NFES of AFI members, below. They include:

- > Develop and promote partnerships
- > Ensure collaboration and accountability of all key stakeholders
- > Leverage existing initiatives, channels, touchpoints, teachable moments, and new technologies
- > Adopt a multi-channel approach
- > Ensure coordination of implementing bodies
- > Promote inclusive, unbiased and sustainable practices and messaging
- > Establish a monitoring and feedback mechanism
- > Ensure reach, relevance, effectiveness and impact of program for key target groups and prioritize activities that achieve this

### 1.4 IDENTIFY STRATEGIC OBJECTIVES

It is also important to establish strategic objectives for each of the four phases of the NFES such as Table 3.

## 2 DEVELOP IMPLEMENTATION PLAN



The following checklist illustrates the key activities to develop the implementation plan.

- Identify and prioritize relevant content
- Identify and prioritize relevant delivery channels
- Secure buy-in of key stakeholders
- Develop action plan
- Identify funding sources and budget

### 2.1 IDENTIFY AND PRIORITIZE RELEVANT CONTENT

The following steps are recommended in identifying and prioritizing relevant financial education content:

- > Consider best practices
- > Adapt existing content to the local context
- > Identify and prioritize key themes

#### Consider best practices

Global best practices indicate the need to tailor the content to the target group, simplify the content, provide opportunities for motivation and application, and promote a sense of inclusivity (see Table 4). These best practices also align directly with the principles and practices of effective adult learning.

#### CASE STUDY OF PERU

##### Savings and budgeting App



The Superintendencia de Banca, Seguros y AFP (SBS) Peru began developing digital tools for financial education in 2015. One tool is a phone and web application to help users budget and compare their expenses across different categories over different periods. SBS also developed a savings app to help users set a savings goal, upload a picture of their savings goal and receive reminders to save the pre-defined monthly amount on a specific date.

#### Adapt existing content for local context

It is essential to first identify any existing financial education materials that align with global best practices at a local, regional, or international level. Then the curricula can be adapted to the profile of the target group, capacity of the trainers, financial landscape, and local context. This will ensure that the content is relevant to and culturally appropriate for both the target group and trainers.



Tool 3 provides a **template of key considerations** for each level of adaptation.

> [Page 39](#)

<sup>10</sup> For additional guidance on how to integrate these key segments into a NFES, see the accompanying Guideline Note.

TABLE 3: SAMPLE STRATEGIC OBJECTIVES FOR THE THREE PHASES OF NFES

PHASE		STRATEGIC OBJECTIVES
PRE-FORMULATION		<ul style="list-style-type: none"> <li>&gt; Promote institutionalization and coordination</li> <li>&gt; Establish a baseline for program</li> <li>&gt; Identify enabling environment</li> </ul>
FORMULATION		<ul style="list-style-type: none"> <li>&gt; Identify policy priorities</li> <li>&gt; Design program tools</li> <li>&gt; Identify delivery mechanisms</li> <li>&gt; Develop action plan</li> <li>&gt; Develop M&amp;E framework</li> </ul>
IMPLEMENTATION		<ul style="list-style-type: none"> <li>&gt; Raise awareness of program</li> <li>&gt; Build capacity in program tools and provide ongoing support</li> <li>&gt; Provide direct training to target market segments</li> <li>&gt; Provide opportunities to practice and reinforce financial education</li> <li>&gt; Conduct ongoing monitoring at national and programmatic levels</li> <li>&gt; Conduct evaluations at program level to ensure efficiency, relevance and effectiveness of the program</li> </ul>

TABLE 4: BEST PRACTICES FOR DESIGN OF FINANCIAL EDUCATION CONTENT<sup>11</sup>

THEME		BEST PRACTICES
CUSTOMIZATION		<p>Tailor content to target group's level of literacy, numeracy, financial knowledge, technological ability, learning styles, preferences and financial needs</p> <p>Tailor content to the life stage, decision-making context, and social and cultural norms of the target group</p> <p>Sequence content into basic, intermediate, and advanced levels based on different levels of numeracy, literacy and financial literacy</p>
SIMPLIFICATION		<p>Sequence concepts or financial tasks into simple steps to build on success, increase confidence and increase self-efficacy (e.g. weekly, bi-weekly, monthly budgets or goals)</p> <p>Scaffold concepts to separate complex ideas into smaller, bite-size components and attainable goals</p> <p>Make it easy for people to remember and put plans into action by using simple messages, heuristics, and rules of thumb</p>
MOTIVATION		<p>Frame key message, concept or financial decision to align with a person's goal to encourage motivation and action</p> <p>Incorporate small group work, large group discussions and peer learning</p> <p>Make it fun and social through interactive activities, stories, dramas, and games</p>
APPLICATION		<p>Provide practical advice, tips, and actionable steps</p> <p>Prioritize action on three levels (e.g. NOW, tomorrow, future)</p>
INCLUSIVITY		<p>Ensure fair in addressing all segments (e.g. gender, age, social background, culture, ability, etc.)</p> <p>Ensure all activities are easily accessible to all participants</p>
DIGITAL TOOLS		<p>Build interactive digital tools (e.g. savings plan, budget, expense tracker, goal tracker, loan capacity calculator and debt repayment calendar) that can also be printed for distribution by hand</p> <p>Ensure digital tools are accurate, complete, up to date and of high quality</p>

11 Hopkins, Danielle. IF Consulting. 2020. Synthesis of best practices from OECD, World Bank, UNCDF, CFPB, CFI, Microfinance Opportunities and IPA.



For additional information on Digital Tools, see AFI’s Digital Financial Literacy publications (2021).

- > [View Toolkit](#)
- > [View Guideline Note](#)

**Identify and prioritize key themes**

The process of behavioral change as a result of financial education can often be slow and incremental, involving several stages (e.g. increase in knowledge, skills, and attitudes) before reaching the desired outcome. The process may not always be linear and low-income households may start at different places along a financial education continuum (see Figure 3). If they have limited experience of personal finance, they could start by gaining knowledge, skills or attitudes about basic money management, then move on to planning for their future, building resilience, using and evaluating traditional and digital financial services that are most appropriate for their particular life stage (e.g. schooling, marriage, household formation or retirement) and ultimately learn to protect themselves as consumers of these services.

Financial education themes need to be prioritized based on the diagnostic conducted during the pre-formulation phase and to ensure that all partners standardize their messaging for the target groups with whom they will be working. It is also important to provide unbiased, generic advice or information not linked with any one financial service provider. These themes can also be

found in AFI’s Financial Competency Matrix for Adults (2020) but include an additional category for resilience, an aspect particularly relevant to one’s financial health.



Tool 4 in Annex provides an illustrative list of **financial education themes** that many AFI members have included in their NFES.

> [Page 40](#)

**2.2 IDENTIFY AND PRIORITIZE RELEVANT DELIVERY CHANNELS**

The below steps are recommended in identifying and prioritizing relevant financial education delivery channels:

- > Consider key factors during the selection process
- > Adopt a multi-channel approach
- > Customize delivery channels
- > Standardize and repeat messages over all delivery channels

**FIGURE 3: FINANCIAL EDUCATION CONTINUUM**



### Consider key factors during selection process

Delivery channels could comprise print media (e.g. brochures, newspapers, comic books, flyers on key facts), radio, TV, mobile phone (e.g. SMS), smartphone and internet (e.g. app, social media, online game, websites), community events (e.g. credit and savings group, dance troupes, road shows, street theatre), training events, workshops and in-person or virtual meetings with individuals and households (e.g. counseling).

A recent World Bank study found that financial education works the same through multiple channels (e.g. classroom based, online, counseling, behavioral nudges) (Kaiser, T. and L. Menkhoff, 2017). Key factors to consider for choosing delivery channels include:

- > **Cost vs. scalability:** Mass media may cost more overall but will reach large numbers; classroom training<sup>12</sup> is expensive on a cost per person basis
- > **Impact:** Breadth and reach of mass media vs. depth of engagement with content through in-person, virtual training or one-on-one counseling
- > **High touch** (e.g. in-person and community-based activities) vs. low touch (e.g. virtual training, mass media and technology)
- > **Timing and frequency:** Based on availability and access
- > **Access:** Mobile phone ownership, internet access, access to TV
- > **Convenience and privacy:** Use of digital channels for increased participation of certain target groups (e.g. MSMEs) or during a crisis or pandemic
- > **Monitoring:** It is easier to measure outcomes of in-person and community-based activities compared with mass media and technology-based activities

### Adopt multi-channel approach

Global best practices indicate that it is important to adopt a multi-stage or multi-delivery channel approach to maximize the effectiveness of a financial education program. Some of the same key messages and delivery channels could provide opportunities for raising awareness, direct training, practice and reinforcement of learnings (MFO, 2013). For example, a video showing a successful saver could be used to promote a financial education program, while also serving as a tool for direct training or to reinforce savings messages. Table 5 presents a sample of delivery channels for the various stages currently being used by members of AFI's CEMCWG Financial Education Subgroup.

TABLE 5: DELIVERY CHANNELS USED BY MEMBERS OF AFI'S FINANCIAL EDUCATION SUBGROUP

STAGE	DELIVERY CHANNEL
<b>AWARENESS RAISING</b>  	<ul style="list-style-type: none"> <li>&gt; Radio, to reach rural segments in local language</li> <li>&gt; TV, to reach urban segments</li> <li>&gt; Edutainment videos for campaign in markets</li> <li>&gt; Social media, e.g. YouTube, Facebook, WhatsApp</li> <li>&gt; Websites, apps</li> <li>&gt; Print, e.g. posters, brochures and newspapers</li> <li>&gt; Dramas and plays</li> </ul>
<b>DIRECT TRAINING</b>  	<ul style="list-style-type: none"> <li>&gt; Workshops (in-person and virtual)</li> <li>&gt; Youth centers, to reach tertiary and out-of-school youth</li> <li>&gt; Churches</li> <li>&gt; Community leaders and local structures at district level</li> <li>&gt; Savings groups</li> <li>&gt; Financial Education Youth Ambassador's programme</li> </ul>
<b>PRACTICE</b>  	<ul style="list-style-type: none"> <li>&gt; Financial Education Week</li> <li>&gt; Financial Education Fairs</li> <li>&gt; Savings clubs</li> <li>&gt; Global Money Week</li> <li>&gt; Global Entrepreneurship Week</li> <li>&gt; Youth Week</li> <li>&gt; Fraud Awareness Week</li> </ul>
<b>REINFORCEMENT</b>  	<ul style="list-style-type: none"> <li>&gt; Social media</li> <li>&gt; Extracurricular activities</li> <li>&gt; National Savings Day</li> </ul>

<sup>12</sup> See AFI's Case Study of Armenia (2020) to read more on the long-term effectiveness of financial education classroom workshops in rural areas.

## CASE STUDY OF LATIN AMERICA AND THE CARIBBEAN



### Pivoting towards virtual training during COVID-19

Many AFI members in LAC have pivoted towards virtual training during the pandemic, including Honduras, El Salvador and Peru. In Honduras, there has been increased participation and interest in the virtual financial education workshops by the National Commission of Banks and Insurance, particularly from women who must tend to domestic duties at home or are busy micro-entrepreneurs. In El Salvador, teachers can now attend a virtual workshop to qualify as trainers conducted by the Central Reserve Bank. This allows teachers to deliver financial education in the schools. Teachers participate in online games during the virtual workshop, such as Kahoot, to make it interactive. In Peru, the SBS, has moved its “Finanzas para ti” program online. It has since offered more than 130 webinars and trained more than 25,000 people, while its “Finanzas en el Cole” online program had trained more than 1,200 teachers as of September 2020.

### Customize delivery channels

A delivery strategy needs to be customized for different target groups that is directly linked to the respective learning styles, preferences and availability (e.g. work hours, seasonal schedules) of the target groups identified from the demand-side research. The delivery channels must also align with the socioeconomic characteristics of the target group (e.g. education levels, literacy, geographic location, mobility of women). It is also essential to leverage existing channels, learning contexts (e.g. schools, extra-curricular activities, school or community clubs, technical institutes or TVETs, workplaces), teachable moments (e.g. when receiving cash transfers from government), life-stages (e.g. starting a new business, purchasing a home) and touch points (e.g. networks and government programs such as for social protection, health or education). This will link financial education with relevant and practical financial decisions.

### Standardize and repeat messages across different channels

Key financial education messages should be repeated and reinforced across various channels over an extended period and customized to the different market segments to facilitate and sustain changes in knowledge and behavior.<sup>13</sup> This is also a cost-effective approach. The main output of this step is a customized media or communications plan for each target group based on its profile, the diagnostic, financial education

themes, delivery channels, frequency or dosage, and main stakeholders.

## CASE STUDY OF MALAWI



### Touch points identified during Diagnostic

At the diagnostic stage it conducted in 2013, the Reserve Bank of Malawi identified the scaling up of its social cash transfer program as an opportunity to provide financial education. RBM also identified public works programs as touch points to reach the rural population. RBM recommended reaching not only the direct beneficiaries of these programs but other households in the communities where the programs are implemented, for a multiplier effect.

## CASE STUDY OF UGANDA



### Radio program and multi-channel approach

More than half of the households in Uganda reported radio as their main source of information. In 2020, the Association of Microfinance Institutions in Uganda partnered with the SMART Campaign and the Bank of Uganda to develop a radio program on consumer protection. The topics included digital security, transparency, fraud, and responsible borrowing as it relates to digital credit and sports betting. The format of the radio show included:

- > Drama: 15 minutes
- > Expert interview: 30 minutes
- > Call-in component: 15 minutes

The radio program adopted a multi-channel approach as it used SMS messages to raise awareness of the program prior to broadcast. One SMS message provided the following advice on fraud: “Always follow up with the company that claims to have a promotion to verify the legitimacy of the message on your phone.” There are also plans to reinforce the messages by including the radio program on the websites of various regulators.

<sup>13</sup> For additional guidance on how to customize the delivery channels to vulnerable market segments, see the NFES Guideline Note.

### 2.3 SECURE BUY-IN OF KEY STAKEHOLDERS

It is recommended to conduct a high-level one-day workshop for key stakeholders of the institutional structure to inform them of progress to date and secure their buy-in for the next stage of implementation (see Table 6). The content of this toolkit can inform the workshop, particularly the introductory sections on key financial education drivers and concepts, in addition to findings from the diagnostic.

### 2.4 DEVELOP ACTION PLAN

Most NFES have a five-year implementation period. An action plan is sequenced and time-bound, providing proposed roles and responsibilities of stakeholders and quick-win and high priority actions that can produce early results and keep stakeholders motivated (low, medium, and high priority) (AFI 2015). An action plan should be re-evaluated regularly to ensure the relevance of its content (OECD 2012). It should also include goals for specific target groups. Table 7 provides part of a sample action plan from Zambia's National Strategy on Financial Education for adults that includes target group, key activities, roles and responsibilities of different stakeholders, and a timeline; it prioritizes the actions.

### 2.5 IDENTIFY FUNDING SOURCES AND BUDGET

A key component of the implementation plan is to identify the funding sources and establish a budget. It is better to do this after prioritizing the policy and strategic objectives. The funding sources may also be directly linked to the institutional or coordinating structure. Funding sources may be pooled together from the following stakeholders:

- > Government (central bank, line ministries)
- > Private sector
- > Donors
- > Implementation partners

If the institutional structure is such that a line ministry or regulator is assigned to lead a particular working group (based on the priority market segments that align with its mandate), then this stakeholder may assume the main responsibility for funding. In some cases, it may also share responsibilities with all members of the working group. Funding may include financial and in-kind resources such as staff and venues that are made available at no additional cost for financial education programs. If the central bank or another line ministry assumes leadership of the secretariat and thus coordinating body, then the working groups may need to apply to the secretariat for funding. A national fund could also be created to pool resources for this range

of stakeholders. For example, the Reserve Bank of Malawi includes funding for financial education in all its proposals to international donors.

Funding may also be directly linked to the regulatory environment. In some cases, the government may mandate that the private sector provide financial education to consumers. This is the case in Bolivia, Honduras, Indonesia, Seychelles, and South Africa. In Seychelles, the national CSR tax requires private sector organizations with a revenue of more than SR 1 million to pay 0.5 percent of their revenue. Seychelles' NFES (2017-202) outlines a plan to pool the discretionary component of this tax (0.25 percent) on a national level and allocate it towards financial education initiatives.

There are several strategies to keep costs low for a national program. These include:

- > Leverage existing resources (e.g. financial education materials or curricula, networks of facilitators/trainers, technical capacity, training space), channels, and programs
- > Develop core standardized messages for the various themes that can be adapted, integrated and repeated across a variety of channels
- > Avoid unnecessary duplication of effort (e.g. develop one financial education website with resources and materials rather than multiple financial literacy websites)
- > Establish partnerships across a range of sectors and levels
- > Deliver virtual trainings especially for hard-to-reach groups such as rural communities and women

#### CASE STUDY OF LAC

##### Regulatory environment to mandate funding for FE

In Honduras, the guidelines in the Regulations of the Debt Relief Act (Article 7: Obligations of Financial Institutions, item 3), mandates that all institutions in the national financial system must allocate budgetary disbursements for financial education campaigns. In Bolivia, the Financial Services Law No. 393, mandates that financial entities must design, organize and deliver financial education programs for consumers.



TABLE 6: EXAMPLE OF HIGH LEVEL FINANCIAL EDUCATION WORKSHOP



TIME	DAY 1
9-10am	Introduction Workshop Objectives and Map
10-11am	Overview of Financial Education - Key Terms and Drivers
11:00-11:15am	Break
11:15-12:30pm	Overview of Financial Education Needs from Baseline
12:30-1:30pm	Lunch
1:30-2:30pm	Vulnerable Market Segments
2:30-3:30pm	Overview of Financial Education Content and Delivery Channels
3:30-3:45pm	Break
3:45-5pm	Simulation and Analysis of FE session

TABLE 7: PART OF ACTION PLAN FOR ADULTS: ZAMBIA

KEY ACTIVITIES		KEY ACTORS	PRIORITY	TIMELINE
<p><b>PROVIDE FE THROUGH</b> Trusted intermediaries, including churches, other faith-based organizations, health providers and clinics, women's groups, traditional leaders, community groups, savings and credit cooperative societies (SACCOs) and other self-help groups (SHGs), training providers for MSMEs, trade unions, farmers associations, agricultural extension workers</p>		Ministry of Finance (MOF), Ministry of Chiefs and Traditional Affairs, Ministry of Community Development, Ministry of Commerce, Pensions and Insurance Authority (PIA), Financial Sector Deepening Zambia (FSD Zambia)	High	2019-2024
<p><b>DELIVER FE TO</b> Employees in workplaces</p>		MOF, Bank of Zambia (BOZ), PIA, Securities and Exchange Commission (SEC), financial services providers, employers, trade unions	High	2019-2024
<p><b>DELIVER FE TO</b> Members of informal occupations</p>		MOF, BOZ, PIA, SEC, associations	High	2019-2024
<p><b>DELIVER FE TO</b> Beneficiaries of social cash transfer payments</p>		Ministry of Community Development and Social Services	Medium	2019-2024

### 3 DEVELOP MONITORING AND EVALUATION FRAMEWORK



A monitoring and evaluation framework must be developed for every national financial education program. Monitoring involves routine collection and analysis of information to track progress against goals outlined in the NFES. Evaluation is a periodic or one-time assessment of an ongoing or completed program with respect to its design, implementation, and results.

- > Test different messaging and delivery channels, especially those for different target groups
- > Demonstrate relevance, effectiveness, efficiency, impact, and sustainability
- > Identify programs to replicate and scale up
- > Promote community practice through peer learning and sharing best practices

It is important to align the M&E framework at both the national level to measure progress against pre-set goals (e.g. in NFES) and at the programmatic level to monitor the quality, scope and scale of the program. Uganda adopted this multi-layered approach for its Financial Literacy Strategy 2019-2024 (see Figure 4).

Monitoring and evaluation can provide the following benefits:

- > Identify trends, patterns, successes, and challenges of program
- > Track progress against NFES which in turn promotes accountability
- > Refine and improve existing program

At a national level, there are three main activities:

- > Monitor the performance and progress of the NFES against pre-established targets
- > Evaluate the effectiveness and impact of NFES on key target groups
- > Evaluate the relevance, efficiency, impact and sustainability of the NFES

FIGURE 4: M&E APPROACH OF THE STRATEGY FOR FINANCIAL LITERACY OF UGANDA 2019-2024

**STRATEGY LEVEL**  
(BoU)

Overall impact of the country level:  
FL questions in FinScope study

Collection and sharing of data (activities implemented, people reached, lessons learnt, etc.)

**ACTIVITY LEVEL**  
(IMPLEMENTERS - SUPPORTED BY BoU)

Monitoring and evaluation of individual activities by implementors

Rigorous impact testing of selected activities as and when opportunities arise

# STAGE 3: IMPLEMENTATION

The following checklist outlines key activities for the implementation phase.



Prepare for rollout



Rollout program



Conduct monitoring and evaluation



## 1 PREPARE FOR ROLLOUT



The below checklist presents the key activities to prepare for rollout.

- Align with best practices for implementation
- Raise awareness on prioritized themes with prioritized target groups
- Build capacity
- Pilot program on small scale and revise

### 1.1 ALIGN WITH BEST PRACTICES FOR IMPLEMENTATION

Before beginning the implementation phase, the implementation must be aligned with best practices on financial education delivery. Table 8 provides information on how delivery channels can be leveraged throughout the implementation phase to provide tailored, embedded financial education that promotes motivation, inclusivity, application, and the use of digital tools.

#### CASE STUDY OF ARMENIA



##### Key facts statements in line with global best practices

In 2014, the Central Bank of Armenia introduced Key Facts Statements (KFS). KFS is a standardized form with all fees, charges, and other important credit information that customers need to make an informed decision, compare products and shop around for alternatives. A 2017 assessment of KFS revealed the following results that align with global best practices:

- > **Timing matters:** Most customers did not notice the KFS because they received it after signing the loan contract instead of before. Customers who were required to read the contract online before signing the loan contract were aware of the KFS and the terms and conditions of the loan.
- > **Mix of high-touch and low-touch is necessary:** Customers understood the terms and conditions in the KFS when these were combined with a verbal explanation.
- > **Keep it simple:** Customers prefer a simple, colorful and user-friendly design that does not contain too much information.

TABLE 8: BEST PRACTICES FOR FINANCIAL EDUCATION DELIVERY CHANNELS<sup>14</sup>

THEME	BEST PRACTICES
<b>CUSTOMIZATION</b> 	Embed education at different timely, relevant, teachable life-cycle moments (e.g. starting business, purchase of first home, retirement) Leverage channels to raise awareness, provide direct training and provide opportunities for practice and reinforcement appropriate for target group Deliver FE to members of informal occupations
<b>SIMPLIFICATION</b> 	Embed education into existing learning environment (e.g. school, university, workplace) Embed education into existing touchpoints (e.g. orientation meeting; before, during and after moment of financial transaction with FSP or mobile agent, group meeting, or when receiving social protection payment)
<b>MOTIVATION</b> 	Celebrate small victories to provide greater sense of accomplishment and progress toward achieving larger goal Provide incentives, awards, certificates and positive feedback for motivation (e.g. virtual competition among peers in social networks or on a global leader board) Leverage existing social networks for communities of practice to promote peer learning, interaction (e.g. discussion boards, social media groups), accountability, perseverance, and self-efficacy Provide nudges, reminders, and default options to keep people on track and help them stay motivated
<b>DIGITAL TOOLS</b> 	Integrate videos that demonstrate positive financial behaviors (e.g. positive deviants) Build confidence in digital tools through direct experience, peer experiences or observation of others Leverage technology and online tools such as apps to gamify learning
<b>INCLUSIVITY</b> 	Ensure a safe environment where all segments feel that their participation and contributions are valued Ensure easy accessibility for all segments to the program
<b>APPLICATION</b> 	Link education with an opportunity to apply it (e.g. open or manage a bank account or loan; integrate app with bank account) and reinforce it

FIGURE 5: MULTI-STAGE APPROACH TO NATIONAL FINANCIAL EDUCATION PROGRAM



14 Hopkins, Danielle. IF Consulting. 2020. Synthesis of best practices from OECD, World Bank, UNCDF, CFPB, CFI, Microfinance Opportunities and IPA.

## 1.2 RAISE AWARENESS OF FINANCIAL EDUCATION PROGRAM

Raising awareness is the first stage of a multi-faceted approach, followed by direct training, practice and reinforcement. To raise awareness of the national financial education program, it is central to:

- > Adopt a multi-channel approach to a public education campaign
- > Prioritize financial education messages and delivery channels based on diagnostic
- > Refine communications strategy for different target segments
- > Leverage existing delivery channels and touchpoints
- > Leverage existing government partnerships with media houses
- > Build the capacity and raise awareness of journalists
- > Promote an ongoing awareness campaign over an extended period
- > Evaluate campaign for most effective messages, channels and best practices

## 1.3 BUILD CAPACITY

The following checklist lists the key activities for building capacity.

- > Develop training structure
- > Develop criteria for trainers
- > Develop training manuals
- > Conduct training-of-trainers workshop
- > Monitor and ensure quality of training

### Develop training structure

A cascade approach to training where master trainers train new trainers who will train end users or target groups is the most effective and sustainable training structure. It builds capacity at multiple levels while at the same time expanding the network of facilitators or trainers. Master trainers could include members of the Financial Education Working Group or subgroups such as staff of the Ministry of Finance or Ministry of Education, particularly if a program involves reaching out to youth in schools.<sup>15</sup> It is important to build a diverse team of master trainers who are drawn from each of the different priority target groups of the NFES.

### Develop criteria for trainers

The next step in this phase is to develop qualifying criteria for master trainers. These could include:

- > Technical knowledge related to personal finance or financial education

- > Teaching or facilitation skills in a participatory, experiential approach based on principles of effective adult or youth learning
- > Prior experience with a target group or geographical area
- > Commitment to train others
- > Commitment to reporting

### Develop certification program

A trainer certification program that clearly sets out requirements for potential trainers and what is expected of them as they progress through different levels is an efficient, effective and sustainable model for capacity building. Uganda adopted a three-tier certification program in 2011 and has since produced 2,000 trainers for more than 400 organizations throughout the country. The three tiers or levels of certification are: financial literacy trainer, certified financial literacy trainer and certified financial literacy master trainer (see, Table 9). Each certification stage requires an additional level of commitment to train others for a multiplier effect.

### Develop training manuals

After identifying the trainers, the next step is to develop a training-of-trainers manual. This should be based on the curricula developed during the formulation stage. Table 10 outlines the different capacity-building materials for the cascade approach appropriate for members of the working group, master trainers, program staff and trainers and for the end users (i.e. target group).

### Conduct training-of-trainers workshops

Once the training-of-trainers manual is developed, the next step is to conduct a training-of-trainers workshop. The objectives of the workshop include the following:

- > Raise awareness of the importance and benefits of financial education
- > Build facilitation skills that use a participatory, experiential approach
- > Increase knowledge and confidence in the technical content of the various financial education themes
- > Practice facilitating the session to apply new knowledge and skills
- > Give and receive feedback during practice sessions
- > Increase commitment to capacity-building of others

---

<sup>15</sup> For additional guidance on how to most effectively reach youth with financial education, see the accompanying Guideline Note.

TABLE 9: UGANDA'S THREE-TIER TRAINING CERTIFICATION PROGRAM

LEVEL	REQUIREMENTS	EXPECTATIONS	TYPE OF CERTIFICATION
<b>TRAINER</b> 	Attend a training of trainers (TOT) program by the Bank of Uganda (BoU) or one of the accredited financial literacy training partners	Ability to integrate financial literacy into the activities of your organization and community	Financial Literacy Trainer
<b>CERTIFIED TRAINER</b> 	<ul style="list-style-type: none"> <li>&gt; Attain Level 1</li> <li>&gt; Conduct at least two training sessions on two different modules for at least 100 people in one year</li> <li>&gt; Submit training reports using online questionnaire and share attendance lists and pictures of the training sessions</li> </ul>	Ability to conduct training and present yourself as a Trainer, certifiable by BoU	Certified Financial Literacy Trainer
<b>CERTIFIED MASTER TRAINER</b> 	<ul style="list-style-type: none"> <li>&gt; Meet Level 2 requirements</li> <li>&gt; Conduct at least four training sessions for a minimum of 300 people covering all modules</li> <li>&gt; Submit training reports using online questionnaire and share attendance lists and pictures of training sessions</li> <li>&gt; Co-facilitate at least one TOT with a Financial Literacy Master Trainer and receive positive reviews for training ability and financial literacy</li> </ul>	Ability to conduct TOTs on behalf of BoU	Certified Financial Literacy Master Trainer

TABLE 10: MATERIALS FOR CASCADED CAPACITY BUILDING

CURRICULUM	WHO	WHAT
<b>BROCHURE</b> 	Members of Working Group 	<ul style="list-style-type: none"> <li>&gt; Drivers and concepts of financial education</li> <li>&gt; FE needs from baseline</li> <li>&gt; Vulnerable segments</li> <li>&gt; FE content and delivery Channels</li> </ul>
<b>TOT MANUAL</b> 	Master Trainers 	<ul style="list-style-type: none"> <li>&gt; Technical content</li> <li>&gt; Key facilitation skills</li> <li>&gt; Practice sessions</li> <li>&gt; Give and receive feedback</li> </ul>
<b>TRAINER'S GUIDE</b> 	Program staff and trainers 	<ul style="list-style-type: none"> <li>&gt; Learning objectives</li> <li>&gt; Materials</li> <li>&gt; Time</li> <li>&gt; Steps</li> <li>&gt; Instructions for trainer</li> <li>&gt; Key messages</li> <li>&gt; Learning activities</li> </ul>
<b>WORKBOOKS</b> 	Target group 	<ul style="list-style-type: none"> <li>&gt; Worksheets/Workbooks</li> <li>&gt; Tools</li> </ul>

It is important to limit the size of the TOT workshop to between 20 and 25 participants to maintain the quality and the participatory, experiential aspect of the training sessions. It is recommended that the Master TOT workshop be conducted with two facilitators. A TOT workshop can be conducted over two or three days.



**Tool 5 outlines a sample agenda for a three-day TOT workshop on two financial education topics.**

**> Page 41**

In choosing the sessions for participants to present, it is recommended to select those with more difficult technical content and a variety of methodologies (e.g. small group work, stories, role play, games).

**Monitor and ensure quality of training**

Provide master trainers with regular refresher courses is recommended to ensure the quality of their training sessions. Uganda’s NFES proposes refresher training courses every two years. An observation checklist that measures mastery of technical content, session management and organization, facilitation and teaching skills, and attitude towards training others can help to decide which areas the refresher training course should focus on (see Tool 6 in Annex). As with the Master TOT workshop, it is recommended that master trainers co-facilitate future workshops with another trainer.



**The observation checklist (see Tool 6) can be used to assess the effectiveness of the learning session.**

**> Page 41**

Team teaching can improve the quality of the training while building the confidence of the trainers in the technical content and leveraging their unique skill sets.

**CASE STUDY OF SOLOMON ISLANDS**



**Team teaching**

The Pacific Financial Inclusion Program conducted a six-month financial education pilot program in the Solomon Islands in partnership with the Anglican Church of Melanesia and three Rural Training Centres (RTCs) that provide technical and vocational education and training. The pilot project adopted a team-teaching approach, where two or more teachers would co-teach a financial education course to students. This approach was effective for the following reasons:

- > Teachers collaborated and shared ideas and tips
- > Teachers could support each other when they had difficulty with the technical content
- > When teachers were sick or absent, they had a back-up teacher, thus avoiding any course disruptions
- > Students appreciated the opportunity to interact with different teachers, resulting in increased student engagement

**1.4 PILOT TEST AND REVISE**

The next step of the implementation phase is to conduct a pilot test of the financial education materials on a small scale. The financial education materials should be piloted across a range of locations and target groups. This might include different regions or districts. The master trainers who were trained in the previous step should conduct the pilot test. If there is an opportunity to observe the master trainers at work, the observation checklist (see Tool 6) can be used to assess the effectiveness of the learning session.

After completing the sessions, it is recommended to gather feedback from both the end users and the master trainers about the appropriateness, relevance and efficiency of the financial education content and delivery channels. This can be done through an in-depth interview, focus group discussions or surveys.



**Tools 7 and 8 can be used to facilitate feedback from the participants and trainers.**

**> Page 43 and 44**

During this feedback stage, it is recommended to keep the information separated by different target groups (e.g. gender, youth, forcibly displaced persons) to ensure the relevance of these target groups. After reviewing the feedback and any observations, revisions can be made to the content or delivery channels to ensure their appropriateness, relevance, and efficiency to each target group.

## 2 ROLLOUT PROGRAM



The following checklist presents the key activities of the rollout.

- Conduct additional capacity-building
- Rollout program at national and local levels

### 2.1 ADDITIONAL CAPACITY BUILDING

After completing the pilot test and revising the materials, it is advised to conduct additional capacity building to develop a wide network of master trainers using the cascade approach. This will facilitate a successful rollout of the financial education program. At this stage, if it has not already been done, a certification program can be created with specific requirements to be a Certified Financial Education Trainer and a Master Certified Financial Education Trainer (see example from Uganda, above).

### 2.2 ROLLOUT PROGRAM AT NATIONAL AND LOCAL LEVEL

After developing a wide network of master trainers and trainers, it is time to rollout the financial education program. A staggered or phased approach across different districts or regions can be helpful for logistics, human resources and making any necessary revisions to the program. During the rollout, it is especially important to ensure and monitor the quality of the training – another stage where the Observation Checklist and Feedback Tools can be useful. Prior to scaling up the program, it may be necessary to conduct more rigorous monitoring and evaluation.

It is recommended to use a combined approach for the rollout of the program: a top-down approach by the government, as an unbiased stakeholder with influence at policy level, and a bottom-up approach using local structures with the help of community leaders who know how to reach vulnerable target groups. This ultimately leads to a more targeted and holistic approach.

## CASE STUDY OF MALAWI



### Advancing financial education through local structures

One of the four strategic pillars of Malawi's NFES is to provide inclusive financial literacy via religious and community leaders. To reach the rural communities, the Reserve Bank of Malawi has established the District Financial Literacy Committee comprising members from the District Executive Committee or heads of government departments. The Committee is tasked with:

- > Identifying financial literacy gaps in their districts
- > Developing key financial literacy messages that meet the needs of people in their district
- > Developing financial literacy implementation action plans
- > Identifying effective delivery channels for financial education
- > Coordinating the implementation of financial literacy activities
- > Managing resources for the implementation of financial literacy activities
- > Reporting to the Reserve Bank of Malawi on progress, successes and challenges

## 3 CONDUCT MONITORING AND EVALUATION



It is worth reiterating that the monitoring and evaluation framework needs to be aligned at both the national level and program level. Table 11 provides the objectives of the monitoring and evaluation process and their corresponding tools for both levels.

### 3.1 MONITORING AND EVALUATION AND NATIONAL LEVEL

#### Monitor performance and progress of NFES

Routine monitoring of the NFES can be conducted by tracking its progress toward key targets or milestones as established in the NFES action plan. This can be done through a centralized Management Information System (MIS). As outlined earlier, key targets should be established for the different market segments and overseen by a working group assigned to each segment. Alternatively, a separate working group for monitoring and evaluation can be formed. For example, Colombia formed a monitoring and evaluation sub-working group for

TABLE 11: M&E OBJECTIVES AND TOOLS AT NATIONAL AND PROGRAMMATIC LEVEL

LEVEL	OBJECTIVE	TOOL
 <p>NATIONAL</p>	Monitor the performance and progress of NFES	Action plan
	Evaluate the effectiveness and impact of NFES on key target groups	Results or Log Framework
	Evaluate the relevance, efficiency, impact, and sustainability of NFES	Evaluation Framework
 <p>PROGRAM</p>	Monitor implementation progress of program	Theory of Change Observation Checklist Pre and Post Test
	Evaluate the results of the program on key target groups	Theory of Change
	Evaluate the relevance, efficiency, scalability, and sustainability of program	Evaluation Framework

TABLE 12: RESULTS FRAMEWORK

THEME	INDICATOR	BASELINE	TARGET	SOURCE	DATA SEGMENTATION
MONEY MANAGEMENT	% who know how much money they have available for day-to-day spending	54% (2017)	TBD	WB Financial Capability Survey, 2017	Gender Age Income Rural/Urban District
PLANNING AHEAD	% who have a strategy for covering old-age expenses	49%	TBD	WB Financial Capability Survey, 2017	
RESILIENCE	% who could cover unexpected expense tomorrow in full and without borrowing	25%	TBD	WB Financial Capability Survey, 2017	
USE OF FINANCIAL SERVICES	% who check terms and conditions of financial products before paying for their use	23%	40	WB Financial Capability Survey, 2017	

TABLE 13: EXAMPLE FROM MALAWI – FINANCIAL LITERACY INDICATORS

KEY INDICATORS	DESCRIPTION	BASELINE (2014)	ENDLINE (2018)
FINANCIAL LITERACY INDEX	Scores about average- 5, 6 and 7	28.3%	37.5%
RURAL	Scores about average- 5, 6 and 7	24.5%	34.4%
URBAN	Scores about average- 5, 6 and 7	42%	54.9%
MALE	Scores about average- 5, 6 and 7	36.0%	51.0%
FEMALE	Scores about average- 5, 6 and 7	22.9%	36.1%
KNOWLEDGE OF INTEREST RATES	% that know what it means	43.4%	56.4%
KNOWLEDGE OF INSURANCE	% that know what it means	28.7%	32.7%

its National Strategy of Economic and Financial Education that is led by the Central Bank. It may become necessary to revise the action plan annually if the timeline has shifted or there is a change in political leadership.

**Evaluate effectiveness and impact of NFES on key target groups**

A results or log framework that defines key performance indicators (KPIs), targets, responsible parties, timeline, and data segmentation is a useful tool to evaluate the effectiveness and impact of NFES on key target groups. Data must be segmented into categories such as gender, age, and geographical location to optimize its effects for vulnerable segments such as women, youth, and the rural population. A results framework can be updated annually and should align directly with the financial education themes. A sample results framework adapted from Zambia’s NSFE II is shown in Table 12.

The indicators should be aligned directly with the questions and indicators in the financial capability survey or baseline conducted at the pre-formulation stage. This will facilitate a comparison between the baseline and endline. It is recommended to wait between four and five years between conducting the baseline and the endline surveys. Table 13 provides an example from Malawi’s baseline and endline survey.

The Central Bank of Armenia (CBA), in cooperation with AFI, developed a Financial Capability Barometer (FCB) with the objective to “set effective policy priorities, strategies and benchmarks for the development of financial education programs, to monitor the implementation of the NSFE and ensure public accountability” (CBA, AFI, 2017). The Royal Monetary Authority of Bhutan used a similar FCB as a template to measure financial capability in its National Financial Literacy Strategy (see Table 14). This is another tool that can be used to evaluate the impact of a program at a national level on various target groups.

**Evaluate relevance, efficiency, impact and sustainability of NFES**



An evaluation framework is useful to evaluate the relevance, effectiveness, efficiency, impact, and sustainability of the NFES (see Tool 10).

> Page 46

These questions can be used to guide a process evaluation in the middle of the NFES lifecycle and again at the end of the NFES lifecycle.

**3.2 MONITORING AND EVALUATION AND PROGRAM LEVEL MONITOR IMPLEMENTATION PROGRESS**

At the programmatic level, monitoring and evaluation should be grounded in a logic model or theory of change (TOC) that links implementation with results. Monitoring measures the inputs, activities, outputs and short-term component of TOC (see, Figure 6). Activities could be added as an additional category after inputs in this diagram to capture the type of delivery channel. Inputs capture the content of financial education while outputs measure the number of learners, trainers, sessions, etc., while the category of financial education outcomes measures changes in knowledge, skills, attitudes and behaviors in the short to medium term and changes in overall financial well-being in the long term. Outputs and outcomes in the medium and long term can also be captured in a centralized management information system.

It may be necessary to create a template and centralized system for all stakeholders to report the inputs and outputs of financial education activities (e.g. financial education themes or topics, number of workshops, trainers trained, participants trained). It is also essential to consider the quality of the program inputs or materials and key messages and the quality of the activities conducted through various delivery channels for awareness raising, direct training, practice, and reinforcement.



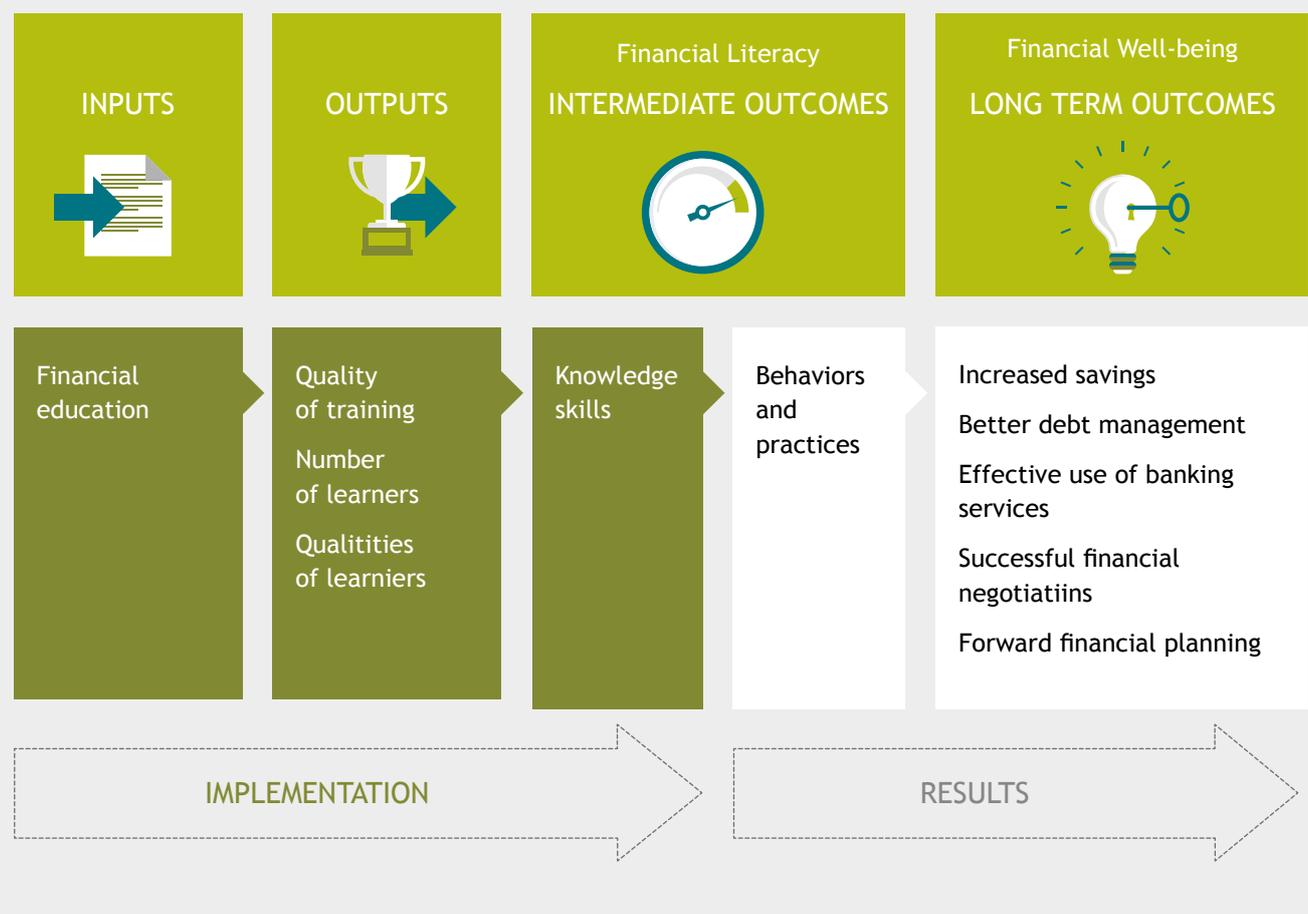
An observation checklist can measure the quality of the training (see, Tool 6), along with a satisfaction survey (see, Tool 9).

> Page 42 and 45

TABLE 14: ARMENIA AND BHUTAN’S EXAMPLES OF FINANCIAL CAPABILITY BAROMETER FOR M&E

ARMENIA THEMATIC FOCUS	BHUTAN THEMATIC FOCUS	KNOWLEDGE	SKILLS	ATTITUDES	BEHAVIORS	OVERALL
Economic Impact	Macroeconomic and financial terms	AA	AB	AC	AD	A_
Budget Management	Financial sector and shopping	BA	BB	BC	BD	B_
Savings and long-term planning	Budgeting	CA	CB	CC	CD	C_
Debt management	Savings and long-term planning	DA	DB	DC	DD	D_
Shopping Around	Credit management	EA	EB	EC	ED	E_
Rights Protection	Consumer protection	FA	FB	FC	FD	F_
Safety	Digital Financial Services	GA	GB	GC	GD	G_
<b>OVERALL</b>	<b>OVERALL</b>	<b>_A</b>	<b>_B</b>	<b>_C</b>	<b>_D</b>	<b>FCI</b>

FIGURE 6: FINANCIAL EDUCATION THEORY OF CHANGE<sup>16</sup>



Another useful tool to measure changes in knowledge, skills and attitudes is a pre and post-test conducted immediately before and after the training.



A sample pre and post-test for the financial education theme of debt management can be found in Tool 11.

> Page 47

### Evaluate results of program

A TOC can be used to evaluate the results of the program (see Figure 6). This makes it important to integrate key performance indicators (KPIs; see, Table 15) for financial education in the intermediate and long-term outcomes (e.g. change in behaviors and overall financial well-being) of a TOC to thus capture the effectiveness and impact of the program on key target groups. KPIs should also align with the key learning objectives of the curriculum and should be SMART:

- > Specific to programmatic goals – measures changes in knowledge, skills, attitudes or behaviors
- > Measurable – aligned with outputs and outcomes
- > Attainable – given the constraints of existing infrastructure and stakeholder capacity
- > Relevant – to key target groups, trainers and implementing partners
- > Time-bound – based on the action plan and goals

A post, post-test integrating some of these KPIs could be used between three and six months or even up to a year after a training to measure changes in the medium term (e.g. skills and some behavior-related changes). If a follow-up survey is planned after the training, participants should be asked if they are willing to be contacted and for their contact information (see, Tool 8). An experimental or quasi-experimental design could capture behavioral change in the long term, as it typically takes longer to occur, through a more controlled environment (i.e. with a control or comparison and treatment group). This option is more rigorous but often more expensive and requires evaluation expertise.

### Evaluate relevance, efficiency, scalability and sustainability of the program

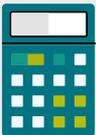
The evaluation framework presented earlier can be adapted to evaluate the relevance, efficiency, scalability, and sustainability at a programmatic level in the middle and end of a financial education program.



See Tool 12 Evaluation framework at program Level.

> Page 48

TABLE 15: EXAMPLE OF FINANCIAL EDUCATION KEY PERFORMANCE INDICATORS

 <b>MONEY MANAGEMENT</b>	 <b>PLANNING AHEAD</b>	 <b>FINANCIAL SERVICES</b>	 <b>CONSUMER PROTECTION</b>
<ul style="list-style-type: none"> <li>&gt; Can answer all numeracy questions correctly</li> <li>&gt; Has a budget</li> <li>&gt; Does not need to borrow to cover regular expenses</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Has savings goals</li> <li>&gt; Has a savings plan</li> <li>&gt; Has a plan for unexpected expenses</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Has knowledge of financial services</li> <li>&gt; Has a savings account</li> <li>&gt; Shops around to compare options</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Takes steps to protect identity and account</li> <li>&gt; Knows where and how to file a complaint</li> <li>&gt; Knows what to do before signing a contract</li> </ul>

# 4

## CONCLUSION: KEY FACTORS FOR A SUCCESSFUL NATIONAL FINANCIAL EDUCATION STRATEGY



This toolkit has outlined the key phases for developing a National Financial Education Strategy. The following factors are key to a successful NFES:

### RELEVANCE

- > Integrate vulnerable segments into development of NFES and at all stages<sup>17</sup>
- > Begin (i.e. diagnostic) and end (i.e. evaluation) with research to identify financial education needs of the target market segments and ensure program is responding to these needs
- > Combine bottom-up approach (Individual + household + community) with top-down approach (meso + macro + micro) to meet needs of all stakeholders
- > Offer financial education at teachable moments
- > Customize content and delivery channels to different target groups
- > Provide opportunities to apply and reinforce the learning
- > Identify how people are impacted by and respond to a crisis and adjust NFES accordingly

### EFFICIENCY

- > Standardize messages with all partners working with same target group
- > Conduct regular meetings with committees and working groups to ensure targets are met
- > Align value proposition with stakeholder support and operational capacity
- > Develop network of facilitators using cascade approach
- > Identify programs that can achieve immediate results in the short term ('quick wins')

### SUSTAINABILITY

- > Align NFES with other national priorities, policies and programs
- > Promote multi-stakeholder engagement and coordination
- > Build institutional memory and capacity at macro, meso and micro levels
- > Ensure to find and work with a financial education champion to place financial education on the national agenda
- > Address gaps due to political or internal turnover through one-day workshops to ensure buy-in and showcase benefits of program
- > Ensure a long-term vision and commitment from all stakeholders
- > Adopt an ongoing approach vs. a one-off effort

### SCALABILITY

- > Start small and pilot a project to identify what works (and what does not) before scaling up
- > Use channels such as mass media to achieve scale
- > Leverage existing networks, infrastructure, programs, learning contexts, channels and touch points
- > Leverage client base of FSPs
- > Promote partnerships across a range of stakeholders (e.g. public-private partnerships)

### EFFECTIVENESS

- > Align activities, outputs and outcomes with larger M&E framework
- > Align outcomes indicators with key learning objectives of curricula and other financial education tools
- > Disaggregate data by gender, age and other indicators to reach vulnerable segments
- > Provide ongoing capacity building and refresher courses



<sup>17</sup> For additional guidance on how to reach vulnerable market segments with financial education, see the accompanying guideline note.

## ACRONYMS AND ABBREVIATIONS

<b>AFI</b>	Alliance for Financial Inclusion
<b>BoU</b>	Bank of Uganda
<b>BoZ</b>	Bank of Zambia
<b>CBA</b>	Central Bank of Armenia
<b>CFPB</b>	Consumer Financial Protection Bureau
<b>CEMCWG</b>	Consumer Empowerment and Market Conduct Working Group
<b>CFI</b>	Center for Financial Inclusion
<b>FDP</b>	Forcibly Displaced Persons
<b>FE</b>	Financial Education
<b>FGD</b>	Focus-group discussion
<b>FSDZ</b>	Financial Sector Deepening Zambia
<b>GIZ</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit
<b>IDI</b>	In-depth interview
<b>IPA</b>	Innovation for Poverty Action
<b>KFS</b>	Key Facts Statement
<b>KPI</b>	Key Performance Indicator
<b>LAC</b>	Latin America and the Caribbean
<b>M&amp;E</b>	Monitoring and evaluation
<b>MIS</b>	Management Information System
<b>MOE</b>	Ministry of Education
<b>MOF</b>	Ministry of Finance
<b>MSME</b>	Micro, Small and Medium-sized Enterprises
<b>NFES</b>	National Strategy for Financial Education
<b>NFIS</b>	National Financial Inclusion Strategy
<b>NSFE</b>	National Strategy on Financial Education
<b>OECD/INFE</b>	Organisation for Economic Co-operation and Development/ International Network for Financial Education
<b>PIA</b>	Pensions and Insurance Authority
<b>RBM</b>	Reserve Bank of Malawi
<b>RMA</b>	Royal Monetary Authority
<b>RTC</b>	Rural Training Centre
<b>SBS</b>	Superintendencia de Banca, Seguros y AFP del Perú (SBS)
<b>SEC</b>	Securities and Exchange Commission
<b>TOC</b>	Theory of change
<b>TOR</b>	Terms of reference
<b>TOT</b>	Training-of-trainers workshop

**TVET** Technical and Vocational Education and Training

**UNCDF** United Nations Capital Development Fund

## ANNEXES

### DEFINITIONS: EXAMPLES ACROSS AFI MEMBERS

#### EXAMPLES OF EXISTING DEFINITIONS FOR FINANCIAL LITERACY

<b>AFI</b>	Awareness and knowledge of financial concepts and products required for managing personal finances, taking into account one's economic and social circumstances.
<b>FIJI</b>	When an individual or household is financially literate, they have the ability to understand and to make informed choices relating to financial services and products and are able to manage their money and investments wisely.
<b>MALAYSIA</b>	Awareness, knowledge, skills, attitude and behaviour necessary to make sound financial decisions.
<b>NIGERIA</b>	Also referred to as financial capability, it refers to the possession of knowledge and skill by individuals to manage financial resources effectively to enhance their economic well-being.
<b>UGANDA</b>	Knowledge, skills and confidence to manage money well, taking into account one's economic and social circumstances, where "knowledge" means having an understanding of personal financial issues; "skills" means being able to apply that knowledge to manage one's personal finances, and; "confidence" means feeling sufficiently self-assured to make decisions relating to one's personal finances.
<b>ZAMBIA</b>	Ability to understand personal finance. It refers to awareness and knowledge of key financial concepts required for managing personal finances.

#### EXAMPLES OF EXISTING DEFINITIONS FOR FINANCIAL EDUCATION

<b>AFI</b>	Process of providing people with the knowledge, skills, attitude, and exposure through access to relevant objective information, and training to enable them to make informed financial decisions and take actions appropriate to their circumstances.
<b>COLOMBIA</b>	Economic and financial education is the process through which individuals develop the values, knowledge, competencies and behaviors necessary for making responsible financial decisions, which require the application of basic financial concepts and an understanding of the effects that changes in the main macroeconomic indicators generate their level of well-being.
<b>MALAYSIA</b>	Process to improve understanding, develop skills and confidence to make informed financial choices and to know where to go for help.
<b>MOROCCO</b>	Process that contributes to the development of financial skills of citizens and their financial well-being through: good management of their personal and professional finances through thoughtful and responsible financial decisions; a wise choice of financial services adapted to their situation; responsible use of financial services to be able to seize with confidence the economic and financial opportunities that present themselves to them.
<b>NIGERIA</b>	Process by which consumers/investors improve their understanding of financial products, concepts and risks and through information, instruction and/or objective advice, develop the skills and confidence to become more aware of financial risks and opportunities, to make informed choices, to know where to go for help and take other effective actions to improve their financial well-being (OECD).
<b>RWANDA</b>	Financial education equips people with the knowledge, skills and belief in themselves to make and exercise informed, confident and timely money management decisions.
<b>SEYCHELLES</b>	Process through which an individual's level of financial capability is improved (understanding of financial products, concepts and risks; and strengthening of financial skills and confidence) through exposure and access to training and objective information and advice.
<b>TANZANIA</b>	Financial education is the broad term reflecting all activities aimed at transferring knowledge and skills and influencing financial behaviour. Financial education can take various forms. A combination of these forms and different channels should be included in a consumer strategy, depending on the needs of the target audience and the strategic objectives.
<b>ZAMBIA</b>	Providing people with knowledge, understanding, skills, and confidence so that they can make financial decisions and take actions that are appropriate to their personal circumstances.

## EXAMPLES OF EXISTING DEFINITIONS FOR FINANCIAL CAPABILITY

<b>AFI</b>	Individual's confidence and competencies in financial knowledge, skills and behaviors needed to undertake informed, confident, and relevant decisions and actions about personal and household finances to improve one's financial well-being.
<b>ARMENIA</b>	A financially capable person is a person who has the knowledge, abilities, skills and culture, which give them the opportunity to be informed, make responsible decisions about their personal finances, and take the right actions according to the situation.
<b>BHUTAN</b>	Financial Capability is a combination of financial knowledge, skills, attitude and behavior that allows an individual to make rational, informed and sound financial decisions.
<b>MOROCCO</b>	Individual's financial capability has four 4 components: - Knowledge: I know what solutions exist in terms of financing my business * - Skills: I know how to access and use the credit products adapted to my situation * - Attitude: I easily approach my financing provider in the event of a cash flow problem * - Behavior: Whenever I have a financing need, I will see my financial institution with a complete financing request file * (* illustrative examples)
<b>NIGERIA</b>	'Financial capability' encompasses 'financial literacy' and reflects the multiple dimensions of Knowledge, Skills, Attitudes, Confidence and Behaviour (KSACB). It is "The ability of an individual to act with confidence in making optimal choices in the management of his/her money matters.
<b>RWANDA</b>	Combination of knowledge, skills and self-efficacy needed to make and exercise money management decisions that best fit the circumstances of one's life, within an enabling environment that includes, but not limited to, access to appropriate financial services.
<b>TANZANIA, SEYCHELLES</b>	Ability of an individual to act with confidence in making optimal choices in the management of his/her money matters.

## TOOL 1: PRE-FORMULATION: SUPPLY-SIDE MAPPING

COMPONENT	DESCRIPTION
SECTION 1: INTRODUCTION	<ul style="list-style-type: none"> <li>Role of member</li> <li>Key programs of organization</li> <li>Target groups of various programs</li> <li>Geographical coverage of programs</li> </ul>
SECTION 2: IMPLEMENTATION OF FINANCIAL EDUCATION PROGRAM	<ul style="list-style-type: none"> <li>Key target groups</li> <li>Financial education needs of target groups</li> <li>Financial education content/messages</li> <li>Financial education delivery channels/platform</li> <li>Most effective ways to reach target groups</li> <li>Most effective messages</li> <li>Differences in content and delivery channels by target group</li> </ul>
SECTION 3: MONITORING AND EVALUATION OF FINANCIAL EDUCATION PROGRAM	<ul style="list-style-type: none"> <li>Data collected for M&amp;E</li> <li>M&amp;E systems or tools</li> </ul>
SECTION 4: ANALYSIS OF FINANCIAL EDUCATION PROGRAM	<ul style="list-style-type: none"> <li>Successes of activities</li> <li>Challenges to implementation</li> <li>Best practices and lessons learned</li> </ul>
SECTION 5: RECOMMENDATIONS FOR NFES	<ul style="list-style-type: none"> <li>Key components</li> <li>Activities in short and long term</li> <li>Challenges</li> <li>Key stakeholders</li> <li>Coordinating and lead bodies</li> <li>Organizational structure</li> </ul>
SECTION 6: ROLE IN NFES	<ul style="list-style-type: none"> <li>Existing resources and infrastructure</li> <li>Gaps in resources and infrastructure</li> <li>Alignment with program objectives</li> </ul>

## TOOL 2: PRE-FORMULATION: EXAMPLES OF FINANCIAL EDUCATION PROGRAMS INTEGRATED AT THE NATIONAL LEVEL

COUNTRY	TYPE	NAME/DESCRIPTION	YEAR	LINK
<b>AFRICA</b>				
ANGOLA	Program	Programa de Educação Financeira	2017	Link
MALAWI	Stand alone	National Financial Literacy Strategy	2020	-
MOZAMBIQUE	Part of NIFS	National Financial Inclusion Strategy 2016-2022	2016	Link
NIGERIA	Stand alone	National Financial Literacy Framework	2015	Link
RWANDA	Stand alone	National Financial Education Strategy	2013	Link
SEYCHELLES	Stand alone	Seychelles National Financial Education Strategy 2017-2020	2017	Link
TANZANIA	Stand alone	National Financial Education Framework 2016-2020	2016	Link
UGANDA	Stand alone	National Financial Education Strategy II 2019-2024	2019	Link
ZAMBIA	Stand alone	National Strategy on Financial Education II 2019-2024	2019	Link
<b>ASIA</b>				
BHUTAN	Stand alone	Bhutan National Financial Literacy Strategy 2018-2023	2018	Link
INDONESIA	Stand alone	Strategi Nasional Literasi Keuangan Indonesia (SNLKI) Revisit 2017	2017	Link
MALAYSIA	Stand alone	National Strategy for Financial Literacy 2019-2023	2019	Link
PAKISTAN	Program	National Financial Literacy Programme for Youth (NFLP)	-	Link
<b>EECA</b>				
ARMENIA	Stand alone	National Strategy for Financial Education 2014-2019	2014	-
	Stand alone	Financial Capability Barometer	2017	Link
<b>LAC</b>				
ARGENTINA	Part of NFIS	Estrategia Nacional de Inclusión Financiera	2019	Link
BRAZIL	Stand alone	Brazil National Strategy for Financial Education 2010	2010	Link
CHILE	Stand alone	Estrategia Nacional de Educación Financiera	2017	Link
COLOMBIA	Stand alone	Estrategia nacional de educación económica y financiera	2017	Link
COSTA RICA	Stand alone	Estrategia Nacional de Educación Financiera	2020	Link
HAITI	Stand alone	Plan National d'Education Financiere Haiti (2020-2025)	2020	Link
MEXICO	Stand alone	Estrategia Nacional de Educacion Financiera	2017	Link
<b>MENA</b>				
JORDAN	Program	National Financial and Social Education Programme 2015-2021	2015	Link
MOROCCO	Education	Plan stratégique de la Fondation marocaine pour l'éducation financière (2019-2023)	2019	Link
<b>PACIFIC</b>				
Fiji	Stand alone	National Financial Literacy Strategy 2013-2015	2013	Link
	Part of NFIS	National Financial Inclusion Strategy 2016-2020	2016	Link
Papua New Guinea	Part of NFIS	National Financial Inclusion Strategy 2016-2020	2016	Link
Solomon Islands	Part of NFIS	National Financial Inclusion Strategy 2016-2020	2016	Link
Timor-Leste	Stand alone	Timor-Leste National Strategic Plan for Financial Literacy 2016-2020	2016	Link

N.B.: Not all national documents are available online.

## TOOL 3: FORMULATION: ADAPTATION PROCESS FOR IDENTIFYING AND PRIORITIZING RELEVANT CONTENT<sup>18</sup>

STEP NUMBER	ACTIVITY	KEY CONSIDERATIONS
1	Identify the target group and their financial education needs, learning preferences and availability	Literacy Numeracy Socioeconomic characteristics
2	Identify the local financial landscape	Available financial products Features of available products Currency Amounts
3	Identify the trainers, their level of financial literacy and their availability	Education Literacy Facilitation experience Availability
4	Identify the local context	Examples Stories Terminology Illustrations
5	Review the curricula and select the relevant topics and sessions	
6	Adapt the selected sessions to the target population, financial landscape, capacity of trainers and the local context	

<sup>18</sup> Microfinance Opportunities. Implementation Guidance. Washington D.C. 2006.

## TOOL 4: FORMULATION: THEMES AND LEARNING OBJECTIVES FOR IDENTIFYING AND PRIORITIZING FINANCIAL EDUCATION CONTENT<sup>19</sup>

THEME	LEARNING OBJECTIVES
DAY TO DAY MONEY MANAGEMENT	<ul style="list-style-type: none"> <li>Identifies sources of income and expenses</li> <li>Prioritizes and control expenses</li> <li>Tracks and balances income and expenses</li> <li>Pays bills on time</li> <li>Discusses money with family members</li> </ul>
LONG-TERM PLANNING	<ul style="list-style-type: none"> <li>Identifies strategies for saving</li> <li>Sets savings goals in the short term</li> <li>Sets savings goals in the long term</li> <li>Develops savings plan</li> <li>Identifies best savings option for savings goal</li> <li>Develops savings goals and plans with other family members</li> </ul>
RESILIENCE	<ul style="list-style-type: none"> <li>Identifies three stages of resilience</li> <li>Manages money with irregular income</li> <li>Sets aside savings for emergency expenses</li> <li>Purchases insurance</li> <li>Discusses plans to prevent, withstand and recover from an emergency with family members</li> </ul>
USE OF FINANCIAL SERVICES	<ul style="list-style-type: none"> <li>Identifies sources of information for financial services</li> <li>Differentiates between biased and unbiased information on financial services</li> <li>Compares financial services providers</li> <li>Evaluate and chooses appropriate financial services for goals</li> <li>Calculates if and how much debt is affordable</li> <li>Develops loan repayment calendar</li> <li>Shares information about financial services with family members</li> </ul>
DIGITAL FINANCIAL SERVICES	<ul style="list-style-type: none"> <li>Identifies benefits and risks of digital financial services</li> <li>Uses technology to access range of digital financial services</li> <li>Trusts accuracy of SMS confirmation for mobile transactions</li> <li>Verifies and tracks digital transactions</li> <li>Protects online identity, debit card and mobile account</li> <li>Knows where to seek help for transaction problems</li> </ul>
CONSUMER PROTECTION	<ul style="list-style-type: none"> <li>Protects identity and account</li> <li>Exercises rights and responsibilities as consumer</li> <li>Exercises customer recourse</li> <li>Understands loan contract before signing it</li> <li>Identifies the difference between legitimate and illegitimate account transactions</li> <li>Knows how to prevent and recognize scams</li> </ul>

## TOOL 5: IMPLEMENTATION: SAMPLE AGENDA FOR MASTER TOT

TIME	DAY 1	DAY 2	DAY 3
9-10AM	Introduction Workshop Objectives and Map	Technical Content- Topic 1	Group Preparation to Present
10-11AM	Overview of Financial Education	Technical Content- Topic 1	Presentation of Session with Feedback
11:00-11:15AM	Break	Break	Break
11:15-12:30PM	Simulation and Analysis of FE session	Technical Content- Topic 1	Presentation of Session with Feedback
12:30-1:30PM	Lunch	Lunch	Lunch
1:30-2:30PM	Best practices for Adult or Youth Learning	Technical Content- Topic 2	Presentation of Session with Feedback
2:30-3:30pm	Facilitation Skills	Technical Content- Topic 2	Presentation of Session with Feedback
3:30-3:45pm	Break	Break	Break
3:45-5pm	Facilitation Skills	Technical Content- Topic 2	Presentation of Session with Feedback

## TOOL 6: IMPLEMENTATION: OBSERVATION CHECKLIST FOR MONITORING OF CAPACITY BUILDING<sup>20</sup>

TRAINER NAME	OBSERVER NAME/POSITION		
SESSION TOPIC/NAME AND NUMBER			
GROUP NAME	DATE		
<b>1. TECHNICAL CONTENT</b>			
a. Communicated all technical information accurately	Y	N	
b. Responded to questions accurately	Y	N	N/A
c. Brought focus back to the promoted behavior when “inaccurate” information was raised	Y	N	N/A
d. Acknowledged when questions were beyond his/her technical knowledge	Y	N	N/A
<b>2. SESSION MANAGEMENT AND ORGANIZATION</b>			
a. Completed all learning session steps	Y	N	
b. Completed all learning session steps in order	Y	N	
c. Completed the learning session within ____ minutes of recommended time	Y	N	
d. Had all materials (visuals, notes, props, etc.) ready and organized	Y	N	
<b>3. FACILITATION AND TEACHING SKILLS</b>			
a. Used small groups as suggested, including size of group (pairs, threes, etc.)	Y	N	N/A

b. Small-group management			
> Defined clearly the question/topic to be discussed	Y	N	
> Helped arrange participants to assure they faced each other	Y	N	
> Went around the room to clarify, help and encourage groups	Y	N	
> Asked for reports (sample or all groups) according to learning session guide	Y	N	
c. Open-ended questions			
> Used open-ended questions as indicated in the learning session guide	Y	N	
> Used open-ended questions to probe and encourage active discussion at other times – must give specific example: _____	Y	N	
d. Spoke loudly and clearly	Y	N	
e. Visuals			
> Showed all visuals included in the learning session	Y	N	N/A
> Assured that all participants could see the visuals (moved around the room, passed them around the room, used a member to circulate them or asked for participants to assemble around a picture to see it better)	Y	N	N/A
f. Used other teaching techniques/facilitation skills as written in learning session guide (stories, demonstrations, role play, games)	Y	N	N/A
4. ATTITUDES DISPLAYED			
a. Provided praise/affirmation to the participants – must give specific example: _____	Y	N	
b. Demonstrated respect for the participants – must give specific example: _____	Y	N	
c. Helped participants feel at ease with participating – must give specific example: _____	Y	N	
d. Attempted to create a dialogue and/or limit “lecture style”– must give specific example: _____	Y	N	

**Notes:**

1. N/A should only be used if the trainer did not have an opportunity to use or practice the element. Otherwise “Y” or “N” should be used in each case.
2. For “must give specific example”– if no specific example can be given “N” should be circled.

# TOOL 7: IMPLEMENTATION: PARTICIPANT FEEDBACK FOR PILOT TEST OF FINANCIAL EDUCATION LEARNING SESSIONS <sup>21</sup>

This form is to be completed based on an informal discussion with five participants after the completion of a learning session.

**Name of Trainer** \_\_\_\_\_

**Date of group discussion:** \_\_\_\_\_

**Module:** \_\_\_\_\_

**No. of Participants Providing Feedback:** \_\_\_\_\_

**Session #** \_\_\_\_\_

Introduce yourself to the participants, stating: “I would like to ask you a few questions about the learning session in which you just participated. We would like to get your opinions about the sessions so we can do a good job of teaching them in the future. We will not repeat what you tell us to anyone in the community. What you say will only be used to help us do better training. Would it be alright if I ask you a few questions about your experiences with the learning sessions at your center meeting?”

1. What did you find most interesting or useful about today’s session? (Probe about the content and activities)

---

---

---

---

2. What was not clear to you in the session today? (Probe about the content and activities)

---

---

---

---

3. What have you learned in the session that is new for you? (Probe: Anything else?)

---

---

---

---

4. What actions do you plan to take as a result of the learning session?

---

---

---

---

5. What topic would you like to learn more about?

---

---

---

---

# TOOL 8: IMPLEMENTATION: TRAINER FEEDBACK FOR PILOT TEST OF FINANCIAL EDUCATION LEARNING SESSIONS<sup>22</sup>

Number of trainers present at the discussion: \_\_\_\_\_

Number of Trainers present who have presented each session: \_\_\_\_\_

Session 1: \_\_\_\_\_ Session 2: \_\_\_\_\_

Session 3: \_\_\_\_\_ Session 4: \_\_\_\_\_

Session 5: \_\_\_\_\_ Session 6: \_\_\_\_\_

Session 7: \_\_\_\_\_

Session \_\_: \_\_\_\_\_ Session \_\_: \_\_\_\_\_

1. What has worked well in the learning sessions? Be as specific as possible.

---

---

---

---

---

2. What has not worked as well or what has been most difficult for you in the learning sessions? Be as specific as possible.

---

---

---

---

---

3. What would make these sessions easier to use?

---

---

---

---

---

4. What topics should be added? What topics should be dropped? What topics should be changed?

---

---

---

---

---

5. As you have been teaching the sessions, what have you done differently from what was suggested in the session plans? (Probe why these changes were made and how well they worked.)

---

---

---

---

---

6. Was the time sufficient or insufficient to cover the material and activities as outlined in each session plan? How can the learning session be changed to fit the time available?

---

---

---

---

---

<sup>22</sup> Microfinance Opportunities. Washington D.C. Implementation Guidance. 2006.

# TOOL 9: IMPLEMENTATION: FINANCIAL EDUCATION WORKSHOP SATISFACTION SURVEY

1. What are the most important things that you learned from this workshop/activity?.

---



---



---



---

2. What did you like most about this workshop/activity?

---



---



---



---

3. What actions do you plan to take as a result of this workshop/activity?

---



---



---



---

4. Please rate the following. Circle a number for each statement:

	Poor	Satisfactory	Good	Very Good	Excellent
Usefulness of today's activity	1	2	3	4	5
Quality of facilitator or trainer	1	2	3	4	5
Clarity of presentation of information	1	2	3	4	5
Handouts and materials	1	2	3	4	5
Length of the session	1	2	3	4	5
Overall quality of the activity	1	2	3	4	5

5. What would you change about this workshop/activity?

---



---



---



---

6. What else would you like to know about this topic and about other financial education topics?

---



---



---



---

7. Would you recommend this program to someone else?

Yes  No  Unsure

Source: Adapted from Financial Literacy Evaluation Toolkit, Prosper Canada, Centre for Financial Literacy

## TOOL 10: EVALUATION FRAMEWORK AT NATIONAL LEVEL<sup>23</sup>

EVALUATION OBJECTIVE	EVALUATION QUESTIONS
RELEVANCE	To what extent are the strategy initiatives relevant to the key stakeholders at the macro, meso, and micro levels?
	To what extent are the content and delivery channels relevant to the key target groups?
	To what extent are the strategy initiatives aligned with the strategic objectives of the NFES, and with other national policies?
EFFECTIVENESS	To what extent are the targets in the results framework on track?
	What factors have contributed to or limited achievement of the NFES?
	How can the data collection and data analysis tools be improved to measure the most relevant financial education indicators?
EFFICIENCY	How efficient is the process of achieving results? Were the resources utilized effectively?
	What factors have contributed to efficiency at the implementation stage?
	What factors have limited efficiency in the implementation stage?
IMPACT	What has been the likely impact of the strategy initiatives on improving financial literacy and awareness, financial behaviors and financial well-being?
	What has been the likely impact on the enabling environment?
	What is the relative contribution of the different stakeholder/working groups to that change?
SUSTAINABILITY	To what extent is the coordinating structure likely to be sustained after the completion of the strategy?
	What are the key factors that could limit the potential for another version of the strategy?
	How have capacities been strengthened at the macro, meso and micro levels?

## TOOL 11: IMPLEMENTATION: DEBT MANAGEMENT PRE AND POST TEST<sup>24</sup>

QUESTION	ANSWER
1. A loan must be repaid when you have enough income.	<input type="checkbox"/> True <input type="checkbox"/> False
2. A loan should never be used for emergencies.	<input type="checkbox"/> True <input type="checkbox"/> False
3. One consequence of over-indebtedness is... (Circle the most appropriate answer)	A) Having extra cash to spend B) Losing access to credit in the future C) Having access to too many sources of credit
4. A good source of debt for buying an asset is one that outlasts the use of the asset.	<input type="checkbox"/> True <input type="checkbox"/> False
5. You know your debt is getting out of control when you get additional loans or extensions to pay existing loans.	<input type="checkbox"/> True <input type="checkbox"/> False
6. One way to manage debt is to... (Circle the most appropriate answer)	A) Pay off the most expensive loan first B) Pay off only one loan per month C) Skip payment on some loans to pay off others
7. You know you are in control of your debt when you understand your monthly cash flow and can anticipate shortfalls.	<input type="checkbox"/> True <input type="checkbox"/> False
8. Loan term is...	A) The time and spacing of loan repayments B) The period after receiving a loan and before the first payment is due C) The period during which you have to use the loan money and repay it
9. You face a risk of not being able to repay your loans when...	A) Unexpected emergencies create an urgent demand for cash B) You use the loan for working capital C) You invest the money to start a new business venture
1. Making payments on time does not make a difference in being able to control your debt.	<input type="checkbox"/> True <input type="checkbox"/> False

## TOOL 12: EVALUATION FRAMEWORK AT PROGRAM LEVEL<sup>25</sup>

EVALUATION OBJECTIVE	EVALUATION QUESTIONS
RELEVANCE	To what extent is the program relevant to the implementing partners involved?
	To what extent are the content and delivery channels relevant to the key target groups?
	How has the program responded to the immediate needs of the target groups?
EFFECTIVENESS	To what extent are the projected outputs and outcomes on track with the TOC?
	What factors have contributed to or limited achievement of the intended outputs and outcomes?
	How can the data collection and data analysis tools be improved to measure the most relevant financial education indicators?
EFFICIENCY	How efficient is the process of achieving results? Were the resources utilized effectively?
	What factors have contributed to efficiency at the implementation stage?
	What factors have limited efficiency at the implementation stage?
IMPACT	To what extent is the program likely to be sustained after the completion of the strategy?
	What are the key factors that could limit the potential for replication of the program?
	How have capacities of the implementing partners been strengthened?
SUSTAINABILITY	What channels have been used to achieve scale?
	How have existing networks and partnerships been leveraged?
	How have existing infrastructure and touch points been leveraged?

## BIBLIOGRAPHY

- AFI. 2021.** Digital Financial Literacy Guideline Note. link
- AFI. 2020.** Key Facts Statements for Credit: Do They Work? The Experience of Armenia. link
- AFI. 2020.** The Financial Competency Matrix for Adults: A Policy Framework. link
- AFI. 2020.** Financial Education in Latin America and the Caribbean. link
- AFI. 2019.** A Client Needs-Centred Approach to Financial Inclusion Measurement. link
- AFI. 2019.** Effective Stakeholder Coordination for National Financial Inclusion Strategy Implementation. link
- AFI. 2019.** Financial Education: Key to Promoting Stability, Growth and Inclusion. link
- AFI. 2019.** Kigali Statement: Accelerating Financial Inclusion for Disadvantaged Groups. link
- AFI. 2016.** National Financial Inclusion Strategies: A Toolkit. link
- AFI 2015.** National Financial Inclusion Strategies: Current State of Practice. link
- AFI 2013.** Consumer Empowerment and Market Conduct. link
- Bank of Uganda.** Strategy for Financial Literacy in Uganda. 2019-2024.
- Bank of Zambia.** The National Strategy on Financial Education for Zambia: 2019-2024.
- Center for Financial Inclusion. 2016.** A Change in Behavior: Innovations in Financial Capability. link
- Central Bank of Seychelles.** Seychelles National Financial Education Strategy: 2017-2020.
- Consumer Financial Protection Bureau. 2017.** Effective Financial Education: Five Principles and How to Use Them. link
- Consumer Financial Protection Bureau. 2017.** The Power of Light-Touch Financial Education: A Demonstration with Credit Card Revolvers. link
- Consumer Financial Protection Bureau. 2015.** Financial Well-Being: The Goal of Financial Education. link
- GIZ.** Strategy for Financial Literacy in Uganda. Monitoring and Evaluation of FL Programmes in Uganda: A Practical Guide for Implementers. link
- IPA.** Nudges for Financial Health Global: Evidence for Improved Product Design. link
- IOSCO and OECD. 2018.** The Application of Behavioural Insights to Financial Literacy and Investor Education Programmes and Initiatives. link
- Kaiser, T. and L. Menkhoff. 2017.** Does Financial Education Impact Financial Literacy and Financial Behavior, and If So, When? link
- Reserve Bank of Malawi. 2018.** Malawi Financial Literacy and Consumer Protection Household Follow-up Survey.
- Reserve Bank of Malawi. 2013** Malawi Financial Literacy and Consumer Protection Household Baseline Survey.
- Microfinance Opportunities. 2005.** Implementation Guidance. link
- National Financial Literacy and Financial Capability Strategy Malawi: 2020-2024.**
- National Financial Literacy Strategy Bhutan: 2018-2023.**
- National Strategy of Financial and Economic Education in Colombia.** CIEEF. June 2017.
- OECD 2021.** Digital Delivery of Financial Education: Design and Practice. link
- OECD/INFE. 2012.** High-Level Principles on National Strategies for Financial Education. link
- OECD. 2010.** Detailed Guide to Evaluating Financial Literacy Programmes. link
- Pacific Financial Inclusion Programme.** Schooling the Next Generation: Lessons Learnt in Financial Education in the Solomon Islands.
- World Bank. 2014.** Enhancing Financial Capability and Behavior in Low and Middle-Income Countries. link
- World Bank Group. 2018.** Integrating Financial Capability into Government Cash Transfer Programs. link

**Alliance for Financial Inclusion**

AFI, Sasana Kijang, 2, Jalan Dato' Onn, 50480 Kuala Lumpur, Malaysia  
t +60 3 2776 9000 e info@afi-global.org [www.afi-global.org](http://www.afi-global.org)

 Alliance for Financial Inclusion  AFI.History  @NewsAFI  @afinetwork