

# NIACE Family Learning Matters

## A strategic approach to family learning and financial capabilities

### INTRODUCTION

This topic paper is aimed at family learning practitioners and managers looking to develop and deliver family programmes as part of the 'Financial Capability' strand of Family Learning Impact Funding programmes or as part of FLLN programmes. It briefly sets out the policy context and rationale for the delivery of such programmes and details NIACE's strategic aims and actions.

Following the Families at Risk review: *Think Family* (Social Exclusion Task Force, 2007) there is a renewed focus on using a whole family approach and learning as a family together. The underpinning skills of financial capability have a key contribution to make to services in this area.

### CONTENTS

Introduction	Page 1
NIACE's strategy	Page 2
Background and policy context	Page 2
What is family learning?	Page 2
What are financial literacy, financial capability and financial learning?	Page 3
Why is financial learning important?	Page 3
Financial learning in schools	Page 4
Why is family learning the right context for learning about personal finance?	Page 4
The wider policy context	Page 5
Child poverty	Page 5
Personal debt	Page 6
Mortgages	Page 6
Student debt	Page 7
Financial exclusion	Page 7
Rurality	Page 8
Unlicensed lenders	Page 8
Home credit lenders / doorstep lenders	Page 8
Savings clubs	Page 8
Next steps	Page 9
Useful resources and websites	Page 9
References	Page 10

## NIACE'S STRATEGY

At NIACE our strategy is to:

- raise awareness of the role family learning can play in supporting families to develop their financial skills, knowledge and understanding
- support providers to develop and deliver quality financial learning programmes in a family context and develop a family finance curriculum
- encourage partnership working to ensure that there is a cohesive approach to provision of family finance and financial literacy
- respond strategically to key national agendas.

## BACKGROUND AND POLICY CONTEXT

### What is family learning?

'Family learning' refers to learning approaches that engage parents and children jointly in learning or support intergenerational learning. In its broadest sense it refers to activities undertaken by families which are planned and purposeful and support progression.

Family learning includes a wide range of informal and more formal learning opportunities for example: groups run through voluntary, community and faith groups, workshops in museums, libraries, sports and leisure facilities, family centres and schools.

The Learning and Skills Council (LSC) fund two distinct areas of work: Family Literacy, Language and Numeracy (FLLN) programmes which aim to raise literacy, language and numeracy skills within families and Wider Family Learning (WFL) which aims to bring families together in a learning experience for a wide range of outcomes. The Department of Children, Schools and Families (DCSF) further supports family learning to meet the aims of the Children's Plan (DCSF, 2007) for families at risk and specific groups. This includes funding for family financial capability programmes from September 2008.

Family learning can give parents / carers the chance to:

- get involved in learning activities with their child
- feel more confident about supporting their child
- explore how children learn
- improve their own skills.

Family programmes are seen as a key factor in supporting government policies around families and children and contribute to a number of different policy areas. *Linking the Thinking* (Haggart and Spacey, 2006) demonstrates how programmes contribute to a wide range of Public Service Agreement (PSA) targets for children and families, for example: Skills for Life; Museums, Libraries and Archives; health improvement; skills and economic competitiveness.

Literacy, numeracy and financial skills can be a key way of supporting social mobility, improving employment opportunities and moving people, individuals and families, out of poverty.

*Every Child Matters* (HM Government, 2003) and *Every Child Matters: change for children* (HM Government, 2004) set out the government's agenda for change to improve outcomes for all children and young people, and provide a national framework. The key element of the policy is to bring together all services for children in a locality across health, welfare and education, to ensure that no child falls through the net between services.

All services are tasked to work together to achieve a new vision for children and families based on five fundamental outcomes for children:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

This approach provides a strong framework for building on and extending partnership work, which is key to successful family learning opportunities (Lamb *et al.*, 2007).

The Social Exclusion Task Force review for families at risk report, *Reaching Out: Think Family* (Cabinet Office Social Exclusion Team, 2007) endorses the positive effects of intergenerational learning and the significant impact that the level of parental interest in a child's education has in raising attainment. The concept of 'Think Family' is both about providing a flexible and personalized service to individual families with multiple needs and ensuring multi agency working is supported by appropriate service structures. It suggests extending this integrated approach to provision, beyond children's services to all services, including adult services, working with families at risk.

A key theme running through the change agenda is a renewed policy interest in the importance of the role of parents in supporting their children's learning, in relation to improving their children's behaviour and in shaping the new services in localities.

*Every Parent Matters* (DfES, 2007) sets out the policy initiatives promoting the development of services for parents and the actions needed to involve parents in the shaping of services for families.

### What are financial literacy, financial capability and financial learning?

There is currently much confusion around these terms, with different organisations using the different terms to mean the same thing or the same term to mean different things. There are no agreed definitions that are universally accepted or used either by practitioners, the financial services industry or government.

In 1992, the National Foundation for Educational Research (NFER) defined financial literacy as 'The ability to make informed judgements and to take effective decisions regarding the use and management of money.' (Noctor *et al.*, 1992) This definition has been broadly accepted as providing a starting point for broader definitions of adult financial literacy.<sup>1</sup>

However, within the financial services industry and government the term 'financial capability' tends to be used as an alternative to financial literacy. The *Adult Financial Capability Framework* was jointly produced by

the Basic Skills Agency (BSA) and the Financial Services Authority (FSA) in 2003, and updated in 2006. Here, financial capability is expressed as possession by individuals of 'the necessary skills, knowledge and understanding to make informed decisions and effective choices about their finances.'<sup>2</sup> Whilst the document is not a formal curriculum it does describe in detail all of the skills, knowledge and understanding.

NIACE has adopted the term 'financial learning' to cover all aspects of learning that include developing skills, knowledge or understanding of any areas of finance.

## WHY IS FINANCIAL LEARNING IMPORTANT?

The economic and social environment in which people make financial decisions is changing rapidly. People are having to take an ever greater degree of individual responsibility for their financial affairs, and are expected to negotiate a vast, complex and potentially bewildering range of financial products and services.

Yet, as the FSA's 2006 baseline survey of the state of the nation's financial capability in the UK suggests, many people remain ill equipped to make effective decisions on matters of personal finance. They are consequently failing either to plan ahead adequately or to choose financial products that meet their needs. Moreover, the greatest demands in terms of financial responsibility are being placed on those under the age of forty, who appear to be less capable in this area than older generations. These findings raise serious concerns. Lack of planning for the future leaves people highly vulnerable to unexpected changes in their financial circumstances. Poor choices are being made about financial products, exposing people to risk and unnecessary expense. In addition, debt repayments pose a serious or potentially serious difficulty for a small but significant number of households.<sup>3</sup>

Government has acknowledged that there is a need to address the issues raised by the Baseline Survey and other research, and in January 2007 published 'Financial

1 DfES Adult Financial Literacy Advisory Group

2 In addition to the references this paper draws: on the background paper, 'Family Finance', produced for the Family Financial Literacy meeting held on 16 November 2006; minutes of that meeting; and notes of a conversation with Howard Gannaway (12 February 2007).

3 Basic Skills Agency/Financial Services Authority (2006).

Capability: the Government's Long-Term Approach'. This sets out the Government's long-term strategic aspirations for financial capability. Following on from this, in July 2008, HM Treasury and the FSA published a Joint Action Plan which sets out a range of measures designed to increase individual's financial capability.

In an attempt to address some of the above issues, the government is working with a range of agencies on new initiatives aimed at increasing financial awareness, understanding and support to both adults and children. For example, the Government recently set out its long-term aspirations for financial capability.<sup>4</sup> This resulted in a joint publication between the Treasury and the FSA<sup>5</sup> offering targeted groups support to manage their finances.

The recent Thoresen Review of money guidance services commissioned by the Treasury (HM Treasury, 2008) highlighted that there are large numbers of middle to low-income families struggling through lack of adequate advice on financial matters. In an effort to address this issue, the government, in conjunction with the FSA, are in the process of setting up and rolling out the new Money Guidance Service. This free service to individuals will provide support and guidance to help people make better financial decisions and avoid financial crisis. The service, which will be trialled in the North of England from April 2009, will offer financial advice and guidance to low and middle-income families face-to-face, via the internet and over the telephone.

However, what continues to be overlooked at strategic level, is the considerable potential of family learning to provide a fruitful setting in which to approach financial literacy. A number of local initiatives point to the ways that family learning can address personal finance needs, but in general, family learning services remain unaware of the opportunities that exist to develop this area of work.

## Financial learning in schools

The Personal Finance Education Group (pfeg), which supports UK teachers working with children and young people aged 4 to 19 years of age, aims to make sure that

all young people leaving school have the confidence, skills and knowledge in financial matters to take part fully in society. Pfeg are involved in several initiatives. They offer a full range of resources suitable for pupils of all ability levels.<sup>6</sup> They are involved in a joint project with the FSA called 'Learning Money Matters' which aims to access 4,000 secondary schools working with teachers and classes on financial education. There is also the 'My Money' programme – a joint initiative between the Department of Children, Families and Schools (DCSF) and pfeg. This £11million initiative will provide financial education, advice, guidance and resources to all schools and local authorities in England. The initiative is charged with developing a common financial strategy that can be embedded in schools and local authorities as well as working with other financial organisations, parents and the wider community.

## WHY IS FAMILY LEARNING THE RIGHT CONTEXT FOR LEARNING ABOUT PERSONAL FINANCE?

There are a number of reasons why a national framework to support a focus on personal finance within family learning is highly desirable:

- The availability and need to access and understand a number of financial products for children and families. Opportunities exist in particular to develop education as part of the implementation of the Child Trust Fund and the take-up of Child Tax Credits. In the first six months after the launch of the Child Trust Fund in 2002, take-up was only 45 per cent. However, for vouchers issued between July and September 2007 (parents have 12 months in which to use their vouchers therefore more recent figures could be misleading) take-up was 63 per cent.<sup>7</sup> Meanwhile, although early take-up rates for Child Tax Credits were strikingly high at around 80 per cent, problems have arisen as a result of overpayments. For example, in 2005 over a third of claimants were overpaid and, according to the Citizens Advice Bureau (CAB), pushed into poverty when forced to repay.<sup>8</sup>
- The intergenerational influences on financial attitudes, behaviours and decision making which suggest that families are well suited as 'learning ecologies' to develop skills relevant for both adults and children.

4 HM Treasury (January 2007) Financial Capability: The Government's long-term approach [http://www.hm-treasury.gov.uk/d/fincap\\_150107.pdf](http://www.hm-treasury.gov.uk/d/fincap_150107.pdf)

5 HM Treasury, (July 2008) Helping you make the most of your money: a joint action plan for financial capability [http://www.hm-treasury.gov.uk/d/fincap\\_jointactionplan070708.pdf](http://www.hm-treasury.gov.uk/d/fincap_jointactionplan070708.pdf)

6 <http://www.pfeg.org>

7 <http://www.hmrc.gov.uk/ctf/stats.htm>

8 [http://www.citizensadvice.org.uk/index/pressoffice/press\\_index/press\\_20071009](http://www.citizensadvice.org.uk/index/pressoffice/press_index/press_20071009)

- The commitment to make financial education for children more widely available, through curriculum-based approaches, e.g. the development of financial capability within functional mathematics, and also to support the commitment to *Every Child Matters* via the 'achieve economic well-being' strand.
- The economic and other benefits of expanding and using tried and tested approaches in FLLN and WFL in order to engage adults within family settings to develop their financial capability, in comparison with attempting to develop financial learning in isolation.
- The opportunity to draw in other supporting organisations, e.g. debt awareness, money advice, benefits advice, etc, is enhanced by the multi-agency approaches already in place within a number of family learning settings, in particular Sure Start and Children's Centres.
- The realisation that using finance as a context to develop *Skills for Life* programmes brings an additional benefit to that of developing future financial attitudes and behaviours (Basic Skills Agency, 2008).
- Previous research into this field has demonstrated the effectiveness of delivering financial literacy within family settings (Basic Skills Agency, 2004).

Family learning is a powerful way of breaking the cycle of inherited disadvantage, including educational disadvantage. It encourages and enables parental involvement in children's education and wider personal and social development. Evidence shows that, where levels of parental involvement are high, this has a significant positive effect on children's achievement and adjustment in schools. Positive parental involvement shapes the child's self-concept as a learner and raises aspirations (Desforges and Abouchar, 2003).

The success of projects such as 'Pots of Gold' (Basic Skills Agency, 2007), delivered by Newcastle City Council's Family Learning Service in 2006 highlight the importance and impact of parental involvement in financial learning. Delivered within Children's Centres across Newcastle, the project aimed to offer 12-hour customised Literacy, Language and Numeracy (LLN) programmes with supporting resources linking learning to several of the *Every Child Matters* priorities including 'staying healthy' and 'achieve economic well-being'. Crucially parents and carers were consulted on course content through focus groups. The main areas of interest included debt management, understanding the small print, budgeting,

the Child Trust Fund and getting the best deals. The evaluation of the project concluded that '...there is both a great need and great interest amongst families for financial education in an appropriate context and setting' (2007: 15).

## THE WIDER POLICY CONTEXT

In addition to the reasons outlined above, there are a number of high profile social and economic policies and concerns that coalesce around issues of family personal finance.

### Child poverty

Child poverty is measured as the number of children living in households with less than 60 per cent of median income. Records on child poverty in the UK are among the worst in the industrialised world. The Government has set targets to halve child poverty by 2010 and eradicate it completely by 2020. In 2004/05 (the latest year for which figures are available) 3.4 million children in Britain lived in poverty after housing costs were taken into account. Although this marked a drop of 700,000 since the targets were set in 1998/99, it was short of the progress needed to reach them.<sup>9</sup>

Stark evidence of the continuing challenge posed by child poverty in the UK, and its wider detrimental impact on children's welfare, was presented by UNICEF in February 2007. In their study of the well-being of children and young people in 21 industrialised nations, the UK was ranked bottom overall. Using a total of 40 separate indicators, child well-being was measured and compared across six dimensions: material well-being; health and safety; education; peer and family relationships; behaviours and risks; and young people's subjective sense of their own well-being. The UK fell into the bottom third of the country rankings for five of the six dimensions reviewed. Only in the educational well-being dimension was it ranked higher (Unicef, 2007).

The fall in levels of child poverty achieved since the late 1990s have been helped by rising parental employment and by large increases in tax credits and benefits paid to low-income families with children. However, research undertaken in 2006 by the Joseph Rowntree Foundation (JRF) suggests that current policies are unlikely to produce substantial further reductions in child poverty.

9 [www.cpag.org.uk](http://www.cpag.org.uk)

To make further inroads into child poverty, the Government needs to extend its policy of increasing redistribution to low-income families. Parents will also need to fare better in the workplace, with improved pay and opportunities. Long-term policies working in this direction include better education and training for disadvantaged groups, improved childcare and the promotion of equal pay for women (Joseph Rowntree Foundation, 2006). A study carried out in the same year for the Department for Work and Pensions (DWP) also concludes that, alongside measures to address the highly unequal distribution of wealth, earnings and opportunity in society, improving employment opportunities for parents is critical. It recommends a more explicit family focus within employment policy; greater flexibility so that employment-related services meet the specific needs of individual families; extending the reach of the support services offered through Jobcentre Plus; and the provision of adequate financial support from government for families and parents moving into work (Hacker, 2006).

## Personal debt

At the end of July 2008, total UK personal debt stood at £1,449 billion. This represents an increase of 6.9 per cent in the last 12 months, equating to an increase of approximately £93 billion. Average household debt in the UK, excluding mortgages, currently stands at £9,475 rising to £59,375 when mortgages are taken into account. Meanwhile, average consumer borrowing via credit cards, motor and retail finance deals, overdrafts and unsecured personal loans had risen to £4,830 by the end of July 2008.<sup>10</sup>

The FSA's baseline survey concluded that, although only a small proportion of the population is experiencing problems with debt, they are often very severely affected. At the time of the baseline survey it was estimated that two million households were struggling to keep up with their commitments and were therefore vulnerable to difficulty in the event of deterioration in economic conditions.<sup>11</sup> That deterioration has now transpired; one person every five minutes is now being declared bankrupt or insolvent. Further, latest figures

show a significant number are struggling simply to pay their energy bills. An estimated 10 million households (39 per cent) in the UK claim they cannot afford the extra payments required following recent increases in the cost of gas and electricity. Meanwhile UK food prices have risen by 9.5 per cent in the last 12 months, adding to the burden of family budgets.<sup>12</sup>

The number of people CAB has dealt with in relation to debt problems rose by 20 per cent in the last 12 months to 1.7 million for 2006/7.<sup>13</sup> CAB now expects to deal with more issues concerning debt than with welfare benefits.<sup>14</sup> The growth in demand for financial advice from CAB has increased to such a level that they have set up regional financial capability forums across England and Wales. The forums are open to all local organisations and partners with an interest in financial matters where they can, amongst other activities, meet and share experiences and resources; offer mutual support; make effective linkages to developing areas of policy; and support and encourage agencies to engage in this kind of work.<sup>15</sup> Research into the personal experiences of borrowing among people on low incomes has concluded that lack of knowledge about the terms, conditions and cost of credit that they choose plays a contributing part in increasing levels of debt and poverty.<sup>16</sup>

## Mortgages

At the time of the 2001 census, around 40 per cent of households were owner occupied with a mortgage.<sup>17</sup> Mortgage repayments dominate household debt. For example, over the ten years from 1996 to 2006 the proportion of household income absorbed by mortgage repayments among first time buyers increased from an average of 18.4 to 26.8 per cent.<sup>18</sup> Whilst the first seven months of 2008 saw house prices falling by more than ten per cent, the equivalent of £93 a day, fewer and fewer new mortgages are being approved, down 71 per cent on last year, and repossessions are on the increase. During the first six months of 2008, 18,900 properties – 104 a day – were repossessed. This represents an increase of 48 percent on the same period last year. The situation is set to worsen with the Council of Mortgage Lenders

10 <http://www.creditaction.org.uk/debt-statistics.html> - figures compiled 1st September 2008

11 *Financial Capability in the UK*.

12 <http://www.creditaction.org.uk/debt-statistics.html> - figures compiled 1st September 2008

13 [www.creditaction.org.uk](http://www.creditaction.org.uk)

14 [http://www.citizensadvice.org.uk/index/pressoffice/current\\_issues\\_future\\_reports.htm](http://www.citizensadvice.org.uk/index/pressoffice/current_issues_future_reports.htm)

15 <http://www.citizensadvice.org.uk/>

16 P. A Jones and T. Barnes (2005) *Would You Credit it? People telling stories about credit* (Manchester: The Cooperative Bank).

17 ONS.

18 *Guardian Unlimited*, 3rd October 2006.

(CML) estimating repossessions could reach 123 a day by the end of the year.<sup>19</sup> Prior to the downturn in the housing market, house prices had risen sharply, leading to a proportion of first time buyers taking out mortgages of 100 per cent or more of the value of the property, with some lenders offering mortgages up to five times the salary of the prospective homeowner. The Consumer Credit Counselling Service warned that such levels of lending were highly risky and could leave borrowers dangerously over-stretched and in 'serious financial difficulties'<sup>20</sup> the results of which we are now seeing in the rise in repossessions and recent changes in the conditions of mortgage lending.

## Student debt

Graduates, who started university last year, can expect to owe more than £17,500 by the time they leave, an increase of nearly 10 per cent on last year's figures, and this is set to rise.<sup>21</sup>

## Financial exclusion

Individuals and families on low incomes often struggle to gain access to mainstream financial services in ways that are appropriate to their needs. Such financial exclusion is characterised by having no bank account, no savings or assets, no access to money advice, no insurance and a lack of access to affordable credit. Households that operate without mainstream banking services suffer a range of consequences. For example, they are unable to make savings via direct debits on utility bills; they are more vulnerable to loss or theft; and they are likely to have to pay more to access the income they do have, as they bear the heaviest burden of charges for the use of cash machines or to cash cheques. Furthermore, they are far more likely to use the alternative credit market where they pay interest many times that of a standard personal loan, which in turn exacerbates the spiral of poverty, indebtedness and social exclusion. For those who are financially excluded, there is a lack of access to high quality, free, face-to-face financial advice that may help to improve their situation.<sup>22</sup>

Research conducted by the FSA in 2000 underlined the extent of financial exclusion in the UK:

- up to 9 per cent of adults have no bank or building society account of any kind;
- 20 per cent of households have only limited access to financial services;
- around one in five adults lack a current account;
- one-third of households have no savings or investment products;
- 27 per cent of employees have no occupational or private pension;
- up to a quarter of households have no home contents insurance;
- 45 per cent of households have no life insurance cover.

Those more likely to be without personal finance services are concentrated both geographically and among disadvantaged groups such as lone parents, those on low wages, ethnic minorities, people with disabilities and the unemployed.<sup>23</sup> Over the last decade, more than 3,000 bank and building society branches have closed down, leaving an estimated three million people – primarily living in areas of disadvantage – without access to banking services.<sup>24</sup>

In 2004, the government launched the Financial Inclusion Fund of £120 million over three years to fund a range of initiatives to tackle financial exclusion, and the Financial Inclusion Task Force was established the following year.<sup>25</sup> However, the Treasury Committee on Financial Inclusion argues in its recent report that the impact of the Financial Inclusion Fund has been weakened by its dispersal across several government departments. Instead, the Committee calls for the development of a long term government strategy for promoting financial inclusion.<sup>26</sup>

19 [www.creditaction.org.uk](http://www.creditaction.org.uk)

20 *Guardian Unlimited*, 1st November 2006

21 [www.creditaction.org.uk](http://www.creditaction.org.uk)

22 [www.hm-treasury.gov.uk](http://www.hm-treasury.gov.uk); HM Treasury (2004) *Promoting Financial Inclusion*.

23 [www.fsa.gov.uk](http://www.fsa.gov.uk)

24 [www.housingcorp.gov.uk](http://www.housingcorp.gov.uk)

25 [www.hm-treasury.gov.uk](http://www.hm-treasury.gov.uk)

26 HM Treasury (2007) *Financial Inclusion: the roles of the Government and the FSA, and financial capability*.

## Rurality

The accessibility of key services is a central concern for rural communities and has been an important focus for rural policy. Lack of access to a range of services has increasingly been acknowledged as a distinctive component of rural disadvantage. In relation to financial services, data compiled by the Countryside Agency shows the following changes in the percentage of people in rural areas within a specified distance of a range of financial service provision:

	2000	2003
Bank or building society (4km)	78	76
Cash point (4km)	79	90
Post office (2km)	97	91

Although access to cash points increased substantially, it is likely that these were charged services which disadvantage those on low incomes. Moreover, whilst cash points are important, they are not a substitute for banks or building societies as they neither allow the banking of cash nor give business and financial advice. Banks and building societies are continuing to close in rural areas, and concerns exist that changes to the banking code of conduct could allow more rural branches to close.<sup>27</sup>

The continuing threat of Post Office closures in rural communities carries with it the risk of greater financial exclusion, especially for the elderly and people with disabilities or mobility problems. The Post Office plays a vital role in enabling people in rural communities to access financial services by providing access to bank accounts.

## Unlicensed lenders

Individuals and families facing financial exclusion are vulnerable to illegal exploitation by unlicensed moneylenders. According to a recent report from the Institute of Fiscal Studies, people on the lowest incomes can fall prey to unlicensed lenders charging up to 400 per cent interest, because they lack money and access to

affordable credit.<sup>28</sup> In 2005, the government launched pilot projects in Birmingham and Glasgow to tackle illegal providers of quick credit, and this will now be extended to all regions by 2008.

## Home credit lenders / doorstep lenders

Research suggests that as many as one in five people living in disadvantage communities may have taken up the services of doorstep lenders, and that the problem is particularly acute in the West Midlands.<sup>29</sup>

## Savings clubs

Savings Clubs have traditionally provided a convenient, trusted, community-based means of saving for households on low incomes. Originating in traditional butchers' shops, where customers started saving for food hampers, they have developed to offer vouchers that can be exchanged for food, clothes, DVDs and children's toys in designated stores. According to the Hamper Trade Industry Association (Hita), vouchers now account for 90 per cent of the industry's sales. However, the collapse of the Farepak savings club in November 2006 highlighted the structural faults of many savings clubs, as money paid in by savers was used to support activities elsewhere in the company group. Households using savings clubs, both as savers and agents, have very few legal rights. They are categorised as unsecured creditors, so are the most vulnerable in the event of company collapse. Furthermore, because payments made are classed as deposits on goods rather than as savings, the industry falls outside the remit of the FSA.

Around 150,000 households saved with Farepak through a network of 25,000 local agents. Following the demise of the company, they received just 15p of every pound saved. No exact figures are available on the losses incurred, although they are estimated to total around £41 million. Savers typically lost around £400, but for some it was thousands.<sup>30</sup>

27 Countryside Agency (2005) *The State of the Countryside, 2004*

28 [www.thisismoney.co.uk](http://www.thisismoney.co.uk)

29 [www.housingcorp.gov.uk](http://www.housingcorp.gov.uk)

30 *Guardian*, various reports November to December 2006.

## NEXT STEPS

Family learning is an appropriate and logical forum in which to deliver financial learning. It has the potential to help low-income families gain valuable understanding of key financial concepts that are important in today's economic climate.

It is an area that opens up new partnerships and the ability to engage families at risk in learning. It is a challenging area and is often more appropriate to deliver to groups of learners who have already taken part in some learning programmes. Effective referral processes must be established with local agencies, and staff need appropriate support and supervision if they are new to teaching in this area.

Listed below are a number of resources and websites to support the introduction of family financial learning.

## USEFUL RESOURCES AND WEBSITES

[www.cpag.org.uk](http://www.cpag.org.uk)

[www.creditaction.org.uk](http://www.creditaction.org.uk)

[www.fsa.gov.uk](http://www.fsa.gov.uk)

[www.hm-treasury.gov.uk](http://www.hm-treasury.gov.uk)

[www.housingcorp.gov.uk](http://www.housingcorp.gov.uk)

[www.skillsforfamilies.co.uk/](http://www.skillsforfamilies.co.uk/)

[www.thisismoney.co.uk](http://www.thisismoney.co.uk)

[www.niace.org.uk](http://www.niace.org.uk) – information on family learning including policy, practice, publications and useful resources on language, literacy and numeracy (LLN).

[www.pfeg.org/Resources/pfeg/default.asp](http://www.pfeg.org/Resources/pfeg/default.asp) – the pfeg website provides information on their work with children, schools and local authorities as well as a range of financial resources for use with children.

[http://archive.basic-](http://archive.basic-skills.co.uk/ouractivities/financialliteracy/financialliteracyresources/)

[skills.co.uk/ouractivities/financialliteracy/financialliteracyresources/](http://archive.basic-skills.co.uk/ouractivities/financialliteracy/financialliteracyresources/) – Resources available on the site include:

- Adult Financial Capability Framework – second edition
- A Load of Dosh CD-ROM
- MoneyBags
- Financial Literacy and Family Learning – Tutor Resources
- Financial Literacy and Family Learning in Children's Centre

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- Basic Skills Agency (2004) *Family Finance Evaluation Report*
- Cabinet Office Social Exclusion Team (2007), *Reaching Out: Think Family*, London, Cabinet Office
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- Guardian Unlimited, (3<sup>rd</sup> October 2006) *Mortgage Debt Dominates Monthly Income*
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- HM Government (2003) *Every Child Matters*, Cm 5860, Norwich: The Stationery Office
- HM Government (2004) *Every Child Matters: change for children*. Nottingham, Department for Education and Skills
- HM Treasury (July 2008) *Helping you make the most of your money: a joint action plan for financial capability*
- HM Treasury (March 2008) *Thoresen Review of generic financial advice: final report* (HMSO)
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NIACE has a broad remit to promote lifelong learning opportunities for adults. NIACE works to develop increased participation in education and training, particularly for those who do not have easy access because of class, gender, age, race, language and culture, learning difficulties or disabilities, or insufficient financial resources.

You can find NIACE online at [www.niace.org.uk](http://www.niace.org.uk)

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## NIACE FAMILY LEARNING MATTERS TOPIC PAPERS

NIACE family learning Topic Papers aim to support providers on topical and current issues in family learning provision.

### Topic Paper No 1, June 2007

#### *Reviewing Family Literacy, Language and Numeracy Programmes*

This paper takes the format of a checklist to support providers to review and develop LSC-funded FLLN programmes. It is intended to be used flexibly and to stimulate discussion.

### Topic Paper No 2, June 2007

#### *The National Occupational Standards for Family Learning and Qualifications for Family Learning Tutors*

This paper is a briefing and update for those interested in (or confused by) national standards and qualifications for family learning tutors.

### Topic Paper No 3, September 2007

#### *Family Learning to Employment: Raising Aspirations and Gaining Skills*

This Topic Paper is aimed at new practitioners and managers working with families to support progression from family literacy, language and numeracy and wider family learning into education, training and employment.

### Topic Paper No 4, October 2008

#### *Family Numeracy*

This topic paper is for family learning managers and practitioners, to provide an overview of the policy context for, and demonstrate the role of family numeracy in meeting policy objectives, and to share examples of best practice.

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