



Financial Education for Parents: ***How financial literacy can get children off to a better start in life***

October 28th 2021

10:00–11:00 CET





**Il mese dell'educazione
finanziaria** www.quellocheconta.gov.it

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The Generali Ownership Plan

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unicef 
for every child

Financial Education in Early Childhood Development Parenting Programmes

A Review

October, 2021



Why Financial education for parents of young children?

A.

Improved management of resources by parents to care for their young children



B.

Teaching children financial skills at young age



C.

Financial literacy to improve other aspects of parent's life



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Financial Education in Early Childhood Development Parenting Programmes



An International Review of Programmes & Studies



The review sought to respond to the following research questions:

1. What evidence is available on financial education in parenting programmes?
2. Who has done it, where?
3. What results have been achieved and under what conditions?
4. What lessons have been learned?

An International Review of Programmes & Studies

High Income Countries

Australia (2)
Italy
New Zealand
United Kingdom
USA (2)

Upper Middle Income Countries

Bulgaria
Indonesia
South Africa

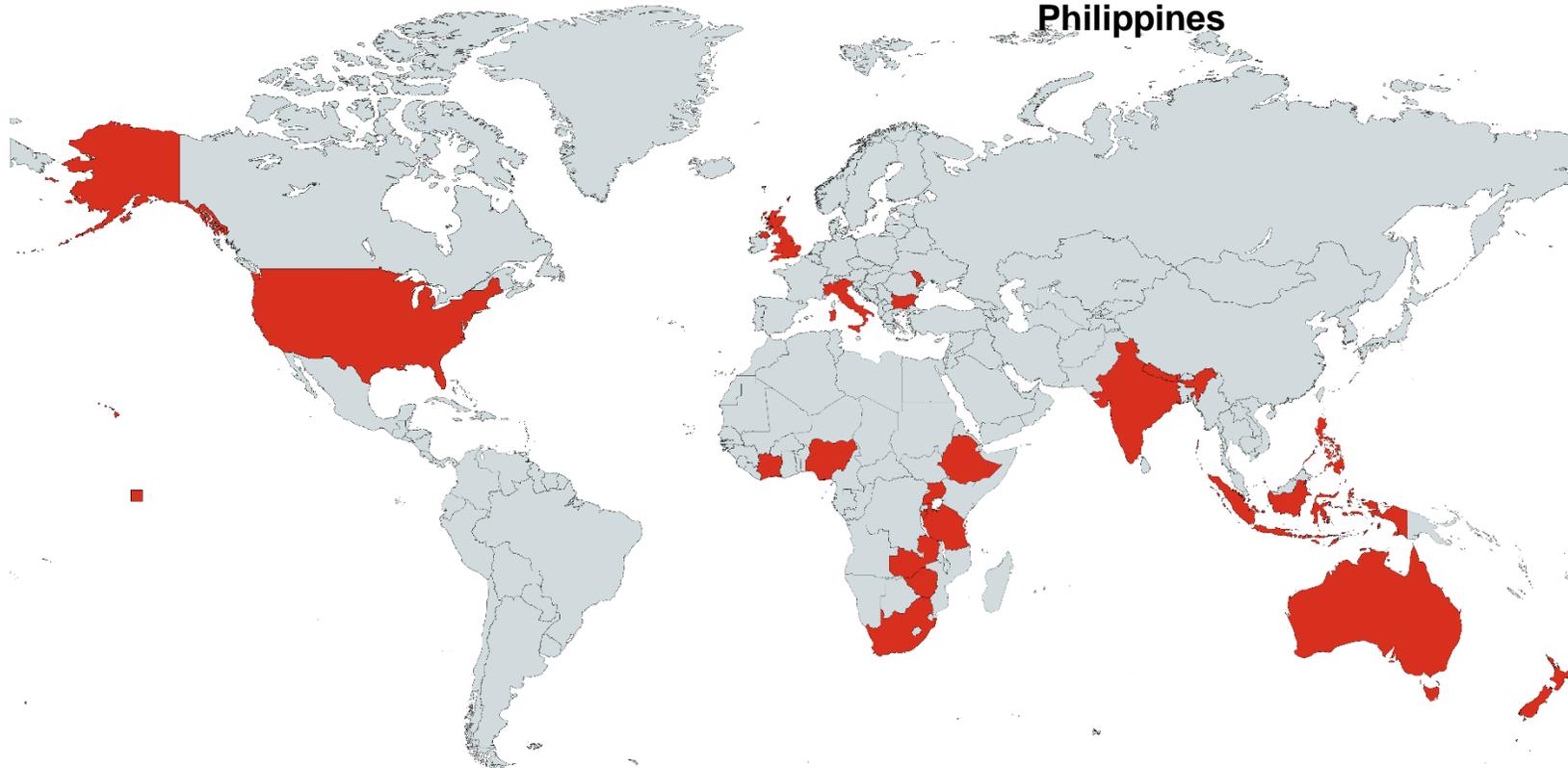
Lower Middle Income Countries

Ivory Coast
India
Moldova
Nepal
Nigeria (2)
Philippines

Tanzania (2)
Zambia
Zimbabwe

Lower Income Countries

Burundi
Ethiopia
Uganda (2)



Does it work?

Most Studies of Programmes in the Review reported Impact

Examples



Head Start Programmes – United States of America

Children of participating families are more likely to have access to learning materials and less likely to experience spanking by their parents at age five.



Closure of Institution for Babies in Chisinau project - Moldova

Decrease in the number of babies and young children placed in institutions.



Pamoja Tuwalee Coordinated OVC Care Program - Tanzania

Participating households more likely to report improved child health and improved child emotional wellbeing compared to non-participating households + Reduced risk of family separation

Key Characteristics of ECD-FE Parenting Programmes

Economic Strengthening

ECD-FE
+
Village Savings & Loans Schemes
Cash Transfer Schemes



Integrated Approach

ECD-FE
+
Child Protection
Health/Nutrition
Family Centred Approach



Community Level & home visits

LMICs: Village/in community/clinic
HICs: ECD/Pre-School/Social Service



Key Factors of Successful Programmes



Dosage

*Number of FE sessions
Balance FE / Non FE*



Delivery

*Active Learning Methods
Appropriate location*



Content

*Locally Appropriate (level of FE)
Local Contextualization
Sequencing*



Facilitators

Selection, Training, Supervision, & Retention



Stakeholder Involvement

Special Considerations

Gender



Most Vulnerable Families

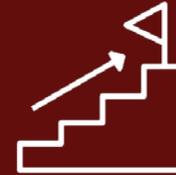


Sustainability & Scale



Sustainability

- Financial Education as Exit Strategy
- Cash Transfer/Savings & Loan Schemes as Exit Strategy
- Parent Education Group as Social Capital
- Community Based Structures (Volunteers & Org.)
- Involve Government/Local authorities



Scaling

- Large majority of programmes in pilot phase
- Biggest potential are programmes linked to CT Schemes
- Design for scale at inception

Conclusion

Combining Financial Education with ECD Parenting Programmes works!

It strengthens parents capacity to care for their children

Many programmes had design & implementation issues

→ Suboptimal results

FOR DESIGN:

- **Consider:** Local needs / Local contextualization / Local delivery approaches (incl. venue & facilitators)
- **Use:** Active Learning Methodology
- **Link:** Parenting Programme to Financial Inclusion programme (Cash Transfer, Savings & Loans Association, etc.)
- Additional research:
 - Dosage/Minimum #FE sessions/Balance FE & non-FE
 - Combining FE for parents and Parental Financial Education for Children
 - Different delivery models (incl. digital)



ENHANCING PARENTING SUPPORT WITH FINANCIAL LITERACY



The Human Safety Net



for every child



THE CONTEXT INDONESIA | WEST PAPUA

Access to early childhood development (ECD) services is low, **only 25% of villages in West Papua have at least one ECD center.**

Readiness to progress to primary grades is also low; with **only 56% of primary school students enrolling in ECD centers** before entering primary school; compared with a **national average of 80%.**



THE PROBLEM

5 Districts in West Papua Province are included in the priority for reducing **extreme poverty** in Indonesia.

An estimated 39,357 people from 12,440 households are in extreme poverty.

Covid-19 has exacerbated poverty in West Papua.

The poverty rate has risen by around 1.6 per cent.

The largest percentage of poor people are in Papua (26.8%) and West Papua (21.7%).

62% of parents feel that COVID19 has had a negative impact on their children's education & 40% on the family's economy (UNICEF survey).

THE PROJECT

A financial literacy modules for parents developed by UNICEF & Aflatoun with the THSN will help parents improve their financial knowledge in support of their children's development.

The training modules:

- Use active learning methods
- Can be adapted to local contexts
- Are easily applied in everyday life
- Can be integrated into existing parenting groups
- Support essential needs of nurturing care: including health care, nutrition, education, protection, responsive parenting.

When parents complete these modules, they will be able to develop their potential to be agents of change in building healthy financial conditions for themselves and their children.



THE DIGITAL MODULE

THE CONTEXT ITALY

Low rates of access to early years education.

23.3% NEET*.

8.9% drop in GDP in 2020, compared to an EU average of 6.1% due to the COVID-19 crisis.

2 million families (7.7%) and 1.3 million children aged 0-17 (13.6%) were in absolute poverty.

Average expenditure of €7.740 per child (every year)*.

*Sources:
<http://www.vita.it/it/article/2021/09/20/quanto-costa-un-figlio/160467/> |
<http://www.vita.it/it/article/2021/10/11/aumentano-i-neet-in-italia-i-giovani-che-non-studiano-e-non-lavorano-h/160697/>



THE PROBLEM

Absolute poverty is sharply increasing during the pandemic.

Households with children have been worst affected than those without.

Among these households, families with members born outside Italy, lone-parent and large families appear to be badly affected.

National evidence suggests increases in **food insecurity** and recourse to food aid.

Many families report **difficulty** in **paying bills**.

A particular issue is **educational poverty**.

THE PROJECT

- Adapt the financial literacy modules to the Italian context.
- Test the training modules in different settings, offline and online, in pre-primary and primary schools and UNICEF's child-friendly communities, as well as with institutional partners.
- At local and national level.

FIRST FINDINGS

As imagined, the Italian context varies from that of West Papuan.
It is necessary to foresee an adaptation of the modules to meet the specific needs of the Italian context.

- Different approach: **financial education** vs financial literacy.
- For Italian partners and stakeholders embedding **ECD** and **children's rights** represent an innovative and strategic element within the financial education modules.
- Different approach of the modules in terms of **timing** in order to meet the needs of the direct beneficiaries.

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Thank you !

Study available on www.thehumansafetynet.org

