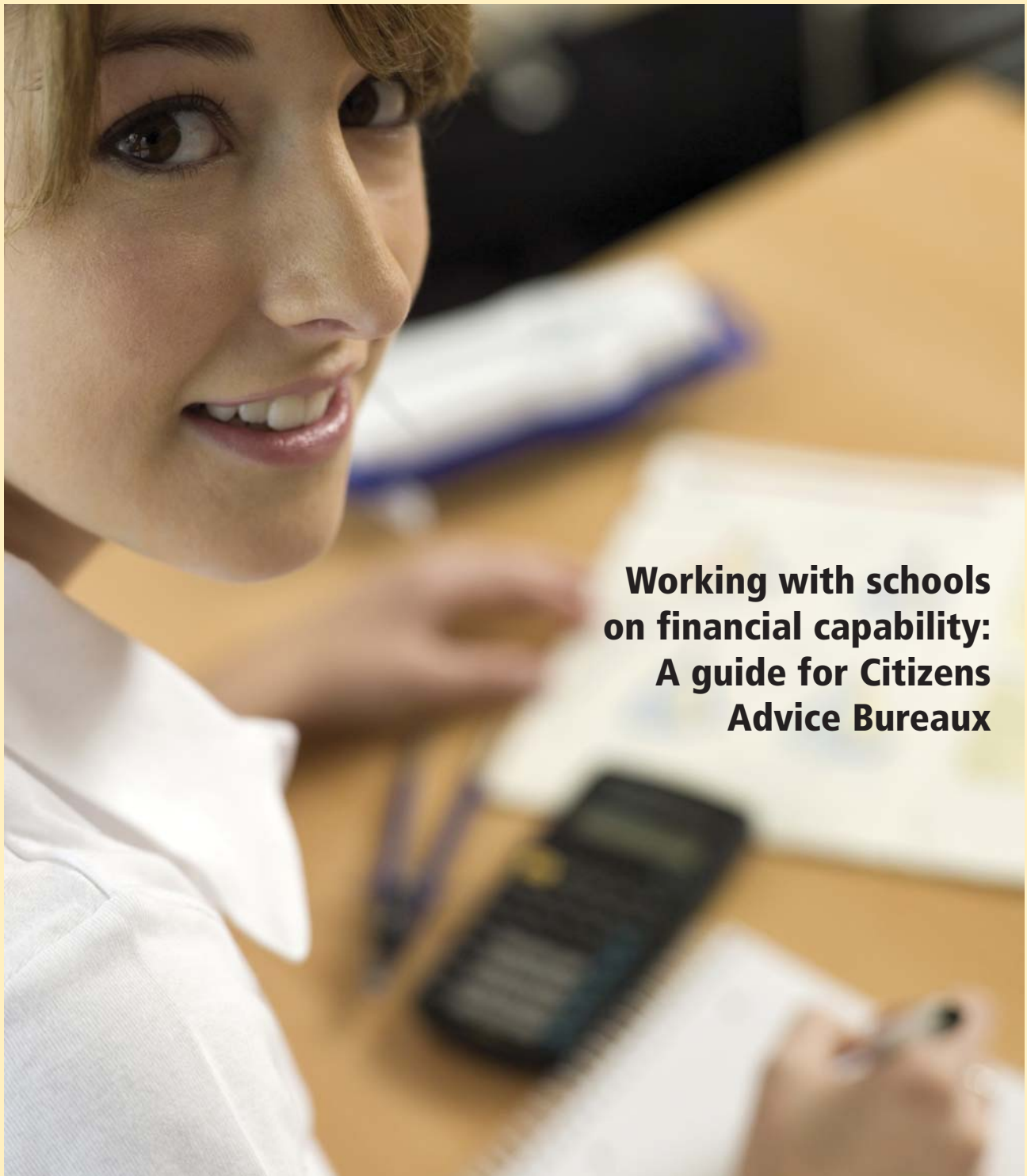


Adding Value



**Working with schools
on financial capability:
A guide for Citizens
Advice Bureaux**

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All Citizens Advice Bureaux provide advice and information about money in the heart of their communities. They help people resolve a range of debt and personal finance-related problems. More than 80 bureaux also now undertake educational work with adults and young people to help them develop their financial skills.

This guide has been produced as part of the *Added Interest* research project. This was commissioned by Citizens Advice and **pfeg** (personal finance education group) and undertaken by WA Partnership. It identified how bureaux and schools are working together to deliver financial capability to students at school, and made recommendations about best practice and future work. It found the following:

- Many Citizens Advice Bureaux working with schools deliver sessions to students with limited input from teachers, often creating training materials from scratch. Sessions are usually delivered to older students under the PSE/PSHE or Citizenship parts of the curriculum, and focus on practical topics such as budgeting and managing debt.
- Bureaux would like to work with schools and support the delivery of financial capability in the classroom. They see the preventative benefits of equipping young people with financial skills and want to reach out into the community to promote bureau services.

- Teachers value the contribution of bureaux as independent agencies with practical expertise in money issues. Teachers often feel that they lack personal finance expertise and value the credibility and 'real life' contribution that bureaux can make.
- To be effective, schools and bureaux should invest time together to clarify expectations and to plan, deliver and evaluate financial capability sessions.
- Bureau staff can effectively support teachers, but should avoid taking the role of teacher unassisted. Although bureaux can usefully contribute to supporting schools' financial capability work, they should not be leading the work, as this does not encourage schools to develop and sustain their own programmes.

Through the research element of the *Added Interest* project, WA Partnership, the authors of this guide, were able to identify examples of good practice and tips for effective partnership working. These have been captured through surveys and interviews with both bureaux and schools, and form the basis of this guide. **pfeg**, Citizens Advice and WA Partnership all hope this guide will be of use to bureaux interested in working with schools to develop the financial skills of young people. It is clear from the research that there are many benefits to bureau– school collaborations.

For a full or summary copy of the *Added Interest* report, please go to either www.pfeg.org or www.citizensadvice.org.uk/index/publications/financial_capability_publications.htm. Citizens Advice Bureaux can also download copies from the Citizens Advice intranet, CABlink.

pfeg (Personal Finance Education Group)

www.pfeg.org

pfeg is a registered charity with the aim of ensuring that all young people leaving school are equipped with the confidence, skills and knowledge they need in financial matters to take part fully in society.

pfeg works with teachers, government, consumer bodies and financial industry representatives to assist schools in delivering personal finance education to the highest possible standards – making sure that children and young people are able to understand money and make informed choices which will guarantee them security and economic well-being in the long term.

pfeg is a one-stop shop of advice, support and resources for school leadership teams, individual teachers and agencies, such as bureaux, needing help with integrating personal finance education into school and lesson plans.

In 2006 **pfeg** was awarded £15 million over five years by the Financial Services Authority (FSA) to implement the schools strand of the FSA's National Strategy for Financial Capability.

This resulted in **pfeg's** *Learning Money Matters* initiative – a five-year programme that will give 1.8 million pupils in 4,000 secondary schools in England opportunities to receive financial education. This is just one part of **pfeg's** extensive portfolio of support and services.

To find out more about the FSA's National Strategy for Financial Capability see www.fsa.gov.uk/financial_capability

Citizens Advice – Financial Skills for Life

The Citizens Advice service is a network of independent, local charities that helps people resolve their money, legal and other problems. The CAB service is the largest provider of free money advice in the UK. Last year Citizens Advice Bureaux provided advice that helped solve nearly 1.5 million new debt problems. Citizens Advice provided information on debt issues to over 1.2 million visitors to our public information website adviceguide.org.uk. Citizens Advice also uses evidence of CAB clients' money problems to campaign for change and is contributing to the government's plan to provide all UK adults with access to generic financial advice.

Citizens Advice wants people to have the skills, knowledge and confidence to make informed decisions across a range of personal money matters. Our vision is to contribute to this by enabling every Citizens Advice Bureaux in England and Wales to provide some level of financial capability service by 2010.

Citizens Advice Financial Skills for Life (FSfL) is a national financial capability project established in 2002. FSfL works with a range of partner agencies to improve the financial skills of people of all ages, particularly those at risk of social or financial exclusion. We do this by helping Citizens Advice Bureaux deliver effective financial capability programmes, making use of their community links and financial expertise.

FSfL builds on our position as a trusted provider of money advice, information and policy influence. By supporting the delivery of educational initiatives at a community level we help people avoid unmanageable debt and other money problems.

With Prudential plc as its key partner, FSfL supports the work of over 80 bureaux across England and Wales who are delivering financial education programmes.

What are the benefits for bureaux and schools?

The *Added Interest* research project showed that outside agencies, such as bureaux, add value to students' experience of personal finance education. It showed how bureaux can:

- provide independent and impartial information on a range of money matters
- add expertise and knowledge on subjects such as credit and debt
- bring subject matter to life by using real-life examples and case studies.

Bureaux also reported benefits from working with schools. They felt that they were able to:

- raise the profile of bureau work and services among young people
- engage with work that helps build financial capability at a young age
- understand more about young people's money attitudes and experiences

Who is this guide for, and what does it aim to do?

This guide is aimed at bureaux planning to support schools in their community to develop financial capability. The guide offers bureaux practical suggestions including:

- tips on planning and delivery
- signposting to training and other resources
- a practical framework to help bureaux think about what level of service they can offer to schools
- suggestions on funding sources.

This guide will also be useful to teachers, as it shows how they can work effectively with outside agencies, such as bureaux, to establish and deliver financial capability programmes.

- meet other objectives such as providing opportunities for staff development and training
- develop new community links through working with schools.

pfeg's website www.pfeg.org lists personal financial education teaching resources for use in schools, many of which are quality-marked. The site is open to everyone, and most of the recommended teaching resources can be obtained by bureaux or teachers free of charge. Many of the listed resources and case studies are stand-alone, and come with teachers' notes, students' activities and suggestions for evaluation. They are classified by key stages and age groups, and are linked to the national curriculum.

pfeg's initiative *Learning Money Matters* offers free consultancy, support and training for secondary school teachers to deliver personal finance education. Aiming to reach 1.8 million pupils in 4,000 schools in England over five years, it provides a comprehensive range of resources that can be tailored to meet a school's individual needs.

pfeg has also produced a series of good practice guides, which can be viewed and downloaded from www.pfeg.org/EandA/GoodPracticeGuides

A suite of training materials for use with adults has also been produced by the Citizens Advice national financial capability project, Financial Skills for Life. These cover topics such as budgeting skills, getting started with banking and dealing with debt and may be easily adapted for use with older students at school (see CABlink). The main section of BMIS on financial capability contains lists of recommended sources of training materials.

Bureaux do not need in-depth knowledge of the school curriculum in order to work successfully with schools. However, some understanding will help bureaux to successfully link with schools to add to teaching and learning.

The curriculum delivered in schools in England and Wales differs from other parts of the UK, but there is a common recognition that one of the aims of education is to prepare young people for adult life. The importance of developing financial capability is recognised in the curriculum specifications in England and Wales. It features in all Key Stages of the curriculum, but the majority of bureaux working in schools reported working predominantly with students at Key Stages 3 and 4 and beyond (16–18 years old).

Schools across the UK are expected to offer all pupils a programme that provides opportunities to develop the knowledge, skills and understanding that they will need as they move into adulthood. The content of these programmes will vary from school to school, and often reflects the interests or expertise of the staff involved. The knowledge base a bureau can bring meets a number of the learning needs and outcomes set out in curricula guidance documents.

A good starting-point is the Department for Education and Skills (DfES) *Guidance for Schools on Financial Capability through Personal Finance Education* (2000): www.dfes.gov.uk/publications/guidanceonthelaw/fcg/index.htm. This gives guidance on where financial capability may be delivered in the whole

school curriculum, what learning about financial capability should look like at each Key Stage, and the best methods for delivering personal finance education.

Personal finance education can be delivered through a range of different subjects, such as Personal Social and Health Education (PSHE) in England, Personal and Social Education (PSE) in Wales, Citizenship, Mathematics and enterprise education, although there is no statutory requirement for schools to teach it in any of these subjects specifically. The Qualifications and Curriculum Authority (QCA) can provide more detailed information about particular subject areas www.qca.org.uk. Financial capability also has enormous potential to contribute to a school's achievement in relation to the five Every Child Matters outcomes, particularly achieving 'economic well-being'. See www.everychildmatters.gov.uk/ for more information.

The various curriculum opportunities are set out in Appendix B, which shows the learning outcomes that schools are seeking to deliver through work in financial capability. The table in Appendix B sets out the objectives for students at Key Stages 3 and 4, and could be used to help bureaux and schools jointly plan sessions. It draws on the DfES *Guidance for Schools on Financial Capability through Personal Finance Education* (2000).

Bureaux can provide enrichment to the competence areas set out in the table, as they have relevant knowledge and first-hand experience which can be used to bring topics to life.

They may be asked to contribute to individual lessons, whole school or year groups' off-timetable days, or activities that take place in school settings but out of school hours. The content can be very wide-ranging in order to help young people understand money and manage their finances effectively.

Bureaux can help make an impact in the following areas:

Personal Social and Health Education (PSHE)

- Understanding what influences how we spend or save money
- becoming competent at managing personal money
- taking responsibility for carrying out a task
- learning to communicate confidently with peers and other adults
- making real choices and decisions
- considering social and moral dilemmas
- finding information and advice.

A revised national curriculum will come into force for young people aged 11–16 from September 2008. A new approach to personal, social, health and economic education (PSHEE) highlights areas like careers, enterprise and financial capability in a new programme of study called economic well-being. This, along with a programme of study for personal well-being, aims to reflect the outcomes

from Every Child Matters, and will make up the revised subject that will replace the current guidelines for personal, social and health education (PSHE). The intention currently is that this subject remains non-statutory, so that even though the programmes follow the same format as all the other subjects, there is no requirement for them to be taught.

Each subject will have the same format including a section on 'range and content' which teachers should draw on when teaching. The following are proposed (June 2007) for PSHEE at Key Stage 4:

- understanding of how the economy functions including the role of business and financial services
- different sources of financial help and advice available to young people
- how to draw up a business plan.

In addition, the following are proposed as part of the range and content for PSHEE at Key Stage 3:

- basic knowledge of a range of economic concepts, such as market, competition and price
- basic understanding of a range of concepts such as money, credit and investment
- how businesses use finance
- understanding of risk and reward, and how money can make money, for example through savings, investment and trade.

Citizenship

- How the economy functions, including the role of business and financial services
- the rights and responsibilities of consumers
- central and local government, the public services they offer and how they are financed, and the opportunities to contribute.

Mathematics

As a subject, mathematics offers huge opportunities for personal finance education. If young people are to become financially capable then they need to be able to use a whole range of mathematics techniques, along with other skills, to solve problems or generate information they need in the course of making decisions about financial matters. Equally, mathematics teachers can use personal finance education as a way of helping young people to see the everyday relevance of the subject more clearly. Bureaux can contribute to this context for learning and offer practical opportunities for young people to practice their mathematical and numeracy skills in the context of real-life situations.

These opportunities are being extended with the introduction of functional skills in mathematics, as well as in English and Information and Communication Technology (ICT). These functional skills are intended to develop the practical applied skills that young people need to succeed in work, further learning and in life. The DfES consider them to be crucial to the personal

development of all learners aged 14 and above and they will be incorporated into a variety of learning and qualifications such as GCSEs, and made available as stand-alone qualifications.

The three-year pilot will begin in September 2007, with functional mathematics being available nationally from September 2010. However, the DfES has published a useful leaflet 'Functional Skills – your questions answered' which gives examples of how young people will benefit from achieving their functional mathematics, and how the skills can be applied in real-life situations, many of which relate to financial matters. To download the leaflet, go to www.dfes.gov.uk/14-19/documents/FunctionalSkillsLeaflet.pdf

Enterprise education

Enterprise education consists of enterprise capability – innovation, creativity, risk management and risk-taking, a can-do attitude and the drive to make ideas happen – supported by financial capability and economic and business understanding. For further information, visit www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation/

In this context, financial capability is the ability to manage personal finances and to be questioning and informed consumers of financial services. Business and economic understanding is the ability to understand the business context and make informed choices between alternative uses of scarce resources.

Everyone who is acting in an enterprising way, in whatever context, will need good levels of financial capability. Effective enterprise learning takes place in an environment – a school, community or business setting – where young people tackle relevant issues that involve an element of risk and uncertainty about final outcomes, as well as reward for their successful resolution. Many schools are seeking to work in this area with outside agencies, such as bureaux, and some bureaux have been involved in school enterprise pathfinder projects.

Curriculum links in Wales

The Welsh Assembly has identified the development and support of financial capability as a priority to meet the needs of young people in Wales. Bureau expertise can help deliver aspects of the current Personal and Social Education (PSE) framework in Wales, such as taking responsibility for actions and decisions, making reasoned judgements, and asking for help, support and advice.

Of particular relevance is the vocational aspect of the Key Stage 4 specification:

- pupils should understand a range of economic and industrial issues related to their role and their responsibilities in personal finance as consumers and future providers
- PSE provision should enable pupils to make decisions and choices effectively.

For more detailed information go to the The Department for Education, Lifelong Learning, and Skills (DELLS) section of the Welsh Assembly Government www.wales.gov.uk/index.htm

Good practice in financial capability brings together the expertise of teachers and specialists to ensure that students get a relevant and challenging experience. The *Added Interest* project identified the following ingredients to successful bureau – school partnerships:

- time made available for joint planning – it's all in the preparation
- a range of activities planned that engage students in learning
- students being fully involved in the learning and review process
- good-quality information provided by the school and the bureau
- expectations made clear so that bureau staff feel confident about working in classrooms
- bureau staff involved over an extended period of time – not one-off events
- time provided for evaluation of sessions by teachers, bureau staff and students
- programmes planned in a way that builds in time for teachers and their students to follow up on bureau input and carry out further research to extend learning.

What type of involvement can I expect to have?

The exact type of activity that you might be involved in will depend on a number of factors, including the age of the pupils, time available and the learning outcomes

that the teacher is seeking. Bureaux are currently involved with schools in a number of ways, including:

- supporting the teacher in any of the following stages of a financial capability lesson: research, planning, preparation or delivery
- providing information or material that the teacher can use in planning classroom activity
- acting as a 'consultant' in a classroom activity, which is most effective, in terms of teaching, but can be the most time-consuming to plan: the aim here is for the 'consultant' to provide ideas and comments based on real experience; for example, a group of students could be asked to review a financial issue, based on a real case study from the bureau, and consider what they would do in that situation
- giving a short presentation about the work of the bureau or on a financial capability topic.

What should my role be?

Teachers are experts in managing the learning process, and should be responsible for ensuring class discipline. You should not be expected to be a substitute or replacement teacher, but to be an equal partner who is able to add value to classroom activities. Joint working should ensure that language and materials are appropriate to the age-range and ability of the students in the class. It also enables the teacher to build on the points and issues raised in later lessons.

TIPS FOR WORKING WITH SCHOOLS

Building your relationship

- Schools need to know what you can offer. Communicate this clearly to them so you can manage expectations.
- There are obvious benefits for schools in involving outside experts. Ensure the school is clear about how students can benefit from your input.

Planning

- You are not a teacher, and you need to be clear as to the limits of your role with teaching staff. Good planning should involve outside organisations using their own expertise, not classroom or behaviour management.
- If a school approaches you, make sure you know what they require and the commitment needed.
- If a school asks you to give a talk to a whole year group or large group of students, ask them how this will be followed up, and what they consider to be the value of this approach. Research shows that this can have limited value because students do not reflect on what they have learnt.
- Ask what support will be provided before and during any visits to the school, and how this will be followed up with students.
- Ask the teacher what they think students already know about financial matters as an aid in ensuring relevance and pitching sessions at the right level.
- Activities should enable you to build your confidence and skills in working with students as well as build teacher confidence in teaching money matters.
- Build in planning time well ahead. If a school asks you to go in the next day, then it is likely that a lack of planning will limit the value you can add.

Delivery and evaluation

- Your contribution should be fully supported by the teacher. This could be team teaching or managing the learning experience so that the students can make the most of your expertise. Ensure that this balance is struck, and that you are not left alone in a classroom.
- Help the teacher use a range of activities that take account of the different learning preferences of students. Up-to-date, relevant and real-life information and case studies are engaging for students.
- Be flexible. The teacher will help if prepared material is not going to plan.
- If the students are engaged in a particular issue, use it if you and the teacher feel that there is value in it.

Through network organisations working in schools

First impressions count. The way in which you make the first contact with a school can set the tone for how things continue. Although there is nothing to stop you from contacting the school of your choice directly, it can be easier to break the ice with the support of a school relationship broker.

Education Business Partnerships (EBPs)

Most areas have EBPs that are set up specifically to build and support links between the local business community and schools. The staff are experienced, and will be able to help you decide what part you can play. Most EBPs run a number of initiatives that you may be able to take advantage of. Alternatively, they can help you to shape your idea so that it matches the needs of the schools and their pupils, and help identify appropriate resources. They may know which schools would be most likely to be interested in what you have to offer, and may make the initial contact on your behalf. Many EBPs offer networking opportunities that can put you in touch with other organisations working in schools so you can learn from their experiences. EBPs do not charge for this service, and it can help you avoid expensive, time-consuming mistakes. Information about your local EBP can be found from the National Education Business Partnership Network website – www.nebpn.org/aboutus.htm

Connexions service

Connexions helps young people aged 13-19 living in England who want advice on getting to where they want to be in life. It also provides support up to the age of 25 for young people who have learning difficulties or disabilities (or both). The service is managed locally by Connexions partnerships that bring together all the key youth support services. You may be able to link with local schools via your local Connexions service or individual advisers. For more information about how you can do this go to: www.connexions-direct.com

Contacting schools direct: How can bureaux get their message across?

If you choose this approach it is vital that you have:

- identified why you want to make the link
- clear ideas about what you can offer
- undertaken some initial research and identified the appropriate person to make contact with
- patience.

Probably the best approach is to start by writing or e-mailing a short introductory letter that:

- identifies you
- outlines what you can offer and how it would support the work of the school
- suggests that you will follow up with a telephone call to arrange a visit to the school at a mutually agreeable time to explore the possible curriculum links further.

For primary and special schools, this letter should be sent to the head teacher. In secondary schools it would be more appropriate to send the letter to the PSHE/PSE or Citizenship co-ordinator, and perhaps copy to the head teacher.

Experience suggests that it may take several days, or longer, to speak to the right person. Teachers do a lot more than teach, and do not finish work at four o'clock. They will have meetings to attend, after-school clubs to run, and lessons to prepare and mark. They also rarely have easy access to a phone, and cannot be called away from a class. Few will have their own office, and there might be a queue to use the telephone in the staff room during busy times. It is therefore important to be patient, and persevere in making the follow-up telephone call. Failure to respond to a message or respond to a call does not mean that the school is not interested.

Many bureaux said that it is hard to communicate to schools how a bureau can enhance what they plan to do with students. The guidance framework in Appendix A and the curriculum opportunities set out in Appendix B should help you identify:

- the extent to which you can get involved
- your areas of expertise and where they fit into the curriculum at Key Stages 3 and 4.

You can then use this information in a number of ways. For example, you could:

- send it to key school contacts such as PSHE/PSE or citizenship co-ordinators
- send it to key contacts in the local authority, such as the school improvement officer with responsibility for PSHE/PSE or citizenship
- send it to the director of the Children's Service in the local authority
- display the information in your bureau so that a wider audience can see what is on offer
- use it to show potential funders what you would like to do.

Appendix C provides you with a simple template that you can use to communicate with schools, and an example of how this might work for you.

Research shows that some bureaux have been successful in getting funding to support larger projects. Others have managed to support basic information and *ad hoc* contributions through existing core funding. The guidance framework in Appendix A indicates the likely cost of different types of bureau involvement with schools.

Unfortunately, there is no single, easily identifiable place to go to find sustainable funding for bureaux that want to work with schools on financial capability initiatives. Bureaux have secured funds from a range of sources over the last few years – such as through regeneration initiatives/ programmes (including the ‘Communities First’ programme in Wales), charitable trusts, lottery sources, local community foundations, Legal Services Commission, local Learning and Skills Councils, corporate sponsors, local government initiatives, utility trusts and the FSA. However, there are few examples of bureaux securing funds on an ongoing basis or through being directly ‘commissioned’ through schools, LEAs or local education partnerships. Most funds tend to be directed towards ‘innovative’ programmes or are designed to get new work under way, rather than supporting already established activities on an ongoing basis.

However, the environment is always changing, and it may be worth bureaux looking into potential opportunities for direct funding from educational innovation funds or other local partnership opportunities that might have the potential for ‘mainstreaming’.

For more information on educational innovation funds go to:

www.dfes.gov.uk

www.teachernet.gov.uk/management/schoolfunding

www.standards.dfes.gov.uk/innovation-unit

www.governmentfunding.org.uk

Other key initiatives that might lead to further funding opportunities

Every Child Matters

At the heart of the government’s new relationship with schools is a key policy document, *Every Child Matters* (2004). This recognises the need for better co-ordination between agencies that have traditionally provided separate services for children and young people.

The remit of the new Children’s Service is to focus on five essential areas:

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- achieving economic well-being.

Fundamental to achieving economic well-being is the need to ensure that steps are taken to help all young people become financially capable. Education departments will play a key role in shaping the *Every Child Matters* agenda within local authorities.

Schools will also be working towards the *Every Child Matters* outcomes through partnership working with a wide cross-section of organisations and people, eg Children's Trusts, parents and the wider community, voluntary groups and the private sector.

For more information on the *Every Child Matters* agenda and how community organisations such as bureaux might seek funding, go to: www.everychildmatters.gov.uk/participation/multiagencyworking/

Bureaux might also be able to access information on local developments through their local authority Children's Services Directorate.

Extended Schools

Extended schools provide a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community. *Extended schools: access to opportunities and services for all* (2005), outlines the government's long-term vision for delivering extended services in and around schools, in partnership with local providers. It sets out a core offer of services that all children should be able to access by 2010.

Schools will be seeking to collaborate with partner agencies to deliver a range of extended services to young people and their families. Bureaux could collaborate with local schools to seek additional funding to provide extended services. They can make proposals directly to the local authority through the Children's

Service Director about how they can contribute to the economic well-being agenda.

For more information on the extended schools and how community organisations such as bureaux might be involved, go to: www.teachernet.gov.uk/management/fallingschoolrolls/extendedschools

School Improvement Partners

The School Improvement Partners (SIP) will support schools to implement the *Every Child Matters* agenda. They play a key role in bringing together appropriate partners to deliver a range of provision that enables schools to achieve these objectives. These individuals, some of whom are likely to be experienced head teachers, could be pivotal in brokering new relationships that improve provision in schools.

Connexions Service

Many schools now have Connexions advisers on site to support young people. A number of these advisers have sought support to build financial capability into programmes of learning for young people.

For more information on partnership opportunities go to: www.lsc.gov.uk and www.lsneducation.org.uk and www.connexions-direct.com

This guidance framework has been developed in consultation with bureaux active in providing support to schools. Bureaux not currently working with schools have also made a contribution. It should help bureaux to identify and clearly communicate the level of involvement/service they can offer to schools.

Level of involvement	Bureau activity	What are the benefits to bureaux?
1. Providing information	<p>Provide information or links to information using www.adviceguide.org.uk and other CAB service resources, such as AdviserNet. Provide schools with some local case studies and data to add value and local relevance to generic, nationally available information.</p> <p>Provide this information direct to schools on request by phone, letter or e-mail. Ideally, simple requests for information could be responded to within 48 hours.</p> <p>The collection and collation of local information would require some initial input and a small amount of time to update, perhaps twice a year.</p>	<p>Bureaux are able to respond positively to information requests from schools. They can do this even when their resources are very limited, and without this impacting on their main priorities.</p> <p>The information service could be administered by a number of bureau workers, including volunteers.</p> <p>This is also an opportunity to promote the comprehensive range of information provided by the online information service and the work of local bureaux.</p>

How does this approach benefit schools?

Schools often seek up-to-date, reliable information on a range of topics that bureaux are likely to deal with. It enables the teacher to plan for learning using stimulating and motivating material that makes learning relevant for students. It also encourages teachers to become more knowledgeable in areas where they may be less familiar. Teachers could use CAB information and materials alongside those from other trusted sources, such as those quality-marked by **pfeg**. Schools will become more aware of the work of their local bureau and national resources, such as www.adviceguide.org and they might link to their local bureau and the CAB service on other related issues, such as consumer or employment rights.

Level of involvement	Bureau activity	What are the benefits to bureaux?
<p>2. Involvement in planning</p>	<p>In addition to providing information as part of involvement at level 1, the bureau provides time to have a discussion with a teacher by telephone or arranges a visit to the bureau by the teacher.</p> <p>This brings the bureau’s expert advice and information to the teacher’s financial capability planning process.</p> <p>Involvement in planning may require a number of interactions with the teacher face-to-face or by e-mail or telephone.</p>	<p>Direct involvement with teachers enables bureau workers to find out more about what the school is doing/planning on financial capability, for example, what topics are being covered in the curriculum. This will help them form more of a local partnership and enable them to provide more tailored and relevant information that may benefit teachers and students.</p> <p>It is also an opportunity to raise the profile of the local bureau and the work it is involved in.</p>

How does this approach benefit schools?

In addition to information, the teacher gains access to local, specialist help on a range of financial matters. The opportunity to speak with a bureau worker or visit a bureau will help them to plan more effectively. It will also allow them to clarify factual information on topics they plan to deliver. It builds well on information provision (level 1 involvement) and opens the door for further collaboration.

Appendix A

Level of involvement	Bureau activity	What are the benefits to bureaux?
3. Involvement in planning and delivery	<p>In addition to offering information and help with planning (levels 1 and 2), the bureau would assist in lesson/module planning and take an active part in the delivery and evaluation of the work in school.</p> <p>This would include direct interaction with students and collaborative planning with teachers.</p> <p>Bureaux seeking this level of involvement would need to have relevant workers CRB checked.</p>	<p>This allows bureaux to be involved directly with students and to be able to evaluate the effectiveness of their work in schools.</p> <p>The hands-on nature of the involvement also provides opportunities to build up strong partnerships with schools and can give bureaux an insight into the kinds of issues facing students. There is also an opportunity to promote bureau services directly to young people and raise the profile of bureau work with schools.</p>

How does this approach benefit schools?

More direct involvement in planning and delivery enables the teacher to make full use of bureau expertise, specialist knowledge and experience. The teacher can concentrate on structuring and managing the learning experience while the bureau concentrates on sharing its expertise with students, bringing credibility to the topics under discussion through use of real-life examples.

This approach can help teachers develop their confidence and knowledge to deliver effective financial capability programmes, so building capacity and increasing the quality of learning.

This approach also allows all those involved to review the effectiveness of the delivery and consider how to make improvements for the future.

How much will my involvement with schools cost our bureau?

It is difficult to put a 'one-size-fits-all' cost on the different levels of service that a bureau might provide. This is because there are so many factors involved, including, for example, locality, volume of work, which workers are involved, salary levels and funding available.

However, any additional activity is bound to have a financial or 'opportunity' cost to an individual bureau, so we have

provided some indicators on the amount of worker time and other direct costs that might be involved. Bureaux making use of the framework will need to calculate their own costs, reflecting their individual situations and the specific work planned. It may also help to refer to the guidance on the Citizens Advice Bureau Management Information System (BMIS) on costing projects and activities to reflect full costs, such as staff on-costs (eg for NI and pension) and management time. Please go to www.bmis.org.uk/htmldocs/FU049.htm

Level of involvement	Notes
<p>1 Providing information</p> <p>How much time will this level of involvement take?</p> <p>Providing information to schools in response to requests would likely take between 10 and 45 minutes per query. This time would include processing and posting/e-mailing of information.</p> <p>An initial investment of time would also be needed to collate, develop and maintain local information. This could take between one to five days each year, depending on the volume and level of information produced.</p> <p>Clearly, the overall amount of resource required will be dependent on the number of school requests.</p>	<p>Research shows that bureaux might be able to absorb this level of service as part of their existing provision. This is because a basic information service might be carried out either through a modest investment in staff costs (where posts were core-funded) and/or through making effective use of experienced bureau volunteers.</p> <p>However, a capacity to absorb costs cannot be guaranteed, especially where a bureau's only specialist workers are funded through a contract (eg through the LSC). It is also recognised that an information service, even if delivered by volunteers, would need to be effectively supervised, and that this would involve paid staff time.</p> <p>If a bureau does not (or cannot) 'absorb' the cost through core costs, it is recommended that efforts be made to highlight the activity and its benefits so that the investment is recognised both internally and externally. The activity could act as a good example of a bureau providing 'holistic' community services.</p> <p>There may also be some associated photocopying or print costs involved if hard copies of information are produced for use by schools.</p>

Appendix A

Level of involvement	Notes
<p>2 Involvement in planning</p> <p>How much time will this level of involvement take?</p> <p>It is estimated that between two and five hours would be needed to assist each school with more detailed planning as set out under level 2.</p> <p>Time would also be needed, similar to level 1, to produce and maintain relevant local resources.</p> <p>As for level 1, the overall resource required would need to reflect the expected volume of school requests.</p>	<p>An experienced, supervised volunteer with expertise in money advice and/or financial exclusion/personal finance issues could carry out this role. However, the job is more complex than for level 1 (providing information) and volunteers might need additional induction and support. Some bureaux may prefer to use specialist, paid staff for this work.</p> <p>As per level 1, there may be some costs involved in producing hard copies of information, but the reproduction costs of materials developed for use in the classroom should be met by schools.</p>
<p>3 Involvement in planning and delivery</p> <p>How much time will this level of involvement take?</p> <p>It is estimated that 14–20 hours would need to be allocated for any one school requesting assistance with more detailed planning and involvement in school-based activity. This is based on examples of bureau involvement revolving around modules of work in PSHE, typically consisting of between four and six sessions of one hour each. The time estimate includes planning, joint delivery and review, as well as provision of information as per level 1.</p> <p>If setting up a new financial capability project using this model, time and resources will also be needed for ‘indirect’ but necessary activities, depending on the scale of the project. Activities could include, for example, staff and volunteer recruitment, project promotion (to recruit schools), financial management, worker training and supervision and administration.</p>	<p>As with level 2, volunteers could carry out this work, but a very high level of confidence and expertise would be required at this level.</p> <p>Most bureaux report using paid staff when working directly in the classroom, but volunteers could also fulfill this role. With the right support, volunteers may welcome this as a development opportunity, which could sit well alongside existing advice work.</p> <p>However, to bring the relevant level of expertise and credibility, a volunteer needs to have significant money advice experience and be provided with structured supervision. Some bureaux report recruiting existing volunteers onto staff-led financial capability projects. Volunteer roles can include co-working with staff to establish links with schools and help with promotion, information provision and administration.</p> <p>Additional classroom resources may be developed at this level, and if so, schools should absorb the cost.</p> <p>Additional schools would take up less time, as some of the preparation may be used in more than one school.</p>

Building partnerships

Local and national organisations funding bureau projects often have an expectation that bureaux will develop, extend and maintain links to new agencies or networks as part of their work. Local funders are sometimes part of a local network, or want to see a new network or steering group established through bureau activity.

Although most bureaux want to build partnerships and 'network' as a matter of good practice, to maximise funding and other opportunities, it is worth being aware that such activities may form part of an explicit or implied agreement with a funder.

Bureaux carrying out any level of activity in this area may also want to share best practice with other bureaux and agencies working in the field – for example, by attending a regional financial capability forum, a Citizens Advice organised event or visiting another more experienced bureau/agency already working with schools. Naturally, this all takes up valuable worker time, but is usually worth the investment.

For a project in its first year, it would not be unrealistic for an investment of 5–15% of worker time to be spent on partnership and networking activities. Some bureaux also report the value of partnership working to help secure funding.

Developing Financial Capability – Financial Understanding at Key Stages 3 & 4	Desired outcomes for learners	Where in the curriculum and what in particular can Bureaux contribute? (some examples)
<p>What money is and the exchange of money</p> <ul style="list-style-type: none"> • Understand different forms of payment. • Understand the implications of different forms of credit and debit. • Understand that exchange rates fluctuate and that commission may be charged to change currency. • Understand why money is needed for society’s needs – compare different needs. • Understand the advantages and disadvantages of different forms of payment. • Increase understanding of implications of credit and debt, including overdrafts, different loan arrangements and ways to compare interest rates. 	<p>We need to compare the advantages of different forms of payment. We should understand the situations in which borrowing might be appropriate – and the consequences of unwise borrowing. We should be able to get a good deal by comparing the costs and features of different types of credit.</p>	<ul style="list-style-type: none"> • Basic banking – choosing, opening and using an account for the first time. • Banking – common banking products/facilities such as overdrafts. • Credit Unions – how they work, basic services. • Debt – general issues about the implications – manageable and unmanageable debt.

Developing Financial Capability – Financial Understanding at Key Stages 3 & 4	Desired outcomes for learners	Where in the curriculum and what in particular can Bureaux contribute? (some examples)
<p>Where money comes from</p> <ul style="list-style-type: none"> • Understand how earnings and salaries are calculated. • Understand there are different forms of benefit. • Understand how deductions such as tax, national insurance and pension contributions are made. • Find out about earnings and benefits specific to school leavers, including student finance. • Understand how companies and other organisations are financed, including shares. 	<p>We should be able to check our wage slips and know why deductions have been made. Those receiving benefits need to be able to check their entitlement. We should understand how shares finance companies work and how this relates to investments – income can be created from both savings and investments.</p>	<ul style="list-style-type: none"> • Government help for students – including student loans and educational maintenance allowance. What can you do? • Government help/benefits – including social fund and tax credits, jobseeker’s allowance, income support, housing benefit and council tax benefit. • Pay – including paid holidays from work, time off for study or training, working in a bar, babysitting (England and Wales only).
<p>Where money goes</p> <ul style="list-style-type: none"> • Gain a basic understanding of personal expenditure and ways of managing money. • Begin to understand local and national taxation and spending. • Begin to understand the range of personal expenditure and how it may be managed. • Learn how and why government is financed. 	<p>We need to prioritise our spending. Some expenditure can be managed (eg phone bills or entertainment) while other outgoings (eg taxes and debt repayments) are largely involuntary. We should understand how local and national government is financed.</p>	<ul style="list-style-type: none"> • Taxation – including income tax rates, income tax allowances, tax exemptions and taxable income, National Insurance. • Budgeting for your needs – including case studies about how to budget.

Appendix B

Developing Financial Capability – Financial Understanding at Key Stages 3 & 4	Desired outcomes for learners	Where in the curriculum and what in particular can Bureaux contribute? (some examples)
<p>Financial records and information</p> <ul style="list-style-type: none"> • Know about personal financial statements and other easy ways of recording income and expenditure. • Understand personal financial statements, including bank statements, utility and other bills. 	<p>We need to be able to check financial statements and understand our financial situation.</p>	<ul style="list-style-type: none"> • Understanding financial information – including reading and understanding bills, bank statements, credit card statements, electricity and gas payments.
<p>Budgeting</p> <ul style="list-style-type: none"> • Begin to understand how to use budgets to plan and control personal spending. • Begin to understand the difference between long-term and short-term financial commitments and how the planning and decision-making for these differ. • Understand the ways in which to plan, monitor and control personal income and expenditure. • Understand the difference between long-term, medium-term and short-term financial commitments and how the planning and decision-making for these differ. • Begin to understand central and local government public statements about finance. 	<p>We need to plan, monitor and control personal income and expenditure. Budgets and financial records such as bank statements help us to do this. We should be able to distinguish between long-term, medium-term and short-term financial commitments and understand planning and decision-making for each differ. Institutions, such as schools, have to budget and manage finance as well.</p>	<ul style="list-style-type: none"> • Shopping – eg identifying best buys for general consumer goods. • Budgeting – general skills and strategies. • Budgeting for a life transition – including, for example, estimating costs of regular household bills. • Manageable and unmanageable debt – how to deal with your debt, types of debt, negotiating with creditors, debt management companies (DMCs), credit reference agencies, bailiffs and debt, bankruptcy and rural debt.

Developing Financial Capability – Financial Understanding at Key Stages 3 & 4	Desired outcomes for learners	Where in the curriculum and what in particular can Bureaux contribute? (some examples)
<p>Risk and return</p> <ul style="list-style-type: none"> • Develop an understanding of the principles of probability and insurance. • Begin to understand that both savings and borrowing are offered on differing terms and interest rates. • Begin to understand that interest rates vary over time. • Understand the principles of probability and insurance in complex situations, identifying potential risks and how to protect against them. • Understand that both savings and borrowing are offered on differing terms and interest rates that vary over time. • Understand that some loans and purchase agreements are secured, while others are unsecured. • Understand the difference in risk and return between saving and investment products. 	<p>We need to understand risk and how insurance can help us manage it, and how savings and investments carry different types of risk. Normally you have to accept additional risk if you want a higher return. Some loans are secured, so we risk losing our pledge if we fail to keep up repayments. Interest rates on some loans vary over time, so we risk having to make higher repayments.</p>	<ul style="list-style-type: none"> • Common insurances – eg home contents and car insurance. • Pensions and savings. • Interest rates and how they are calculated. • Renting a home and buying a home.

Appendix B

Developing Financial Capability – Financial Understanding at Key Stages 3 & 4	Desired outcomes for learners	Where in the curriculum and what in particular can Bureaux contribute? (some examples)
<p>Making personal life choices</p> <ul style="list-style-type: none"> • Begin to make decisions on the basis of medium-term and short-term needs. • Develop the ability to identify long-term, medium-term and short-term needs. • Begin to prioritise different needs working within the constraints of limited money. • Begin to put a personal financial value on differing needs and wants. • Begin to understand how to plan and manage debt. • Learn how to put a personal financial value on differing needs and wants and to prioritise these within the constraints of limited money. • Understand how to plan and manage debt. • Gain knowledge and understanding of generic financial products applicable to young people in the short and medium term. • Be able to assess the financial implications of personal life choices in terms of career choices and lifelong learning opportunities. 	<p>There are financial implications in most things we choose to do, from our career to what we buy. In planning our spending, we need to make decisions on the basis of long-term, medium-term and short-term needs. We do not have all the money we want or need – but we learn to prioritise and keep within our resources. Sometimes we may need to borrow money, eg for a mortgage, and we plan how to pay back what we owe, plus the interest.</p>	<p>Shopping –</p> <ul style="list-style-type: none"> • identifying best buys for basic financial services and utilities. • buying goods and services. • restrictions on buying goods and services. • mobile phones. <p>Choosing credit –</p> <ul style="list-style-type: none"> • common forms of borrowing, such as home credit, credit, loans and catalogues. <p>Borrowing, including –</p> <ul style="list-style-type: none"> • getting the best deal. • regulated credit agreements, being refused credit. • cancelling a credit agreements, arrears. • varying the agreement, paying the loan off early. • extortionate credit. • faulty goods and services on credit. • lost or stolen credit cards • pawnbrokers. • credit referencing – how the system works.

Developing Financial Capability – Financial Understanding at Key Stages 3 & 4	Desired outcomes for learners	Where in the curriculum and what in particular can Bureaux contribute? (some examples)
<p>Consumer rights and responsibilities</p> <ul style="list-style-type: none"> • Understand that different people may give different advice on finances. • Be able to assess and compare the different sources of financial advice and information. • Understand that we have different rights and responsibilities in relation to financial products. 	<p>We are all consumers of financial products and services, as well as many other purchases that involve us in understanding our consumer rights and also our responsibilities.</p> <p>We need to be able to make good consumer decisions and to understand how to seek redress when things go wrong.</p>	<ul style="list-style-type: none"> • Buying goods and services – including your rights and responsibilities eg buying second hand. • Impartial information on financial matters.
<p>The wider implications of finance</p> <ul style="list-style-type: none"> • Know about the roles of financial organisations. • Begin to understand the wider implications of personal financial decisions. • Begin to understand how local and national decisions may affect personal finances. • Begin to understand that local, national and global finances can impact on your own life. • Understand the role of regulation and consumer protection in financial institutions. • Understand the wider implications of personal finance decisions. • Develop an understanding of how local and national decisions may affect personal finances. • Develop an understanding that local, national and global finances can impact on your own life. 	<p>We are consumers of financial services, and there are mechanisms in place to protect us. The Financial Services Authority has a role to play in this. Our financial decisions affect the people around us, our families and the wider community. Similarly, decisions taken by local and national governments affect our own personal finances. We live in a global economy and our lives can be influenced by far-away events.</p>	<ul style="list-style-type: none"> • Attitudes to finance – eg to borrowing, social responsibility, impact of our behaviour on others.

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Who are we and what do we do?

The Citizens Advice Service helps people resolve their legal, money and other problems by providing free information and advice from over 3,000 locations, and by influencing policy-makers.

Citizens Advice and each Citizens Advice Bureau are registered charities reliant on over 21,000 volunteers, helping people to resolve nearly 5.5 million problems every year. All Citizens Advice Bureaux in England, Wales and Northern Ireland are members of Citizens Advice, the national charity that sets standards for advice and equal opportunities and supports bureaux with an information system, training and other services. Citizens Advice also co-ordinates social policy, media, publicity and parliamentary work and maintains an information and advice website at www.adviceguide.org.uk which receives over 400,000 visits per month.

At [Nominated] Citizens Advice Bureau we focus on our clients as individuals and provide free, confidential, impartial and independent advice and information to help local people solve their problems. For example, we help people with debt, housing, consumer, welfare rights, immigration, family and other problems.

[Brief details of any other bureau services/projects that are pertinent]

We are also keen to do all we can in the area of preventative work. We campaign for change and undertake work of a preventative or educative nature through local partnerships.

Our work with schools

We have been providing a tailored information pack to schools to support their financial capability work with students. This has included information about our services, local case studies on money-related problems and reliable nationally produced information on common money problems. Many teachers have requested this pack and have found it useful in their PSHE sessions on financial education.

We have now received funding through ([funding source, details of local partner/ships involved](#)) to work in a more 'hands-on' way with our local secondary schools. This is part of a wider project to help ensure that all young people in our community have the skills, knowledge and confidence they need to make good financial decisions.

What can we offer your school?

- 1 An information pack on the work of bureau services, including case studies on a range of topics around money management, budgeting and debt (or other topics as applicable); we are able to distribute these to schools on request by phone, letter or e-mail, usually within three working days (or as applicable).
- 2 We have a financial capability officer who is able to offer up to half an hours' (or as applicable) consultation with you to help you with your lesson planning and give you expert guidance and information on a range of topic areas. We are happy to do this by phone or e-mail.
- 3 We are able to offer four of our secondary schools the opportunity to plan an area of financial capability work collaboratively including involvement with you in the delivery. We are in a position to offer interested schools between 14 and 20 hours of support, depending on what is required.
- 4 We are able to offer expertise that we feel may contribute to citizenship and PSHE/PSE objectives, in the following areas:
 - budgeting and money management
 - understanding credit and avoiding debt
 - how to open a bank account
 - credit unions.

What we would want from you

- a commitment to make time to plan the work collaboratively from the start and a clear view of how you think we can add value to what you are planning
- to involve the bureaux officer appropriately in the classroom activity; we are more than happy to contribute our expertise, but prefer to leave classroom management and organisation to you as the teaching experts
- a commitment to evaluate the planned work with the students and the bureau officer
- a willingness to share what we learn with a wider network of schools and local Citizens Advice Bureaux
- anything else you need.

How to get in touch?

If you would like to take advantage of any of the support we can offer then you can e-mail or telephone [xxxx](#) person.

[Details here].

Developing financial capability programmes through PSE

Flintshire Citizens Advice Bureau engaged in some pilot work with Flint High School and the Basic Skills Agency in Wales to explore innovative ways in which the message of financial capability could be conveyed to young people. The school staff and students were involved at all stages of the planning and delivery. Through Communities First in Wales the bureau obtained a small grant to get the programme externally evaluated. The evaluation showed it to have been a success, and worthy of further development.

They then obtained a grant through the local authority to develop their work further and they have since delivered courses within the PSE curriculum to over 900 Year 10 students in six local schools and to three groups of excluded students.

The project has a strong partnership ethos and representatives from the local Trading Standards, the local housing office and HM Courts Service in Wales assist with tutoring.

The local authority grant has now expired, but further recent substantial grants from other sources, including Financial Skills for Life, will enable the bureau to continue its work in schools for the next two years.

Annual financial capability conference for Year 11 and students peer teaching

Neath Citizens Advice Bureau in Wales acquired funding through the Community Fund, Legal Services Commission and the Welsh Assembly Government, to develop a Young Persons project over two years.

A 'cascading' model was used whereby older students were involved in carrying out financial capability work with younger students to secure active engagement. Teachers acted as facilitators, but some control was given to students over their own learning.

The bureau also successfully planned and delivered a one-off financial capability conference to Year 11 students in partnership with teachers, the Education Development Service, and the County Council.

Using drama and poetry to set the context for Q&As

St Helens Citizens Advice Bureau in Merseyside has developed an innovative approach to financial education through a lottery project which ran over three years. Working with teachers and their Key Stage 4 and 16-19 year old students, they used poetry and drama to set the context for question-and-answer sessions on financial issues.

This approach proved successful in getting young people to talk openly about their attitude towards money, and their financial experiences. It also provided a useful opener into the topic, which was followed up back in the classroom with in-depth sessions to extend financial knowledge and understanding.

The financial capability co-ordinator at the bureau feels that it is important to work closely with schools to ensure that planned work is engaging and that follow-up learning takes place to extend and embed learning. Funding is currently secured through the Coalfields Regeneration Trust for this work, and there are plans to link with schools that have a specialist emphasis on drama & performance.

Delivering workshops for schools leavers

At **Vale Royal Citizens Advice Bureau**, work takes place with a number of local high schools. In their final term school leavers receive a talk or workshop which is focused on starting work (covering areas such as pay and tax) or going on to further education. This year (07) over 300 school leavers will have attended a workshop or talk delivered through a partnership between Vale Royal CAB and local schools. Students also benefit from budget planners, leaflets and other information on personal finance issues.

Current work is supported by the Tudor Trust as part of a three-year programme to develop and deliver financial capability skills in Vale Royal.

Contact details for the above bureau projects can be downloaded from CABlink or by contacting Sophie Holmes on sophie.holmes@citizensadvice.org.uk or call 0115 9348734. Details of a further 80+ bureau financial capability initiatives, many of which include bureaux working with schools or young people, are also available through CABlink or Beth Bell at the Citizens Advice Financial Skills for Life project.

There are many resources already produced for the classroom that deal with a range of topics to help deliver financial capability. The best way to gain access to all of these resources is to visit www.pfeg.org

In addition to school resources there are other generic resources that may be useful, including the following links:

General education links

www.dfes.gov.uk – Department for Education and Skills (DfES) main website

www.teachernet.gov.uk – the DfES teacher website for all matters to do with the school community

www.standards.dfes.gov.uk – The DfES school standards website

www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation – Enterprise Education website

www.teachers.tv – professional development website for teachers with access to online resources

www.qca.org.uk – The Qualifications and Curriculum Authority website

www.everychildmatters.gov.uk – Every Child Matters website

Financial capability links

www.pfeg.org – for all resources and guidance on developing financial capability in schools and DfES guidance on financial capability

www.fsa.gov.uk/financial_capability/index.html – FSA National Financial Capability Strategy

Partnership opportunities links

www.lsc.gov.uk – Learning and Skills Council

www.lsneducation.org.uk – Learning and Skills Network

<http://www.connexions-direct.com/index.cfm?pid=79&catalogueContentID=158>
– Entry to Employment – E2E

www.teachernet.gov.uk/management/fallingschoolrolls/extendedschools
– Extended Schools

www.everychildmatters.gov.uk/participation/multiagencyworking
– Multi-agency working

www.communitiesfirst.info – Communities First (Wales)



Citizens Advice service

The Citizens Advice service is one of the largest voluntary organizations in the UK, and the largest provider of free advice on money matters. Citizens Advice Bureaux across England, Wales and Northern Ireland provide independent and impartial information and advice from over 3,000 locations – helping people resolve nearly 5.5 million new problems a year. Every Citizens Advice Bureau is an independent charity and member of Citizens Advice, the national charity that sets standards for advice and equal opportunities, and supports bureaux with an information system, training and other services.

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pfeg

pfeg is an educational charity that aims to make sure that all young people leaving school have the competence, skills and knowledge in financial matters to take part fully in society. pfeg offers a range of advice and resources and supports teachers working with children and young people aged 4 – 19.

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Citizens Advice and pfeg would like to extend their thanks to all the Citizens Advice Bureaux and schools that contributed to this guide by taking part in the *Added Interest* research project. We would also like to thank WA Partnership for its work on the guide and the Abbey Charitable Trust for its generous investment in the project.

Citizens Advice would also like to extend its continued thanks to Prudential Plc for their ongoing support to the Financial Skills for Life national financial capability project.

For further information on the *Added Interest* project, including copies of the research report, please contact Beth Bell, Financial Capability Officer, on 0115 9348735 or beth.bell@citizensadvice.org.uk