
Senedd Cymru | Welsh Parliament

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Gwasanaethau i blant sydd wedi bod mewn gofal: archwilio diwygio radical | Services for care experienced children: exploring radical reform

Ymateb gan Y Gwasanaeth Arian a Phensiynau | Money Pensions Service

Gwasanaethau i blant sydd â phrofiad o ofal: archwilio diwygiad radical

**Ymgynghoriad ysgrifenedig
Llywodraeth Cymru
Pwyllgor Plant, Pobl Ifanc ac Addysg**

Chwefror 2023



**Gwasanaeth
Arian a
Phensiynau**

Gwasanaethau i blant sydd â phrofiad o fod mewn gofal: archwilio diwygio radical – Ymateb MaPS i gwestiynau a ofynnwyd gan yr ymgynghoriad

Mae'r profiadau y mae plant a phobl ifanc yn eu cael wrth dyfu i fyny, a'r hyn maen nhw'n ei ddysgu am arian yn ystod y cyfnod hwnnw, yn cael effaith ddofn ar eu cyfleoedd o gael gallu ariannol da yn ddiweddarach mewn bywyd. Wedi'i sefydlu gan Lywodraeth y DU gyda dull pedair gwlad, mae gan y Gwasanaeth Arian a Phensiynau nod cenedlaethol i sicrhau bod 90,000 yn fwy o blant yng Nghymru (dwy filiwn ledled y DU) yn derbyn addysg ariannol ystyrlon erbyn 2030, fel rhan o'n Strategaeth y DU am Les Ariannol. Rydym eisiau i bawb ledled y wlad fod yn gwneud y gorau o'u harian a'u pensiynau.

Yn gyffredinol, mae plant yng Nghymru yn ymwneud mwy â rheoli eu cyllid na'r DU gyfan. Mae hyn yn cynnwys rheoli eu cyfrif banc, a chael mwy o gyfrifoldeb wrth benderfynu dros eu hunain sut maen nhw'n mynd i wario a chynilo eu harian. Yn wir, mae cyfran y plant a phobl ifanc yng Nghymru sy'n derbyn elfennau allweddol o addysg ariannol yn yr ysgol neu yn y cartref wedi cynyddu ychydig ers 2016 (50% o gymharu â 48% yn 2016). Fodd bynnag, dylai addysg ariannol ystyrlon gynnig sylfaen gadarn wrth i bobl ifanc bontio i fywyd oedolion, ac mae amrywiaeth enfawr yn y modd y mae plant yng Nghymru yn derbyn addysg ariannol yn amgylcheddau'r cartref ac mewn ysgolion.

Gall yr heriau hyn fod hyd yn oed yn fwy i blant a phobl ifanc sydd â phrofiad o ofal, gan gynnwys y rhai mewn ac yn gadael gofal, ffactor y mae ymchwil MaPS wedi'i nodi sy'n gysylltiedig â gallu ariannol tlotach. Mae plant sydd mewn gofal a'r rhai sy'n gadael gofal, eu hunain, yn cydnabod reoli arian fel un o'u prif bryderon. Fodd bynnag, nid yw addysg ariannol sy'n cael ei ddarparu mewn ysgolion ar hyn o bryd yn debygol o fod yn ddigonol i 'gau'r bwlch' a bodloni anghenion ychwanegol grwpiau mwy bregus yn llawn. Mae dysgu am arian yn y cartref a'r ysgol yn ddylanwadau pwysig ar allu ariannol plant - ond mae plant mewn gofal yn fwy tebygol na'u cyfoedion o golli allan ar y ddau.

Mae angen cymorth wedi'i deilwra am blant a phobl ifanc mewn gofal a'r rhai sy'n gadael gofal ac, yn ôl ein tystiolaeth, mae'n fwy effeithiol. Mae MaPS yn credu bod gan y rhai sy'n gweithio gyda phlant mewn gofal a'r rhai sy'n gadael gofal, gan gynnwys awdurdodau lleol, gwasanaethau ieuencid, cymorth i deuluoedd, a gwasanaethau cymunedol eraill, rôl bwysig i'w chwarae wrth ddatblygu eu gallu ariannol - ond mae angen mwy o gymorth ac arweiniad arnynt. Yn yr un modd, mae gofalywyr maeth yn chwarae rhan hanfodol wrth ddatblygu gwybodaeth, sgiliau, ac agweddau'r plant sydd yn eu gofal – ond mae angen mwy o gymorth arnynt. Mae gan lywodraethau cenedlaethol a lleol rôl arall i'w chwarae wrth sicrhau bod yr hyn sy'n gweithio yn y ddarpariaeth addysg ariannol effeithiol yn cael ei adlewyrchu ym mholisi ac ymarfer y dyfodol ar y lefel leol a chenedlaethol - ar gyfer plant mewn gofal a'r rhai sy'n gadael gofal, yn y cartref, yn yr ysgol a thrwy wasanaethau lleol. Mae hyn yn cynnwys annog, cefnogi a, lle bo angen, cyfarwyddo awdurdodau lleol ac ysgolion i wella mynediad y rhai sy'n gadael gofal a phlant a phobl ifanc sydd â phrofiad o ofal i addysg ariannol. Mae ymdrech ar y cyd a chydgylltiedig yn hanfodol i sicrhau bod y garfan hon o blant a phobl ifanc yn meithrin ar y sgiliau arian hanfodol sydd eu hangen arnynt.

Mae'r cyflwyniad hwn yn nodi ein tystiolaeth sy'n ymwneud ag addysg ariannol i blant mewn gofal ac ar ôl gofal, sydd wedi'i defnyddio i ddatblygu'r blaenoriaethau canlynol ar gyfer diwygio radical:

<p>Mewn gofal: Gwasanaethau o safon a chymorth i blant mewn gofal</p>	<p>Blaenoriaeth 1: Addysg ariannol wedi'i theilwra a chymorth i blant mewn gofal. Blaenoriaeth 2: Mwy o gymorth ac arweiniad arian i weithwyr proffesiynol sy'n gweithio gyda phlant mewn gofal. Blaenoriaeth 3: Mwy o gefnogaeth ynghylch materion ariannol i ofalwyr maeth.</p>
<p>Ar ôl gofal: Cefnogaeth barhaus pan fydd pobl ifanc yn gadael gofal</p>	<p>Blaenoriaeth 1: Addysg ariannol wedi ei theilwra a chymorth i bobl ifanc sy'n gadael gofal. Blaenoriaeth 2: Mwy o gymorth ac arweiniad arian i weithwyr proffesiynol sy'n gweithio gyda'r rhai sy'n gadael gofal. Blaenoriaeth 3: Ymgorffori addysg ariannol a materion arian i faterion polisi ac ymarfer sy'n gysylltiedig â'r rhai sy'n gadael gofal.</p>

Blaenoriaethau ar gyfer diwygio radical i blant sydd wedi bod mewn gofal

Mewn gofal: Gwasanaethau o safon a chymorth i blant mewn gofal

Blaenoriaeth 1: Addysg ariannol wedi'i theilwra a chymorth i blant mewn gofal

Mae ymchwil MaPS yn dangos nad yw addysg ariannol fel y'i cyflwynir mewn ysgolion ar hyn o bryd yn debygol o fod yn ddigon i 'gau'r bwlch' a diwallu anghenion ychwanegol grwpiau bregus yn llawn. Felly, er bod addysg ariannol wedi'i chynnwys yng nghwricwla ysgolion cynradd ac uwchradd Cymru, mae angen i ddarparwyr weithio gydag ysgolion i nodi a phrofi ffyrdd addas o gau'r bwlch gallu ariannol y grŵp hwn o blant a phobl ifanc. Mae ein tystiolaeth yn datgan wrthym fod hyn yn cynnwys datblygu adnoddau addysg ariannol wedi'u cyd-ddylunio, wedi'u teilwra, ac addysg ariannol hyblyg, ac y gall dylunio'r rhain mewn ymgynghoriad â chynrychiolwyr grwpiau targed sicrhau eu bod yn ymgysylltu ac yn briodol.

Mae MaPS yn cynnal rhaglen grant gwerth £1.1 miliwn i wella addysg ariannol i blant a phobl ifanc mewn amgylchiadau bregus, gan gynnwys plant mewn gofal, drwy hyfforddiant ymarferwyr a darpariaeth wedi'i thargedu (ar draws holl wledydd y DU); ac, adeiladu ar y [cynllun peilot yng Nghymru](#), hyfforddiant a chefnogaeth graddfa a sefydlu i athrawon ac ymarferwyr eraill mewn lleoliadau addysgol. Disgwylir canfyddiadau'r rhaglen hon erbyn canol 2024. Byddai MaPS yn croesawu cydweithio gyda Llywodraeth Cymru i ledaenu'r canfyddiadau hyn er mwyn annog gwaith pellach i wella addysg ariannol yng Nghymru.

Blaenoriaeth 2: Mwy o gymorth ac arweiniad am addysg ariannol i weithwyr proffesiynol sy'n gweithio gyda phlant mewn gofal

Rydym wedi gweld y gall modelau hyfforddi-yr-hyfforddwr sicrhau effaith i blant a phobl ifanc a'r gweithwyr proffesiynol eu hunain. Mae ein tystiolaeth hefyd yn dangos bod ymyriadau dan arweiniad arbenigwyr yn gweithio'n dda mewn lleoliadau nad ydynt yn brif ffrwd, lle cawsant eu dylunio'n benodol ar gyfer pobl ifanc mewn amgylchiadau bregus. Yn ôl arolwg o ymarferwyr sy'n gweithio gyda phlant a theuluoedd mewn amgylchiadau bregus yn Lloegr, mae'r rhan fwyaf eisoes yn cefnogi pobl ifanc gyda materion ariannol, a byddai llawer ohonynt yn gwerthfawrogi mwy o help wrth wneud hynny. Fodd bynnag, cymharol ychydig iawn yw'r ddarpariaeth addysg ariannol bresennol sy'n canolbwyntio ar hyn ar gyfer y rhai sy'n cefnogi plant a phobl ifanc mewn amgylchiadau bregus.

Mae MaPS wedi datblygu [canllaw a phhecyn cymorth](#) i gefnogi gweithwyr proffesiynol yng Nghymru sy'n gweithio gyda phlant a phobl ifanc, gyda'r nod o wella eu lles ariannol drwy addysg ariannol o ansawdd da. Mae hwn ar gael yn Gymraeg a Saesneg. Mae MaPS yn credu bod gan Lywodraeth Cymru ac eraill rôl i'w chwarae'n rheolaidd wrth hyrwyddo'r arweiniad hyn am wasanaethau plant a phobl ifanc yng Nghymru er mwyn gwella'r addysg ariannol mae awdurdodau lleol a gwasanaethau eraill yn darparu ac yn cyfeirio at gymorth ac adnoddau a all helpu.

Blaenoriaeth 3: Mwy o gefnogaeth ynglŷn â materion ariannol i ofalwyr maeth

Mae'r rhan fwyaf o blant mewn gofal sy'n derbyn gofal oddi cartref yn byw gyda gofalwyr maeth. Yng Nghymru, ar 31 Mawrth 2022, roedd 4,915 o blant yn byw gyda thua 3,800 o deuluoedd maeth, gan gyfrif am 69% o blant mewn gofal oedd yn derbyn gofal oddi cartref. I'r rhan fwyaf o blant a phobl ifanc, rhieni a gofalwyr yw'r brif ffynhonnell cyngor a dysgu am arian, ac mae'r camau y mae rhieni'n eu cymryd yn gryf ac yn uniongyrchol gysylltiedig â sgiliau, gwybodaeth, ac agweddau arian plant a phobl ifanc. Felly mae gofalwyr maeth yn chwarae rhan hanfodol yn natblygiad gwybodaeth, sgiliau, ac agweddau ariannol y plant sydd yn eu gofal.

Mae MaPS, ynghyd â The Fostering Network a Plant Yng Nghymru, wedi darparu hyfforddiant addysgu am arian i blant a phobl ifanc i ofalwyr maeth am arian, gydag adborth cadarnhaol. Datblygodd hyn ar ddisgu oddi wrth [Talk, Learn, Do](#), rhaglen flaenllaw MaPS a gafodd ei threialu'n wreiddiol yng Nghymru ac sy'n hyfforddi ymarferwyr i gefnogi rhieni a gofalwyr i siarad am arian gyda'u plant. Byddai MaPS yn hapus i rannu mwy o wybodaeth am y gweithgareddau y gall rhieni a gofalwyr eu gwneud gyda'u plant, gan gynnwys y rhai a ddatblygwyd fel rhan o Talk, Learn, Do.

Ar ôl gofal: Cefnogaeth barhaus pan fydd pobl ifanc yn gadael gofal

Blaenoriaeth 1: Addysg ariannol wedi'i theilwra a chymorth i bobl ifanc sy'n gadael gofal

Mae oedolion ifanc yn wynebu sawl pwynt pontio wrth iddynt symud o'r ysgol i waith, addysg bellach neu addysg uwch, neu hyfforddiant. Ar bob adeg, mae ganddynt fynediad at ryw fath o incwm yn ogystal â chredyd. Fodd bynnag, mae'r rhai sy'n gadael gofal yn aml yn dod yn gwbl annibynnol pan fyddant wedi cael amser i ymarfer y sgiliau sydd eu hangen arnynt o fewn rhwyd ddiogelwch arweiniad a chefnogaeth rhieni. Bydd gan rai fynediad at arian y bydd yn rhaid iddynt wneud dewisiadau yn eu cylch (fel Cronfeydd yr Ymddiriedolaeth Plant, a thaliadau incwm cyn treth i gyfranogwyr y Peilot Incwm Sylfaenol ar gyfer Pobl sy'n Gadael Gofal yng Nghymru). Yng Nghymru, dim ond 19% o'r rhai sy'n gadael gofal sy'n dychwelyd adref i fyw gyda'u rhieni neu rywun sydd â chyfrifoldeb rhiant; mae'r rhan fwyaf yn byw'n annibynnol neu'n lled-annibynnol gydag ystod amrywiol o gefnogaeth.

Mae ein gwefan [HelpwrArian](#) yn cynnig arweiniad a chymorth ymarferol am ddim a diduedd yn Gymraeg a Saesneg y gall oedolion ifanc sydd â phrofiad o ofal gael mynediad uniongyrchol iddynt (neu drwy weithiwr cymorth neu fentor y gellir ymddiried ynddo). Bydd y fersiwn Cymraeg a Saesneg sydd ar fin dod o gyfrifiannell budd-daliadau [Inbest](#) ar HelpwrArian yn helpu pobl i amcangyfrif faint o fudd-daliadau y gallent fod yn eu hawlio i gynyddu eu hincwm gwario ac yna'n eu cyfeirio at ble y gallant wneud cais. Byddai MaPS yn falch o weithio gyda Llywodraeth Cymru i hyrwyddo gwefan HelpwrArian a'i gwasanaethau i'r rhai sy'n gadael gofal yng Nghymru.

Blaenoriaeth 2: Mwy o gymorth ac arweiniad arian i weithwyr proffesiynol sy'n gweithio gyda'r rhai sy'n gadael gofal

Mae plant sydd mewn gofal a'r rhai sy'n gadael gofal, eu hunain, yn cydnabod reoli arian fel un o'u prif bryderon. Mae ein tystiolaeth yn datgan wrthym y gall gweithgareddau a arweinir gan gyfoedion a chymorth a ddarperir gan fentoriaid cymheiriaid wella gwybodaeth ariannol i oedolion ifanc. Fodd bynnag, mae angen ymgynghorwyr hyfforddedig am gefnogaeth mentoriaid ac arweiniad arbenigol i roi sicrwydd i fuddiolwyr eu bod yn derbyn arweiniad arbenigol.

Er mwyn sicrhau bod ymarferwyr, fel Ymgynghorwyr Pobl Ifanc, yn teimlo'n hyderus wrth ddarparu arweiniad arian, mae Llywodraeth Cymru wedi partneru â MaPS i gynnig mynediad i [e-ddysgu](#) am ddim wedi'i fapio i'n fframwaith cymhwysedd, a gymeradwyir gan City & Guilds, gyda chynnwys thematig a dysgu sydd wedi ei rannu drwy'r [Rhwydweithiau Arweinwyr Arian](#) ledled Cymru. Mae'r e-ddysgu'n canolbwyntio ar gymwyseddau lefel sylfaen - 'rhaid cael' sydd eu hangen ar bawb i allu cyflwyno arweiniad arian o ansawdd da. Fodd bynnag, roedd cofrestru am hyn yn isel. Byddai MaPS yn falch o weithio gyda Llywodraeth Cymru a chyrrff eraill i drafod y rhaglen hon ymhellach ac annog mwy o ddefnydd o'r hyfforddiant am ddim hwn, a gofyn i bob awdurdod lleol annog ymarferwyr i gwblhau'r e-ddysgu hwn.

Blaenoriaeth 3: Ymgorffori addysg ariannol a materion arian i faterion polisi ac arferion sy'n gysylltiedig â'r rhai sy'n gadael gofal

Mae gan lywodraethau cenedlaethol a lleol rôl i'w chwarae wrth sicrhau bod yr hyn sy'n gweithio wrth ddarparu addysg ariannol effeithiol yn cael ei adlewyrchu ym mholisi ac arferion y dyfodol ar y lefel leol a chenedlaethol – i blant mewn gofal a'r rhai sy'n gadael gofal, gartref, yn yr ysgol a thrwy wasanaethau lleol.

Mae enghreifftiau da eisoes yn bodoli yng Nghymru. Mae arweiniad statudol ar y cynllun llwybr ar gyfer y rhai sy'n gadael gofal yn ei gwneud yn ofynnol i ymarferwyr asesu anghenion a galluoedd ariannol person ifanc, a chynllunio camau gweithredu i'w datblygu. Mae MaPS wedi cefnogi Rhaglen Ieuenctid Twf Swyddi Cymru+ i gynnwys cwestiynau lles ariannol yn yr asesiad cychwynnol ac o ganlyniad cynllun dysgu unigol person ifanc. Byddai annog arfer gwerthuso da i helpu sefydliadau i gynhyrchu, defnyddio, a rhannu tystiolaeth am les ariannol hefyd yn sicrhau bod darpariaeth addysg ariannol i bobl sy'n gadael gofal o ansawdd uchel; Mae gan MaPS gyfres o [fframweithiau canlyniadau](#) a ddefnyddir yn eang i gefnogi hyn.

Mae gan MaPS swyddogaeth strategol hefyd sy'n cynnwys gweithio gydag eraill i wella addysg ariannol plant a phobl ifanc. Mae Fforwm Addysg Ariannol Cymru'n dwyn ynghyd randdeiliaid a phartion sydd â diddordeb

yn lles ariannol plant a phobl ifanc bob chwarter. Rydym yn croesawu cydweithio ag adrannau'r llywodraeth, cyllidwyr, a darparwyr.

MaPS evidence on care experienced children and young people

February 2023



Money &
Pensions
Service

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About the Money and Pensions Service

The Money and Pensions Service (MaPS) is an arms-length body, sponsored by the Department for Work and Pensions, with a vision of “Everyone making the most of their money and pensions”. We exist to help people make the most of their money and pensions, particularly those most in need and those most vulnerable to financial insecurity. Funded by levies on both the financial services industry and pension schemes, we were created by the Financial Guidance and Claims Act 2018, bringing together the Money Advice Service, the Pensions Advisory Service, and Pension Wise under one body.

We help people to improve their financial wellbeing and build a better, more confident future by ensuring that people throughout the UK have guidance and access to the information they need to make effective financial decisions over their lifetime. We deliver this across:

- Money guidance – to provide information designed to enhance people's understanding and knowledge of financial matters and day-to-day money management skills.
- Pensions guidance – to provide information to the public on matters relating to workplace and personal pensions.
- Debt advice – to provide people in England with information and advice on debt.
- Consumer protection – enabling us to work with Government and the Financial Conduct Authority in protecting consumers.
- Strategy – working with the financial services industry, devolved authorities, and the public and voluntary sectors to develop and coordinate a national strategy to improve people's financial capability, help them manage debt, and provide financial education for children and young people.

In January 2020, in line with our statutory functions and informed by conversations with more than 1,000 stakeholders, MaPS launched the [UK Strategy for Financial Wellbeing](#). This included a national goal to ensure two million more children receive a meaningful financial education by 2030, as part of the Financial Foundations Agenda for Change. In February 2022, we published our [Delivery Plan for Wales](#), co-authored with Welsh Government with participation from over 90 organisations across Wales; this covered practical and deliverable initiatives that could make a difference to people in Wales making the most of their money now and in the future.

To support the Financial Foundations Agenda for Change, our Children and Young People Programme leads the development of insights, evidence, and research into what works in improving children and young people's financial capability across the UK. Only 50% of 7- to 17-year-olds growing up in Wales (48% in the UK) receive a meaningful financial education at home or in school. This means 5.3 million children and young people across the UK are not getting the vital learning they need.¹ Furthermore, there is a huge variation in how children, including those in Wales, receive financial education in both the home and school environments. Responding to this challenge, our programme helps to:

- Build the evidence base around children's financial capability and financial education;
- Test effective and innovative approaches to delivering financial education; and
- Support the development of tools and resources to help teachers, parents/carers, and practitioners working with children and young people in vulnerable circumstances deliver high quality learning about money.

Since 2019, MaPS has invested over £3 million in financial education projects across the UK.

¹ The measure of 'meaningful' financial education is a child/young person recalling learning about money at school which they consider useful and/or receiving key elements of financial education at home. This is the national measure associated with the UK Strategy national goal to ensure 2 million more children receive a meaningful financial education by 2030. 231,000 children and young people in Wales presently get a meaningful financial education.

MaPS evidence on care-experienced children and young people

In care: Quality services and support for children in care

Based on our evidence, MaPS believes that the top three priorities to support the financial education and wellbeing of children in care are:

Priority 1:

Tailored financial education and support for children in care

Priority 2:

Greater financial education support and guidance for professionals working with children in care

Priority 3:

More support around money matters for foster carers

Financial education in schools is not closing the gap and tailored support is needed

The MaPS Children and Young People Programme recognises that there is no single definition of vulnerability. However, we know that some children and young people are at increased risk of poor financial capability, and/or at risk of disproportionately negative impacts of poor money decisions.

A deep-dive into the relationship between vulnerability and children and young people's financial capability, conducted by the Money Advice Service, identified characteristics, skills, and environmental factors that are associated, sometimes strongly, with poorer financial capability. This includes but is not limited to:

- being care-experienced, including in and leaving care;
- being young carers;
- being at risk of homelessness;
- being engaged in the youth justice system;
- being affiliated with gangs and/or affected by youth violence;
- being a young refugee;
- experiencing domestic abuse;
- experiencing digital exclusion;
- being affected by substance/alcohol misuse;
- living in social housing or an income-deprived area;
- having lower levels of numeracy and literacy;
- having lower levels of social and emotional skills and/or behavioural issues;
- having special educational needs;
- having a long-standing illness; and
- growing up in low-income or over-indebted households.²

MaPS' evidence suggests that financial education alone as it is currently delivered in schools is not likely to be sufficient to improve financial capability for all children, address all aspects of financial capability, or 'close the gap' and fully meet additional needs of more vulnerable groups. Children in care are more likely than their peers to miss out on any financial education that is provided in schools;

² Money Advice Service (2018) Children and Young People Financial Capability Deep Dive: Vulnerability. Available at: <https://moneyandpensionsservice.org.uk/wp-content/uploads/2021/03/cyp-deep-dive-vulnerability.pdf>

this has been exacerbated by the Covid-19 pandemic, which caused widespread disruption to school and college life. Children in care are also at greater risk of disengaging from learning, are significantly more likely to be not in education, employment, or training (NEET), and have lower educational attainment than their peers who live at home.³ Yet, only a quarter of financial education programmes mapped in our 2021 provision mapping exercise included a focus on specific needs and/or children and young people in vulnerable circumstances, such as care-experienced children, children and young people living in low-income households, those with special educational needs, learning difficulties or learning disabilities, and Black, Asian and Minority Ethnic communities.⁴ An overview of the programmes known to include a focus on care-experienced children is provided in Appendix 1.

More broadly, our evidence suggests that the needs of young people in more vulnerable circumstances could be further addressed through interventions delivered at scale, by:

- Financial education providers working with schools to identify and test suitable ways to narrow the financial capability gap between young people receiving free school meals and their peers. For example, enhanced or extended financial education sessions could be offered to schools with higher rates of free school meal eligibility.
- Financial education programmes for young people in non-mainstream settings being of longer duration, with smaller groups of young people and content split across a series of sessions. Specialist providers should be involved in creating and adapting core content to address the specific needs and abilities of different groups of young people in non-mainstream settings, rather than adjusting the financial education content used in mainstream contexts.⁵

For children and young people in vulnerable circumstances, this includes developing co-designed, tailored, and flexible resources. Our evidence shows that designing financial education resources in consultation with target group representatives, particularly when working with young people from vulnerable circumstances, means that they can be based on issues that reflect their lives, they can be delivered in a way that suits them, and the content is accessible to them. This is key when designing financial education for specific groups to ensure they are engaging, appropriate, and relevant.^{6,7}

It is commendable that financial education is included in the primary and secondary school curricula in Wales (sitting in the Areas of Learning and Experience for both Mathematics and Numeracy and Health and Wellbeing in the new curriculum), but a concerted and joined-up effort is essential to ensure this cohort of children and young people gain the vital money skills they need.

Greater support for practitioners working with children and young people in vulnerable circumstances is needed

MaPS believes that those working with children and young people in vulnerable circumstances and their families – including local authorities, youth services, family support, and other community services – have an important role to play in developing their financial capability.

³ Money Advice Service (2017) The Financial Capability of Children, Young People and their Parents in the UK. Available at: <https://maps.org.uk/wp-content/uploads/2021/03/financial-capability-of-cyp-and-their-parents-in-the-uk-2016.pdf>

⁴ Money and Pensions Service (2022) Financial Education Provision Mapping 2021 Financial Report. Available at: https://maps.org.uk/wp-content/uploads/2022/11/PUBLISHVersion_MAPS-Financial-Education-Provision-Mapping-Study-2021_Final.pdf

⁵ Money and Pensions Service (2021) Evaluation Report Financial Education for 16 and 17 year old Pathfinder. Available at: <https://moneyandpensionsservice.org.uk/wp-content/uploads/2021/12/evaluation-report-for-financial-education-for-16-17-year-olds-pathfinder.pdf>

⁶ Money and Pensions Service (2022) Children and Young People Financial Education Innovation and Evaluation Programme Synthesis Report. Available at: <https://moneyandpensionsservice.org.uk/wp-content/uploads/2022/03/evaluation-synthesis-report.pdf>

⁷ Quality-assured financial education resources can be found on The Quality Mark [resource hub](#), which is funded by MaPS and delivered by Young Money. Many of the resources can be utilised for children in care and care leavers, and some have a focus on children looked after.

A survey of practitioners working with children and families in vulnerable circumstances, undertaken by the National Skills Academy for Financial Services as part of a Money Advice Service project with a small group of local authorities in England, found that most are already supporting young people with money matters, and many would value more help in doing so.⁸ Some children do recall financial education outside of school, for example, during sports clubs, faith groups, and national youth programmes (such as the Duke of Edinburgh award scheme); however, this is not very common. When asked whether they had learned to manage money anywhere outside of school as part of our tri-annual Financial Capability Survey, only 5% of children/young people mentioned they had learnt about managing money at a youth or community group (e.g., Guides, Scouts, social, etc.), 4% mentioned a sports club or school (e.g., football, dancing, gymnastics, etc.) and 3% a national youth programme (e.g. Duke of Edinburgh).⁹ There is more to be done to embed financial education in community initiatives and reach those who, arguably, need it the most.

MaPS Guidance for Children and Young People Services

MaPS has developed a series of guides, one for each UK nation, to support professionals working with children and young people, with the aim of improving their financial wellbeing through good quality financial education. The guidance has been informed by consultation with leaders of children and young people services, practitioners who work with children and young people in vulnerable circumstances, and organisations that represent the voices of children and young people.

The [Wales guide and toolkit](#) are available on the MaPS website in both Welsh and English. MaPS believes that Welsh Government and others have a role to play in regularly promoting MaPS' financial education guidance for children and young people services in Wales to improve the financial education local authorities and other services deliver and to signpost to tools and resources that can help.

Furthermore, we have seen that train-the-trainer models can deliver impact for both children and young people and the professionals working with children and young people themselves. Working to upskill those who already support children, young people, and families may offer the opportunity to reach a greater number of children and young people than through direct delivery to children and young people alone, and create sustainability by increasing professionals' capacity to deliver financial education embedded in their wider support over the long term. We know that expert-led interventions work well in non-mainstream settings, where they were designed specifically for young people in vulnerable circumstances, helping these young people make significant progress in terms of their financial capability.¹⁰ However, relatively little existing financial education provision focuses on this for those supporting children and young people in vulnerable circumstances.

⁸ The National Skills Academy Financial Services (2018) Evaluation of the Local Authority Financial Capability Training Programme. Available at: https://masassets.blob.core.windows.net/fincap-cms/files/000/000/397/original/LA_Financial_Capability_Training_Programme_Evaluation.pdf

⁹ Money and Pensions Service (2019) UK Children and Young People's Survey – Financial Capability 2019. Available at: <https://moneyandpensionsservice.org.uk/2020/01/21/uk-children-and-young-peoples-survey-financial-capability-2019/>

¹⁰ Money and Pensions Service (2021) Evaluation Report Financial Education for 16 and 17 year old Pathfinder. Available at: <https://moneyandpensionsservice.org.uk/wp-content/uploads/2021/12/evaluation-report-for-financial-education-for-16-17-year-olds-pathfinder.pdf>

MaPS 'Improving Financial Wellbeing through Teacher and Practitioner Training and Targeted Provision' programme

MaPS is currently running a £1.1 million grant programme to: 1) improve financial education for children and young in vulnerable circumstances via practitioner training and targeted provision (across all UK nations); and 2) building on the teacher training pilot in Wales, scale and embed training and support for teachers and other practitioners in educational settings (in England, Scotland, and Northern Ireland).

The findings from this programme are expected by mid-2024. MaPS would welcome collaboration with Welsh Government to further embed and encourage participation in the teacher training developed for Wales-based teachers, and in the dissemination of these findings to encourage further work to improve financial education in Wales and across the UK.

More support for foster carers (and main carers who are not parents)

Most children in care who are looked after away from home live with foster carers. In Wales, as of 31 March 2022, 4,915 children were living with approximately 3,800 foster families, accounting for 69% of children in care looked after away from home.¹¹

Our evidence shows that learning about money at home (and school) are important influences on children's financial capability. For most children and young people, parents and carers are the main source of advice and learning about money, and the actions parents take are strongly and directly linked to children and young people's money skills, knowledge, and attitudes.¹² There are strong positive links between children's financial capability and their parent(s)/carer(s) giving children regular money – regardless of the amount; giving responsibility to their child for spending and saving decisions; setting rules about money; and role modelling behaviours. Parents' and carers' attitudes to teaching children about money and their own financial capability are also linked to their child's financial capability.¹³

However, children in or leaving care are at greater risk of missing out and are likely to have experienced challenging home lives. Multiple placements, and traumatic or disruptive experiences in their lives, may have led to intermittent and inconsistent chances to receive and use money, activities which are key to developing money skills. Furthermore, some children in care may have encountered particularly complex situations at home or in the community where money was involved, such as witnessing financial abuse, experience of gangs or offending, use of illegal money lenders, gambling, or being at risk of exploitation.¹⁴ This will have a range of potential negative outcomes on children's health and wellbeing, life chances, and opportunities for learning, including access to financial education in the home.

Foster carers thus play a vital role in the development of financial knowledge, skills, and attitudes of the children in their care. It is particularly important to ensure children in care receive appropriate financial education from a younger age and throughout their childhood and adolescence. Our research has shown that children are capable of and can benefit from learning about needs and wants, saving, delayed gratification, and choices, amongst other key money concepts, by the age of 7, well before

¹¹ The Fostering Network (2022) Fostering statistics. Available at: <https://www.thefosteringnetwork.org.uk/advice-information/all-about-fostering/fostering-statistics#:~:text=Wales,3%2C800%2Ofoster%2Ofamilies%20in%20Wales>.

¹² Money Advice Service (2017) The Financial Capability of Children, Young People and their Parents in the UK. Available at: https://masassets.blob.core.windows.net/cms/files/000/000/655/original/MAS_Financial_Capability_of_Children_Young_People_and_their_Parents_in_the_UK_Mar17_Final.pdf

¹³ Money Advice Service (2017) Children and Young People Financial Capability Deep Dive: Parenting. Available at: <https://www.moneyadviceservice.org.uk/en/corporate/children-young-people-and-financial-capability-commissioning-plan--contributing-analysis-reports>

¹⁴ It should be noted there is limited research that looks at the specific nature of these challenges in relation to their effects on developing financial capability.

the end of primary school. It is also important they have experience of money and calculations from a young age, and of making choices and taking responsibility with money throughout childhood and adolescence.¹⁵ Our evidence review analysing the characteristics of effective financial education indicates that starting early is key to having an impact on children and young people's financial knowledge, skills and, importantly, behaviour.¹⁶ However, only nine interventions across the UK include delivery to foster carers as a means of developing children's financial capability.¹⁷ There is a notable gap in the support provided to support the knowledge and confidence of foster carers, so that they feel able engage the children in their care about money.

A key part of this support would focus on professional development training, as well as access to supporting tools, resources, and guidance, especially in relation to the opening of financial products for their foster children. The expectation that foster carers provide the children they care for with pocket money could provide the starting point for opening up these conversations. As outlined above, giving regular pocket money, setting rules about money, and giving children responsibility over some financial decisions are all positively associated with a child being financially capable. This could be reflected in training for foster carers provided by local authorities and fostering agencies, along with advice and ideas for putting financial education into action at home.

Talk, Learn, Do

MaPS, together with The Fostering Network and Children in Wales, have delivered 'teaching money to children and young people' training to foster carers about money, with positive feedback. This built on *Talk, Learn, Do*, MaPS' flagship programme that trains practitioners to support parents and carers to talk about money with their children.

Originally piloted across Wales in 2016-17, the evaluation found that *Talk, Learn, Do* resulted in improved financial capability outcomes for children as well as a reduction in parents' own levels of indebtedness – across families with different income levels. MaPS continues to work with organisations across the UK to identify opportunities for embedding the programme in a range of policies and strategies, including, for example, delivering through NatWest's community bankers, and we are working with providers to digitize the programme and to adapt *Talk, Learn, Do* for older children.

MaPS would be happy to share further information about activities parents/carers can undertake with their children, including those developed as part of *Talk, Learn, Do*.

¹⁵ Money Advice Service (2018) Children and Young People and Financial Capability: Needs Analysis. Available at: <https://moneyandpensionservice.org.uk/wp-content/uploads/2021/03/cyp-needs-analysis.pdf>

¹⁶ Money Advice Service (2018) Developing Financial Capability in Children and Young People: A Review of the Evidence. Available at: <https://moneyandpensionservice.org.uk/wp-content/uploads/2021/08/developing-fincap-in-cyp-evidence-analysis.pdf>

¹⁷ Money and Pensions Service (2022) Financial Education Provision Mapping 2021 Final Report. Available at: https://maps.org.uk/wp-content/uploads/2022/11/PUBLISHVersion_MAPS-Financial-Education-Provision-Mapping-Study-2021_Final.pdf

After care: On-going support when young people leave care

Based on our evidence, MaPS would highlight the following top three priorities to support the financial education and wellbeing of young people leaving care:

Priority 1:

Tailored financial education and support for young people leaving care

Priority 2:

Greater financial education support and guidance for professionals working with care leavers

Priority 3:

Embed financial education and money matters into policy and practice related to care leavers

Moving into independence earlier requires tailored financial support

Young adults face many points of transition as they move from school into work, further or higher education, or training. At each point, they have access to some form of income – benefits, student finance, or wages – as well as to credit. However, our research has shown that young adults, overall, are not good at projecting forwards, planning tends to be for short term spending, and they can struggle to balance financial goals with immediate spending needs.

MoneyHelper

Our MoneyHelper website offers free and impartial practical guidance and tools in English and Welsh that care-experienced young adults can access directly or through a trusted support worker or mentor, such as:

- [Help and support with the cost of living](#) (including a bill prioritiser, living on a squeezed income, and talking to creditors)
- [Supporting yourself financially - a guide for young adults aged 16 to 24](#)
- [Child Trust Funds](#)
- [How to choose the right bank account](#)
- [Automatic enrolment if you're 21 or under](#)

We are scheduled to launch an embedded English and Welsh version of the [Inbest](#) benefits calculator into MoneyHelper by mid-February 2023. This will help people estimate how much in benefits they could be claiming to increase their disposable income and then direct them to where they can make a claim.

MaPS would be pleased to build on work with Welsh Government to promote the MoneyHelper website and its services to young people and their support services.

In Wales, 73% of all adults aged 18-24 with bills or credit commitments struggle to keep up, are falling behind, or have fallen behind with their commitments; this is similar to the picture across the other nations of the UK. Across the UK, 18-24-year-olds are also consistently more likely to be struggling

than other working age adults – and, indeed, all other adult age groups.^{18,19} This has implications in particular for young adults in vulnerable circumstances, such as care leavers, who often become fully independent at a younger age before they have had time to practise the skills they need within the safety net of parental guidance and support. In Wales, only 19% of care leavers return home to live with their parents or someone with parental responsibility – most are living independently or semi-independently with a varying range of support.²⁰

There are specific stages/aspects of the transition to adult life during which care leavers/young people in care are particularly vulnerable to financial harm:

- **16–17-year-olds:** The differences between children looked after and their peers on measures of financial capability are strongest for those aged 16 to 17 years, an important period of transition to independence for children in care. In addition, while evidence indicates that experiential learning and ‘just in time’ education is important for young people’s money skills, we know that there are some gaps in key skills and applied knowledge among the wider 16-17-year-old population.²¹ For example, 62% of 14-to-17-year-olds cannot read a payslip, 39% of 16-17-year-olds do not have a current account, and 60% of the same age group do not have a savings account.²² Having higher levels of financial capability in late childhood (age 15 to 17) is associated with higher levels of financial capability in early adulthood (age 18 to 20). For example, those who saved actively or had a savings mindset when they were aged 15 to 17 were more likely to feel confident making decisions about financial products and services in early adulthood; they were also less likely to borrow and feel their bills were a burden. Those who had higher financial numeracy at the age of 15 to 17 were more likely to have a higher amount of savings, choose long term over short term financial gain in early adulthood, and less likely to borrow.²³ This evidence suggests 16-17-year-old children in care may benefit from targeted financial education to prepare them for independence as they leave care. This would involve skills-based learning relevant to their needs and the financial problems and decisions they will need to solve and make.
- **Vulnerable consumers:** As care leavers reach the age of 18 and can access an increased range of financial products and services, some may be vulnerable to financial harm or exploitation. Research by the Financial Conduct Authority has found that under-24-year-olds, unemployed people, and those with no formal qualifications are more likely than the wider population to display characteristics of potential vulnerability.²⁴ Care leavers may have some of the characteristics or experiences identified by the FCA as indicators of potential vulnerability, including having a health condition or illness, having low levels of resilience to withstand financial or emotional shocks, experiencing major life events such as a bereavement or breakdown, and having low levels of financial capability. Organisations and individuals supporting care leavers as

¹⁸ Money Advice Service (2016) How can we improve the financial capability of young adults? Available at: https://masassets.blob.core.windows.net/fincap-cms/files/000/000/207/original/Young_Adults_Thematic_Review_December_2016.pdf

¹⁹ Based on 985 interviews with adults in Wales (111 with 18-24-year-olds). Money and Pensions Service (2022) UK Adult Financial Wellbeing Survey 2021 Credit Counts Report. Available at: <https://maps.org.uk/wp-content/uploads/2022/12/MAPS-Use-of-Credit-AFW-survey-2021.pdf>

²⁰ Welsh Government (2022) Children looked after. Available at: <https://statswales.gov.wales/Catalogue/Health-and-Social-Care/Social-Services/Childrens-Services/Children-Looked-After>

²¹ Money Advice Service (2018) Developing Financial Capability in Children and Young People: A Review of the Evidence. Available at: <https://moneyandpensionsservice.org.uk/wp-content/uploads/2021/08/developing-fincap-in-cyp-evidence-analysis.pdf>

²² Money Advice Service (2017) The Financial Capability of Children, Young People and their Parents in the UK. Available at: <https://maps.org.uk/wp-content/uploads/2021/03/financial-capability-of-cyp-and-their-parents-in-the-uk-2016.pdf>

²³ Money Advice Service (2019) Investigating Links Between Childhood Financial Capability and Young Adult Outcomes: Recontact Study 2017-2018 Summary of Findings. Available at: <https://moneyandpensionsservice.org.uk/wp-content/uploads/2021/03/investigating-links-between-childhood-financial-capability-and-young-adult-outcomes-recontact-study-2017-2018-summary-of-findings.pdf>

²⁴ The Financial Conduct Authority defines a vulnerable consumer as “someone who, due to their personal circumstances, is especially susceptible to harm, particularly when a firm is not acting with appropriate levels of care.”

they become more financially independent, such as Personal Advisers, should be aware of these aspects of potential financial vulnerability and the sources of advice and support available.

- **Starting early:** It is important to ensure children in care receive appropriate financial education from a younger age and throughout their childhood and adolescence. Our research has shown that children are capable of and can benefit from learning about needs and wants, saving, delayed gratification, and choices, amongst other key money concepts, by the age of 7. It is also important they have experience of money and calculations from a young age, and of making choices and taking responsibility with money throughout childhood and adolescence.²⁵ Our evidence review analysing the characteristics of effective financial education indicates that starting early is key to having an impact on children and young people’s financial knowledge, skills, and behaviour.²⁶ Adult financial outcomes can be predicted by some childhood skills and behaviours – including self-control, locus of control and reading and maths scores – in some cases from as young as five years old. The same study found that some of these links (between childhood skills and adult financial outcomes) appeared to embed at age 10, suggesting the value of focusing on the primary school years.²⁷

Helping care leavers have money conversations and prepare for independence: the Getting Ready Project, Wales

The [Getting Ready Project](#) was set up as a joint venture between Children in Wales and Voices from Care Cymru to try to mitigate the impact of risk of homelessness. It is aimed at care-experienced young people who are transitioning from care to independent living, complementing the Welsh Government ‘When I am Ready’ scheme.

It was recognised that many care-experienced young people needed more intensive support around money and tenancy management and that topics such as budgeting could not be covered as a one-off. A key aspect of the project has been the creation and provision of a suite of resources to enhance care-experienced young people’s knowledge and understanding of their rights and entitlements when planning to leave care. Along with the delivery of accompanying workshops to young people, these resources have been used by young people and professionals to provide support for young people to safely transition from care – to reduce the risk of homelessness and achieve housing stability amongst care leavers. The resources focus on building young people’s financial capability, in line with the core themes outlined in the Welsh Government’s Financial Inclusion Strategy document:

1. Access to affordable credit and financial services
2. Access to financial information, including debt advice
3. Building financial understanding and capability

²⁵ Money Advice Service (2018) Children and Young People and Financial Capability: Needs Analysis. Available at: <https://moneyandpensionsservice.org.uk/wp-content/uploads/2021/03/cyp-needs-analysis.pdf>

²⁶ Money Advice Service (2018) Developing Financial Capability in Children and Young People: A Review of the Evidence. Available at: <https://moneyandpensionsservice.org.uk/wp-content/uploads/2021/08/developing-fincap-in-cyp-evidence-analysis.pdf>

²⁷ Money Advice Service (2017) The journey from childhood skills to adult financial capability – analysis of the 1970 British Cohort Study. Available at: https://londoneconomics.co.uk/wp-content/uploads/2017/11/The_journey_from_childhood_skills_to_adult_financial_capability_%E2%80%93_analysis_of_BC_S70.pdf

The circumstances facing care leavers and children in care mean they may need additional support to manage a tight budget – or large sums of money – as they move into independence. As outlined above, they are significantly more likely to be out of education, employment, or training – with the associated impact on their income. They are also more likely to become parents themselves at a young age, resulting in wider financial responsibilities and demands. Those who go on to further or higher education are eligible for grants, and many receive other grants and bursaries to set up home and move into independence. Some of these grants will be paid in lump sums meaning the ability to manage a relatively large sum of money available in one go is essential.

Child Trust Funds in Wales

[Child Trust Funds](#) (CTFs) are long-term tax-free savings accounts for children born between 1 September 2002 and 2 January 2011, set up by government. Some children in the care of local authorities had a CTF account set up on their behalf; the Share Foundation acts as the registered contact for these accounts. In Wales, Welsh Government added a £50 top up (£100 for poorest) when a child started primary school, until 2011. There is currently a total of c. £80 million of unclaimed adult CTFs in Wales, and over £1.5 billion across the UK.

Maturing Child Trust Funds present a unique opportunity to engage with young people to help them manage their transition into financial independence. MaPS have collaborated extensively with UK and devolved governments and industry providers to prepare young people with financial education as they gain control of their Funds.

MaPS would be pleased to continue discussions with Welsh Government on further opportunities to increase the awareness of young people in Wales of CTFs, and support these young people with financial education and money guidance.

Children who are in care for longer than a year will have access to a Junior ISA and those turning 18 in coming years will have a Child Trust Fund. Similarly, care leavers looked after by a Welsh local authority and who turn 18 between 1 July 2022 and 30 June 2023 will be able to participate in the Basic Income Pilot for Care Leavers in Wales. These young people will all have some access to money about which they will have to make choices – the provision of financial education and wrap-around support is essential.

Basic Income Pilot for Care Leavers in Wales

The Basic Income Pilot for Care Leavers in Wales was launched in July 2022 and is open to any care leaver who is looked after by a Welsh local authority and will turn 18 between 1 July 2022 and 30 June 2023. Participating young people receive a basic pre-tax income payment is of £1,600 per month for 24 months, but will not be told how they should spend their money and will be responsible for making their own financial decisions.

As part of the pilot, the Welsh Government has worked closely with Citizens Advice Cymru through the Single Advice Fund to provide each local authority with a dedicated advisor for the young people who are eligible for the pilot. The advisors working with the young people will be providing general financial information and advice as well as more complicated support where specific advice may be required, or casework support to complete paperwork.

MaPS would be pleased to continue working with Welsh Government on the inclusion of financial wellbeing as wrap-around support for young care leavers and their advisors.

More support and guidance for practitioners working with care leavers

Children in care and care leavers, themselves, highlight money management as one of their top concerns. Research by The Prince's Trust and the National Children's Bureau found money and benefits to be the area that care leavers were least confident about, with almost 4 in 10 saying that they were not at all or not really able to manage this area of life. An accompanying report by young researchers also found money to be a key challenge and area on which care leavers wanted more support.²⁸

However, although support and guidance exists to help young adults to manage their finances better, research has shown that, in general, they have little appetite to engage, for a number of reasons: many young adults don't feel inspired, motivated, or equipped to take up services on offer; talking about money is not considered fun; and they are more likely than other age groups to believe that they have to pay to access debt advice. Access to help and support does not therefore appear to be the issue. Instead, getting young adults to engage with the available guidance is the first step to tackling poor financial capability – and minimising the impact that poor money choices will have on their wellbeing as they get older.

A lack of trust may also be holding them back: young adults are typically suspicious of banks, financial institutions, and organisations viewed as 'authority figures'. Consequently, they would rather go to their parents (or other trusted influencers) for advice, which can be problematic if those trusted influencers lack financial capability themselves.

Youth Cymru and ProMo-Cymru Youth Checkpoints Pathfinder

MaPS funded national youthwork charity Youth Cymru with service design social enterprise ProMo-Cymru to co-design and embed a digital-first financial capability programme for young adults in Wales into existing youth provisions. This was through equipping practitioners with knowledge and resources to help them feel more confident, have increased awareness of young people's needs, and more able to differentiate between needs, know where to start, and are able to signpost to appropriate support. This targeted young people entering the workplace (including apprenticeships), including 'Train the Trainer' sessions, a trial of a hotline for handling financial issues, and webpages. The programme ran from 2019 to 2020.

The [findings from the Youth Checkpoints pathfinders](#) found that the co-design process successfully engaged young people, who highlighted the existence and distinct needs of different groups. This led to the development of jargon-free, accessible content that resonated with different experiences and cultural references. The pathfinders also improved the reach of money guidance to young people by training practitioners who already work with those young people at key transition points, such as the move from education to full-time employment. Furthermore, despite their interest in online and social media-based content, early co-design sessions suggested that young people are also interested in face-to-face sessions, and that these would receive most attention if embedded in existing services (such as cookery classes or parenting courses) rather than delivered as standalone money guidance.

Our Youth Checkpoints Pathfinders sought to co-design and test high-quality money guidance embedded in existing support channels young adults interact with at key 'checkpoints' in their journeys to financial independence. The pathfinders were targeted at 18-24-year-olds who had left

²⁸ Prince's Trust and National Children's Bureau (2017) From Care to Independence Reports. Available at: <https://www.princes-trust.org.uk/about-the-trust/initiatives/fc2i/from-care-to-independence-reporting>

secondary education and were making independent financial decisions, and focused on three sets of transitions or ‘checkpoints’ in young adults’ (under-25s) journeys towards financial independence:

- Entering the workplace – including apprenticeships
- Accessing Universal Credit
- Entering or graduating from college/university

Our findings from this programme demonstrated that those in need of money help can be successfully reached with money support by:

- Co-ordinating provision and systems that already exist;
- Embedding support in services that people already use; and
- Training trusted practitioners that people already know – with co-design at its heart: working with users and practitioners to design and deliver activity that is engaging and relevant.²⁹

Young Scot *Money & Me*

Young Scot’s [Money & Me](#) campaign in Scotland provides an example of the impact of quick, frequent money guidance, delivered on platforms that young people use, and how this can have a positive impact on their behaviour in the short and medium term. Following the successful conclusion of our Youth Checkpoints pathfinders, MaPS provided further funding to Young Scot to scale up *Money & Me*, which delivers co-designed financial information and guidance for young people in Scotland. [Money & Me](#) includes articles, listicles, and infographics related to money matters, saving and reducing credit myth-buster videos, youth National Entitlement Card discounts, a Rewards programme, and MaPS quality-assured information. Young Scot also delivered face-to-face financial capability support via student guidance services in further education colleges, and face-to-face group interventions led by youth workers in community-based employability services. The content available on *Money & Me* is designed to be adaptable to the needs of care-experienced children and care leavers. *Money & Me* has 1.3m unique users and over 3.1m page views annually.

Our evidence also shows that **peer-led activities can be effective** in building engagement, and peer support and good working relationships between local delivery partners can support engagement. The evidence suggests that support provided by peer mentors (on a one-to-one or group basis) can improve knowledge about credit products and debt among target audiences. By sharing relatable personal experience, peers act as credible trusted messengers. Success factors in using peer delivered support include tailoring of information, good interpersonal skills, and empathy. Peer mentoring also improves the financial capability and confidence of the mentors themselves.³⁰ **However, trained advisors are necessary for mentor support and specialist guidance (for example, relating to pensions) to reassure beneficiaries that they are receiving expert guidance.** Qualitative evidence from a sample of participants who attended peer-led sessions in [Youth Cymru’s Money Smart](#) programme further supports this and showed that beneficiaries were less positive about their experience of peer education, with a general preference expressed for tutor-led delivery. Possible reasons were that older tutors and trainers had greater experience of behaviour management, as well

²⁹ Money and Pensions Service (2021) Evaluation of the savings and credit pathfinders programme – final report. Available at: <https://moneyandpensionsservice.org.uk/wp-content/uploads/2021/06/maps-sncp-eval-final-report.pdf>

³⁰ Money Advice Service (2018) Improving Money Management in Working Age Adults – Evidence Review. Available at: <https://moneyandpensionsservice.org.uk/wp-content/uploads/2021/03/managing-money-evidence-review-final.pdf>

as more contextual knowledge, and consequently there was less disruption and participants felt more confident in the information they delivered.

MaPS Money Guiders Programme

MaPS have developed a [Money Guiders](#) programme for anyone who provides any type of non-regulated money guidance to individuals or groups based in the UK – from larger organisations with national coverage through to smaller and local groups. This includes Young People Advisors, community workers, housing officers, mental health workers, volunteers, welfare officers, energy advisers, and money mentors. The programme, which includes a Money Guidance Competency Framework (a City & Guilds endorsed credential, available in Welsh and English), is open to anyone working with young adults through to older and retired people.

To ensure that practitioners working with care leavers feel confident in delivering the money guidance part of their role, Welsh Government teamed up with MaPS to offer access to this free e-learning. However, registration for this was low. MaPS would be pleased to work with Welsh Government and other bodies to further discuss this programme and its offering, and to encourage greater uptake of this free training, and would ask all local authorities to encourage practitioners, such as Young People Advisors, to complete this e-learning.

As previously highlighted, MaPS has developed a series of guides to support professionals working with children and young people, with the aim of improving their financial wellbeing through good quality financial education. The [Wales guide and toolkit](#) are available on the MaPS website in both Welsh and English. MaPS believes that Welsh Government and others have a role to play in regularly promoting MaPS' financial education guidance for children and young people services in Wales.

Embed financial education and support in policy and practice for care leavers

National and local governments have a role to play in ensuring that what works in the provision of effective financial education is reflected in future policy and practice at the local and national level – for children in care and care leavers, at home, at school and through local services. This includes encouraging, supporting, and, where necessary, directing local authorities and schools to improving the access of care leavers and care-experienced children and young people to financial education.

Jobs Growth Wales+

The Jobs Growth Wales+ Youth Programme (JGW+) delivers consolidated and individualised training, development and employability support to 16–18-year-olds who are assessed as NEET at the time of starting the programme. The programme offers young people a holistic approach to employability support. Programme participants have an Individual Learning Plan (ILP) developed and delivered by procured contractors who support them to attain the skills, qualifications and experience that enables them to progress to learning at a higher level, or into quality and sustainable employment (including self-employment) or an apprenticeship. MaPS supported JGW+ to include financial wellbeing questions at the initial assessment to then be included as a part of a young person's individual learning plan. JGW+ is expected to reach 36,000 young people over the life of the programme.

In Wales, statutory guidance on the pathway plan for care leavers (which supports children looked after's transitions to independence from the age of 16), requires that practitioners assess a young

person's financial needs, capabilities, and money management skills, and plan actions to develop these. It also refers to supporting children looked after to build up financial responsibility gradually – with pocket money and leisure/clothing allowances – and highlights the importance of allowing them to take risks and make money mistakes as part of the learning process.³¹

Outcomes Frameworks and Evaluation Toolkits to assist service design

MaPS has a suite of outcomes frameworks to help organisations measure changes in people's financial wellbeing, behaviour, and capability. These include indicators and evaluation questions for different age group. The frameworks are widely used by financial education funders and providers and could be used to support the development of tools for practitioners to assess the impact of their own provision.

Youth Practice Outcomes Framework

The Money Advice Service developed this youth practice outcomes framework, designed with youth agencies who specialise in supporting vulnerable young adults, including young people who are NEET. This framework is designed to apply to practitioners in any organisation or sector that supports or engages with young adults, including the youth sector, tertiary education providers, training providers, employers, and financial services volunteers.

Young Adults Financial Wellbeing Outcomes Framework

The Money Advice Service developed a young adults financial wellbeing outcomes framework in consultation with student/youth agencies, considering the needs of the most vulnerable through to relatively more secure young adults, and developing an outcomes question bank to help organisations develop support programmes.

Children, Young People and Parents Outcomes Framework

The Children, Young People and Parents Outcomes Framework reflects the elements of financial capability that young people need to manage their money well between the ages of 3 – 17/18, and to ensure they are on track for achieving financial wellbeing in adulthood. This framework was developed by the Money Advice Service alongside third sector organisations.

Financial Education Planning Frameworks

Young Money's Financial Education Planning Frameworks are age-/ability-related financial education frameworks for ages 3-11y and 11-19y that set out key areas for coverage in terms of knowledge, skills, and attitudes. The frameworks are designed to support the planning, teaching, and progression of financial education and to help practitioners deliver financial education across the curriculum in Citizenship, PSHE education, and Maths.

Evaluation Toolkit

This toolkit encourages good evaluation practice, providing templates and tools to help organisations generate, use, and share evidence about financial wellbeing.

³¹ Welsh Government (2015) The Care Leavers (Wales) Regulations 2015. Available at: <https://www.legislation.gov.uk/wsi/2015/1820/made>

Encouraging good evaluation practice to help organisations generate, use, and share evidence about financial wellbeing would also ensure that financial education provision for care leavers is of high quality. Our evidence review into what works to deliver effective financial education showed that:

- Ensuring those providing financial education receive training to do so is key to the effectiveness of financial education. This is an important consideration when thinking about the role of those working with children in care and care leavers, such as support workers and Personal Advisers.
- Enabling young people to learn-by-doing and taking advantage of ‘teachable moments’ is key to achieving changes in financial behaviour as well as attitudes, knowledge, and skills. In the case of children in care and care leavers, this could include delivering specific financial education interventions when they move into independent accommodation, take on other financial responsibilities, or gain access to specific grants and/or their Child Trust Fund/Junior ISA.
- Starting early – enabling children to build up their financial attitudes, knowledge, and skills as they grow up – is key to influencing financial capability. The knowledge, attitudes and behaviours that help people to manage money and achieve good financial well-being begin to develop between the ages of three and seven.³²
- Engaging parents and carers is important if an intervention is to affect a child or young person’s financial behaviours.³³

MaPS has a strategic function which includes working with others to improve children and young people’s financial education, and understand gaps, effective solutions and evidence-led priorities. We welcome collaboration with government departments, funders, and providers.

MaPS Wales Financial Education Forum

Coordinated by our Wales Manager, the MaPS Wales Financial Education Forum brings together funders, policy makers and frontline practitioners interested in financial education and the financial wellbeing of children and young people on a quarterly basis. This is an action-focused network and event that allows stakeholders to hear the latest research, analysis, and good practice in financial education, as well as directly from young people on their experiences with money and finances. In relation to care leavers and care-experienced children and young people, our stakeholders have highlighted:

- The need to ensure a financial wellbeing package around care leavers.
- Input into the financial wellbeing of the Basic Income Pilot for Care Leavers.
- The need for trauma informed support with regards to money matters.
- Support available from CLASS CYMRU for care leavers entering Further and Higher Education.

³² Money Advice Service (2013) Habit Formation and Learning in Young Children. Available at: <https://www.moneyadviceservice.org.uk/en/corporate/habit-formation-and-learning-in-young-children>

³³ Money Advice Service (2018) Developing Financial Capability in Children and Young People: A Review of the Evidence. Available at: <https://moneyandpensionservice.org.uk/wp-content/uploads/2021/08/developing-fincap-in-cyp-evidence-analysis.pdf>

Appendix 1: Existing financial education programmes for children in care/care leavers

Findings from our 2021 Provision Mapping Analysis show that there only 12 (out of 102 programmes mapped) financial education interventions across the U.K. that include children in care or care leavers in their target audience, contributing to 27% of total funding mapped and 13% of total reach mapped. However, there are a number of existing initiatives that provide targeted financial education for children in care/care leavers. The following are specific formal financial education programmes; however, it should be noted that multiple youth agencies and employability services offer support to care leavers, including education/training around managing money and building financial capability, as part of their holistic support offer.

Third Sector Programmes

The Money House and Money Works (MyBnk)

MyBnk designed and delivered a range of financial education programmes designed to equip children in care for independent living:

- [The Money House](#) (TMH) is a financial literacy programme that is targeted at young children in care and care leavers.
 - TMH helps young people in, or about to move into, housing manage their money and remain independent by providing a week-long, non-residential simulated living programme.
 - It has seen a 45% reduction in participants incurring bank charges and missing bills; a 22% increase in those borrowing safely, and therefore avoiding loan sharks; and a 27% increase in confidence in managing money.
 - MaPS' predecessor, MAS, funded the [evaluation](#) of this programme as part of the What Works Fund 2018. This evaluation showed a strong rationale for the TMH programme in terms of addressing a gap in financial education and equipping vulnerable young people with the knowledge, skills and confidence to improve their financial management and live independently.
 - TMH is funded by the JP Morgan Chase Foundation, Berkeley Foundation, and L&Q.
- [Money Works](#) is a financial and digital skills programme for young adults moving into independent living designed to help them to confront their money worries.
 - Money Works targets 16–25-year-olds moving into independent living, and delivers sessions combine digital literacy with money management.
 - It has seen a 60% decrease in average debts; 23% increase in regular saving; and 28% increase in life satisfactory.
 - As part of the What Works Fund 2018 MaPS' predecessor, MAS, funded an [evaluation](#) of this programme that focused on the programme's effectiveness with 16-25 year old NEETS and care leavers, who are on average more likely to be in poverty and have problem debt. This evaluation demonstrated that Money Works has been effective in increasing young people's financial knowledge, awareness and confidence to tackle financial problems and seek advice.

Young Money

The Young Money project [Vulnerable Young People Practitioner Training](#) provides tailored financial education support to practitioners working with young people in care.

- The aim of the project is to train those who work with vulnerable young people about financial education, so that they can pass on their learning to those they help.

- The project equips practitioners with the knowledge and confidence to deliver quality financial education that meets the specific needs of young people in care.
- Training is delivered via regional training events and by supporting organisations who work with vulnerable young people.

The Share Foundation

[The Share Foundation](#) runs the Junior ISA and Child Trust Fund schemes for Looked After children and young people. The Foundation runs the Stepladder of Achievement programme for young people in care aged 15-17, which provides life skills to enhance the capability and prospects of children and young people in care, who are likely to have experienced an unpredictable education. It consists of six steps incorporating literacy, numeracy and financial education.

Financial Services Sector Programmes

As well as input from the third sector, a number of initiatives can be found across the financial sector that seek to facilitate greater financial education for children in care.

Barclays

- Barclays' [LifeSkills](#) programme is targeted at 11-24-year-olds and aims to provide them with key employability skills. The programme is designed to help young people develop the transferable skills needed for workplace.
- Barclays are a signatory to the Government's Care Leaver Covenant to support care leavers with their financial capability. They have adapted some of the content in their *LifeSkills* programme to support educators to teach/provide guidance to care leavers.
- Barclays have also piloted work with a small group of white working class boys, a group of children particularly affected by low educational attainment and low social mobility. The pilot project aimed to give this group of vulnerable children intensive and tailored *LifeSkills* sessions focused around financial capability in order to narrow the gap between them and their peers. Barclays have reported improvements and positive impacts across multiple areas for this group of children.

HSBC

- Supported by HSBC, [Money Heroes](#) is a financial education programme for children aged 3-11-years-old. BBC Children in Need, Young Enterprise, and HSBC UK have partnered up to deliver tailored financial education support for young people experiencing issues and challenges in their lives, including disabled children and young people, care-experienced children and young people, young carers, and those affected by poverty.
- HSBC UK accepts alternative identification and address verification documents, such as a letter from a social worker, to make it easier for children in care and care leavers to open bank accounts.

Appendix 2: Further MaPS evidence on what works

The MaPS [Research](#) page and our [Evidence Hub](#) are designed to aid policy makers, funders and those designing interventions, by making evidence, insight and learning easier to find and understand. These pages contains:

- Evaluation findings – including one on our [Children and Young People Financial Education Innovation and Evaluation Programme](#), which included a focus on children and young people in vulnerable circumstances;

Thematic reviews – including one specifically on [how we can improve young adults' financial capability](#) – which provide short overviews of key findings from multiple UK-based research and evaluation reports on a particular topic; and

- Evidence summaries – over 400 pieces of evidence including research studies, evaluations and reviews of evidence from the UK and around the world, with evidence descriptions, points to consider and key findings drawn out in each evidence summary. Users can filter by age category and search the database.

Evidence on the hub of particular relevance to children in care/care leavers is the [Children and Young People Financial Capability Deep Dive: Vulnerability](#), which highlights links between children who may be considered vulnerable to poor outcomes more broadly, such as care leavers (and young carers, or children who are not in education, employment or training) and poor financial capability and/or financial outcomes.

We have also published evidence reviews on young adults:

- The [young adults deep dive](#) looked at factors promoting or inhibiting financial wellbeing among young adults from all kinds of backgrounds. It includes considerations of goal setting, factors affecting confidence, peer support and engagement.
- A [young adults evidence review](#) of how to engage young adults in financial capability interventions

Evidence on the Hub of particular relevance to care leavers and vulnerable young adults transitioning to independence includes evaluations of several Money Advice Service What Works Fund projects which designed and evaluated financial wellbeing interventions targeted at various groups of vulnerable young adults, including NEETs, including:

- National Youth Agency's [My Money Now](#) project worked with young adults in employment and training to test peer-led financial capability.
- Youth Cymru's [MoneySmart](#) programme worked with vocational training centres to train peer educators to deliver financial capability interventions and developed a financial capability toolkit
- Centrepoin't's [Moneywise](#) programme provides a range of holistic financial capability support provided to young people living in Centrepoin't accommodation, encompassing AQA-accredited training, informal support from keyworkers, and workshops.
- Youth Access members' [youth information, advice, counselling and support services \(YIACS\)](#) provide holistic support to young people and deliver a range of services (one-to-one and group interventions) in an integrated offer of help and support, in an accessible, community-based setting, geared towards young people often making the transition to adulthood.
- [Move On](#) – a charity working with disadvantaged young people (under-18), particularly those who have experienced care or homelessness – delivered financial capability workshops for

disadvantaged youth in Scotland, co-delivered with peer educators who had themselves experienced care or homelessness.

- Exeter Community Housing Aid's [What Works For You](#) project delivered money support to young people who were NEET, at risk of homelessness or homeless, in receipt of JSA or subject to the Youth Obligation measures through a one-stop shop community hub.
- Community Links' [What Works](#) project tested the effectiveness of embedding the delivery of financial capability (FinCap) into existing services, including for young people 16-24 who were NEET.
- Birmingham Settlement's [What Works Fund](#) evaluation tested how short-term workshop interventions can effectively engage marginalised young people between the ages of 11-25 years, including young people aged 18 to 25 years with minimal or no qualifications and unemployed, accessed in community settings e.g. housing providers, community centres, homeless hostel, and Young people currently in Young Offender Institutions, and provide practical, relevant information on budgeting, managing household bills, bank accounts and loan and credit providers.

The Money Advice Service also undertook research into [young adults' money management](#) as they transition from education into the workforce, how they think about money, and its role in how they feel about their lives challenges.