**Call for Evidence**

Thank you for responding to this Call for Evidence. Our questions have been formulated to address three main research questions which underpin the Inquiry:

1. How are differences in education systems across devolved areas of the UK impacting the implementation of financial education in schools and colleges?
2. What are the principal enablers and barriers affecting financial education at a systems level across the devolved areas of the UK?
3. What examples of good practice exist at a national / local system level to empower schools and colleges to deliver high quality financial education, and might be appropriate to apply in other areas?

Please find the questions below and respond in the corresponding boxes. There is ***no*** need to answer every question in Sections 2 & 3, please only answer what is relevant to your evidence.

Please include references or hyperlinks when referring to external evidence or research in your response.

**Section 1 – About You**

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| Full Name |  |
| Job Title/Role |  |
| Organisation Name (if applicable) |  |
| Contact Email |  |

**About Your Response**

If you are responding to this inquiry as an individual, please just answer question 2.

1. Type of organisation (e.g. government, charity, school/college, Local Authority, business)

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1. Which nation/areas(s) of the UK are you responding to this inquiry in relation to?

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1. Summary of your organisation’s work (max 100 words)

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1. Summary of your organisation’s principle involvement or interest in financial education (max 100 words)

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**Section 2 – Devolved education and skills**

**Please note**: we have decided not to set word limits, but we advise that responses be no more than a maximum of 500 words for each question to focus on the key information.

1. To what extent are school and college requirements to deliver financial education clearly visible and prioritised in the national curriculum and/or local skills plans in your area?

* Is the national curriculum fit for purpose to enable effective financial education to be delivered to all learners in schools and colleges?

* What do you think can be done to improve this?

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1. To what extent are schools and colleges being held to clear accountability standards and performance measures regarding teaching of financial education in your area?

* To what extent are inspection frameworks and assessment methods fit-for-purpose to support effective financial education?
* What do you think can be done to improve this?

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1. To what extent do schools and colleges in your area have easy access to centralised guidance and core resources for financial education which may or may not be endorsed by devolved government?

* To what extent do you think schools and colleges find it easy to access clear financial education guidance and high-quality resources they can trust?
* What do you think can be done to improve this?

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1. To what extent do school and college leaders and teachers in your area recognise the importance of financial education?

* To what extent do education system stakeholders in your area, including devolved government, promote the value of financial education to schools and colleges?
* What do you think can be done to improve this?

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1. To what extent do schools and colleges in your area have access to appropriate funding to use for delivery of financial education and for teacher training in financial education?

* To what extent are schools and colleges able to ensure teachers feel confident and ready to deliver financial education?
* What do you think can be done to improve this?

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1. What other factors, in addition to those above, do you think are relevant for enabling effective school- and college-based financial education in your area?

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**Section 3 – Examples of good practice**

1. What example(s) can you share of the education system in your area enabling schools and colleges to deliver effective financial education for all young people?

Where possible, please provide names of schools / colleges involved in the examples. Where you request that information be kept confidential, please express this clearly.

**We are particularly interested in the following:**

* Government or local authority backed initiatives that have led to schools and colleges becoming especially engaged in financial education
* Government or local authority backed initiatives in schools/colleges that have targeted groups of young people who are less likely to receive financial education for example the [Money and Pensions Service](https://webarchive.nationalarchives.gov.uk/ukgwa/20230911103039mp_/https:/maps.org.uk/wp-content/uploads/2021/03/cyp-deep-dive-vulnerability.pdf) have identified the following groups at risk:
  + Children living in lower income households, social housing or rural areas
  + Children with mental health conditions or Special Education Needs
  + Children at risk of disengagement from school
  + Children performing below expected level in Maths or English
* Partnerships between national and local authorities, and good practice collaboration between schools and businesses or the third sector

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If you have supporting images or photos you would like to include please attach them to your emailed response.

**Submitting your evidence**

Thank you for responding to the APPG on Financial Education for Young People’s call for evidence. We greatly value your contributions and the time put into submitting them.

Once completed, please email this document to [appg@y-e.org.uk](mailto:appg@y-e.org.uk). The Secretariat (Young Enterprise) will be in touch should they require any further information or follow up conversations.

**All evidence must be submitted by 5pm Monday 31st March 2025.**

**MP visits**

Members of the APPG are interested to visit schools and colleges in their area to see a variety of financial education in action. If you have a programme, event or opportunity for an MP to visit you would like the Secretariat to know about, please email as soon as possible (separate to this submission of evidence) with the details to [appg@y-e.org.uk](mailto:appg@y-e.org.uk) so that we can look into this further.