

Foreword

The importance of financial literacy and specifically the need to promote financial education has been recognised as an important contributor to improved financial inclusion and individuals' financial well-being as well as a support to financial stability. The relevance of financial education policies is acknowledged at the highest global policy level: in 2012, G20 Leaders endorsed the OECD/INFE High-level Principles on National Strategies for Financial Education that specifically identify youth as one of the priority targets of government policies in this domain. That same year, Asia-Pacific Economic Cooperation (APEC) Ministers of Finance identified financial literacy as a critical life skill.

This attention to financial education and in particular to youth is justified by the new challenges faced by youth globally, and by the greater financial competences that they require. Younger generations will face increasing financial risks, and will be confronted with more sophisticated financial products than did previous generations. They are now given access to financial services and products at an ever younger age. However, these developments do not appear to be matched by an equivalent increase in their financial skills. Evidence from national and OECD surveys shows that younger generations have lower levels of financial literacy compared with those of their parents, leading to potential new vulnerabilities. This mismatch potentially has important implications for example in terms of responsible use of credit, adequacy of saving for the long-term and retirement or even social, economic and financial inclusion of future generations.

Back in 2002, recognising the negative consequences of a lack of financial literacy, the OECD established a comprehensive project on financial education, under the aegis of the Committee on Financial Markets and the Insurance and Private Pensions Committee. In 2008, the OECD International Network on Financial Education (INFE), which now comprises 107 economies, was created to outreach beyond the OECD Member countries and strengthen information sharing, collect evidence, develop analytical work and related policy instruments. The focus on youth and on schools has been at the centre of the OECD and its INFE project since its inception. In 2005, the first OECD Recommendation on Principles and Good Practices for Financial Education and Awareness already acknowledged that “financial education should start at school. People should be educated about financial matters as early as possible in their lives”.

Surveys conducted within the OECD/INFE since 2008 show that an increasing number of countries have implemented financial education programmes in schools. The surveys also point to the major challenges policy makers and interested stakeholders and practitioners face when they seek to introduce financial education in schools.

This publication, developed thanks to the support of the Russian Trust Fund for Financial Literacy and Education, analyses these challenges for the first time and provides interested policy makers and stakeholders with a framework to address youth's needs for financial education, efficient practices implemented in countries with diverse

circumstances and education systems, a comparison of existing learning frameworks on financial education as well as guidance to effectively introduce financial education in schools.

The findings from this publication have been instrumental in the design of a financial literacy assessment for the first ever financial literacy option in the OECD Programme for International Student Assessment (PISA) in 2012. The publication of the results of the PISA Financial Literacy assessment in 2014 will, in turn, provide policy makers with essential empirical evidence on the levels of financial competencies of 15 years old students, which can be used to review, amend and expand existing practices.

The content of this publication was approved by the OECD/INFE and the OECD bodies in charge of financial education. It was welcomed by G20 Leaders in September 2013 as part of the Progress Report developed by the OECD on Youth and Finance.

ACKNOWLEDGEMENTS

This publication is the result of a collaborative effort on the part of the OECD Secretariat and delegates to the OECD International Network on Financial Education (INFE). OECD/INFE delegates, and their counterparts within national administrations, helped preparing the first draft of the monograph and provided important inputs into the drafting of the Guidelines on Financial Education in Schools.

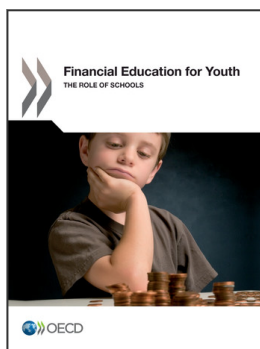
Though OECD/INFE delegates are too numerous to mention them all by name, their contribution to this book is gratefully acknowledged. The OECD would like to acknowledge in particular the contribution of the members of the OECD/INFE Expert Subgroup on Financial Education in Schools: Ms. Sue Lewis (Subgroup Leader), former HM Treasury, currently Financial Services Consumer Panel, United Kingdom; Ms. Delia Rickard, former Australian Securities and Investments Commission; Ms. Jane Rooney, Financial Consumer Agency of Canada; Ms. Ryoko Okazaki, Bank of Japan; Ms. Koid Swee Lian, Central Bank of Malaysia; Ms. Wilna Van Rossum, Dutch Ministry of Finance; Ms. Diana Crossan, former Financial Literacy and Retirement Income Commission of New Zealand; Mr. Michal Nalepa, Polish Financial Supervision Authority; Mr. Andrei Markov, The World Bank; Ms. Olivia Davids, former Financial Services Board of South Africa. A special thank goes to Dr. Susan Watson, Education Consultant, who contributed to the preparation of early drafts of parts of the publication.

The OECD would also like to acknowledge the contribution of the members of the PISA Financial Literacy Expert Group, whose work was instrumental in developing the PISA Financial Literacy Framework that provided useful inputs for the preparation of Chapter 1. These are Mr. Jean-Pierre Boisivon, Université de Paris II Panthéon-Assas, France; Ms. Diana Crossan, former Retirement Commission, New Zealand; Mr. Peter Cuzner, Australian Securities and Investments Commission; Ms. Jeanne Hogarth, former Federal Reserve System, United States; Mr. Dušan Hradil, Ministry of Finance, Czech Republic; Mr. Stan Jones, consultant, Canada; Ms. Sue Lewis, former HM Treasury, United Kingdom; Prof. Annamaria Lusardi, Dartmouth College and The George Washington University School of Business, United States.

Finally, the OECD would like to acknowledge the inputs received by the International and Curriculum Policy Division of the United Kingdom Department for Education as well as the Financial Capability team within the United Kingdom HM Treasury; Ms. Tracey Bleakley, Personal Finance Education Group (pfeg), United Kingdom; Ms. Judy Gordon, Australian Securities and Investments Commission; the Dutch Institute for Family Finance Information (Nibud); and the Ministry of Education of New Zealand.

The publication was prepared under the direction of Ms. Flore-Anne Messy, manager of the financial education project and Secretary of the INFE, and by Mr. Andrea Grifoni, Policy Analyst within the Financial Affairs Division, with technical support from Mr. Edward Smiley.

The research for this book was conducted as part of the programme of work of the OECD's financial education project, which has been supported by the Russian/World Bank/OECD Trust Fund on Financial Literacy and Education.



From:
Financial Education for Youth
The Role of Schools

Access the complete publication at:
<https://doi.org/10.1787/9789264174825-en>

Please cite this chapter as:

OECD (2014), "Foreword and Acknowledgements", in *Financial Education for Youth: The Role of Schools*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264174825-1-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.