

Toolkit for Evaluating Financial Education Initiatives



Coimisiún um
Iomáiocht agus
Cosaint Tomhaltóirí | **Competition and
Consumer Protection
Commission**



Rialtas na hÉireann
Government of Ireland



Preface:

The Monitoring and Evaluation Working Group, under the National Financial Literacy Strategy (NFLS), is delighted to launch the first iteration of the “*Toolkit for Evaluating Financial Education Initiatives*”. This evolving resource has been developed to support organisations in the design, delivery and assessment of individual financial education initiatives. The Toolkit also supports the broader objectives of the NFLS by promoting evidence-based approaches to financial education.

Following this initial publication of the Toolkit, the next step will involve a pilot programme to review and refine the Toolkit. This process will ensure that the Toolkit is practical, user friendly and responsive to the needs and circumstances of the organisations that use it. During this pilot, we will seek to understand how the Toolkit works in practice, what works well, what needs improvement, what elements need further clarity, and what additional supports would help organisations to use this Toolkit with confidence. We encourage organisations to engage with the Toolkit and participate in the pilot phase.

We would like to thank the members of the Monitoring and Evaluation Working Group for their expertise and guidance during the development of the Toolkit.

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1. Introduction

The Purpose of the Toolkit

The Toolkit aims to support all organisations delivering dedicated financial education initiatives to undertake evaluation and outcome measurement of their programmes. It can be used for large or small programmes and by people experienced in financial education or those who are new to it.

The aims of the Toolkit are to:

- Provide organisations with guidance, templates, and tools that they can use to measure the impact of financial literacy initiatives
- Support a culture of monitoring, evaluation and learning across financial education initiatives
- Encourage organisations to generate, use, and share evidence about what works

Ireland's first National Financial Literacy Strategy highlights the importance of monitoring and evaluation to understand the effectiveness of efforts to improve financial literacy in Ireland and acknowledges the need for greater support in this area. This Toolkit aims to address inconsistencies in methods by giving programmes a shared evaluation language, common indicators that they can draw from, and common tools that they can use.

How was it Developed?

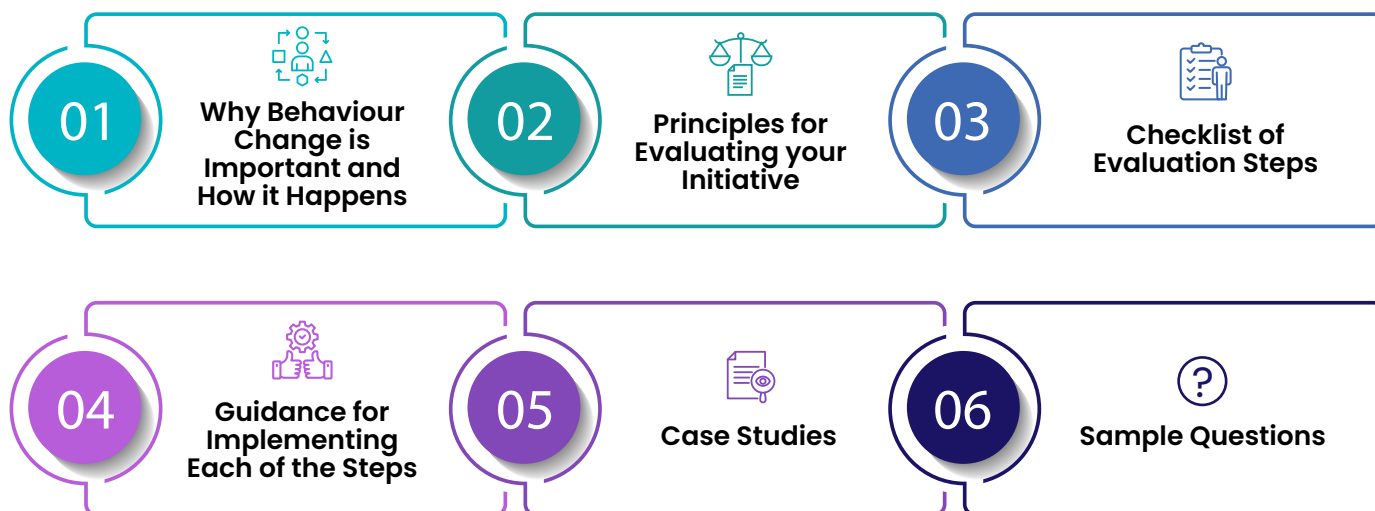
This Toolkit was developed with the support of a dedicated Monitoring and Evaluation Working Group set up under the National Financial Literacy Strategy. A simple Outcomes Framework was designed with the Working Group to support the development of standardised indicators. This framework drew on good practice tools and research for measuring financial literacy initiatives. Case studies of programmes across a range of settings were included to show how these tools could be used in practice.

Why Evaluate?

Evaluation is a useful way to understand your impact and improve your work. Evaluation can be meaningful for your organisation as well as your participants, to understand what they have learned and how their time with you has improved their lives. It gives you the information you need to make better decisions about how you can make the most difference in participants' lives. It can also help you communicate what is good about your programme to your partners, funders and the people you hope to engage with – good information and evidence build trust and accountability.

How to Use the Toolkit?

This Toolkit provides step-by-step, practical guidance on each stage of the evaluation process. You do not need to implement every element at once. Start with the sections most relevant to your programme's stage of development and build your evaluation approach incrementally. Each section includes guidance, practical examples, and templates to support you with undertaking an evaluation of your programme. If your time is short and you are looking for a quick starting point, the [principles for evaluating your initiative](#), the [checklist of evaluation steps](#) and the [sample questions](#) may be most valuable.



2. Designing Programmes for Behaviour Change

Why is Behaviour Change Important?

Financial literacy is not just about what people know; it is about what they do. Financial wellbeing improves when people alter how they manage money in practice. For example, through saving regularly, budgeting, reducing problem debtⁱ or planningⁱⁱ. People achieve higher levels of financial wellbeing when they ask, plan, and act, combined with a strong habit of living within their means in day-to-day financial choices. Knowing how to save, budget or manage debt does not reliably translate into sustained changes in behaviour.ⁱⁱⁱ Even when people know the right actions to take or how to take them, they do not always act on it, prioritising other aspects of their lives or short-term impulses over long-term benefits.^{iv} This means that programmes need to think about how they can help people be more likely to translate knowledge into action, through their programme design.

There is growing recognition of the need for a more holistic approach to financial literacy. As a result, assessment of financial literacy has shifted from measuring financial knowledge alone towards a broader focus on behaviours, confidence, control, ultimately resulting in an increase in financial wellbeing^v. There is a move towards recording behavioural change over simply knowledge or skills acquisition.^{vi} The shift in international

financial literacy frameworks has been influenced by insights from behavioural economics, which highlight how biases, habits and psychological factors strongly shape financial decision-making.^{vii} For instance, the Organisation for Economic Co-operation and Development's International Network on Financial Education (OECD/INFE) developed its International Survey of Adult Financial Literacy to assess financial literacy through three dimensions—knowledge, behaviour, and attitudes—recognising how financially literate individuals must understand financial concepts and demonstrate “financially savvy” behaviours if they are going to improve wellbeing – which is the ultimate goal of financial education.



How Can Financial Education Support Behaviour Change?

Well-designed programmes can improve financial behaviours and therefore the wellbeing of participants.^{viii} When designing your programme, to create the most impact - think beyond knowledge transfer. Consider how your programme can help participants develop the confidence to act, remove barriers to taking action, support behavioural change and create motivation for sustained change. Consider the following:

- **Real-life decisions:** Provide practical and actionable exercises responding “just-in-time” to a particular decision or need, ensuring the learning is relevant and easily retained.^{ix}
- **Interactive tools:** Engage participants emotionally through videos, lived experience of others, storytelling or interactive tools rather than text-based materials – this is proven to be effective in improving self-efficacy and confidence in financial ability.^{xii}
- **One-to-one support:** One-to-one methods, such as financial counselling or coaching, have been found to be effective in influencing behaviours,ⁱⁱⁱ alongside group education.^{xi}
- **Activities focused on building confidence:** Studies have advised that financial education should be accompanied by tools and exercises focusing on enhancing self-belief in people’s capacity to manage finances and handle financial challenges,^{xiii} particularly for women.^{xiv}
- **Actions that support people actually doing the thing you are teaching:** For example, in class you could open an account, start a business, have an expo on changing service providers, have a competition to see who can stick to a budget or save money on groceries.

3. Principles for Evaluating Financial Literacy

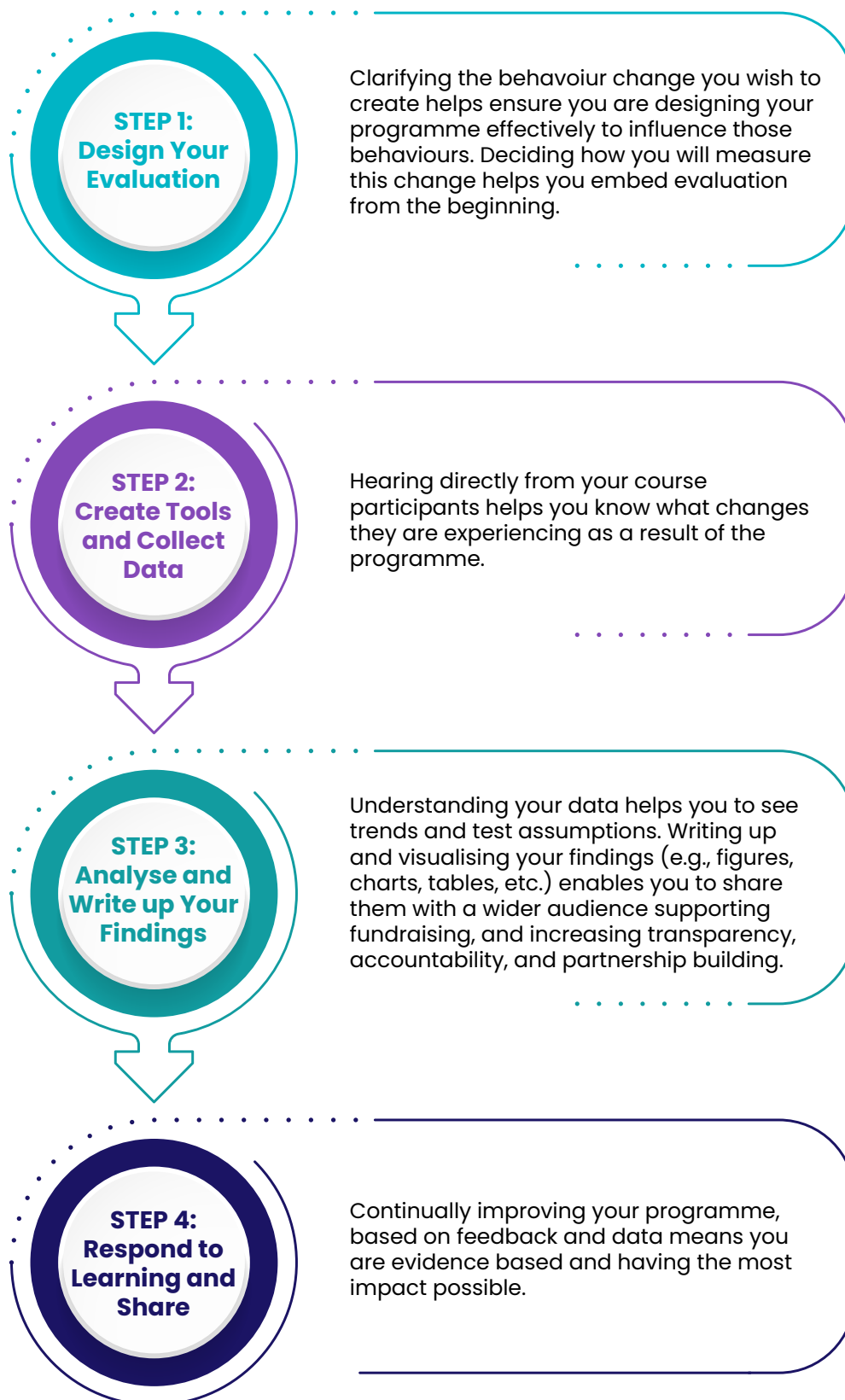
The following principles are recommended to guide evaluation of financial literacy programmes.

Description	How to do it in practice?
Principle 1: Embed evaluation from the beginning	
<p>Embedding evaluation from the beginning ensures you are clear on the change you wish to see and what data you'll need to gather to know if you have been successful.</p> <p>By focusing on who you wish to make the change for, you can take a step back to assess the wider context and where your efforts can make most impact, potentially reaching people that others cannot.</p>	<ul style="list-style-type: none"> • Dedicate time for evaluation from the beginning • Assign a point person to plan and gather data • Support staff by offering training if they do not have evaluation skills • Co-design your outcomes with staff and ensure they have ownership over the process by allocating responsibilities for specific areas of data collection • Design outcomes which are meaningful to your participants by listening to their needs
Principle 2: Focus on behaviour change that supports better financial wellbeing now and into the future	
<p>Financial wellbeing improves when people move beyond knowing or understanding financial information and concepts to take concrete actions, such as saving regularly, budgeting, reducing problem debt or shopping around for the right financial products.</p> <p>People are more likely to improve their financial wellbeing when programmes support them to plan, act, and build everyday habits, such as living within their means and making deliberate and informed financial choices.</p>	<ul style="list-style-type: none"> • At the start - be clear about the behaviour change you are aiming for in your programme • Let learners set their behaviour change goal, why it matters and what it means to them • Ask about, and keep a record of, any behaviour change shared anecdotally by participants involved in the programme • For larger / more intensive programmes, measure behaviour changes over time to assess sustained or longer-term outcomes (e.g. 3 months / 6 months / 1 year after the programme has ended)

Description	How to do it in practice?
Principle 3: Match the amount of evaluation work and data collection to the size of the programme	
<p>The evaluation approach should be proportionate to what participants give to the programme. Shorter programmes may only need simple, low-burden evaluation tools, while larger or ongoing programmes can support more detailed measurement and evaluation processes.</p>	<p>When deciding on outcomes</p> <ul style="list-style-type: none"> • For short programmes: focus on shorter-term outcomes – changes that serve as pre-conditions leading to longer-term changes – such as knowledge, intentions, confidence, or early actions. • For long programmes: focus on measuring if behaviour change(s) are created and sustained by participants <p>When considering the choice and length of tool, frequency and duration of data collection, consider the following:</p> <ul style="list-style-type: none"> • Is it practical? • Is it achievable? • Is it meaningful given available resources? • Are there better options?
Principle 4: Make evaluation meaningful and accessible for participants and staff	
<p>Questions, surveys, and tools should be easy to understand, accessible, free from bias, and relevant to the individuals taking part or those delivering the programme. When tools are easy to understand and feel appropriate, participants are more likely to provide accurate information, and staff are better able to use findings to improve delivery.</p>	<p>When considering your choice of tool, consider your participants' needs, time available, and capabilities:</p> <ul style="list-style-type: none"> • Is it relevant to your participants? • Is it culturally appropriate? • What is the best way of gathering input or responses from them?
Principle 5: Only collect data used to understand and improve services	
<p>Organisations should gather only necessary information that directly helps assess how the programme works, outcomes created, and how a programme can be improved. This avoids wasting time, minimises the burden on participants and helps organisations to meet GDPR requirements. Effective evaluation focuses on collecting a limited set of clearly defined indicators that directly support learning, improvement, and accountability.</p>	<p>Before designing your data collection, consider:</p> <ul style="list-style-type: none"> • How will your organisation use this information? • What decision will this data help your organisation make? <p>If you don't know how data will be used, it is usually better not to collect it, to keep your evaluation clear and straightforward, and where possible focused on measuring behaviour change.</p>

4. Checklist of Evaluation Steps

In an evaluation process, there are four key steps. If an evaluation is complex or large scale, more time and attention is required at each step.



1

STEP 1: Design Your Evaluation

- Decide the type of evaluation, its purpose and key questions
- Clarify the outcomes
- Develop a data collection plan
- Design your data collection methods

2

STEP 2: Create Tools and Collect Data

- Design simple evaluation tools
- Decide when you will collect data
- Consider data storage, processing, and ethics

3

STEP 3: Analyse and Write up Your Findings

- Analyse qualitative and quantitative data
- Validate and assess for impact accuracy
- Prepare findings and disseminate

4

STEP 4: Respond to Learning and Share

- Act on recommendations
- Share what you learned

5. Step 1: Design your Evaluation

Decide the Type of Evaluation, its Purpose, and Key Questions

The two key types of evaluation are:

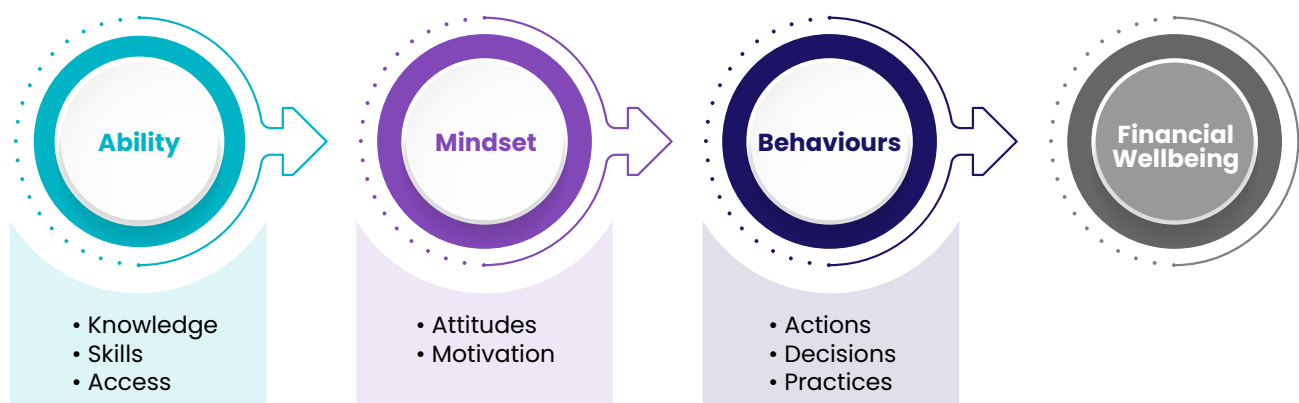
- **Process Evaluation**
 - Examines how a programme is run and what worked and didn't work
 - Looks for learnings about the teaching approach, material, exercises, and experience of participants
- **Summative Outcome Evaluation**
 - Examines a programme at the end once completed
 - Focuses on the outcomes of the programme by measuring the short-to-medium term changes the programme made in people's lives

In practice, evaluations explore a range of elements and ask about participants' experience, what worked, what can be improved, and what changed as a result of participation.

Clarify the Outcomes

When designing a financial education initiative, start with the end in mind. The end is never the number of participants attending your course, it is the knowledge and skills people gained and the changes that people make in their life, as a result of this learning.

A clear outcomes framework (or Theory of Change) will clarify whether your activities create changes (or benefits) for participants or others.



Ability includes the knowledge and understanding to make good financial decisions appropriate to your own situation (e.g. analyse the best loan offer), along with the skills to engage with financial management like numeracy, literacy and problem solving. It also includes access to financial products, services and information.

Mindset includes both financial attitudes and beliefs which can influence how people behave (e.g. how important it is to save), confidence or self-belief people have in themselves, and motivations people have to act in a certain way or achieve a certain goal.

Behaviours are the actions people take, the decisions they make, and the practices they adopt around money and finances. Financially capable behaviours include managing money well day-to-day, tackling problem debt, building resilience and preparing for the future through planning, saving for retirement, and investments.

Financial wellbeing and resilience is the ability to meet basic needs, cope with financial shocks, and feel in control of finances, now and into the future. It is both objective and subjective. While programmes may seek to influence that goal, it is important to be realistic about other external factors beyond any one programme which influence that goal, including means / resources (i.e. income, savings, assets) and pressures / responsibilities (i.e. life events, and cost of living) (see Financial Literacy Outcomes Framework). Your outcomes represent the specific changes that result from your programme – choose one or two priority behaviours your programme most directly supports.

Defining outcomes clearly and specifically from the outset provides a roadmap for both programme delivery and evaluation, ensuring that each stage of the programme is purposeful and measurable. Co-designing these with programme staff helps to ensure they are realistic and feasible. See Appendix 2 for suggestions for verbs to use in your outcome statements.

Develop a Data Collection Plan

Having a data collection plan can help you with keeping track of your evaluation questions and methods.

Evaluation Question	Indicator(s)	Data Source / Method	Frequency / Timing	Responsibility
<i>What do you want to find out?</i>	<i>What will be measured to answer the question?</i>	<i>Where will the data come from?</i>	<i>When and how often will data be collected?</i>	<i>Who is responsible?</i>
Example: Did the programme lead to participants paying bills on time?	% of participants reporting improvements in paying bills from “none of the time” to “most of the time”	Online participant survey	End of programme	Manager
Example: What are the obstacles to achieving the outcomes?	Barriers to achieving outcomes mentioned by participants	Trainer notes	Monthly	Trainer

Design your Data Collection Methods

Designing data collection methods appropriate for your target audience considering their age, literacy and numeracy, digital literacy, language, and other capabilities is important. The programme’s design and delivery mode will also shape evaluation design, e.g. digital programmes may allow for automated data collection and ongoing monitoring, while face-to-face or community-based programmes may benefit from lighter-touch methods such as short surveys or facilitated discussions. Different options, along with their benefits and limitations, are outlined below.

Benefits	Limitations	When to use
Surveys – Online or Paper-based. (See good practice for writing surveys in appendix)		
<ul style="list-style-type: none"> • Time efficient for participants and you • Data is easy to analyse with free or low-cost software (i.e. google forms, survey monkey) • Allows for anonymity which can encourage honesty on sensitive financial topics 	<ul style="list-style-type: none"> • Can have low response rates if not incentivised or integrated into an event, programme or a follow up from a programme • Can lack depth and cannot explain why a behaviour changed; risks “social desirability bias” (i.e. participants answering what they think is right) • May be ineffective for populations with low literacy or limited digital access • People can be tempted to just check ‘4 out 5’ without thinking critically about how useful the programme really was • If done too early it may not help with measuring behaviour change 	<ul style="list-style-type: none"> • At the end of a programme • Where literacy and digital literacy levels are high
Interviews (In-Person, Telephone or Online)		
<ul style="list-style-type: none"> • Can give a rich understanding of a person’s experience • Allows the interviewer to probe unexpected answers and clarify ambiguities in real-time • Could lead to more honest disclosures about financial struggles and whether the programme helped 	<ul style="list-style-type: none"> • Time-consuming and costly • Small number of interviews can limit the ability to generalise findings to the whole group • Results can be influenced by interviewer bias or the participant’s comfort level with the interviewer 	<ul style="list-style-type: none"> • Where you have a staff member not part of the programme available • Where you have budget for external evaluation

Benefits	Limitations	When to use
Focus Groups (In-Person or Online)		
<ul style="list-style-type: none"> • Cost-effective way to gather multiple views at once • Can be built into the programme • Group dynamics can trigger memories or ideas individuals wouldn't recall alone • Participants often feel validated hearing others share similar struggles • Allows for co-creation with participants – e.g. testing survey questions before using for a larger piece of work 	<ul style="list-style-type: none"> • Dominant personalities may overshadow quieter participants, skewing the data • “Groupthink” can occur where individuals conform to the majority view rather than sharing true opinions • Requires a skilled facilitator to manage dynamics • Scheduling logistics can be difficult 	<ul style="list-style-type: none"> • With a group who has met before • Where the group prefers discussions rather than written (particularly for marginalised groups) • Where it can be tied into programme delivery (i.e. discussion about what changed and barriers is a core part of the programme)
Observation		
<ul style="list-style-type: none"> • Captures actual behaviour applying concepts rather than self-reported claims (eliminating self-report bias); identifies specific areas where participants struggle with financial management • Provides concrete evidence of skill acquisition 	<ul style="list-style-type: none"> • The “Hawthorne Effect” (i.e., participants may act differently because they know they are being watched) • Very time-intensive and requires trained observers • Limited to behaviours that can be visibly demonstrated in a controlled setting • Cannot capture long-term habits formed after the training ends 	<ul style="list-style-type: none"> • Where the programme involves coaching and/or practical exercises (e.g. comparing utilities providers)

Benefits	Limitations	When to use
Programme Data Analysis (i.e. data staff record on observed changes and number of people using budget planning tools)		
<ul style="list-style-type: none"> Places no additional burden on participants (no survey fatigue) Provides objective, hard metrics of participation and immediate outcomes (e.g. use of provided financial tools, completion rates of savings challenges, simulated loan repayment records) Often highly accurate as it is based on recorded actions rather than memory 	<ul style="list-style-type: none"> Limited to what the programme happens to track May miss the “why” behind the numbers or behaviours that happen outside the programme’s scope Requires strict adherence to privacy and data-sharing regulations (GDPR) May not capture soft skills like confidence or attitude changes 	<ul style="list-style-type: none"> Where the change is supported / observable within the programme itself (i.e. sets up a bank account, my gov ID, keeps a budget, etc.)

Financial Literacy Outcomes Framework

This Financial Literacy Outcomes Framework may be useful to financial education providers as they design outcomes relevant to their programmes.

Preconditions

Ability: Knowledge and Skills

Understands financial concepts (i.e interest or debt)

Understands money management

Access appropriate advice

General Skills

Applied numeracy

Digital literacy

Mindset: Attitudes and Motivation

Talks openly about money with friends and family

Has financial goals and aspirations

Believes they can improve / maintain financial situation

Can make decisions needed to live within means

Short-term Outcomes

Financially Capable Behaviours

Manages Money Well Day-to-Day

Pay bills on time

Budgets

Makes most of income (claims, benefits, shops around)

Tackles Debt

Borrows affordably / takes steps to reduce debt

Builds Resilience

Saves (buffer fund)

Has insurance

Prepares for Future

Invests

Plans for the future

Saves (retirement)

As well as financially capable behaviours, financial wellbeing is influenced by **Financial Means / Resources** (i.e. income, savings, assets) and **Pressures / Responsibilities** (i.e. life events, and cost of living)

Impact

Financial Wellbeing and Resilience

People can meet their basic needs, now and in the future, cope with small financial shocks, and feel in control of their finances.

Financial wellbeing is both **objective** (savings, bills, debts) and **subjective** (money worries, positivity towards financial situation)

6. Step 2: Create Tools and Collect Data

Design Simple Data Collection Tools

Design data collection tools suitable for your participants, bearing in mind their age, literacy levels, cultural context, and circumstances. When designing surveys, use simple single-concept questions with defined timeframes and balanced scales, avoiding jargon, reading language or absolute terms to ensure unbiased, actionable data. Distinguish what participants know from what they practice. See Appendix 3 for 10 tips for creating a good survey with worked examples.

Decide When You Will Collect Data

Choose to collect data either pre and post the intervention or after the intervention.

Pre/post intervention – Measure participants' knowledge, attitudes, or behaviours before the programme starts and again at the end, especially for longer programmes (e.g. 6-week course / on-going support). Following up with participants 3 months, 6 months or a year after the programme will also help you to assess whether changes have been sustained.

- **Benefits:** Helps you see growth, reduces “positive responder bias” (where participants over-report their progress to please the instructor), increases the credibility of your results
- **Limitations:** Requires more time, requires well planned programmes, is best for larger class sizes and environments when you are likely to get a large return rate

For pre/post measurement to work you will need:

- A minimum of three programme sessions (to allow behaviour change to happen in the interim)
- A minimum of 30 participants (to allow for programme drop off and a big enough sample)
- A motivated group who will complete the surveys (or embed within the programme)
- To dedicate time to pre-post data collection and analysis
- A unique identifier to compare pre and post results (i.e. a specific number assigned to each participant to ensure their uniqueness and prevent confusion)

Post-intervention only – For shorter programmes where pre-course measurement isn't feasible, use post-intervention only measurement. Ask about participants' experience and any changes they plan to make immediately after the programme.

- **Benefits:** Quick and low-burden, works well with smaller class sizes
- **Limitations:** Is less reliable in measuring actual change and there is a risk of overclaiming, cannot measure longer term change without follow up (people may have great intentions immediately after the workshop or webinar but never follow through)

Consider Data Storage, Processing and Ethics

When gathering data from individuals or holding this data as an organisation, some important considerations are:

Ethics:

- Ensure they know that engaging is voluntary and will not affect your service provision to them
- Obtain informed consent by clearly explaining the data's purpose and usage, while emphasising the right to decline
- Tell them they can remove themselves from the data set up until the point that it has been analysed (let them know when this will be)
- Recognise financial stress can be traumatic. Allow people to skip questions, take breaks or withdraw at any time without penalty.
- Tell them that their anonymity will be preserved and explain how you will do this
- Respect confidentiality throughout the process and remain transparent about any limitations
- Take the time to explain – ideally write it and say it – encourage questions and understanding

Accessibility: Consider how you will cater for the following issues

- Low literacy and numeracy levels / groups with preference for verbal rather than written communication → Ensure plain language materials, visual aids, oral alternatives (interviews, voice notes, focus groups) and/or staff support with survey completion, offer reader/writers
- English as a second language → Identify interpreters / English as an additional language supports, provide materials in local languages where possible
- Cultural context → Ensure questions selected are relevant to the group you are working with
- Visual impairments → Offer materials in large print, braille or screen-reader-compatible digital formats. Ensure audio descriptions for visual content, offer reader/writers
- Hearing impairments → Provide sign language interpreters, captioning for videos and written summaries of verbal sessions
- Low digital skills → Avoid platforms requiring advanced navigation skills, use paper surveys
- Unreliable internet or smartphones → Offer low tech alternatives (paper surveys, phone calls, community centre access)
- Test your materials and methods with a diverse sample before rolling out and adjust where needed and ensure participants can report accessibility issues to you during the evaluation

Data Storage:

- Store data securely in password-protected files or secure cloud storage, retaining it only as long as necessary. Always use secure transmission methods and keep identifiable information separate from survey responses when dealing with sensitive data
- Delete data once no longer needed and ensure full compliance with General Data Protection Regulation (GDPR)

Data Processing:

- Anonymise data by removing identifiable information before analysis
- Never share raw data with unauthorised individuals and ensure reports do not identify individuals or combine data in ways that could reveal identities

7.

Step 3: Analyse and Write up Your Findings

Analyse Qualitative and Quantitative Data

Effective analysis requires distinct approaches for qualitative and quantitative data. For qualitative data, group similar comments into recurring themes (e.g., “compares prices of products before buying”) and select illustrative quotes to humanise key findings (e.g. “I didn’t realise how much money I was wasting on small things. Now I think twice before buying stuff I don’t really need.” Student quote from financial literacy project).

For quantitative data:

- Choose survey software that supports data analysis and visualisation (See Appendix 4 for tips on survey software)
- For pre/post quantitative analysis, present positive changes (including level of change), negative change (where situation worsened and why) and no change (where there was stagnation and why)
- Include total number of responses and percentages to illustrate scale of outcomes

What can Improve?

Reviewing your outcomes with participants helps to build meaning from the programme and ensure you are responding to what is working and what could be improved. By building evaluation into your programme you will be able to tailor your approach to your participants and improve the quality of the feedback you get.

Prepare Findings and Disseminate

Turn these insights into a short report (it could be one page only, see template in Appendix 5). Don’t just send a static document; try to reach more people by using different formats. You could write blog posts on what you learned, create simple graphics to show the data, share highlights on social media or in newsletters, or record short video messages from staff and participants. You might also hold launch events or community showcases to show how the programme helps solve real financial problems, which builds trust and highlights the actual impact.

8.

Step 4: Respond to What You Learned

Act on Recommendations

Developing an implementation plan can help you transform evaluation findings into action by creating a structured tracking document (see Appendix 6 for an example). This plan should include specific actions coming from recommendations, define clear indicators of completion, and assign responsible team members to help you track progress. Consider additional data needed to assess the effectiveness of these changes once implemented.

Where you can, integrate your learnings into an ongoing feedback cycle to support organisational learning and programme evolution.

Use this data to:

- **Refine:** Improve specific activities to boost participant outcomes
- **Scale:** Expand initiatives that demonstrate high impact
- **Replace:** Discontinue ineffective approaches in favour of new strategies
- **Partner:** Identify strategic alliances to amplify reach
- **Transform:** Make fundamental shifts to strategy or operations if data dictates, as well as commit to a continuous cycle of implementing actions, collecting outcome data, and monitoring results to ensure the programme remains responsive and effective

Share What You Learned

Develop a simple communications plan to coordinate how findings are shared internally and externally.

This plan should define:

- **Key Messages:** The 3–4 core takeaways from the evaluation
- **Products:** Key outputs (e.g., reports, infographics) with access links
- **Distribution:** The who (stakeholders, public, partners), when (timeline), and how (channels) of sharing

[Ireland's National Financial Literacy Strategy website](#) offers a dedicated hub for sharing initiatives. Opportunities include:

- Contributing to the quarterly 'What's News in Financial Literacy' newsletter
- Submitting data to the developing research hub

By sharing lessons learned, you help others to learn from your experience and collectively improve financial literacy.



Allowance = \$10.00

Category	Amount	Notes
LEARNING	\$5.00	Books, supplies
BUDGET	\$3.00	Stationery
SAVINGS	\$2.00	Savings

- SAVINGS
- TOYS
- LUNCH

9. Case Studies

Real programme examples from a range of settings are included in the Toolkit. The selection criteria required a focus on financial behaviour change, willingness to participate, aimed at a range of different outcomes, and using different methodologies. A brief description of each programme is included, along with suggestions for evaluation questions and indicators for outcomes. A summary of case studies is presented below, along with the suggested evaluation approach (e.g., practical, meaningful, and proportionate to the programme).

1. "A Way of Life"

- **About the programme:** 5x90 minute in-person classes with a facilitator in an adult education setting
- **Measurement approach:** pre/post surveys integrated into beginning and end of course with focus group / voice note survey 3 months post-programme

2. "Smart Start with Ollie"

- **About the programme:** 6 class-based lessons delivered by teacher in primary school
- **Measurement approach:** post programme survey (max 5 mins), proportionate to provision of resource. Process questions to inform future development of resource pack. Student feedback only if the resource pack is being viewed.

3. "Financial Literacy TY Programme"

- **About the programme:** 6 x 1 hour class based modules delivered by volunteers in secondary schools
- **Measurement approach:** pre/post surveys with teachers and students at start and end of course only if resources available for data analysis / programme is at a review point. Teacher survey 1 year post programme. Student feedback informs programme improvement and training for volunteers.

4. "Financial Readiness for Life Digital Badges"

- **About the programme:** 90 min – 2 hour self-directed online module for third level / incoming third level students
- **Measurement approach:** Post only survey with another survey 3 months post-programme.

5. "Money Skills for Life"

- **About the programme:** 1 hour 15 minute workplace training delivered by volunteer from financial services online / in-person
- **Measurement approach:** post programme survey with another survey 3 months post-programme.

Case Study One: Adult Education – A Way of Life Programme

[“A Way of Life”](#) is a money management education programme designed specifically to meet the needs of the Traveller Community.

Background: Developed in 2008 initially by North Galway Money Advice and Budgeting Service (MABS) with Travellers in the Traveller Training Centre in Tuam, the programme has been reviewed and revamped several times. The programme is being implemented by National Traveller MABS and the NTMABS National Education Worker in conjunction with MABS colleagues nationwide. Participants can also access a follow up programme “Overcoming Illegal Debt”.

Target Audience: Individuals from the Traveller Community

Duration: 5 weekly sessions lasting 90 minutes spaced over a few hours with structured breaks

Scale: In 2025, 9 individuals participated in the programme. 60 participants have signed up for 2026.

Overarching Objectives: To address financial exclusion for Travellers by supporting participants with skills and knowledge required to avoid becoming over-indebted and supporting MABS to build links with local Traveller communities.

Outcomes

Ability:

- Understands supplier contracts and bills (e.g. ESB/Gas), including payment options and how to switch
- Aware of and accesses supports that can help them (e.g. MABS, Citizens Information Service)
- Aware of steps to take to open a bank account and use an ML10 form
- Aware of forms of credit and the pros and cons of each

Mindset:

- More open to seeking support in relation debt and money lenders
- Reflects on own practice in managing money

Behaviour:

- Accesses sources of income they are entitled to
- Prioritises needs over wants in spending
- Maintains a spending diary for a week
- Develops payment plans
- Takes steps to improve energy efficiency at home
- Helps other Travellers with money issues
- Opens a bank account
- Saves for a specific goal
- Switches suppliers to get better deals

Wellbeing:

- Feels more in control having taken action to manage debt

Content and Methods: The programme is delivered by a trained facilitator with experience working with Traveller groups. The programme is made up of five units with specific learning objectives for each. It covers money management, control and budgeting, income maximisation, saving and banking, and borrowing.

Programme Unique Selling Points (USP): What sets this bespoke programme apart is its dual commitment to driving genuine behaviour change while deeply honouring the cultural context of Travellers. Rather than imposing external solutions, it adopts a non-judgmental approach that recognises existing knowledge within the group, empowering skilled facilitators to unlock these insights through guided discussion.

The methodology is purpose-built for its community, featuring structured breaks, anonymized case studies, and specific guidance on navigating cultural nuances. Crucially, the programme bridges learning with lasting impact by connecting participants to tailored support from MABS—a link that users report significantly improves their mental health when managing debt.

Measurement Tool (Pre/Post-Test Measurement of Financial Wellbeing Focus Group)

Brief Description: Questions are adapted from MaPS financial wellbeing key questions. Participants are asked each question at two intervals: at the beginning (pre-test) and end of the course (post-test). An optional focus group is held three months post-course with participants, where possible.

Method of Delivery: At the pre-test stage, a facilitator uses flip chart(s) to record individual responses for participants. At a post-test state, the flip chart showing previous answers (or a photo of the results) is shared with participants to illustrate differences in their score and to encourage discussion with participants about any changes experienced. The questions below demonstrate how to evaluate different financial behaviours.

Evaluation Questions:

Question	Approach / Method of Facilitation
Confidence in managing money	Draw a large ladder on a flipchart / hold up a card with a ladder image <ul style="list-style-type: none"> • Bottom rung (0): Picture of a person looking stressed/confused with money. Label: "Not at all confident." • Top rung (10): Picture of a person looking relaxed/smile. Label: "Very confident." • Hand out sticky dots for participants to point to where they are The facilitator asks, "On this ladder, where are you standing today with your money confidence?"

Question	Approach / Method of Facilitation
<p>Keeping up with bills and use of credit for basic expenses</p>	<p>Give each participant 3–4 cards: Green (Easy/Never), Yellow (Sometimes/Struggle), Red (Hard/Always), and a Blue card (Don't Know/Not Applicable).</p> <ul style="list-style-type: none"> Who here pays all bills easily? (green). Who pays them but worries sometimes? (yellow). Who is falling behind? (Red) How often do you borrow money for food?
<p>Managing unexpected bills</p>	<p>Imagine you (or you and your partner) have to pay an unexpected bill within the next seven days. What is the biggest bill you/you and your partner could pay, either from money you already have, or money you could easily borrow in a way that you consider affordable? If you don't know the exact amount your best guess is fine.</p> <p>Place 4–5 physical boxes or buckets in the room. Label them with pictures and simple numbers:</p> <ul style="list-style-type: none"> Box 1: Picture of an empty wallet (€0/None). Box 2: Picture of a small bill (€50–€100). Box 3: Picture of a medium bill (€500). Box 4: Picture of a large bill (€1,000+). Box 5: Blue box – unsure
<p>Managing expenses with loss of income</p>	<p>If you lost your main source of household income, how long could your household continue to cover living expenses without having to borrow any money or ask for help from friends or family?</p> <p>Draw a line on paper with markers for 1 week, 1 month, 3 months, 6 months and a question mark for "I don't know". Ask participants to put a sticky dot beside the time period they could sustain after a loss of income.</p>

Measurement Tool (Post-Test Measurement of Behaviour Change)

Brief Description: This measure contains a series of indicators used to evaluate financial behaviours during or at the end of the programme, and/or three months after. These questions are designed to assess if students made changes in their life as a result of the course.

Method of Delivery: After three-months, the facilitator follows up with course participants with an invitation to complete a brief survey or take part in a focus group. All questions use a binary (yes / no) indicator to assess if change in behaviour had occurred – and if they were sustained post-course by participants.

Evaluation Questions:

Outcome	Indicator	Sample Questions for focus group – can be adapted for survey	Responses
Accesses sources of income they are entitled to	% of participants accessing new income	Has anyone been able to access income sources that they weren't able to before? What and how much per month?	Y/N
Prioritises needs over wants in spending	% of participants prioritises needs over wants in spending	Since the course have you reduced the amount of money you spend on non-essential things? 1. Yes, significantly 2. Yes, a little 3. No change 4. No, I have spent a little more 5. No, I have a lot more	1/2/3/4/5
Maintains a spending diary for a week	% of participants maintaining spending diary	Have you introduced a way to track your spending since the course?	Y/N
Takes steps to improve energy efficiency at home	% of participants noticing reduced energy bills	Has anyone changed how they are using energy? (timing of washes / use of lights etc.) Have you noticed bill reductions?	Y/N
	% of participants switching suppliers to get better deal	Has anyone switched suppliers?	Y/N

Outcome	Indicator	Sample Questions for focus group – can be adapted for survey	Responses
Opens a bank account	% of participants opening bank accounts	Has anyone opened a bank account?	Y/N
Saves for a specific goal	% of participants starting to save for specific goals	Is anything happening soon that you need to save for? Do you have a plan for saving for it?	Y/N
Accesses supports that can help them	% of participants accessing follow up support	Have you received any help from MABS / Citizens Information Service since the course?	Y/N
Helps other Travellers with money issues	Qualitative feedback on support provided to others	Has anyone helped friends or family with money issues and how?	Y/N
General change	In your own words, how has the course supported you to make changes in your life?		

Case Study Two: Primary Education – Smart Start with Ollie

“[Smart Start with Ollie](#)” is a free teacher resource pack designed to teach primary school children about money.

Background: Developed in 2017 by Bank of Ireland as “Talking Cents with Ollie”. Rebranded in September 2025 as “Smart Start with Ollie” to align with Bank of Ireland’s new Smart Start Account for 7 to 15 year olds.

Target Audience: 1st Class to 6th Class Primary School Students

Duration: Six lessons, at the discretion of the teacher

Scale: The programme has reached 120,000 primary school students. In 2025, 285 primary schools delivered the programme. In 2024, 500 primary schools delivered the programme.

Overarching Objectives: To promote financial literacy amongst children and young people creating the building blocks for a more financially literate society.

Outcomes

Ability:

- Understands the value of money
- Recognises how to manage money safely
- Distinguishes between needs and wants

Mindset:

- Talks about money management with family

Behaviour:

- Uses money prudently
- Starts saving

Content and Methods:

Topics covered in the programme include:

- *The Evolution of Money*: Exploring what money is, its history and how it is made
- *Earning and Income*: Understanding where money comes from
- *Needs and Wants*: Distinguishing between essential items and discretionary spending
- *Spending and Saving*: Learning to balance spending with saving for the future
- *Budgeting and Planning*: Developing skills to plan for purchases and manage money
- *Money News*: A concluding lesson on money, potentially covering modern digital or cryptocurrency

Programme (USP): The creation of a resource pack which is promoted to schools annually is a low-cost way of supporting teachers to introduce foundational money skills at an early age to students. Teachers have reported enjoying the programme.

Measurement Tool (Option One – Post-Test Teacher Observations)

Brief Description: This bespoke questionnaire is designed to gather observations about participant outcomes from teachers, who were involved in the delivery of the programme. Using this option, a teacher’s observations are used as a proxy for gathering data directly from participants.

Method of Delivery: Immediately after the programme has been delivered, a brief questionnaire is designed and shared with teachers. This questionnaire can be shared as an online survey or a paper-based questionnaire, which is completed and returned to staff.

Evaluation Questions:

1. On a scale of 1 – 5, what proportion of your students gained new knowledge, understanding or skills in relation to the following different topics? Choose an answer for each statement

Statement	Choose an answer
(a) Knowing money can take different forms, including banknotes, coins and electronic money	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(b) Distinguishing and naming banknotes and coins used in Ireland	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(c) Appreciates the value of money	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(d) Can differentiate between what is essential compared to not essential spending	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(e) Understands budgeting and why this is useful	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA

Statement	Choose an answer
(f) Confidence managing money*	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(g) Wanting to feel in control of their money when they grow up*	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA

*Topics used in Money and Pensions Service Children and Young People's Financial Capability Tool.

2. On a scale of 1 – 5 and based on questions and answers in class, what proportion of your students changed their behaviour? Choose an answer for each statement.

Statement	Choose an answer
(a) Started saving money by themselves	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(b) Increased regularity of savings	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(c) Changed the way they care for valuable items (e.g. looking after toys / reduced waste)	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(d) Changed the way they discuss money and value with peers	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(e) Has developed a budget for their spending	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(f) Thinks before spending	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA

Measurement Tool (Option Two – Pre/Post-Test Teacher Survey)

Brief Description: This bespoke questionnaire is designed to gather observations about participant outcomes from teachers, who were involved in the delivery of the programme. Using this option, a teacher’s observations are used as a proxy for gathering data directly from participants. Note a similar structure could be used with students to assess change at the end of the course.

Method of Delivery: Compared to the previous questions, these questions are designed to capture a teacher’s observations following the first session and after the programme has been delivered. In this method, the difference is measured by comparing the two sets of responses. This questionnaire can be shared as an online survey or a paper-based questionnaire, which is completed and returned to staff. Ideally class discussion or quizzes will help the teacher make these assessments.

Evaluation Questions:

1. On a scale of 1 to 5, please rate your agreement with each of the statements BEFORE and AFTER the course was facilitated in your classroom. Rate each statement using the following scale:

- 1 – None of my students
- 2 – A few of my students
- 3 – Some of my students
- 4 – Most of my students
- 5 – All of my students

Statements	BEFORE Ollie						AFTER Ollie				
	1	2	3	4	5		1	2	3	4	5
Knowledge and skills											
Understands different forms of money											
Distinguishes banknotes and coins used in Ireland											
Appreciates the value of money											
Understands essential v non-essential spending											
Can differentiate between what is essential compared to not essential spending											
Understands budgeting and why this is useful											
Can make a budget											
Knows how to manage money											

Statements	BEFORE Ollie						AFTER Ollie				
	1	2	3	4	5		1	2	3	4	5
Behaviours											
Started to save by themselves											
Increased savings											
Changed how they care for valuable items (e.g. looking after toys / exchanging rather than buying toys)											
Changed the way they discuss money and value with peers											
Developed a budget for spending											
Thinks before spending											

Measurement Tool (Option Three - Student and Teacher Post Programme Feedback)

Brief Description: This questionnaire is designed to capture meaningful feedback and outcome data about the programme from students and teachers alike. The form contains a mix of both qualitative (written responses) and quantitative (Likert/rating scales) data.

Method of Delivery: A questionnaire is administered to all participants and teachers through an online survey or as a paper-based form, which is shared in the last session before the programme is completed. Participants are asked to share any feedback, which might be used to improve the programme’s delivery or enhance outcomes for subsequent participants in the future.

Evaluation Questions:

1. In your own words, what was the most useful thing you learned? Write an answer.

2. How important do you think it is to learn to manage your money? Choose an answer.

- a. Very important
- b. A little important
- c. Not important
- d. Don't know

3. How much did you learn about the following? Choose an answer.

	I didn't learn anything new	I learned a little	I learned a lot
Types of Money	(1)	(2)	(3)
How much things cost	(1)	(2)	(3)
What I need v What I want	(1)	(2)	(3)
Making a budget	(1)	(2)	(3)

4. Are you doing anything differently / will you do anything differently in the future?

	I'm doing something differently already	I might do something differently in future	I intend do something differently in future
Started saving	(1)	(2)	(3)
Stop and think before spending	(1)	(2)	(3)
Borrowing / trading / passing on/ making things instead of buying things	(1)	(2)	(3)
Talking to my parent(s) or carer(s) about money	(1)	(2)	(3)

5. How could this programme be more useful to you? Write an answer.

Case Study Three: Secondary Education – Irish Funds Transition Year Financial Literacy Programme

The [Irish Funds Financial Literacy TY Programme](#) is a free, class-based interactive programme for Transition Year students delivered by funds and asset management industry experts.

Background: Developed in 2022 by Irish Funds and available to schools during the school year between October and May.

Target Audience: Transition Year Students

Duration: 6 x 1-hour modules, delivered over six weeks or adapted to the school's schedule.

Scale: As of February 2026, the programme has been delivered to over 2,200 students. In 2024 - 2025 the programme was delivered to 740 students across 23 schools. In 2025 - 2026 31 schools across 20 counties are signed up to the programme with a greater focus on DEIS and girls' only schools.

Overarching Objectives: To equip students with essential financial literacy skills, practical life competencies, and an understanding of the funds and asset management industry.

Outcomes

Ability:

- Understands financial products, concepts and consumer protection regulations
- Understands the basics of digital finance
- Recognises the role of financial services and funds and asset management industry

Mindset:

- Believes sustainable investing is important
- Increases aspirations around financial career pathways

Behaviour:

- Critically evaluates own spending and savings habits
- Sets financial goals
- Budgets
- Saves

Content and Methods: The programme is delivered by industry experts with links to the school or local community. Topics covered in the programme include:

1. Introduction – Financial Literacy, Industry overview, Careers.
2. Budgeting and Saving – Budgeting, saving, income, financial Goals.
3. Digital Finance – Digital Payments, financial wellbeing, security.
4. Sustainable Investing – ESG, responsible investing, sustainability.
5. Funds, Risks and Regulation – Investment funds, risk, regulation.
6. Soft Skills and Careers – Life skills, fraud awareness, career pathways.

Programme (USP): The programme involves a mixture of interactive methods, blending real-world examples, digital tools like the Financial Times Schools Portfolio simulation, group discussions, and game-based learning through Kahoot quizzes. A standout activity involves managing a fictitious €100,000 portfolio, which challenges students to actively monitor market fluctuations, track their investments, and grasp the critical concept of diversification. This hands-on approach resonates with participants; as one student from Limerick noted, it is “an enjoyable programme... [with] useful, real-life information that we can apply to our own lives.”

Measurement Tool (Option One – Post-Test Teacher Observations)

Brief Description: This bespoke questionnaire is designed to gather observations about participant outcomes from teachers, who were involved in the delivery of the programme. Using this option, a teacher’s observations are used as a proxy for gathering data directly from participants. In order to use this method, the teacher would need to have discussions with the class on behaviours.

Method of Delivery: Immediately after the programme has been delivered, a brief questionnaire is designed and shared with teachers. This questionnaire can be shared as an online survey or a paper-based questionnaire, which is completed and returned to staff.

Evaluation Questions:

On a scale of 1 – 5, what proportion of your students gained new knowledge, understanding or skills in relation to the following different topics? Choose an answer for each statement.

Statement	Choose an answer
(a) Financial products, concepts and consumer protection regulations	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(b) The basics of digital finance	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(c) The role of financial services and the funds and asset management industry	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA

Statement	Choose an answer
(d) Why sustainable investment is important	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(e) Financial career pathways	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(f) Confidence managing money (MaPS CYP Financial Capability Tool)	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(g) Wanting to feel in control of their money when they grow up (MaPS CYP Financial Capability Tool)	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA

1. On a scale of 1 – 5 and based on questions and answers in class and the last group discussion, what proportion of your students changed their behaviour?

Statement	Choose an answer
(a) Critically evaluating own spending and savings habits	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(b) Setting financial goals	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(c) Started budgeting	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(d) Started saving money themselves	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA
(e) Increased savings	1 - None of my students 2 - A few of my students 3 - Some of my students 4 - Most of my students 5 - All of my students Don't Know / NA

Measurement Tool (Option Two – Teacher Survey, completed after the session)

Brief Description: This bespoke questionnaire is designed to gather observations about participant outcomes from teachers, who were involved in the delivery of the programme. Using this option, a teacher’s observations are used as a proxy for gathering data directly from participants. This could also be used by students.

Method of Delivery: Compared to the previous questions, these questions are designed to capture a teacher’s observations following the first session and after a programme has been delivered. In this method, the difference is measured by comparing the two sets of responses. This questionnaire can be shared as an online survey or a paper-based questionnaire, which is completed and returned to staff.

Evaluation Questions:

1. On a scale of 1 to 5, please rate your agreement with each of the statements BEFORE and AFTER you taught the programme in class. Rate each statement using the following scale:

- 1 – None of my students
- 2 – A few of my students
- 3 – Some of my students
- 4 – Most of my students
- 5 – All of my students

Statements	BEFORE TY programme						After TY programme				
	1	2	3	4	5		1	2	3	4	5
Knowledge and skills											
Understands financial products, concepts and consumer protection regulations											
Understands the basics of digital finance											
Recognises the role of financial services and the funds and asset management industry											
Believes sustainable investment is important											
Understands financial career pathways											

Statements	BEFORE TY programme						After TY programme				
	1	2	3	4	5		1	2	3	4	5
Mindset / behaviours											
Aspires towards financial careers											
Critically evaluates own money management habits											
Sets financial goals											
Starts budgeting											
Starts saving money											
Increases regularity of savings											

Measurement Tool (Option Three - Student post course feedback)

Brief Description: This questionnaire is designed to capture meaningful feedback and outcome data about the programme from students and teachers alike. The form contains a mix of both qualitative (written responses) and quantitative (Likert/rating scales) data.

Method of Delivery: A questionnaire is given to all participants and teachers through an online survey or as a paper-based form, which is shared in the last session before the programme is completed. Students are asked to share any feedback, which might be used to improve the programme’s delivery or enhance outcomes for other students in the future.

Evaluation Questions:

1. In your own words, what was the most useful thing you learned? Write an answer.

2. Since the course do you think more about managing your money? Choose an answer.

- Yes
- Maybe
- No

3. How much did you learn about the following? Choose an answer for each statement.

	I didn't learn anything new	I learned a little	I learned a lot
Financial products, concepts and consumer protection regulations	(1)	(2)	(3)
The basics of digital finance	(1)	(2)	(3)
The role of financial services and the funds and asset management industry	(1)	(2)	(3)
Why sustainable investment is important	(1)	(2)	(3)

4. Are you doing anything differently / will you do anything differently in the future? Choose an answer for each statement.

	I'm doing something differently already	I might do something differently in future	I intend do something differently in future	No, nothing different
Thinking about whether something is good value for money before buying it	(1)	(2)	(3)	(4)
Developing financial goals	(1)	(2)	(3)	(4)
Starting to save	(1)	(2)	(3)	(4)
Saving more often	(1)	(2)	(3)	(4)
Choosing subjects or placements that will help me towards a financial career	(1)	(2)	(3)	(4)
Talking to my parent(s) or carer(s) about money	(1)	(2)	(3)	(4)

5. How could this programme be more useful to you? Write an answer.

Case Study Four: Third-Level Education – Financial Readiness for Life Digital Badge

“Financial Readiness for Life” is a free [digital financial literacy course](#) developed to support college and PLC students manage financial demands associated with the transition to higher education.

Background: Developed in 2024 by Atlantic Technical University (ATU) Access and Widening Participation Office & Money Advice and Budgeting Service (MABS)

Target Audience: Third level students facing financial vulnerability in relation to budgeting, borrowing, high-cost credit, debt and emerging financial risks

Duration: 90 mins – 2 hours, either in single setting or over time. Varies depending on computer literacy of participant and if course is taken in segments

Scale: 1,095 participants as of Feb 2026

Overarching Objectives: Enhance participants’ financial capability by supporting more effective financial decision making

Outcomes

Ability:

- Increased understanding of financial concepts such as budgeting, debt and credit ratings
- Increased awareness of financial risks, including scams, gambling and cryptocurrency and using credit
- Distinguishes needs from wants

Mindset:

- Talks openly about money with friends and family
- Makes decisions to live within means

Behaviour:

- Prioritises needs over wants
- Pays bills on time, or only enters into a repayment arrangement to reduce negative impact on credit ratings
- Avoids being caught out by scams and buy-now-pay later products

Content and Methods: The course is self-directed and digitally accessible via laptops, tablets and mobile phones. For each module, students listen to vox pops created by students interviewing other students and respond to quizzes about applied scenarios. The following content is covered: th links to the school or local community. Topics covered in the programme include:

1. Needs, Wants and Sustainable Spending
2. Money Management (budgeting, saving, managing day to day expenses of student life)
3. Borrowing and Long-Term Financial Health (assessing high-cost credit products, comparing credit providers)
4. Risk and Scams (identifying and mitigating potential financial threats)
5. Tackling Debt (practical steps for prioritising, managing and addressing debt)

Programme (USP): The programme's unique value lies in its self-directed, digitally accessible format, which comes alive through practical exercises and relatable scenarios. By confronting students with realistic dilemmas—such as choosing between designer shoes and paying rent or recognizing how they might be targeted as money mules—the content moves beyond theory to resonate with their daily lives. Furthermore, the mandatory 60% pass rate for each section ensures that students don't just skim the surface; it demands a genuine understanding of financial risks and cultivates the essential skills needed to become financially savvy.

Measurement Tool (Pre and Post-Programme Participant Questionnaire)

Brief Description: This bespoke measure contains a series of indicators used to evaluate financial behaviours after a programme has completed. These questions are designed to assess if financial behaviours learnt during a course are sustained by participants over a longer period of time. It allows for the measurement of change over a period of time (in this case a month – but this could be two weeks) and contrasts the month prior to the completing the course against the month following the course.

Method of Delivery: A questionnaire is given to all participants and teachers through an online survey. This should be used at the beginning of the course and at some time in the future (i.e. 3 or 6 months after the course). Ideally there is an incentive for completing the second survey, either a prize or students are bought back together again for a follow up workshop and complete it then.

Evaluation Questions:

1. **How likely are you to prioritise bills and credit repayments over discretionary spending?**
 - a. Very likely (+2)
 - b. Likely (+1)
 - c. Don't know (0)
 - d. Not likely (-1)
 - e. Not at all likely (-2)
2. **How likely are you to enter into a repayment arrangement?**
 - a. Very likely (+2)
 - b. Likely (+1)
 - c. Don't know (0)
 - d. Not likely (-1)
 - e. Not at all likely (-2)
3. **How confident do you feel to question whether communications, offers and recommendations may be fraudulent?**
 - a. Very confident (+2)
 - b. Confident (+1)
 - c. Don't know (0)
 - d. Not confident (-1)
 - e. Not at all confident (-2)

- 4. How confident do you feel to decline unwanted credit that is offered with a purchase?**
- Very confident (+2)
 - Confident (+1)
 - Don't know (0)
 - Not confident (-1)
 - Not at all confident (-2)
- 1. In the last month, how often have you prioritised bills and credit repayments over discretionary spending?**
- All of the time (3)
 - Most of the time (2)
 - Some of the time (1)
 - None of the time (0)
 - I don't know
- 2. In the last month, were you able to pay your bills on time?**
- All of my bills (3)
 - Some of my bills (2)
 - A few of my bills (1)
 - None of my bills (0)
 - I don't know
- 3. In the last month, have you entered into any buy-now-pay-later commitments which weren't intended to reduce negative impact on credit ratings?**
- Yes (2)
 - No (1)
 - Don't know (0)
- 4. If you lost your main source of household income, how long could your household continue to cover living expenses without having to borrow any money or ask for help from friends or family?***
- Less than a week
 - More than one week but less than a month
 - More than a month but less than three months
 - More than three months but less than six months
 - 6 months or longer
 - Don't Know/ prefer not to say
- 5. In the last month, have you experienced any of the following issues?**
- {Have you} accidentally provided personal financial information (such as PIN, passwords or card number) in response to an email, phone call or social media message that you later found out was fraudulent and not genuine?
 - {Have you} discovered that someone has used any of your payment details (such as credit cards, debit card information) to pay for goods without your authorisation?

- c. {Have you} lost money as a result of hackers or phishing scams?
- d. {Have you} made a financial investment that you later found out was not genuine?
- e. {Have you} transferred money to the account of someone you didn't know (e.g. following a request for help from someone pretending to be a friend or relative, or following a job offer on social media)?
- f. {Have you} lost money on a crypto-asset exchange as a result of a fraud or scam? {Have you personally} paid for a product online that you never received and lost money as a result (e.g. you were not refunded)?

Case Study Five: Workplaces – Money Skills for Life Talks

[“Money Skills for Life”](#) is a free workplace talk designed to provide financial education to employees, with the support of their employer, community group or charitable organisation.

Background: Developed in 2012 by the Competition and Consumer Protection Commission and approved for Continuous Professional Development by the Institute of Bankers and Credit Union and Insurance Institutions, with content updated periodically.

Target Audience: Employers, community groups, charitable organisations who wish to promote the financial wellbeing of employees.

Duration: A one hour session which combines two topics and 15 minutes Questions and Answers at the end or a one hour foundation or pre-retirement course, usually as part of wellbeing initiatives

Scale: In 2025, 35 talks were delivered to organisations, reaching 1379 individuals live (either in-person or online) and a further 78 individuals via access to the recording.

Overarching Objectives: The presentations aim to provide basic financial education to employees in workplaces on nine specific topics.

Outcomes

Ability:

- Increased understanding of money management including budgeting, borrowing and dealing with debt
- Increased help seeking to deal with issues such as problem debt or engages a financial advisor to plan better for retirement

Mindset:

- Can make decisions needed to live within means
- Has financial goals and aspirations

Behaviour:

- Reduces spending on outgoings through good decision making
- Saves to build buffer fund
- Explores pensions and investments and chooses the right option for them

Content and Methods: The presentation is delivered on site or remotely by volunteers who are working in or have previous experience in the financial services industry. Employers choose two topics which could include budgeting, saving and investing, insurance, borrowing money, dealing with debt, occupational pensions and personal pensions. Also, a pre-retirement course covers content relevant to the transition from work to retirement, and a foundational course covers the basics of day-to-day banking, such as setting up a bank account, paying bills and using online banking. Participants receive a handbook and budget planner.

Programme (USP): The course brings free, independent and practical financial education delivered by trained financial professionals directly in workplaces or community settings to help people take immediate action to improve their own and their family's financial wellbeing. Each talk highlights the practical tools and resources available on the CCPC website, empowering participants to make informed financial decisions and improve their financial outcomes.

Measurement Tool (Post-Programme Participant Questionnaire)

Brief Description: This bespoke measure contains a series of indicators used to evaluate financial behaviours at the end of the programme – it is recommended it is used a month after to measure change rather than solely intention to change. These questions are designed to assess if financial behaviours learnt during a course are sustained by participants.

Method of Delivery: After two months, the facilitator follows up with course participants with an invitation to complete a brief survey with the incentive of a prize. All questions use a Likert scale to assess if change in behaviour had occurred.

Evaluation Questions:

Behaviour change outcome	Indicator	Sample Questions	Responses
Any behaviour change	Qualitative feedback from open-ended question showing behaviour change	After attending the talk, are there any changes you would make to your spending or savings habits or planning for the future? / Are there any changes you have made?	Y/N
Reduces spending on outgoings through good decision making	% of participants saving money often or very often rather than spending on non-essential items	As a result of the course have you reduced your spending on non-essential items <ul style="list-style-type: none"> • Yes, a lot • Yes, a little • No change • No, I spend a little more • No, I spend a lot more 	1/2/3/4/5
Saves to build buffer fund	% of participants who say they are confident or very confident to set realistic savings targets	Has the course increased your confidence in relation to savings <ul style="list-style-type: none"> • Significantly more confident • Slightly more confident • No change • Slightly less confident • Significantly less confident 	1/2/3/4/5

Behaviour change outcome	Indicator	Sample Questions	Responses
Saves to build buffer fund	OR % of participants who say they plan to start, increase, or maintain savings	Have you saved more since the course <ul style="list-style-type: none"> • Yes, a lot • Yes, a little • No change • No, a little less • A lot less 	1/2/3/4/5
	% of participants taking steps towards buffer fund	In the past month, have you taken any steps to build a buffer fund for emergencies? <ul style="list-style-type: none"> • Yes, I have started saving to have a small buffer for the first time • Yes, I already had one but have added to it • No, I haven't yet but intend to • No, I haven't and don't feel I can 	1/2/3/4
Explores pensions and investments and chooses the right option for them	% of participants feeling their understanding about pensions has increased	Since the programme has your understanding of pensions increased <ul style="list-style-type: none"> • Yes, a lot • Yes, a little • No change • No, a little less • A lot less 	1/2/3/4/5
	Since the course have you undertaken any of the following	Since the course have you undertaken any of the following? <ul style="list-style-type: none"> • Started a pension plan • Increased my pension payments • Sought financial advice on pensions • Discussed pension planning with friends or family 	

*Drawn from Money Advice and Pension Service Financial Fitness Tool



10. Appendix I: Useful Terms

Term	Definition
Financial Literacy / Financial Capability	A combination of financial awareness, knowledge, skills, attitudes, and behaviours to make sound financial decisions and ultimately achieve individual financial wellbeing. Financial capability emphasises the ability to act, whereas previous definitions of financial literacy focused primarily on knowledge
Financial Wellbeing	A state of being whereby individuals can meet current and ongoing financial obligations, feel secure in their financial future, and are able to make choices that allow them to enjoy life
Outcome	The specific change that happens because of your programme, including knowledge, behaviour, attitude, or financial wellbeing
Short-term Outcome	Changes that happen during or immediately after the programme
Medium-term Outcome	Changes that appear a few weeks or months after the programme
Long-term Outcome	Sustained changes that occur well after the programme ends (+one year)
Pre-conditions	Factors such as knowledge, skills, or confidence that need to be in place before a participant can change their behaviour
Monitoring and Evaluation (M&E)	Processes of collecting, analysing, and using data to understand how well a programme works
Indicator	A measurable piece of information that shows whether an outcome is happening
Deadweight	The portion of change that would have happened anyway, without the programme
Attribution	The proportion of change that is actually caused by your programme
Counterfactual	The scenario that shows what would have happened without the programme
Control Group	A group of participants who do not receive the programme, used for comparison
Randomized Control Trial (RCT)	A study where participants are randomly assigned to receive the programme or not, to test its true effect
Positive Bias / Social Desirability Bias	Happens when participants give answers they think are expected rather than the truth
Implementation Plan	A plan for putting recommendations from evaluation into action
Taxonomy	Classification of different words into groupings
Pre/Post	Measuring participants before and after the programme to see change
Post-only	Measuring participants only after the programme
Qualitative data	Descriptive, non-numerical information capturing opinions or experiences
Quantitative data	Numerical information that can be measured or counted

11. Appendix II: Taxonomy for Outcomes

The following verbs are useful for identifying programme-related outcomes. Use these to develop learning outcomes for your course. Ideally you are working towards at least one outcome from the lists in 3 and 4.

1.Ability: Knowledge and Skills	2.Mindset: Attitudes and Motivation	3.Financially Capable Behaviours	4.Financial Wellbeing and Resilience
Understands	Communicates	Starts	Feels satisfied
Identifies	Establishes	Stops	Feels confident
Applies	Believes	Increases	Is able to
Assesses	Decides	Reduces	
Anticipates	Plans	Compares & Contrasts	
Demonstrates / shows	Proposes	Shops around	
Uses	Revises	Claims	
Recognises	Organises	Prioritises	
Differentiates	Develops	Appraises	
Makes sense of	Adapts	Selects / Chooses	
		Critically evaluates	

¹The OECD Framework for Children and Young People also includes a list of verbs in Annex A to map competencies to the three dimensions of (i) knowledge/ awareness/ understanding (ii) skills/behaviours and (iii) attitudes. https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/09/financial-competence-framework-for-children-and-youth-in-the-european-union_b5562e18/bf059471-en.pdf

12. Appendix III: Good and Bad Survey Questions

Tips for Good Questions (with examples of bad ones)

Tip	Worked Examples (Bad vs. Good)
<p>1. Avoid Double-Barrelled Questions. Ask only one thing per question. Combining two concepts makes it impossible to know which part the respondent is answering.</p>	<p>Bad: “Do you feel confident creating a budget and tracking your daily expenses?” (Confused if they can budget but can’t track.)</p> <p>Good: “How confident do you feel creating a monthly budget?” (Followed by a separate question) “How confident do you feel tracking your daily expenses?”</p>
<p>2. Eliminate Leading Language Remove words that suggest a “correct” or socially desirable answer, which biases the data toward positive outcomes.</p>	<p>Bad: “How much do you agree that responsible adults should save for emergencies?” (Pressures the user to agree.)</p> <p>Good: “To what extent do you prioritise setting aside money for unexpected expenses?”</p>
<p>3. Replace Jargon with Plain Language Use words participants use in daily life, not technical financial terms taught in theory – unless you are testing definition recall.</p>	<p>Bad: “To what extent have you optimised your discretionary income use to save for unforeseen contingencies?” (Too academic; unclear to most.)</p> <p>Good: “How much of your spending money do you try to keep saved for unexpected emergencies?”</p>
<p>4. Use Specific Timeframes Vague terms like “recently” or “often” are interpreted differently by everyone. Define the exact period.</p>	<p>Bad: “Have you recently reviewed your utility bills?” (Does “recently” mean yesterday or last year?)</p> <p>Good: “In the past 30 days, how many times have you reviewed your electricity or gas bills?”</p>
<p>5. Measure Behaviour, Not Just Intent Training often increases intent, but outcome measurement requires evidence of action.</p>	<p>Bad: “Do you plan to start cooking at home more often to save money?” (Measures intention, not result.)</p> <p>Good: “In the past week, how many meals did you prepare at home instead of buying takeout?”</p>
<p>6. Avoid Absolute Terms Words like “always,” “never,” or “all” force respondents into boxes that rarely reflect reality, leading to inaccurate data.</p>	<p>Bad: “Do you always record every single purchase you make?” (One missed purchase makes the answer “No,” so it’s hard to know the accurate picture).</p> <p>Good: “How frequently do you record your purchases in your budget tracker?” (Options: Never, Rarely, Sometimes, Most of the time, Always)</p>

Tip	Worked Examples (Bad vs. Good)
<p>7. Ensure Scales are Balanced Scales Provide an equal number of positive and negative options to avoid skewing results toward satisfaction.</p>	<p>Bad: “How helpful was the training?” (Options: Very Helpful, Helpful, Somewhat Helpful) (No option to express it wasn’t helpful.)</p> <p>Good: “How would you rate the usefulness of the training?” (Options: Not useful at all, slightly useful, moderately useful, very useful, extremely useful)</p>
<p>8. Test for Recall Feasibility Do not ask for precise numerical data if the average person does not track it meticulously; use ranges instead.</p>	<p>Bad: “What was the exact amount of money you saved on groceries last month compared to the previous month?”(Most people cannot calculate this precisely.)</p> <p>Good: “Compared to last month, how would you estimate your grocery spending?”(Options: Much higher, slightly higher, about the same, slightly lower, much lower)</p>
<p>9. Separate Knowledge from Practice Distinguish between knowing what to do and actually doing it to identify where the implementation gap lies.</p>	<p>Bad: “Do you know how to negotiate bills and have you done it?”(Mixes knowledge and action.)</p> <p>Good (Knowledge): “Can you list three strategies for negotiating a lower internet bill?”</p> <p>Good (Practice): “Have you contacted a service provider to negotiate a lower rate in the last 6 months?”</p>
<p>10. Keep it Short and Simple Keep it as brief as possible and no more than 5-8 mins to complete.</p>	<p>How to keep it short and simple:</p> <ul style="list-style-type: none"> • A maximum of three, and ideally two open questions • If you ask a scaled question include 3-6 categories, this gets maximum information in the least time. • Time it (most software will provide a time estimate)

13. Appendix IV: Survey Tool Options

There are many different survey tool options to choose from, which may be more or less suitable depending on the length, intensity, and literacy levels of your course participants.

Tool	Best For	What It's Good At	Watch Out For
SurveyMonkey	General programme feedback	Easy to create surveys, good templates, clear charts	Many useful features require a paid plan
Google Forms	Quick and simple surveys	Completely free, very easy to use, responses go straight to Google Sheets	Limited design and analysis options
Sogolytics	Detailed programme evaluations	Strong reporting, good for tracking results over time	More complex to learn
SmartSurvey	Public sector or GDPR-sensitive work	Strong data protection, reliable for formal surveys	Free version has limits
Voiceform	More personal or story-based feedback	Allows voice or video responses, conversational style	Not ideal for large, structured surveys
Typeform	Engaging participant experience	Interactive and user-friendly surveys	Response limits on cheaper plans
Qualtrics	Large or complex programmes	Very powerful analysis and survey tools	Expensive and more technical
Jotform	Flexible forms and registrations	Easy drag-and-drop builder, many templates	Less focused on survey analysis

14. Appendix V: Template Evaluation Findings Report

[Add Programme Name]

[Date] | [Start Date] – [End Date]

Executive Summary

[Briefly state the primary objective, key finding (e.g., “significant improvement in budgeting behaviours”), and one major recommendation. Limit to 3-4 sentences.]

Methodology

- **Participants:** [Number] respondents ([Response Rate] %); demographics: [e.g., 60% low-income, 40% students, 70% female].
- **Approach:** [e.g., Pre/post surveys, focus groups]
- **Metrics:** Measured changes in [e.g., emergency savings, bill negotiation] over [timeframe].

Key Findings

- **Behavioural Change:** [X] % of participants now [specific action, e.g., track expenses weekly], up from [Y] % pre-programme.
- **Knowledge Gap:** While [Z] % understood [concept], only [A] % applied it (e.g., knew negotiation tactics but didn't use them).
- **Critical Insight:** [Most surprising/result, e.g., “Intent to save rose 40%, but actual savings increased only 10% due to income constraints”].

Recommendations

1. **Immediate:** [Actionable step, e.g., “Add module on overcoming income barriers to saving”].
2. **Strategic:** [Long-term fix, e.g., “Partner with employers for automatic payroll deductions”].
3. **Monitoring:** [Metric to track, e.g., “Measure 6-month retention of bill-negotiation skills”].

Conclusion

The program successfully improved [specific area] but faces challenges in [limitation]. Prioritising [top recommendation] will bridge the gap between knowledge and sustained financial resilience.

15. Appendix VI: Template Implementation Plan

Template Implementation Plan

Implementation Plan				
Recommendations	Action	Additional data	Lead staff member	Due date

Sample from a Financial Education Programme for Women

Implementation Plan				
Recommendation	Action	Additional data	Lead staff member	Due date
Adapt programme schedule to fit caring responsibilities of women involved in programme	Conduct survey with participants to identify preferred times (e.g. mornings or evenings)	Female participant enrolment rates and completion rates	Sarah Jones, Project lead	End March
	Reschedule sessions to preferred times		Sarah Jones	Mid-April
	Update marketing materials		John Baker, Comms lead	End April

16. Appendix VII: Common Challenges

Table of Common Challenges and How to Respond

Challenge	Why It's a Problem	Mitigation Strategies
Data is captured inconsistently	Makes it difficult to compare results across participants, time points, or programme sites	Standardise surveys and questionnaires; collect data at consistent points; have a clear rationale for timing if multiple points are used
Answers are incomplete	Insufficient data to assess whether an outcome occurred	Require responses for each question; include "N/A" as an option; follow up with participants if possible
Instructions are difficult to understand	Participants may misinterpret questions, leading to unreliable data	Write clear, step-by-step instructions; review with colleagues; pilot test with a small group before full rollout
Low response rate	Limits the representativeness of results and reduces confidence in findings	Collect information in-person during activities- Offer incentives (e.g., prizes, small rewards) to increase participation by 25–40%- Keep surveys short (≤5 minutes)- Promote through posters, social media, email, or event spaces- Engage gatekeepers to distribute surveys on your behalf
Positive response bias	Sometimes participants give answers that are too positive because they want to please you or feel uncomfortable being critical	To get honest answers: <ul style="list-style-type: none"> • Have someone the participant doesn't know ask the questions. • Ask participants to be open and honest about their experiences. • Reassure them that their answers won't affect their participation in the program. • Explain that their feedback will help improve the program for themselves and others.
Data is hard to interpret	If questions are asked in a post intervention survey and don't have a comparative pre survey it can be hard to assess if change happened or if they already undertook the actions or if it is due to the programme.	Ask questions in a post only survey in a way that gets information on whether the change was due to programme, i.e. How much influence has the programme had on your savings, rather than: do you save. This last question does not capture the change.

17. Appendix VIII: Sample Questions

Introduction

The below sample questions are drawn from the OECD/INFE Toolkit 2026, the MaPS Financial Fitness Tool, or are typical programme evaluation questions relevant to financial education programmes.

When designing your evaluation tools:

- Choose a sample of questions that measure outcomes from your programme, with a focus on behaviour change
- Try to include one open-ended question to capture qualitative feedback on how the programme improved their life AND any improvements for future programmes

Types of Questions

Behavioural Change: "How has your habit of [action] changed?" (e.g., tracking expenses).

Knowledge Application: "Which new concept from the course are you applying today?"

Confidence Shift: "On a scale of 1–10, how has your confidence in [skill] changed?"

Outcome Impact: "Have you made any financial decisions differently since the course?"

Pre vs Post Measures– how to change from one to the other?

What is the difference between the two types of questions?

Pre-Course Questions measure the current state before any intervention. They establish a baseline to understand the participant's starting point, knowledge, or behaviour.

Focus: "Where are you now?"

Example: "How confident do you feel managing your monthly budget?"

Post-Course Questions measure the change or impact after the intervention. They ask the participant to compare their current state to their past state or apply new knowledge immediately.

Focus: "What has changed since the course?"

Example: "How has your confidence in managing your monthly budget changed since completing this course?"

What is the problem if you use the wrong one?

If you use a pre-post style question for a post only survey you cannot tell if anything changed, i.e. 60% of participants say they are saving regularly, however you don't know if the rate was the same before the course. Therefore it will not be useful information for assessing programme outcomes.

How to Turn a Pre-Survey into a Post-Survey?

To adapt a question, you must insert a temporal anchor (a time reference) and a comparison (change vs. status quo). The Formula: [Time Reference] + [Action/State] + [Comparison to Baseline]

Example: Financial Education for Adults

Original Pre-Survey (Baseline):

"How often do you check your bank balance?"

- A) Daily
- B) Weekly
- C) Monthly
- D) Rarely

Transformed Post-Survey (Change):

"Since completing the course, how has your frequency of checking your bank balance changed?"

- A) I now check daily (improved from rarely/monthly)
- B) I now check weekly (improved from rarely/monthly)
- C) My frequency has remained the same
- D) I check less often

Using Artificial Intelligence (AI) to Assist

You can use AI to rapidly generate these variations by providing the original question and the course context. Make sure you check your organisation's AI policy to see if seeking this kind of support is permitted.

Prompt Template: "I have a pre-course survey question: '[Insert Question]'. Please rewrite this as a post-course survey question that measures the change experienced. The course is about [Course Topic]. Provide 3 variations: one focused on behaviour, one on confidence, and one on outcomes."

Example Prompt: "I have a pre-course survey question: 'Do you feel stressed about debt?' Please rewrite this as a post-course survey question that measures the change experienced. The course is about debt management. Provide 3 variations."

Sample Questions to Measure Behaviours

Outcome Area	Question Type	Question Text & Response Options
Any behaviour change	Post-Test Only	Open question - Ask about what changes they have made: i.e. Since participating in the programme, have you done anything differently? (e.g. opened a bank account, reduced impulse spending, increased saving, started budgeting, etc.)
1. Pays bills on time	Pre/Post Test	How well are you keeping up with bills and credit commitments at the moment? (MaPS Financial Fitness Tool) <ul style="list-style-type: none">• Keeping up with all bills/commitments without difficulties• Keeping up, but it is a struggle from time to time• Keeping up, but it is a constant struggle• Falling behind with some bills/commitments• Having real financial problems/fallen behind with many• Not applicable (no bills/commitments)

Outcome Area	Question Type	Question Text & Response Options
1. Pays bills on time	Pre/Post Test	In the past 1 month, how often have you fallen behind with bills and credit commitments? <ul style="list-style-type: none"> • Very often • Often • Occasionally • Rarely • Never
	Post Only	Did the course increase your motivation to pay bills on time? <ul style="list-style-type: none"> • Yes, significantly • Yes, slightly • No change • No, it's slightly less • No, it's significantly less
2. Budgets and makes the most of income	Pre/Post Test	How often do you use a credit card, overdraft, or borrow money to buy food or pay bills because you've run short of money? <ul style="list-style-type: none"> • Very often • Fairly often • Sometimes • Not very often • Never • Don't know
		Thinking about the financial products you hold, which of the following statements best describes how you have chosen them? Please think about the strategy you have used for most of the products you hold. (OECD/INFE 2026) <ul style="list-style-type: none"> • I considered several options from different companies before making a decision • I considered various options from one company • I didn't consider any other options at all • I looked around but there were no other options to consider • Don't know
		How often would you say these statements apply to you? For each statement could you tell me whether it never, rarely, sometimes, often or always applies to you? 1='Never', 2, 3, 4, 5= 'Always' (OECD/INFE 2026) <ul style="list-style-type: none"> • Before I buy something I carefully consider whether I can afford it • I have money left over at the end of the month • I pay my bills on time

Outcome Area	Question Type	Question Text & Response Options
2. Budgets and makes the most of income	Pre/Post Test	Do you currently track your income and expenses using a specific method (e.g., app, spreadsheet, notebook)? <ul style="list-style-type: none"> • Yes, consistently • Yes, but inconsistently • No, I do not track • Don't Know
	Post-Only	Since the course, have you done any of the following as a result of what you learned? <ul style="list-style-type: none"> • Started a budget • Discussed budgeting with friends or family • Set up automatic payments • Looked for other providers with better deals • Other, please list
	Post only	The course influenced my spending <ul style="list-style-type: none"> • Significantly / positively • Slightly / positively • No change • Slightly / negatively • Significantly / negatively
3. Borrows affordably / takes steps to reduce debt	Pre/Post Test	How confident do you feel in your ability to manage your current debt load? <ul style="list-style-type: none"> • Very confident • Confident • Not very confident • Not at all confident • Not applicable (no debt) <p>Or/</p> How much you disagree or agree with each of these statements (as it relates to you, personally). Please use a scale of 1 to 5, where: 1 tells me that you completely disagree with the statement and 5 shows that you completely agree. (OECD/INFE 2026) <ul style="list-style-type: none"> • I have too much debt right now
	Post-Test Only	Have you taken any of the following steps in the last 3 months to reduce debt? <ul style="list-style-type: none"> • Negotiated lower interest rates • Consolidated debts • Set up an automatic payment plan • Stopped using credit for non-essentials • None of the above

Outcome Area	Question Type	Question Text & Response Options
4. Saves	Pre/Post	<p>Which of these best describes how you usually save money?</p> <ul style="list-style-type: none"> • Every month • Most months • Some months, but not others • Rarely/Never • Don't know
		<p>If you personally faced a major expense today – equivalent to your own monthly income – would you be able to pay it without borrowing the money or asking family or friends to help? (OECD/INFE Toolkit)</p> <ul style="list-style-type: none"> • Yes • No • Don't Know • Not applicable
	Post Test Only	<p>In the past 3 months, as a result of the course were you able to set aside money for an emergency fund?</p> <ul style="list-style-type: none"> • I did this before the course • Yes, I have done this more as a result of the course • No change <p>How much more have your savings increased since the programme, more than what they would have if you had not done the course? [make relevant to your programme]</p>
5. Has insurance	Pre/Post Test	<p>Do you currently have any form of insurance (e.g., health, life, home, income protection) that you actively pay for?</p> <ul style="list-style-type: none"> • Yes, adequate coverage • Yes, but unsure if adequate • No, but planning to get some • No, not interested • Don't know
	Post Test Only	<p>Since the course, have you reviewed or updated your insurance policies, as a result of what you learned?</p> <ul style="list-style-type: none"> • Yes, I updated my coverage • Yes, I reviewed but made no changes • No, I haven't gotten around to it • No, I decided I don't need it • No, but I intend to • Don't know
6. Future Planning (Retirement)	Pre/Post Test	<p>How much of a plan do you have for your finances in retirement?</p> <ul style="list-style-type: none"> • Clear plan (written down) • Rough plan (in head) • Not much of a plan • No plan at all • Don't know

Outcome Area	Question Type	Question Text & Response Options
6. Future Planning (Retirement)	Post Test Only	<p>Have you taken any specific steps toward retirement planning in the last 3 months, as a result of the course?</p> <ul style="list-style-type: none"> • Opened/Contributed to a pension account • Calculated my retirement number • Spoke to a financial advisor • Reviewed my current pension statement • None of the above
7. Invests	Pre/Post Test	<p>How would you describe your current involvement in investing (stocks, bonds, funds, etc.)?</p> <ul style="list-style-type: none"> • Actively managing a diversified portfolio • Contributing to a managed fund/pension only • Have investments but don't monitor them • No investments • Don't know
	Post Test Only	<p>Since the course, has your understanding of investment risk vs. reward changed how you allocate money?</p> <ul style="list-style-type: none"> • Yes, I have diversified more • Yes, I have reduced high-risk exposure • Yes, I have started investing for the first time • No, my strategy remains the same • Don't know

Sample Questions to Measure Attitudes and Motivation

Outcome Area	Question Type	Question Text & Response Options
Confidence managing money	Pre/Post Test	<p>How confident do you feel managing your money? Please answer on a scale of 0 to 10 (0 = Not at all confident, 10 = Very confident)</p>
	Pre/Post Test	<p>How often would you say these statements apply to you? For each statement could you tell me whether it never, rarely, sometimes, often or always applies to you? 1='Never', 2, 3, 4, 5= 'Always', -Include 'Don't know', 'Not applicable', 'Refused to answer'. (OECD/INFE 2026)</p> <ul style="list-style-type: none"> • I tend to worry about paying my normal living expenses • My finances control my life • I have enough money to pursue my life goals • I feel that my finances are under control • My finances are a source of stress in my life
	Post Test Only (Frequency)	<p>In the past 3 months, how has your confidence improved in relation to managing money?</p> <ul style="list-style-type: none"> • Significantly / positively • Slightly / positively • No change • Slightly / negatively • Significantly / negatively

Outcome Area	Question Type	Question Text & Response Options
Motivated to talk openly about money with friends and family	Pre/Post Test (Agreement)	I feel comfortable discussing money matters (e.g., debts, savings, wages) with my friends or family. <ul style="list-style-type: none"> • Strongly Agree • Agree • Don't know • Disagree • Strongly Disagree
	Pre/Post Test (Behavioural Intent)	If you were facing financial difficulty, how likely would you be to ask a friend or family member for advice? <ul style="list-style-type: none"> • Very likely • Likely • Don't know • Unlikely • Very unlikely
	Post only	Since the course, I am more likely to talk to friends and family about money <ul style="list-style-type: none"> • Yes • Maybe • No
Has financial goals and aspirations	Pre/Post Test (Agreement)	I set long term financial goals and strive to achieve them <ul style="list-style-type: none"> • Strongly Agree • Agree • Don't know • Disagree • Strongly Disagree (OECD/INFE 2026)
	Pre/Post Test (Specificity)	Which of the following best describes your current financial planning? <ul style="list-style-type: none"> • I have written down specific financial goals. • I have mental goals but haven't written them down. • I think about money day-to-day but have no specific goals. • I do not think about future financial goals.
	Post only	Since the course I have developed financial goals <ul style="list-style-type: none"> • Yes, I have in a significant way • Yes, I have in a small way • No • I already had goals, but I have reviewed them • I already had goals and I have not changed these
Can make decisions to live within means	Pre/Post Test (Agreement)	Before I buy something I carefully consider whether I can afford it <ul style="list-style-type: none"> • Strongly Agree • Agree • Don't know • Disagree • Strongly Disagree (OECD/INFE 2026)

Outcome Area	Question Type	Question Text & Response Options
Can make decisions to live within means	Pre/Post Test (Frequency)	In the past month, how often have you checked your bank balance before making a purchase? <ul style="list-style-type: none"> • Every time • Most of the time • Sometimes • Rarely • Never
		Since the course I have (tick as many as apply) <ul style="list-style-type: none"> • Changed the way I spend money (positively) • I now check my balance before I spend • I now keep a budget • I now carry only the cash I can spend • I now think about whether I can afford things more • Other changes, please list

Sample Questions to Measure Knowledge and Skills

Outcome Area	Question Type	Question Text & Response Options
Understands key concepts (i.e., interest, debt, credit)	Knowledge (Multiple Choice)	Suppose you put €100 into a savings account with a guaranteed interest rate of 2% per year. If you don't withdraw any money, how much will be in the account after one year? <ul style="list-style-type: none"> • More than €102 • Exactly €102 * • Less than €102 • Don't know *Correct Answer
	Knowledge (True/False)	If you miss a payment on your credit card or loan, it can negatively affect your ability to get a loan in the future. <ul style="list-style-type: none"> • True * • False • Don't Know *Correct Answer

Outcome Area	Question Type	Question Text & Response Options
Understands money management	Skill (Scenario) Pre/post	<p>Your monthly income is €2,000. Your essential expenses (rent, food, utilities) total €1,800. You want to save for an emergency fund. What is the maximum amount you should realistically budget for non-essential spending (entertainment, dining out) to avoid debt?</p> <ul style="list-style-type: none"> • €500 • €200* • €0 • €1,000 <p>*Correct Answer</p>
	Skill (Prioritization)	<p>You have €500 extra this month. You have a credit card debt charging 20% interest and a savings account earning 1% interest. Financially, what is the best use of the €500?</p> <ul style="list-style-type: none"> • Put it all in savings • Pay off the credit card debt* • Split it 50/50 • Spend it on a holiday <p>*Correct Answer</p>
Accesses appropriate advice	Knowledge (Multiple Choice)	<p>You are being pressured to sign a loan contract immediately by a doorstep lender. What is the most appropriate first step?</p> <ul style="list-style-type: none"> • Sign it to get the money quickly • Ask a friend to co-sign immediately • Refuse to sign until you have read the terms and sought independent advice* • Borrow from a different doorstep lender to compare. <p>*Correct Answer</p>
	Skill (Identification)	<p>Which of the following is generally considered a reliable source of free financial advice?</p> <ul style="list-style-type: none"> • A social media influencer promoting a "get rich quick" scheme • A government-run consumer financial protection website* • A company selling high-fee investment products • An unsolicited email offering a loan <p>*Correct Answer</p>

Sample Questions to Measure Financial Wellbeing and Resilience

The Money and Pensions Service (MaPS) Financial Fitness Score (or Financial Wellbeing Tool) includes a set of nine focused questions that individuals can use to quantify their level of financial wellbeing in an efficient and effective way. The result is a score out of 100 that reflects a person's financial wellbeing. The questions included are below, amended for €.

Outcomes	Questions
<p>Satisfaction with finances</p> <p>Pre and post</p>	<p>How satisfied are you with your overall financial circumstances? Please answer on a scale of 0 to 10, where 0 is 'not at all satisfied' and 10 is 'completely satisfied'</p> <p>0: Not at all satisfied... 10: Completely satisfied</p>
<p>Confidence managing money</p> <p>Pre and post</p>	<p>How confident do you feel managing your money? Please answer on a scale of 0 to 10, where 0 is 'not at all confident' and 10 is 'very confident'</p> <p>0: Not at all confident... 10: Very confident</p>
<p>Paying bills and meeting financial commitments</p> <p>Pre and post</p>	<p>How well are you keeping up with bills and credit commitments at the moment? Are you</p> <ul style="list-style-type: none"> • Keeping up with all bills and commitments without any difficulties • Keeping up with all bills and commitments, but it is a struggle from time to time • Keeping up with all bills and commitments, but it is a constant struggle • Falling behind with some bills or credit commitments • Having real financial problems and have fallen behind with many bills or credit commitments • Not applicable - don't have any bills or credit commitments

Outcomes	Questions
<p>Has a buffer to cover unexpected expenses</p> <p>Pre and post</p>	<p>Imagine you/you and your partner have to pay an unexpected bill within the next seven days from today. What is the biggest bill you/you and your partner could pay, either from money you already have, or money you could easily borrow in a way that you consider affordable? If you don't know the exact amount your best guess is fine.</p> <ul style="list-style-type: none"> • None – I couldn't pay an unexpected bill • €50 • €100 • €300 • €500 • €1,000 • €2,500 • €5,000 • €10,000 • Don't know
<p>Saves money</p> <p>Pre and post</p>	<p>Which of these best describes how you usually save money?</p> <ul style="list-style-type: none"> • Every month • Most months • Some months, but not others • Rarely/never • Don't know
<p>Ability to cover daily expenses</p> <p>Pre and post</p>	<p>How often do you use a credit card, overdraft or borrow money to buy food or pay bills because you've run short of money?</p> <ul style="list-style-type: none"> • Very often • Fairly often • Sometimes • Not very often • Never • Don't Know
<p>Build resilience</p> <p>Pre and post</p>	<p>If you lost your main source of household income, how long could your household continue to cover living expenses without having to borrow any money or ask for help from friends or family?</p> <ul style="list-style-type: none"> • Less than a week • More than one week but less than a month • More than a month but less than three months • More than three months but less than six months • 6 months or longer • Don't Know/ prefer not to say

Outcomes	Questions
Prepare for life ahead Pre and post	<p>Do you agree or disagree with the following statement? I feel I understand enough about pensions to make decisions about saving for retirement</p> <ul style="list-style-type: none"> • Strongly agree • Tend to agree • Neither agree nor disagree • Tend to disagree • Strongly disagree • Don't know <p>How much of a plan do you have for your finances in retirement?</p> <ul style="list-style-type: none"> • Clear plan • Rough plan • Not much of a plan • No plan at all • Don't know

Sample Questions to Measure Programme Satisfaction

Measures	Question Text & Response Options
Programme relevance (post)	<p>On a scale of 1 to 5, how relevant was the programme to the financial challenges you are facing in your daily life and as you prepare for your future?</p> <ul style="list-style-type: none"> 1 - Not at all relevant 2 - Not really relevant 3 - Don't know 4 - Somewhat relevant 5 - Extremely relevant
Programme utility (post)	<p>On a scale of 1 to 5, how useful was the programme to you?</p> <ul style="list-style-type: none"> 1 - Not at all useful 2 - Not really useful 3 - Don't know 4 - Somewhat useful 5 - Extremely useful <p>On a scale of 0 (Not at all likely) to 10 (Extremely likely), how likely are you to recommend [insert programme name] to a friend or colleague?</p> <ul style="list-style-type: none"> 0 - Not at all likely 5 - Somewhat likely 10 - Extremely likely
Suggestions for improvement	<p>Do you have any suggestions on ways to improve the programme?</p>

18. Appendix IX: Useful Tools

Tool	What is it?
OECD/INFE Toolkit for Measuring Financial Literacy, Inclusion and Well-Being 2026	<p>This Toolkit includes a standardised international survey instrument designed by the Organisation for Economic Development International Network on Financial Education (OECD/INFE) to assess financial knowledge, behaviour, and attitudes across and within countries. It provides a globally standardised methodology to compare financial literacy levels across countries, enabling consistent international benchmarking and policy development.</p>
European Union/OECD Financial Competence Framework for Adults in the European Union, 2022	<p>The framework promotes a shared understanding of the financial competences adults need to make sound decisions on personal finance.</p>
European Union/OECD Financial Competence Framework for Children and Youth in the European Union, 2023	<p>The framework provides a set of outcome-based competences in financial literacy that children and youth in the EU need in order to make sound decisions on personal finance. It includes knowledge, behaviours and attitudes that will support children and young people to achieve financial wellbeing throughout their lives.</p>
UK Financial Fitness Tool Questionnaire	<p>This tool, developed by MaPS UK, is a simple tool which includes nine focused questions that individuals can use to quantify their level of financial wellbeing. An overall composite Index score (on a scale of 0 to 100) provides a clear and straightforward measure of financial wellbeing.</p>
Children and Young People's Financial Capability Tool	<p>This tool, developed by MaPS UK, was specifically designed to measure and track key outcomes of financial capability development in children and young people – feeling confident, knowledgeable and future-oriented. It covers key behaviour and mindset indicators shown to positively impact financial capability, in particular savings mindset, and being involved in spending and saving decisions and financial aspirations. It includes two sets of questions – one for seven to 11-year-olds, and another for 11 to 17-year-olds.</p>

19. Appendix X: Bibliography

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The background is a solid teal color with several large, overlapping, semi-transparent shapes in various shades of teal and light blue, creating a layered, abstract effect.

Toolkit for
**Evaluating Financial
Education Initiatives**