

Australasian Accounting, Business and Finance Journal

Volume 5
Issue 2 *Special issue on Financial Planning*
2011

Article 7

2011

Financial Literacy: A Review of Government Policy and Initiatives

Sharon Taylor
University of Western Sydney, sharon.taylor@uws.edu.au

Suzanne Wagland
University of Western Sydney

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Recommended Citation

Taylor, Sharon and Wagland, Suzanne, Financial Literacy: A Review of Government Policy and Initiatives, *Australasian Accounting, Business and Finance Journal*, 5(2), 2011, 101-125.

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In both Australia and New Zealand, governments have put structures in place as a result of external evidence suggesting both populations have questionable levels of financial literacy. Both governments have formulated policies and embarked upon initiatives to address this issue. The strategies and structures used, whilst similar, encompassed some unique elements which makes a comparative investigation and discussion interesting. The outcomes of this research paper highlight that even with similar desired outcomes there can be multiple pathways.

The rationale for this paper was the lack of any published academic literature in both Australia and New Zealand that reported on the stated government policies and there subsequent initiatives that related to the improvement of financial literacy. Whilst structures to address government concerns have been put in place, the ability to assess the effectiveness of these initiatives has proven difficult, due to the sparse nature of publicly available information and the lack of access to the survey design, development and analysis. It should be noted that this is an exploratory paper primarily to raise questions rather than provide a critical assessment of either countries policies.

While this research paper primarily seeks to describe and review both the policies and strategies implemented by the Australian and New Zealand governments in respect of financial literacy, additionally, it briefly makes mention of the existing education programs currently on offer.

Keywords

Financial Literacy; Ageing Population; Government Policy; Education



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Sharon Taylor^{1,2} & Suzanne Wagland¹

Abstract

Over the last two decades there has been robust discussion by many governments and financial community leaders generally, that financial security can only be achieved when a country's population is considered to be financially literate. Hence individuals need to be financially literate if they are to make informed decisions about savings, investments, debt and most importantly when considering retirement issues. No longer can there be a reliance on social security in retirement due to the ever increasing ageing population and a declining tax base worldwide.

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JEL classification: D12, I21, I22, I28.

¹ University of Western Sydney

² Sharon.Taylor@uws.edu.au

Introduction

Over the last two to three decades, the financial services industry has flourished. The introduction of numerous financial services and investment products in both Australia and New Zealand (NZ), combined with the introduction of a mandatory retirement system in Australia has completely changed and complicated the financial landscape. In line with most developed nations, the Australian and New Zealand governments have recognised the need for reform in the financial services industry and additionally the provision of financial education opportunities for their populations.

In Australia, in 2002, the Financial Services Reform Act (2001) (FSR) came into effect. The Act made amendments to the Corporations Law and legislated many of the recommendations of the Wallis Report (Australian Financial System Inquiry 1997 (Wallis Report)). In particular, the Wallis Report recommended a single licensing regime for all financial services providers, which was to ensure consistent and comparable financial product disclosure. In addition to being the single regulator, in 2010, the government announced that Australian Securities and Investments Commission (ASIC) would now be responsible for regulating and enforcing a uniform framework for most financial products and financial services providers.

Similar to Australia, in April 2010, the New Zealand Government announced plans to establish a new financial sector regulator, the Financial Markets Authority (FMA). The FMA will take over the functions of the New Zealand Securities Commission, some of the functions of the Registrar of Companies and the Government Actuary as well as the New Zealand Stock Exchange. The new regulator will have greater powers of supervision and enforcement than have previously been available, and this will result in the FMA effectively being the sole regulator of the securities industry.

As stated previously, the financial services industry has grown exponentially over the last two decades providing numerous services and products. As a consequence, the everyday basics of saving, obtaining the right mortgage and an investment strategy for the future requires a degree of financial skill. In Australia, the additional introduction of compulsory superannuation has resulted in further services and products focusing on retirement. This environment necessitates the importance of personal financial literacy to empower individuals to successfully navigate the current financial services industry.

Australia and New Zealand have been chosen by the researchers due to their many commonalities. First, both countries have a similar high standard of living, both being developed western economies. Second their populations are multi-cultural in their makeup. Third the official language is English in both countries and each population is comprised of indigenous people as well as generations of large number of immigrants from the United Kingdom. Lastly the Australian and New Zealand Bank (ANZ) were instrumental in both countries in designing their first financial literacy surveys and reporting on the results of the studies.

The aim of this paper is to review the initiatives by both the Australian and New Zealand Governments and a number of organisations which are actively contributing to increasing personal financial literacy. This paper seeks to compare and contrast the policy direction taken by both countries in addressing the problem of increasing the level of financial literacy of their populations. In addition this research paper summarises the reports published in both countries indicating the current state of play when it comes to financial literacy and considers the limitations of the reports given their lack of public scrutiny. The paper concludes by questioning the motive behind many of the providers of existing educational programs on offer and suggests there is a need for additional research evaluating these programs and this will be the focus of a future study.

Background

A review of the literature indicates there are several definitions when it comes to financial literacy. According to the ASIC discussion paper on financial literacy in schools, financial literacy is “the ability to make informed judgments and to take effective decisions regarding the use and management of money. In today’s world of increasingly complex financial decisions, financial literacy may be considered a vital skill for all consumers” (ASIC 2003;2). ASIC defines the following skills and knowledge as constituting financial literacy:

- mathematical literacy and standard literacy
- financial understanding - an understanding of what money is and how it is exchanged, where it comes from and goes
- financial competence - understanding of basic financial services, financial records (and importance of reading and keeping them), attitudes to spending and saving, and an awareness of the risks associated with some financial products and the relationship between risk and return; and
- financial responsibility - the ability to make appropriate personal life choices about financial issues, understanding consumer rights and responsibilities, and the ability and confidence to access assistance when things go wrong.

Many organisations including the Australian Financial Literacy Foundation, ANZ Bank and the New Zealand Retirement Commission have utilised a similar definition by Schagen and Lines (1996). This definition was initially used in a report for the National Foundation for Education Research in the United Kingdom. Schagen and Lines define financial literacy as:

“the ability to make informed judgments and to take effective decisions regarding the use and management of money” (Schagen & Lines 1996:91)

Broadly, this definition of financial literacy incorporates the understanding of money, and the ability to make effective and beneficial personal financial decisions. Similar to ASIC, to achieve this objective individuals require an understanding of financial terms and concepts, as well as the ability to use technology, some understanding of the availability of credit and investment markets generally (Reid 2004). The definition from Schagen and Lines implies that a level of financial literacy will facilitate the acquisition of skills to utilise understanding and knowledge and that will ultimately result in informed as well as beneficial financial decisions. Mason (2000) summarises the term best, stating financial literacy is ‘an individual ability to obtain, understand and evaluate the relevant information necessary to make decisions with an awareness of the likely consequences’ (p31).

Although there is a consensus of the importance of financial literacy, and the need for a financially literate society, the terms financially literacy or financial capability is ambiguous, meaning different things to different people (Landvogt 2006). The definitions describing financial literacy or financial capability can vary from a very broad definition encompassing an understanding of financial concepts and basic economics to a very narrow definition, such as understanding of basic money management skills and having a bank account (Worthington 2006). In Australia and New Zealand the term financial literacy has a broad meaning and commonly encompasses the concept of financial capability. In contrast, in the United Kingdom, the term ‘financial capability’ is most often used instead of financial

literacy (Kempson and Atkinson, 2006). For the purpose of this research paper, the terms financial literacy and financial capability will be used interchangeably.

As the financial services industry has become more complicated, most developed nations including OECD member countries have recognised the importance of a financial literate society. Many countries including Australia and New Zealand recognise the need for an overarching national approach to consumer and financial literacy, with the strategy to reduce poverty, increase economic opportunity, bolster national savings and create well-informed consumers.

If individuals are to navigate the current financial landscape, there is an increasing need for financial knowledge and at minimum, basic financial skills (Morris 2001). Financial literacy has major implications for the welfare of individuals in the management of their financial affairs and financial stability. A financially educated society allows individuals to better make financial decisions regarding budgets, how much to spend and to save, how and where to invest their money and how to manage financial risk. The increasing diversity of financial services and products world wide including debt products and investment opportunities available to the general public offers greater opportunities than ever before, however, the complexity and risk has grown significantly (Widdowson & Hailwood 2007) requiring a degree of financial education and awareness.

Unfortunately, Australians and New Zealanders generally have low levels of financial literacy (ANZ 2009; Widdowson & Hailwood 2007). Approximately sixty percent of Australians are uncertain about their financial preparation for retirement (Cobb-Clark and Stillman, 2006). Australia's first national survey on adult financial literacy was conducted by Roy Morgan Research on behalf of the ANZ Bank in 2003 and repeated in November 2005 and again in October, 2008. The survey results indicated that most people are reasonably skilled at managing their daily finances but were not able to manage more complex issues. Most understand that higher returns mean higher risks, but many are susceptible to misleading claims. While people generally understand their bank account/credit card fees and charges and statements, far fewer understand fees, charges and statements for managed investments and superannuation (ANZ, 2003). Findings by Beal and Delpachitra (2003:2004) further support the poor state of financial knowledge of the Australian community about the government mandated superannuation system. Their research was conducted amongst higher educated, higher-wealth, mainly professionally and managerial group of participants and surprisingly resulted in only twenty two per cent of respondents able to score a fifty percent pass rate when questioned about the government mandated superannuation system.

In addition to high debt levels, increased bankruptcies and poor preparation for retirement, ASIC indicates consumers have lost over \$800 million in the three years from 2000 to 2003 through scams and miss leading prospectuses (ASIC, 2003). In addition, Reid (2003) states that Citigroup research shows approximately 900,000 families are under financial stress. These indicators highlight the fact that many Australians are susceptible to misleading information and have failed to manage their finances responsibly. Consequently, the need for individuals to be more knowledgeable about money matters and to increase their skills to make beneficial financial decisions is critical (ASIC 2003;The Consumer and Financial Literacy Taskforce 2004;Giskes 2005).

In New Zealand, around \$13 billion of total household debt is consumer debt. \$5 billion is credit and store card debt, with the balance mostly in short-term instalment credit – this used to be called hire purchase debt. In New Zealand, there are few limits to how many sources of credit the average consumer can have at any time, evidence suggests that it is common for individuals to have multiple sources of credit and for many the debt is unmanageable. A lack of financial literacy reflects growth in household debt levels and the concentration of household assets in housing. Greater financial literacy would allow

individuals to choose better options for managing their finances (Widdowson & Hailwood 2007).

Both the Australian and New Zealand Governments and a number of organisations are actively contributing to increasing financial literacy, this includes, the ANZ Bank, ASIC, the Financial Literacy Foundation and the New Zealand Retirement Commission. The programs that have been designed all suggest a number of key concepts or framework of essential learning for increasing financial literacy. Generally these concepts encompass a combination of mathematical literacy, basic money management skills, an understanding of financial products and knowledge of consumer rights and responsibilities. However, the path to a more literate society seems long and arduous and the benefit of the current programs is difficult to measure. There are numerous issues to overcome. Individuals often perceive their financial ability to be greater than the reality; it is questionable whether existing educational programs meet the needs of individuals in managing their daily financial responsibilities and long term retirement goals. There appears to be a wide gap between the programs to increase financial literacy and the skills individuals need to manage their finances.

The New Zealand Experience

Background

Similar to many other developed countries New Zealand's population is aging. By 2051, population projections estimate the number of New Zealanders aged 65 years and over will increase to 1.33 million. Additionally, life expectancy is also increasing; men who are currently 65 years of age are expected to live another 17 years and women 20 years. Based on current policy, New Zealanders who reach 65 years are eligible to receive the age pension. The pension rate is currently set at sixty five per cent of the average weekly after tax income. In New Zealand, the age pension is not means tested, and everyone aged 65 years and over qualifies irrespective of employment status. The age pension is the largest single item of New Zealand Government expenditure amounting to 3.35 per cent of GDP (Feslier 2006).

In New Zealand, there is no incentive to save for retirement unlike the Australian situation with compulsory superannuation. The Government retirement income policy includes a partial pre funding for future costs out of government revenues. For individuals, additional saving for retirement is voluntary. Furthermore, there is no tax incentive to save for future retirement (Feslier 2006).

In the 1990's, the New Zealand Government had growing concerns about the consequences of an aging population and a lack of tax incentives for voluntary retirement savings. As a result of government concerns relating to retirement and financial literacy issues the Retirement Commission was formed in 1993. Similar to Australia, New Zealand has a growing number of complex financial products and services however; they have a minimal regulatory framework under which the financial industry operates. Feslier in his studies determined New Zealanders in general have insufficient knowledge to operate effectively in the current financial climate (Feslier 2006).

The Retirement Commission

The Retirement Commission is funded by the New Zealand Government (\$NZ26 million p.a.) but operates as an autonomous Crown entity. This means, the Commission is at arms length from the government control but has regard to government policy (Feslier 2006).

To-day, the main aim of the Commission is to raise awareness of the need to plan for retirement. This encompasses the provision of education programs relating to financial

management, conducting research on retirement planning behaviour and attitudes, and additionally making recommendations to government on retirement issues (Retirement Commission 2008). The New Zealand Retirement Commission is committed to improving financial literacy generally. Under the auspice of the Retirement Commission the Capital Market Development Taskforce was set up in 2008 to study financial literacy in New Zealand. The study concluded that the New Zealand Government's initial policy direction was a good pre-emptive move, and was at that time considered to be at the forefront of the initiatives that were being developed by other western countries when it comes to financial literacy education programs. These same concerns raised by the taskforce in their 2009-10 report were first enunciated with the New Zealand Government in 1993. However, it appears to have taken some time before a National Strategy was introduced. The Commission has not given reasons for the lengthy implementation of the policy and a search for an explanation has been fruitless. Table 1 below, provides a summary of the results of the O'Connell study comparing New Zealand and other western countries efforts to create structures and strategies in respect of financial literacy (O'Connell 2009).

Table 1
Structures and Strategies for Financial Literacy NZ

	NZ	Australia	Canada	Ireland	UK	US
Financial education mandate (1)	1993	2005	2001	2003	2003	2002
National strategy	2008	2004(2)	Work to start 2009	n/a	2006-8	2006
Ownership of strategy	Led by Retirement Commission; 45 others signed up	Within ASIC(3) market regulator	n/a	n/a	Treasury and FSA(4), market regulator	Office of Financial Education within Treasury
National surveys	2006 2009	2002 2005 2007 2008	Planned for 2009	2009	2006	Planned for 2009

(1) Date national agency set up or started to take responsibility for financial education

(2) Date of discussion document which set strategic direction Consumer and Financial Literacy Taskforce 2004

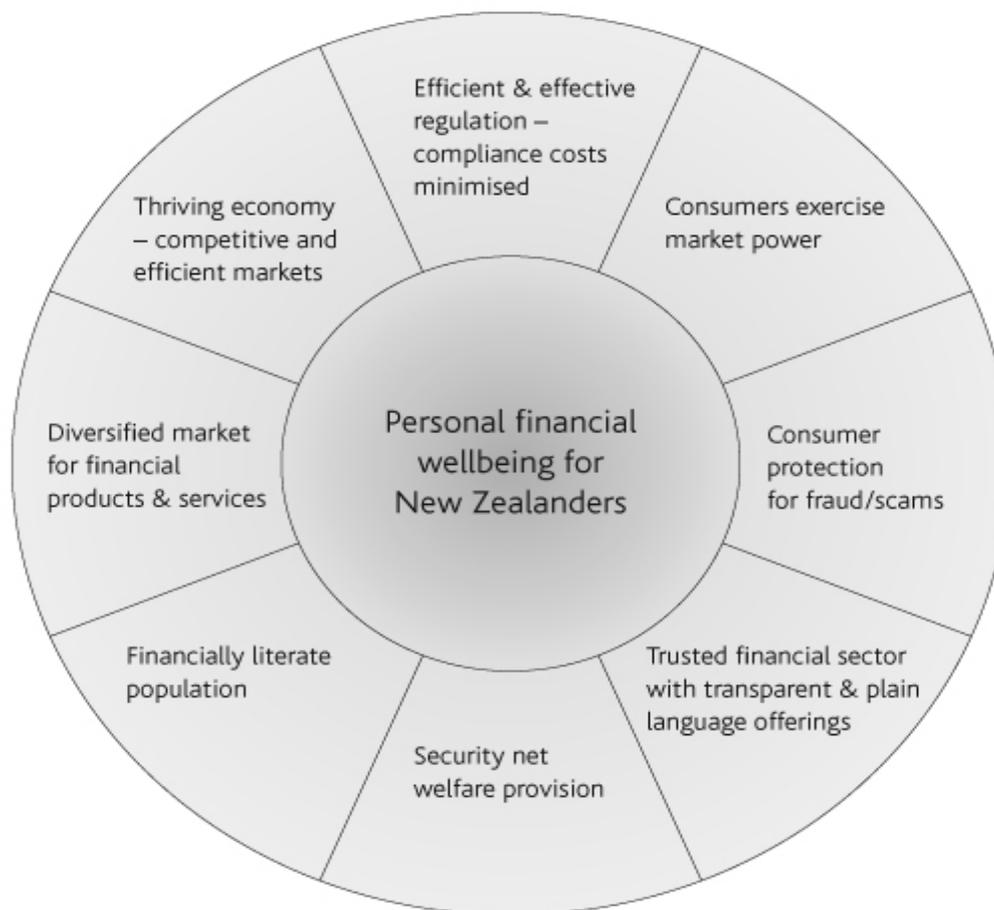
(3) Australian Securities and Investments Commission

(4) Financial Services Authority Source: (O'Connell, 2009)

A National Strategy for Financial Literacy

The development of a national strategy to raise New Zealanders' financial literacy was announced at the inaugural Financial Literacy Symposium in Wellington in 2006, New Zealand's first National Strategy for Financial Literacy was launched in June 2008. The National Strategy for Financial Literacy sets the direction for improving financial literacy and sets out the details as to how the strategy will be implemented and evaluated. An advisory committee was established to review the strategy. The role of this committee includes the monitoring, implementation and evaluation of the National Strategy. The National Strategy for Financial literacy suggest that achieving financial well being encompasses a number of components as shown in Figure 1.

Figure 1
Components of personal financial wellbeing



Source: National Strategy for Financial Literacy (2008)

The National Strategy for Financial Literacy aims to establish a high level framework under which initiatives in this area can be co-ordinated, and further identify any gaps in coverage. The National Strategy has three main aims:

- First, to reach New Zealanders by promoting flexibility and multiplicity of communication channels.
- Second, to provide those who need financial education with appropriate education programs.
- Third, to extend the delivery of financial education to as many New Zealanders as possible and sharing what works to improve the effectiveness of financial education?

In summary, the Retirement Commission stated that its major objective is not only to provide educational programs but to lead interested parties to develop evidence based financial education/information programs (National Strategy for Financial Literacy, 2008) that meet with the New Zealand Government’s overall financial literacy strategy. Whilst the Commission does not define the term ‘evidenced based’ for the purpose of this paper, the term is used to describe complex and conscientious decision-making which is based not only on the available evidence but also on individual characteristics, situations, and preferences of those requiring education programs. It recognises that individual’s have ever changing needs

depending on their circumstances from time to time. Its success in achieving these objectives is to date questionable due to the lack of independent evidenced based research critically evaluating the outcomes of the commission's activities.

New Zealand Financial Literacy Education Programs

The Retirement Commission provides personal financial education to all New Zealanders delivering information through online, print and mass media communications. The education programs that have been developed are provided to schools and workplaces using online delivery mediums. Further, to assist in its role the Retirement Commission maintains relationships with stakeholders and partnerships with key organisations. It also liaises with the financial services industry generally and on the basis of these discussions formulates advice to the Government and its agencies.

In addition to the Retirement Commission websites, there are a number of government and non-government web sites and programs that offer financial literacy education programs. As at 2009, they were around fifty five financial educational programs from over thirty providers. The programs range from publicly available courses attended by hundreds of people a year, to programs that are available only to those with internet access. Table 2 provides information based on industry groupings of financial providers currently operating in New Zealand.

Table 2
Industry groupings of financial providers in New Zealand

Industry	Providers
Financial institutions	ASB, ANZ, BNZ, MasterCard, Visa New Zealand, Westpac New Zealand
Government agencies	Career Services, Department of Corrections, Housing New Zealand, Inland Revenue, Ministry of Consumer Affairs, Retirement Commission
Not for profit organisations	Consumer NZ, Financial Literacy in the Workplace – FLOW, New Zealand Association of Citizens Advice Bureau, New Zealand Federation of Family Budgeting Services, New Zealand Shareholders Association (NZSA), Plunket, SavY Charitable Trust, Te Runanga o Ngai Tahu, Young Enterprise Trust
Education organisations	Learning Media Ltd, The Open Polytechnic of New Zealand, Ministry of Education, ScholarNET Online Education, Tertiary Education Providers, Continuing education programmes
Media	Mary Holm, MoneyTV
Financial coaches	My Money Mentor Ltd, Wealthcoaches, FULL Balance

Source: Building Financial Capability, 2011

Table 3 provides a restricted sample of education programs currently on offer. A full list is available from the website included in the reference list and was not included here due to page restrictions. It can be seen from the table the diversity and level of the education programs differs widely.

Table 3
New Zealand Financial Education Providers

Provider	Programme Name	Target Groups	Description of Programme	Delivery Mode	Contact Details
ANZ Bank	Your Guide To Healthy Finances	ANZ Bank customers (Available in 148 branches).	A booklet providing a range of easy-to-read tips	Booklet to customers	www.anz.com/nz
ASB Bank	What Next?	School Students (Principally Year 13).	A presentation lasting 30 minutes (plus questions), focusing on the financial decisions and budgeting challenges.	Presentation is undertaken by ASB Bank staff	Contact your local ASB Branch or Phone (0800) 272-729.
Moneyworks NZ Ltd	KiwiSaver Choices Process Financial Education Programme	Group seminars / workshops for employees	Two hour seminar, plus one-to-one personal consultations	Delivered in the main centres by Moneyworks	www.moneyworks.co.nz
Inland Revenue	What's Tax?	The website is aimed at young people starting their first job.	The website provides introductory information about tax and why people pay it, and easy access to tools and services.	The website-based resource.	www.whatstax.govt.nz

Source: The New Zealand Network for Financial Literacy

Measuring Financial Literacy in New Zealand

ANZ Retirement Commission Financial Knowledge Survey 2006 and 2009

The Retirement Commission initiated the first financial literacy survey in New Zealand, in 2006. The survey was overseen by a steering group including representatives of the ANZ Bank, the Retirement Commission, Ministry of Economic Development, Victoria University and independent financial experts. The survey was conducted by Colmar Brunton a private research company (Colmar Brunton, 2006). The survey sought to measure financial knowledge and understanding as they relate to the following specific areas:

1. Understanding of financial terminology and concepts, understanding the main features of basic financial services; understanding financial records; understanding which type of payment is best to use and why
2. Understanding mortgages; attitudes to spending money and saving; awareness of the risks associated with some financial products and appreciation of the relationship between risk and return and lastly.

3. Financial responsibility, that been the ability to make suitable personal life choices about financial matters and understanding consumer rights and responsibilities

The framework, upon which this survey was designed, was to consider first setting out the knowledge and skills required for a person to be considered financially literate at both a basic and at an advanced level. Survey questions focused on the most important skills and knowledge encompassing planning for the future, saving, understanding mortgages and budgeting. The questions were then scored and summated to give a score which was then compared against demographic, date or behavioural information, to give a detailed picture of the respondent.

The survey was administered by conducting personal interviews with a sample group of eight hundred and fifty six selected for the study; all respondents were over the age of 18 years. The response rate was sixty per cent which was considered statistically significant to allow analysis and make recommendations. The duration of each interview was on average approximately fifty five minutes. After collection, the data was weighted to population proportions by age, gender and ethnicity. Based on the results participants were then divided into three main groups, low, medium and high knowledge financial literacy (Colmar Brunton, 2006). The results of this study provided the initial benchmark in relation to financial literacy, and further provided a measurement scale for comparison in respect of all future studies.

Access to the design, and means of analysis were not available for independent scrutiny and hence it is not possible to critically evaluate the results or validate their conclusions. Hence any outcomes deduced from the study are questionable at the very least.

Given these limitations the survey results indicated that overall New Zealanders have a 'reasonable level' of financial literacy. In terms of financial literacy, reasonably suggests that most respondents have a basic understanding of everyday banking and knowledge of financial terms and concepts. The survey results, further suggest that although there has been an overall improvement in New Zealanders' financial knowledge, there was little change for those New Zealanders with a low level of financial knowledge. Furthermore, one in six New Zealanders (16%) indicate that they are having difficulty managing money, and this is higher amongst those with a low level of knowledge (26%). In addition the results highlight a strong correlation between the level of financial knowledge and important demographic indicators such as socio-economic status, age, income, education and net worth. A positive outcome highlighted from the survey indicated that the gap in knowledge between men and women has narrowed (ANZ 2006; Retirement Commission 2009). These observations are consistent with results of studies conducted in other OECD countries (Colmar Brunton 2006).

The most recent national survey commissioned by the Retirement Commission was completed in 2009. This survey was again supported by ANZ Bank and conducted by Colmar Brunton. Similar to the first survey, a sample of eight hundred and fifty participants were selected aged 18 years and over and all members of the sample were invited to attend personal interviews with the researchers. Sixty two percent response rate was achieved. The survey consisted of forty two questions directed at testing financial knowledge (what they know), and fifty one questions assessing attitudes and behaviours (what they think and what they do). These variables were measured against the benchmark 2006 results. This data was analysed using the same diagnostic measures as the 2006 survey which allow direct comparison of the results. The full results of these studies are presented in Appendix 1.

The results suggest that for the group identified previously as possessing high levels of skills that there has been a substantial shift with an overall improvement in financial knowledge compared to the previous survey results. Disappointingly, there appears to be little change in knowledge levels of those respondents previously identified in the low skill categories. This group continues to display a low level of financial knowledge. Additionally,

the survey highlighted that the gap in knowledge between men and women has narrowed, with a twelve percentage point increase in the number of women with a high level of knowledge. Overall, the results confirm that one in six New Zealanders indicate that they are having difficulty with managing their money, and this is higher amongst those with a low level of knowledge. The concerning issue is that there is an indication that New Zealanders are on average are feeling more financially uncertain and vulnerable (Colmar Brunton, 2009).

In summary the Retirement Commission under the guidance of the New Zealand Government has developed a National Strategy and has implemented a number of programs. However, the results of the surveys indicate that increasing financial literacy is a long term project. Much more needs to be done specifically to the low skill level groups. Furthermore, the New Zealand population as a whole requires further skills to enable them to be capable of making sound financial decisions.

The Australian Experience

Background

Similar to the New Zealand experience, issues relating to financial literacy have been pressing questions for the Australian Government. The formation of the Financial Literacy Foundation was set up by government to make recommendations on the strategies to be put in place to address the concerns relating to the Australian community's level of financial literacy. Research over the last two decades indicates that Australia, along with many other western nations, would experience a major age demographic shift in the coming decades. This shift could result in increases in demand for age pension payments which would place an unaffordable burden on the Australian economy. The compulsory "Superannuation Guarantee Charge" (SGC), system was introduced in 1992 by the Hawke/Keating Labor government to address Australia's growing retirement income problem. Hence for the first time the majority of Australians were responsible for their own retirement needs. This initiative necessitated that the Australian community needed to be financially literate to ensure sound financial decision-making for their future.

In contrast to the direction taken by the New Zealand government, in Australia no-one is automatically entitled to a social security age pension. Two means tests, the Assets test and Income test, are enforced to ensure only those really in need are eligible. Besides compulsory superannuation contributions by employers, the government has legislated advantageous taxation breaks to encourage Australians to make personal contributions in addition to the mandatory nine percent contributions their employers make under the SGC.

ANZ Bank Studies 2003/ 2005/2008

The ANZ Bank has conducted three studies relating to financial literacy. A brief summary of the findings of these surveys follows below. The 2003 survey was extremely important being the first time that an attempt had been made to assess the level of financial literacy of the Australian population. These results provide a base of comparison for all future studies and allowed the possible evaluation of programs which were designed to affect changes in levels of financial literacy.

2003 Survey

In relation to this study the framework adopted kept the United Kingdom headline categories, with the addition of Mathematical Literacy and Standard Literacy, and sought to measure

knowledge and understanding, behaviour, attitudes, perceptions and awareness as they relate to financial decision making. To summarise the findings of the 2003 study, the Steering Committee and Roy Morgan Research considered the following to be some of the most important results.

The study states that:

“The purpose of the survey was to identify: benchmarks for the ongoing measurement of financial literacy across the entire adult population; any segments of the population that have low levels of financial literacy; and aspects of financial skills, products and services that are causing the greatest problems for consumers” (ANZ, 2003)

The telephone survey was comprised of 3,548 adult Australians, comprising 145 finance and 25 demographic questions. Additionally, stage 3 of the study included an in-depth survey of 202 people including a self-completion component and in-depth interview of 1–1.5 hours each.

The ANZ research committee for this study used the UK framework for measuring financial literacy. This framework was then reviewed and substantially modified to reflect Australian variables. In determining the most appropriate questions the committee conducted interviews with 33 experts from areas relevant to financial literacy.

The survey results show that most Australians have varying levels of financial literacy. Some of the positive results from the survey were: First, there was a high level of banking inclusion in Australia, as compared with some other countries, with ninety seven per cent of the consumers surveyed having an everyday banking account; Second, eighty per cent of those surveyed felt 'well informed' when making financial decisions. Third, all participants felt they knew how to use cash, and around ninety per cent felt they knew how to use the more common payment methods such as ATMs, cheques, EFTPOS and credit cards. Fourth, ninety-eight per cent of respondents appeared to understand that prioritising different needs is required to balance income and expenditure within financial capacity and most people could suggest a range of appropriate strategies for dealing with a drop in income. Another finding suggested that there was a good understanding of some of the basics of superannuation re the sample group with ninety seven per cent of people surveyed knowing that their employers were required to make superannuation contributions on their behalf. However, ninety one per cent did not understand they could make additional superannuation contributions. Consumers also seemed to have a good appreciation of some of their responsibilities. Finally, ninety-one per cent of those surveyed had an understanding of the importance of making honest and complete disclosure of their needs and circumstances and eighty-nine per cent appreciated the importance of PIN security and the ramifications of breaching it.

The results of the study also highlighted the groups that displayed the greatest challenges in making financial decisions. The lowest levels of financial literacy were associated with:

- Those having lower education (Year 10 or less);
- Those not working for a range of reasons or in unskilled work;
- Those with lower incomes (household incomes under \$20,000);
- Those with lower savings levels (under \$5,000);
- Single people; and
- People at both extremes of the age profile (18–24 year olds and those aged 70 years and over).

The report provided a snapshot of the financial literacy levels of adult Australians in 2002-2003. Whilst the results indicated that overall Australians displayed satisfactory levels of financial literacy, there were certain identifiable groups that displayed insufficient financial skills to make appropriate decisions in relation to financial services and products.

2005 Study

The 2005 study involved a quantitative survey of 3,500 adult Australians relating to levels of financial literacy as well as a qualitative survey of 160 people about debt and over-commitment. The 2005 study highlighted the problems associated with credit and debt management. The results indicated that many Australians felt over committed when it came to credit, which suggested that lending institutions may need to review their practices.

Mr Lucy the Chairman of ASIC stated that this report will again help ASIC to target its consumer education efforts to greater effect.

The key findings can be summarised as follows:

1. Results indicated that there is a very high level of banking inclusion in Australia, as compared with some other countries, with ninety seven per cent of those surveyed having an everyday banking account.
2. As was the case in the 2003 study, eighty four per cent felt 'well informed' when making financial decisions, this was up from eighty per cent in 2003.
3. Another finding was that substantially more people knew how to use, and were using, newer payment methods in 2005 than they were in 2003. Use of electronic channels rose markedly, with the strongest rises in internet banking (from twenty eight per cent to forty per cent), BPay (from thirty six per cent to forty six per cent) and direct debit (from fifty per cent to sixty per cent).

The study concluded that while the overall results confirm the Australian community is financially literate, there are certain groups that still have particular challenges. The lowest levels of financial literacy were associated with those having lower education (Year 10 or less); those not working or in unskilled work; those with lower incomes (household incomes under \$20,000); those with lower savings levels (under \$5,000); single people and people at both extremes of the age profile (aged 18–24 years and 70 years and over) (ANZ, 2005).

2008 Study

A telephone survey was undertaken of 3,500 randomly selected Australian adults all over 18 years of age. The survey indicates that Australian adults generally are financially literate but certain groups continue to face particular challenges in certain areas of money management and products that are not as well understood. There was an expectation that this group's level of literacy would have improved given that there had been a substantial period of time had elapsed between the studies and additionally various education programs had been put in place. However, the evidence provided in the survey results indicate minimal impact had been achieved. There were three major findings from the study. First, the study indentified those with the highest financial literacy levels lived in the twenty per cent of postal areas classified as having the highest levels of relative socio-economic advantage. The most disadvantaged were those who spoke a language other than English at home and those of Aboriginal or Torres Strait Islander descent. This conclusion was based on a relatively small number of interviews and should be treated with caution. Finally, the results point to a strong association between financial literacy and demographic/ socioeconomic characteristics (ANZ 2008:6-7).

However, this does not necessarily imply that all members of a particular population subgroup have low (or high) levels of financial literacy. The study's concluding remarks were worthy of note.

“From the commencement of this research program in 2002, it has been acknowledged that raising the community's levels of financial literacy is a long-term process and that it would be unrealistic to expect major changes in the

short-term. This view is supported by the research findings. Policy focus needs to remain on those groups and areas identified in the research as requiring attention. For example, the research findings suggest that areas such as understanding of risk management, investment and superannuation are still of concern and that there continue to be some groups within the community who are more likely than others to experience difficulties in their financial dealings”(ANZ 2008:6-8).

The Role of the Australian Literacy Foundation

In a response to the ANZ Bank survey 2003, the Australian Government in 2005 established The Financial Literacy Foundation (FLF). The Foundation’s charter relating to responsibilities is summarised in Appendix 2. One of the major achievements of the Foundation has been the development of the Understanding Money Website. Whilst charged with improving financial literacy it is difficult to evaluate the foundation’s success as external reviews have not been undertaken to determine whether the desired outcomes have been achieved. The researchers of this study had several communications with the foundation but found publicly available information difficult to source. In dealings with the foundation representatives it became apparent that the focus of the foundation was directed at school programs and up-skilling teachers. The focus on adult financial literacy programs was minimal and had been left to the corporate and not-for-profit sectors. The foundation itself appeared to be very inward looking and narrow in its perspective. Also the lack of external security in relation to the surveys undertaken especially in relation to design of instruments, methodology as well as justifying outcomes may cast some doubt on the reliability of any results.

In 2008 the then Treasurer announced that as part of the Rudd Government's agenda re ongoing efforts to improve financial literacy that the functions previously the responsibilities of the FLF were to be transferred to the Australian Securities and Investments Commission (ASIC) from 1 July 2008. The reason given for this transfer of responsibility was to strengthen ASIC's role in safeguarding Australia's economic reputation and wellbeing as well as to consolidate the government’s commitment to increasing Australian’s financial literacy. The Treasurer stated that the Government recognises the importance of financial literacy in helping families and individuals to secure their financial well being and to plan for the future. Perhaps this transfer of responsibility raises questions that may be seen as government’s concerns relating to the lack of quantifiable outcomes of the foundation and the reallocation of responsibility as being an attempt to strength future policy directions through the use of the regulator.

Measuring Financial Literacy in Australia

Financial Literacy Foundation Reports

Since its inception the FLF has prepared two reports. The first in 2007 titled Financial Literacy - Australians Understanding Money and the second report in 2008 titled Financial Literacy -Women Understanding Money.

In respect of the 2007 report the foundation commissioned a survey of 7,500 Australians aged 12 to 75. Specifically, this survey required participants to self-assess their ability, understanding, attitudes and behaviour in regard to using and managing money. This technique relating to self assessment has been considered questionable by well established

research relating to survey instruments (Lalonde & Schmidt 2011). A summary of the report highlights, which follows, helps to give insight into how Australians think about money.

This report states that most Australians believe that overall they possess high levels of ability when it comes to managing their money and issues such as dealing with credit, budgeting, saving and managing debt. However, they are less confident when it comes to more complex issues like investing and providing for retirement. The most concerning response related to capacity to live in retirement with only sixty three percent indicating they can be assured they have enough money for retirement

Overall results indicate that Australians think they need assistance in dealing with investment and retirement issues and less about normal daily money management issues. The survey suggests that Australians understand the need to improve their skills in managing money but most do not put in place any firm plans to change their current practices.

In summary, there were a range of responses when it came to attitudes and beliefs relating to money. These range from thinking it doesn't matter or isn't important, to finding it stressful, boring or too hard. In respect to planning for their long term financial future, most Australians seem confident, however many are hesitant about their ability to ensure they accrue enough money for retirement. Results indicate that eighty six percent do not believe that the age pension will be sufficient for retirement, and seventy three per cent say employer funded superannuation will not meet their retirement needs. Even given these facts only seventy seven percent are interested in learning more about planning for their long term future. Australians are confused by the voluminous amounts of information available in the market place and the analysis of that information and its relevance to their decision making causing them to be less confident when it comes to understanding financial terms.

Overall, the report findings indicate that Australians' attitudes to money and money management behaviour are not always consistent. If government financial literacy initiatives are to be successful then the gap needs to be narrowed between self-assessed ability to deal with a particular issue and recognition of the importance of learning more. It appears there is still a long way to go before people's 'operational' confidence when dealing with money issues increases to a level where confidence can be maintained. Therefore it is not surprising that the surveyed group demonstrated higher levels of competence when it came to less complex issues. Examples of these issues are budgeting, savings, dealing with credit card and overall debt management. The group however, displayed substantially less confidence when it comes to more complex issues such as investing, understanding financial terms and evaluating their preparedness for retirement.

The outcomes of the FLF studies and subsequent reports indicate similar findings to those of the previously undertaken ANZ studies. The results overall suggest that although Australians believe they possess high levels of Financial Literacy, they fail to manage their money well. In particular both the FLF reports and the ANZ surveys concur, that Australians believe that they possess the appropriate level of FL for decisions relating to savings and budgeting, but are less confident when it comes to complexities of investing and providing for retirement.

Financial Literacy Women Understanding Money – 2008

In the initial 2007 survey report for the financial literacy - Australians Understanding Money Report, 7,500 people were surveyed and 4,138 were women over the age of 18. The findings for this group formed the basis of financial literacy - Women Understanding Money report. The 2008 report examines the findings for women in great detail and provides a more complete picture of the attitudes and behaviours of women with respect to managing money.

The report suggests women are highly confident in their ability to budget, but around half say that they don't budget regularly. Women are confident in their ability to save and the majority of women say they have good savings habits, but one in five does not save at all. Fewer women are confident in their ability to invest, but the majority are interested in learning more. Most women say they can manage debt, but some say they only make minimum repayments on credit card debt and loans and that they get into debt by buying things they can't afford.

After completion of the financial literacy - Women Understanding Money Report, a series of 14 information sheets were developed in association with the Office for Women, to assist women in building their money skills. The full findings of the report can be found at the Understanding Money website.

The Role of ASIC and Financial Literacy in Australia

ASIC have been very proactive in the area of financial literacy. All ASIC's initiatives are available from the ASIC's website under FIDO, the consumer education area of the website. Whilst ASIC has provided resources for adults to improve their financial literacy, their major focus has been in the area of schools and providing resources for teachers. Any discussion of financial literacy and schools is beyond the scope of this research paper. To date insufficient time has elapsed to be able to make any informed comment on the success or failure of ASIC initiatives.

The Financial Literacy Board

In parallel to ASIC, another government initiative in 2008 saw the setting up of The Financial Literacy Board. This is a non-statutory body that provides advice to the Government and the ASIC on financial literacy issues. The Board comprises twelve members, including the Chair, who is appointed by the Minister for Superannuation and Corporate Law, in consultation with the Prime Minister. Members are appointed in their own right, rather than as representatives of particular organisations, and give their services on a voluntary basis. They serve for a term of three years. The Board meets quarterly. The meetings provide an opportunity to discuss financial literacy initiatives with local business, education and community representatives. All Board members are appointed by Government and are expected to disclose any real or perceived conflicts of interest. Whilst the board has developed a website, no reports of its activities have been published and little information is available in respect of any of its recent activities.

Australian Financial Literacy Education Programs

A further initiative of the original foundation was Financial Literacy Resources Australia which provides a data base of available financial literacy programs and resources available in Australia. The data base was intended to assist in both the development and delivery of financial literacy services for those wishing to advance the education of financial issues. The data base is accessible via the Understanding Money website. Appendix 3 provides a sample of programs available in Australia designed to improve financial literacy. Due to page restrictions of this paper only a sample has been included. A full list is available at the Understanding Money website.

It is interesting to note the programs in the sample selected, which are representative of the full list, have to a large extent been developed by private providers, such as the banks

and other financial institutions, who in many cases appear to have vested interests to improve financial literacy in order to increase the distribution of their products. This raises the issues as to these providers' actual intent in designing such education programs and in fact raises the possible view that there is a perceived, if not actual, conflict of interest. For example, the results of the ANZ bank studies provided the bank with information which could have multiple uses. The results provided information generally about levels of financial literacy of the Australian population however, they also provided the bank with information to assist in designing specific products targeted to meet the needs of various groups identified in the studies as having poor FL. This was obviously in the bank's best interests to increase its business opportunities in developing new products and increasing distribution channels for the specific groups identified. Hence one would have to conclude that the ANZ bank had a vested interest in conducting such surveys as well as designing education programs especially for those specific groups with the lowest financial literacy levels.

In many cases these programs have been offered to customers to assist in extending the use of various products offered by these institutions. Additionally on the website there is no information as to an independent rating of the programs or details as to what knowledge and skill is provided within the program. Since there appears to be no independent evaluation of such programs their usefulness must be considered questionable at the least. An individual seeking to increase their financial literacy would find it difficult to determine which program would be most appropriate for their needs. These concerns and questions cannot be addressed by this paper and an analysis of the education programs on offer will be the subject of a future research paper.

Summary of Findings

Having reviewed the strategies of both the New Zealand and Australian Governments there appears to be a high degree of commonality in the direction taken to improve financial literacy. Firstly, both countries have government regulatory authorities whose responsibility is to oversight financial literacy initiatives. Secondly, there have been numerous education programs devised mostly by private providers. These programs were devised to address the issues raised in the numerous reports indicating the need for substantial improvements in levels of financial literacy especially in the lower socio economic groups.

In response to the surveys undertaken both countries have identified, that whilst there is discernible improvement in financial literacy over time in the general population, the low knowledge level groups remain unchanged. Whilst education programs have been devised in an attempt to increase financial literacy levels, the reports of the surveys have failed to confirm that there is a direct nexus between completing a program and the increased level of financial literacy observed. Whilst many of these programs are internet delivered and based on self directed learning techniques, to date it has been impossible to measure their effectiveness. There is no evidence that merely reviewing information provided on these internet sites or even undertaking education programs actually changes behaviour. The reports published do not attempt to explain why financial literacy overall has increased in certain demographics. Rather they have identified those groups most challenged and have suggested to government that initiatives need to be put in place to specifically target programs for individuals in this demographic group.

In summary, this research paper confirms that governments in both New Zealand and Australia recognise the importance of a high degree of financial literacy if individuals are to make appropriate wealth creation decisions and be self sufficient in retirement. Both governments have been proactive in setting up structures to address these concerns and have been supportive of education programs to increase levels of financial literacy. Whilst

governments recognise the importance of this issue their direct actions are limited to the creation of websites and integrating modest measures of financial literacy across the existing school curriculum. The ANZ Bank is an example of the private sector's involvement in this issue. This organisation has been involved since 2003 in providing reporting structures which supply information to government re the current level of financial literacy of the community generally. Although governments and the private sector are proactive in acknowledging the need to educate the general community with these essential skills, the message to the population appears slow to gain momentum and general acceptance has not been embraced universally. Additionally, the success of the existing financial literacy programs lacks any form of independent justification as to their success.

Hence governments will need to make substantial increases in effort to reach those individuals in the population most in need of these education programs. Additionally ongoing support and feedback needs to occur for providers to ensure targeted individuals are monitored over time to confirm a behavioural change has taken place over the long term.

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Appendix 1 Profile of Demographic Groups by Knowledge

Demographic categories	Sample Size		Low knowledge		Medium knowledge		High knowledge	
	2006 n=	2009 n=	2006 %	2009 %	2006 %	2009 %	2006 %	2009 %
Total respondents	856	850	33	31	34	26	33	43
Males	399	366	25	28	36	27	39	46
Females	457	484	40	34	32	26	28	40
18-24	92	83	57	57	32	25	11	18
25-34	147	116	30	37	42	30	29	33
35-44	201	166	24	20	30	23	46	57
45-54	158	160	22	15	28	25	50	60
55-64	110	145	28	21	39	27	33	53
65+	148	180	45	44	33	28	23	29
Males 18-24	52	33	53	57	26	24	21	19
Males 25-34	57	48	23	37	43	32	34	31
Males 35-44	90	72	16	17	36	20	49	64
Males 45-54	76	66	18	10	34	28	49	61
Males 55-64	54	66	16	16	38	25	46	59
Males 65+	70	81	35	37	35	30	30	33
Females 18-24	40	50	61	57	38	26	1	17
Females 25-34	90	68	36	38	40	27	23	35
Females 35-44	111	94	32	23	24	26	44	52
Females 45-54	82	94	27	20	22	22	51	58
Females 55-64	56	79	39	25	40	29	21	47
Females 65+	78	99	52	49	31	25	17	25
New Zealand European	537	640	24	24	37	27	39	49
Māori	181	112	67	56	22	31	11	13
Pacific peoples	133	32	85	66	11	12	4	21
Asian peoples	42	60	56	40	24	28	20	32
Primary or basic secondary	273	205	54	53	32	28	14	18
Secondary school qualification (only)	218	197	34	34	33	30	33	37
Tertiary or post-graduate education	365	441	20	20	35	24	45	56
Owned by self/partner	491	437	23	22	33	22	44	57
In a trust	NA	76	NA	16	NA	36	NA	48
Rented	271	286	45	44	36	28	19	28
Owned by another in household	74	32	59	50	33	26	8	24
In paid employment	522	507	24	22	35	26	41	52
Not in paid employment	334	343	51	46	30	26	19	28
Main urban area	647	599	35	31	32	23	33	46
Provincial	93	133	24	34	34	29	41	37
Rural	115	117	28	27	40	38	32	35
Household income of \$20,000 or less	192	159	62	59	30	20	8	21
Household income of \$20,001 to \$50,000	266	230	38	38	34	30	28	32
Household income of	222	205	21	14	38	30	42	56

\$50,001 to \$100,000								
Household income of more than \$100,000	118	146	10	9	31	20	59	71
Personal income of \$10,000 or less	113	79	57	58	24	20	19	22
Personal income of \$10,001 to \$20,000	184	174	47	44	37	22	16	34
Personal income of \$20,001 to \$30,000	129	130	42	33	28	28	30	39
Personal income of \$30,001 to \$40,000	106	75	24	31	46	33	29	37
Personal income of \$40,001 to \$50,000	84	80	18	7	31	43	51	51
Personal income of \$50,001 to \$70,000	90	87	10	9	37	26	52	65
Personal income of \$70,001 to \$100,000	47	67	7	13	33	19	60	69
Personal income of more than \$100,000	28	37	7	9	29	13	65	78
Retired/superannuitant	128	160	45	46	32	23	23	31
Beneficiary/unemployed	60	50	63	60	28	23	9	17
Clerical/sales employee	65	46	19	33	32	25	50	42
Semi-skilled worker	50	41	73	65	21	24	5	11
Technical/skilled worker	138	144	29	22	36	28	35	49
Business proprietor/self-employed	82	80	17	10	47	22	36	68
Business manager/executive	78	74	19	13	34	25	48	62
Teacher/nurse/police	82	68	34	25	36	26	31	49
Professional/Senior Government official	37	46	15	15	21	19	64	66
Labourer/manual/agriculture/domestic	80	40	53	51	26	24	21	24

Source: Colmar Brunton, 2009

Appendix 2 Australian Literacy Foundation Summary of Charter

- Give all Australians the opportunity to increase their financial knowledge and better manage their money
- Provide a national focus for financial literacy issues and work in partnership with government, industry and community organisations to advance financial literacy in Australia
- Build the capacity of all Australians to better understand and manage financial risk and take advantage of increased competition and choice in Australia's finance sector
- Raising awareness of financial literacy and its benefits
- Creating opportunities for Australians of all ages to learn more about money - at school, through vocational and higher education, in the workplace and in the community
- Providing practical support to educators and trainers and working to improve the availability of quality financial literacy education resources, and taking forward research projects which reflect our national focus and make a sustained contribution to advancing financial literacy in Australia.
- Fostering the development of financial literacy networks to bring together those with an interest in advancing financial literacy. (NB the Foundation did not fund or deliver financial literacy programs.)

Source: Australian Literacy Foundation

Appendix 3

Sample of Programs Available in Australia Designed to Improve Financial Literacy

Program Name	Synopsis of Program	Provider
CentSational Harry and Balance of Life	A travelling primary and junior secondary school play produced by Ethical Investor magazine, which takes children on an entertaining journey while introducing scenes about money and basic concepts such as paying for goods and services, savings, interest and credit cards. Sponsored by Bank of Queensland.	Ethical Investor Magazine
ASX Public Sharemarket Game	An online game that simulates buying and selling shares by using real companies, live share prices, and brokerage charges on every trade. "Take a hypothetical \$50,000, create your own virtual stock portfolio and experience what it is like to invest in the stock market without spending a cent of your own money."	ASX - Australian Securities Exchange
ASX Schools Sharemarket Game	An online sharemarket game for secondary school students that simulates buying and selling shares by using real companies, live share prices, and brokerage charges on every trade	ASX - Australian Securities Exchange
Australian Financial Literacy Assessment	The Australian Financial Literacy Assessment is a tool for teachers to develop and assess students' skill in financial literacy and to identify students' individual financial literacy strengths and weaknesses	Commonwealth Bank Foundation
Bank@School & Lifeskills	A local program for school students in the Maitland area of NSW. The children trade with a currency called The Mutuals, and participate in school banking. Aims to teach students of participating schools good financial habits at a young age	Maitland Mutual Building Society
BIG WIN Financial Literacy Program	A program that aims to provide fun financial learning through a series of games and activities. The 10 module program includes teacher notes, suggested lesson plans, student worksheets and assessment tools. The program is suitable for middle to upper primary years	enRICH KIDS
Broadening Financial Understanding	program that aims to ensure that all Australians can understand how to behave with their finances, manage their money, increase their savings, make good investment decisions, manage their debt and understand how to behave with their spending	ABA - Australian Bankers Association
Career Employment Group Apprentice & Trainee Initiative	This program helps give apprentices and trainees in the early stages of their employment with an insight into the financial services industry. An interactive DVD is supplied which includes tips on saving, a budget planner, and ways to minimise transaction fees.	Alliance One Credit Union
Commonwealth Bank Foundation Financial Literacy Grants Program	One hundred grants of \$3,500 each are awarded to secondary schools across Australia to help develop the financial literacy skills of students in Years 7 to 12.	
Commonwealth Financial Counselling Program		FaCSIA - Department of Families, Community Services and Indigenous Affairs (Cth)
FACTS- Financial Awareness Capability Training & Support	A financial awareness program designed to help working Australians think more about their financial options so they can better manage their finances.	Members Equity Bank
Financial Coaching program	A financial coaching program to teach teenagers aged between 15-17 about how to manage their money	Queensland Teachers' Credit Union
Financial Counselling Service	A service that provides support and assistance to individuals and families experiencing financial difficulty. May also provide financial literacy/education sessions to community groups upon request	Anglicare Tasmania Inc (Financial Counselling Service)
Financial First Steps	A workshop on day to day basic money management which is only conducted by request of schools, organisations or community groups. It is designed for participants in the 16-24 year old age group	Westpac
Financial Freedom For 18's to 35's	A short course designed to make the basics of	C.I.T Solutions

	money management interesting and relevant for people aged 18 to 35.	
Financial Information Service (FIS)	An education and information service available to everyone in the community. FIS helps people to make informed decisions about investment and financial issues for their current and future financial needs. FIS is independent, free and confidential and provides services through seminars, and by phone and appointment.	Centrelink
Financial literacy for prisoners	A workshop and supporting materials on financial literacy for prisoners	Diversitat
Financial Literacy Initiative	A research and engagement project that aims to bring together commercial and professional interests in programs that enhance financial literacy throughout the west of Melbourne and beyond	Victoria University
Financial Literacy Teachers' Resource Program: Year Five	A program for teachers of Year 5 students that supports the National Financial Literacy Framework by providing suggested learning experiences and activities. It is also mapped to all Australian State and Territory curriculum A program for teachers of Year 7 students that supports the National Financial Literacy Framework by providing suggested learning experiences and activities. It is also mapped to all Australian State and Territory curriculum	Minor Money Matters

Source: Financial Literacy Resources