

Talk, Learn, Do Evaluation: Qualitative Case Study Report

October 2018

IFF Research



Executive Summary

Background to the pilot and evaluation

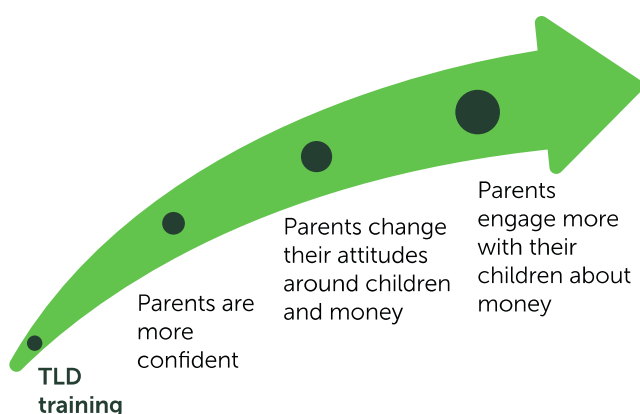
The Money Advice Service was set up in 2010 with the aim to help improve people's ability to manage their money, and led to the development of the Financial Capability Strategy for the UK which sets out how money management can be improved. Research conducted by the Money Advice Service and others has highlighted the importance of introducing financial education at a young age and the key role of parents in children's financial capability.

Therefore, a key priority for the Strategy is ensuring that children and young people receive well-delivered financial education so that they are equipped with the skills to manage their money well and handle periods of financial difficulty in adulthood¹.

As part of this, Talk Learn Do (TLD) was developed and piloted as a parenting intervention with the objective of helping parents improve their children's financial capability. This was integrated into existing parenting programmes (Family Links Nurturing Programme and Incredible Years) and co-designed by parenting practitioners.

TLD was piloted throughout Wales between January 2016 and May 2017. It is a 2-hour parenting intervention, added on as an extra week to existing parenting programmes, and encourages parents of 3-11-year-olds to talk to their children about money. Therefore, the overall aim of TLD was to help parents improve their children's financial capability so that they are equipped to manage their money well in the future. Figure 0.1 below shows the Theory of Change behind TLD.

Figure 0.1: Chain of impacts



The evaluation of TLD was co-funded by Big Lottery Wales, with the intervention delivered across 14 local authorities, with a further seven local authorities taking part in the evaluation. It comprised of a process and impact evaluation;

- The process evaluation aimed to understand how TLD was being delivered on the ground and identify areas that could be improved in future delivery;
- The impact evaluation aimed to measure the impact of TLD on parents' attitudes and behaviours.

Evaluation methodology

The process evaluation took place in the early stages of the pilot and was comprised of various aspects:

- 10 in-depth interviews with stakeholders involved in the design and delivery of TLD;
- 15 in-depth interviews with practitioners that delivered TLD sessions;
- 20 in-depth interviews with parents that had attended a session in Autumn 2016;
- Eight observations of TLD being delivered;
- Training evaluation forms completed by practitioners that attended a TLD training session;
- Practitioner feedback survey;
- Collection of practitioner views at two celebration events.

The impact evaluation involved comparing levels of change in views of parents who attended a TLD module, with a similar group of parents who attended the parenting programme but did not attend a TLD module, as it was not incorporated into the course they attended (the 'control group'). They were surveyed at three key points of the evaluation:

- A paper survey at the start of their parenting programme (the 'pre-survey');
- A telephone survey six months after their parenting programme finished (the '6-month survey');
- A telephone survey 12 months after their parenting programme finished (the '12-month survey').

In addition, the final stage of the evaluation comprised of 10 extended qualitative visits with families 12 to 18 months after they had attended TLD. This was made up of:

¹ Financial Capability Strategy for the UK

- In-depth interviews with parents;
- Activities with their children to understand their relationship and understanding of money;
- Ethnographic observed activity such as a family shopping trip or the giving and receiving of pocket money.

The aim of this was to understand longer-term impacts and changes families have made since attending TLD. They also helped to shed light on the likely impact TLD had on the children in the family, as well as the parents.

This report details each of the 10 extended visits conducted written up as case studies, supporting evidence from the earlier stages of the evaluation. This supplements the main report which brings together the findings from all stages of the evaluation², which are summarised below.

Key findings from the process evaluation

The process evaluation evidenced that TLD was extremely well received by both practitioners and parents. It was felt to fit well with the current parenting programme and both parents and practitioners would highly recommend the session. Practitioners felt that it was easily understood and relevant to the parents they worked with.

Practitioners were positive about the materials used to deliver TLD and thought that it was straightforward to deliver. They stated that all activities were worth doing and useful for their audience, but that the challenge was fitting all of these into the session itself. Fitting in an extra week into existing parenting programmes was also a challenge of delivery, particularly during shorter terms.

The delivery being within a group of parents who had already built relationships with the practitioner and other parents was praised as an appropriate method and was perceived to work well for the topic of money.

Key findings from the impact evaluation

The impact evaluation identified key areas where TLD was likely to have had a sustained positive impact 12-months after attending the session:

- **parents' knowledge on how to talk to their children about money**
 - **parents reporting their children's ability to handle and manage money**
 - parents giving their child pocket money,
 - children's ability to manage their own day-to-day money,
 - children's ability to recognise the difference between 'want' and 'need',
 - children's ability to save up for a short period of time for something they want,
 - children understanding why their parents are saying 'no' to buying something
 - **parents believing they should have conversations about money and give children experience of money at younger ages**
 - talk about the importance of saving
 - involve them in family spending discussions
 - manage their own day-to-day money
 - **parents' discussions with their children regarding the fact that companies try to sell them things in adverts and some TV programmes**
 - **parents' over-indebtedness**
- There were a few areas where TLD did not have a significant impact:
- parents' knowledge of what age to talk to their child about money
 - children's ability to explain choices they make when they spend money
 - the age at which to- talk about how money is used in the household, explain the difference between the price and value of things, give child own spending money or allowance, involve child in basic

² Money Advice Service, IFF Research, Belmana Consulting (2018) *Talk, Learn, Do evaluation: a financial capability intervention for parents: Findings from 6 and 12-month impact evaluation and process evaluation*

family spending decisions, give them responsibility to save up for something they want and encourage them to think about what to do with their money

- the proportion of parents who have family agreements about money in place
- parents' saving behaviour.

The extended qualitative visits, which are the focus of this report, provide further evidence of longer-term impacts of attending TLD. Key messages taken from the session included; increased conversations at a younger age, that there is value in talking to children about household money decisions, children benefit from handling their own money (such as pocket money) and there can be long-term consequences of children not learning money management skills. Parents had also put what they learned into practice; giving some form of pocket money, taking a different approach to shopping trips to counter 'pester power' and having more conversations with their children.



Introduction

1.1 Aim and background

The TLD evaluation was comprised of multiple strands; the process evaluation and the impact evaluation, which included a final set of extended qualitative visits.

These extended qualitative visits were conducted with families 12 to 18 months after attending the TLD session and aimed to **understand the longer-term impacts and what changes families had made** since attending TLD.

This case study report summarises each of the 10 extended visits, they highlight the changes families have made off the back of attending TLD and key messages they took from the session. These extended qualitative visits are also reported on in the 12-month report which covers the wider evaluation³.

1.2 Methodology

A total of 10 extended qualitative visits were conducted with families across Wales between October 2017 and April 2018. Families who took part had all taken part in the wider impact evaluation and agreed at the 12-month survey to be recontacted to take part in follow up face to face research.

The visit comprised of the following:

- An in-depth interview with parents;
- Activities with children to understand their relationship with money;
- Ethnographic-style observation of an activity; either a trip to the shop or giving and receiving of pocket money.

Where participants gave their agreement, the visits involved filmed interview questions and the children used a portable video camera to film visits to the shops. Seven of the visits involved some filming.

1.3 Profile of Respondents

Visits were conducted across Wales, a breakdown is shown in table 1.1 below.

Table 1.1 Breakdown of visits by region

	Number of completed visits
North Wales	2
Mid Wales	1
South Wales	7
Total	10

In terms of the observations; seven involved a trip to the shops and three included observations of pocket money being given.

Participants names have been anonymised in this report.

³ Money Advice Service, IFF Research, Belmana Consulting (2018) *Talk, Learn, Do evaluation: a financial capability intervention for parents: Findings from 6 and 12-month impact evaluation and process evaluation*

Overview

These case studies back up some of the key themes observed throughout the quantitative impact assessment, and further evidence the impact of TLD reported on in the 12-month report.

It is clear from the case studies that parents attended the parenting programme because they were open to developing new parenting skills. This perhaps means that they are not particularly representative of all parents. It is also clear that many had quite difficult and challenging home lives.

All parents participating in the qualitative discussions had learned something 'new' from the TLD session.

The key messages that parents participating in the qualitative research seem to have taken from the TLD session were:

- That it was possible to start to talk to children about money at a much younger age than they had previously assumed;
- That there can be value in talking to children about the money decisions that adults make around household money and why;
- That children benefit from being given opportunities to handle money directly;
- That there can be long-term consequences of children not learning good money management skills.

The main practical step that parents had taken off the back of attending TLD was to introduce some form of pocket money for their children. Parents were doing this in different ways but all had attempted to put in place a very regular system for ensuring that their children had the chance to handle and make decisions about small amounts of money. Parents had generally managed to sustain this over the period since attending TLD.

Several families were also approaching shopping trips very differently with parents taking more time to set the parameters of trips out up front and then working to engage their children with making decisions about what to buy. The advice in the TLD session about the benefits of this in that it helps develop money management skills fitted neatly with corresponding advice elsewhere in the parenting programmes about distraction techniques to use in shops to counter 'pester power'.

Parents in the case studies had noticed positive changes in their childrens' relationship with money. They felt that children were showing signs of understanding the value of money and the advantages of saving.

It was clear from the case studies that in some cases attending the TLD session had made parents rethink their own relationship with money and in some cases had acted as a catalyst to address their own financial situation.

Case Study 1: Debbie, South Wales

Summary

- Debbie found the TLD course very useful and felt it provided the impetus to start discussing money with her children.
- In particular, she found the practical ideas for introducing pocket money and going to the shops very helpful and has done both of these things since attending TLD.
- Since attending TLD, Debbie has also discussed what she learned with wider family members and has asked grandparents to adapt how they give money to the children in order for them to learn consistent behaviours.

Debbie is a single mother and lives with her two children; a daughter aged six and another child who was two. She works part time as a social worker and care is split with a childminder and her ex-partner. Her mum also lives in the city and is able to help out with looking after the children. She describes a busy schedule of balancing her work responsibilities with taking her children to school and to extra-curricular activities such as gymnastics and swimming.

Debbie approached the course as one of her children had autism and she was finding their behaviour challenging. She was struggling with bringing up two children and was signposted to the course via a health visitor who felt that it would be helpful. Debbie reported that she found the TLD week of the course very useful. In particular she felt that the money course provided an impetus to start having a conversation with her children about money.

“We had a conversation about what age was most appropriate for talking about money, and they said to start talking about it with them as early as possible.”

Parent

She felt that the course had given her practical ideas about how to approach discussing money with her children, how to teach them the value of money and how to encourage them to save. Since the course she has discussed with her daughter where

money comes from, and how to purchase things in shops.

Money Discussions activity

Practitioners lay out cards with different age brackets on them and ask participants to read out a series of showcards about different things they could have discussions with their children about (e.g. where money comes from or how to save money). Participants are then asked to place the cards under the youngest age they think they would have the discussion with their children.

She had begun to see the impact of this new approach in her daughter taking more ownership of her own money and starting to save more of it. One example that she gave was that her daughter had recently received some money for her birthday and had only spent half of it (where as previously she would have expected it all to be spent immediately).

“I was trying to get out of the practice of just giving her things, and I wanted to remove the idea that money was no object”

Parent

Debbie had started to provide her daughter with regular pocket money, rather than just sporadic handouts, and had also started putting money into a bank account for her. All this was designed to get her daughter into the right mindset for saving.

Since TLD, Debbie also felt that she was able to talk to her child about slightly more complex concepts such as the difference between needs (such as rent) and wants (such as luxuries and toys). A key part of this was making trade-offs for expensive purchases. A good example of this were the arrangements for a recent birthday. Her daughter was asked to choose between having an expensive party or a gymnastics bar to practice with (and told that she could not have both). After the daughter chose the gymnastics bar she was asked to put some of her birthday money towards it. Debbie felt this was a good exercise as it taught her daughter

that you couldn't have everything and that sometimes it was necessary to save for things.

Debbie has also taken steps to include the wider family in her approach to money. She had conversations with her ex-partner's parents about adapting how they approached buying things for their grandchildren. She asked them to start buying something for them on a weekly basis, rather than every time she wanted something.

“They are well off and they like spoiling, but I did ask them to change things round a bit as it was causing some problems around tantrums when I didn't buy her things she wants. Needed a more coherent approach from everyone.”

Parent

Debbie still struggled with her daughter's expectations and need for immediate gratification.

“When she sees something she really wants, all concepts about what you can and can't have just go out the window.”

Parent

She felt that this was made worse by advertising which undermined the messages that she was trying to instil about not being able to have everything straightaway.

However, on regular shopping trips Debbie felt that she was seeing continued improvement in her daughter's ability to make informed choices. These informed choices highlighted a good understanding of value and what Debbie described as a 'saver mindset'.



Case Study 2: Linda and Matt, North Wales

Summary

- TLD was a “reality check” for Linda and Matt who before attending TLD had significant credit card debt.
- Since attending TLD, they have cut back on spending while they are trying to pay off their credit card debts for example by not having a family holiday this year because they haven’t saved for it, whereas previously they would have just booked it with a credit card.
- They have also introduced regular pocket money for their two eldest children, aged eight and 11 years old which has encouraged both children to save up for things that they want.

Linda and Matt have an 11-year-old, eight-year-old and a five-year-old. Both parents attended the Family Links Nurturing Programme to help manage their youngest child’s difficult behaviour. They both admitted feeling standoffish at the start of the TLD module because they had been avoiding talking about their household finances with each other, particularly their growing level of credit card debt, which was in the tens of thousands. Linda described the session as a “reality check” for the couple.

“I don’t think we did have conversations about money about finances before the session. I think we just used to stick everything on the credit card. It’s just too easy to stick a holiday on a credit card.”

Parent

Modelling Money activity

Practitioners get participants to choose a picture of an alien from a set of cards and ask them to imagine that this alien is following them around for a few days, knows nothing about money and has a limited understanding about the world.

They felt that the ‘Modelling Money’ activity was particularly memorable as it highlighted that they tended to use debit/credit cards for all of their expenditure rather than cash. They have since started making all household purchases in physical cash, which is something the 11-year-old and eight-year-old mentioned they had noticed.

Before TLD the children were infrequently receiving pocket money, but the family now has a process in place so that the children know they will receive a set amount of pocket money every Saturday afternoon, which is 50p for every year of their life. They also know what they need to do in order to get their money, this includes behaving well, ensuring their room is tidied and that their homework is completed before Saturday lunchtime.

“It was just random, here and there. Whereas from the session [TLD], we were able to devise a structure outlining what chores needed to be done and what pocket money they would get in return...They know that they have to do certain things throughout the week in order to get their pocket money on Saturday afternoon.”

Parent

The oldest two children talked about this system being clearer and enjoyed the freedom of having their own money to spend. The 11-year-old was a spender whilst the eight-year-old was saving most of his £4.00 per week towards buying a TV for his room. Lisa noted that the parents wouldn’t have thought about introducing pocket money if they hadn’t attended the TLD session.

“It makes me feel happy that I’ve got some money to myself that’s mine. If you do something good you get something good back.”

Child

The parents have also started giving the children more responsibility for spending decisions. A few weeks before the interview they were asked if they wanted to go to an activity centre with different play activities, or to buy an annual membership to a variety of attractions. The children recognised that the second option was better value for money so they did that.

Linda and Matt also talked about TLD triggering a significant shift in how they themselves were managing their money. Previously, they had been predominantly spending money on their credit cards, particularly when booking family holidays. They have also tried to cut back on their spending while they pay off their debts; for instance, by stopping buying a weekly takeaway and not having a family holiday this year because they hadn't saved for it.



Case Study 3: Lucy, North Wales

Summary

- Although Lucy was already confident with her money management skills, she was surprised by how much she took away from TLD and feels that all parents could benefit from attending the course
- Since attending TLD, Lucy now talks more openly with her 10-year-old daughter. The 'Modelling Money' activity particularly resonated with her and she now proactively uses day-to-day examples to ensure her daughter knows where money comes from.
- During a shopping trip, her daughter was observed being very conscious of budget and also choosing to save her birthday money rather than spending it all at a toy shop.

Lucy lives with her 10-year-old daughter in North Wales, she is separated from her child's father who does not contribute to her upbringing. Lucy originally went on the parenting programme to learn techniques to better manage her daughter's behaviour which could be quite challenging at times.

Before going on the parenting programme, Lucy was already very confident at managing money and was very careful of her spending. She also had both savings and a pension. This cautious attitude to money stems from a point in her childhood when her father fell ill and she was aware that her family was in a difficult financial situation; from this she learned that it was easy for financial circumstances to change.

Before attending TLD, Lucy felt she wasn't the target audience because she was confident in her money management skills and thought the Money Advice Service was somewhere you are referred to if you are struggling financially. However, she found the 'Modelling Money' activity particularly memorable because it highlighted that money or financial transactions are not visible in everyday life. Consequently, this has changed how she communicates with her daughter about money to make sure she is aware of where money comes from.

"I don't think I'm in the box of I'm struggling for money and that's where I would normally think that somebody would go to the Money Advice Service, when they were hard up. So I was a bit at first stand-offish about it but when we went through it, there was one particular thing that I took from it – [there was an activity where we imagined] an alien came to the planet and [thought about] how he would see or know we had money because a lot of things now, like I have an apple watch, and you know all these things are contactless, you wouldn't even think there was any money would you."

Parent

Lucy now talks much more openly with her daughter about money and is much more proactive in ensuring she knows where money comes from. She gave the example of explaining to her daughter that when in the shower, they have to pay for the water which Lucy has to go to work to earn. She has also had discussions around the costs of gas and electricity. She is trying to ensure that her daughter appreciates the value of money.

"I've always spoken to her about money anyway but actively now I make sure that she knows where money comes from and in this household now, if she's in the shower, she knows exactly what we're using when we're in the shower, we're paying for water, gas and electricity so she's got to be careful what she's doing with that because Mummy's got to go out all day long to earn that money, it doesn't just grow on trees or get handed to you, you have to work hard to earn that money."

Parent

Lucy and her 10-year-old both mentioned that the 10-year-old far preferred to save her money than spend it. This was clear during a visit to a toy shop where she had £50 birthday money to spend but was reluctant to do so. After looking at a lot of various options and comparing prices, she only spent a small proportion of her money.

Lucy described her daughter as good at budgeting and identifying deals and bargains when shopping. When in the supermarket for example, Lucy's 10-year-old can identify what is better value for money.

“She can work out which one was the cheapest one to buy so rather than picking up the individual cans she'll go well actually it's cheaper because she knows to look for the price per unit on the shelves.”

Parent

A solid understanding of budgeting was evident during another observed trip to the shops where Lucy gave her 10-year-old 50p to spend on sweets. The daughter wanted some extra sweets that would have pushed her over her budget, but she understood that she couldn't spend any more money and didn't ask for it.

“She'll get money from when she goes to visit my parents, birthdays, Christmas she'll get money - she doesn't like to spend it though...she's definitely a saver”

Parent

In addition, when completing the activity involving identifying what would be needed to live on the moon, she demonstrated a good awareness of the difference between needs and wants and only selected the absolute essentials as being necessary.

Case Study 4: Alice, South Wales

Summary

- Alice found the TLD week particularly useful and has introduced discussions around money to her two sons since attending after being surprised at how young it was recommended to talk to them about money.
- In particular, Alice has found that discussing household spending and the difference between 'needs' and 'wants' has made a significant difference to the boys understanding of money and has been helpful if they pester for certain things when shopping.
- Alice has also started to encourage both boys to make their own decisions about what to spend their money on and whether to spend or save it, which was apparent during an observed visit to the local fair.

Alice lives with her partner and her two sons, aged seven and nine. She originally heard about the parenting programme through Action for Children as she was going through the process of her younger son being diagnosed with Autism Spectrum Disorder (ASD). She found the TLD week particularly useful.

"I always thought I was level headed anyway and good with money, well not good but not bad, but I didn't realise how young you should be talking to children about money, and it makes sense and it has made life a lot easier because I can say now "Mummy can't afford it", and they get it and they're pretty good now in the shops."

Parent

In the last 18 months Alice has introduced giving the boys sporadic money for doing chores around the house however she is reluctant to introduce regular pocket money at this stage in case some months they can't afford to give pocket money which could

be confusing for the boys. She originally introduced pre-paid pocket money cards for both boys but this hasn't worked out as they both prefer to save, resulting in fees adding up on the cards. However, they have both now become much more comfortable with the concept of making choices when it comes to their spending. They had recently had money for Easter and one child had put the money in his money box and the other had bought toys.

Pester Power activity

Following the shopping trip scenario (where participants are asked to imagine they are on a shopping trip with three children of different ages), practitioners prompt participants to think about situations when children will ask for things and how to address this.

Practitioners will put signs up around the room which say "I'll try that" or "I won't try that" and ask parents to move to the statement they agree with while they discuss a few solutions to children asking for things.

Since attending TLD, Alice said she was surprised at how young she could start talking to the boys about money and spending and has introduced this when it comes to making household spending decisions. She also now uses these discussions to help when the boys pester for certain things that they want to help deal with 'pester power'. This has been successful as both boys now understand why they can't always have things that they want there and then and there are other things that they need to prioritise, they are also happy to save up for things themselves.

"I wanted to get the suitcase but Mummy said we've got to pay the bills and the petrol and the lights and food and the water and the electricity and we won't be able to afford to have enough money left to get that"

Child

When one child was asked what they had saved up for recently they had saved £50 of birthday money and went to a toy shop during a sale to buy a game they really wanted. The game was £50 but when it

came to spending the money they were reluctant to spend all the money they had and so asked the shopkeeper if it was discounted. The shopkeeper confirmed that the game was now £29.99 and the child was happy to buy this when they knew they would still have some money left over.

During the observation, we visited the local fair with Alice and her two sons. Each son was given £5 to spend while they were there and told that they could go on whatever they wanted. During the earlier interview, Alice had mentioned that since attending TLD she had tried to encourage the boys to take responsibility for their own spending decisions more which although was sometimes frustrating when she felt they were wasting their money, encouraged them to think about value for money and think about their decisions more. Whilst at the fair the boys had spent £1.50 on one ride and wanted to go on the bungee trampolines which was a more expensive activity at £3.50. Once Alice had explained that they could go on this if they wanted but then they would not have any more money to spend they both decided not to go on this ride as they would rather that their money went further and they could go on another two or three rides for the same price as the trampoline.

This approach to spending is also encouraged by the fact that they are quite competitive as brothers and each one does not want to feel like the other is getting a better deal. Alice has found this an effective technique when going shopping with both boys.

"I'll turn it into a bit of a game, who can get the biggest jar for the better price."

Parent

Alice is also more confident with giving her children the choice to make their own decisions when it comes to spending money. For one of the boy's birthdays, he wanted to go to Legoland and stay in the Legoland hotel, however they wanted to go about six months after his birthday and he also wanted to do something closer to his actual birthday. He was given the choice to stay somewhere much cheaper at Legoland and also have a party or he could stay in the more expensive hotel but they wouldn't be able to afford for him to have a party. He understood this and was happy to stay in the less expensive hotel so that he could also have a party.

"I explained that the Legoland hotel was really expensive and the other hotel was not so expensive so he could have both, the party and go to Legoland if we stayed in the not so expensive hotel."

Parent

Case Study 5: Karen, South Wales

Summary

- The key thing that Karen took away from TLD was the importance of discussing money with children and how young she could introduce her children to concepts such as saving.
- As a result of TLD, Karen has started rewarding her son with money for good behaviour in order to encourage him to save up for things that he really wants.
- Karen has also started to give her children more opportunity to handle money which she has found has made a significant difference to their perception of its value.

Karen has four children, two of whom live with her, one of her children is 16 years old and her youngest is six years old. She is busy during the week, organising school trips, shopping and looking after grandparents. She attended the course because she had a lot going on at that time and was concerned about her ability to cope. She was recently separated and bringing up the children on her own. She was hoping that the parenting programme would provide her with hints, tips and general support around handling stress and domestic problems.

Overall, she found the course very useful. She made good friends and liked the talks. In particular, she liked the information on removing stress from her life and understanding money. She felt that the TLD session fitted well with the rest of the course and made her realise more about what she was spending. What surprised her most was that you could introduce concepts about money to children when they are very young.

“I was brought up with the attitude that you don’t discuss money in front of kids, so that was very different for me.”

Parent

The main thing that she took from the TLD session was the importance of discussing money and the importance of teaching children about saving for things and making informed choices about what

they wanted to buy. As a result of attending TLD, she has made a point of including her son in more discussions about money. A big part of this was understanding money in the context of struggling financially and needing to budget.

“If I have money we have a big day out, if I am struggling then he has toast...”

Parent

As a result of the TLD session Karen was interested in opening a bank account for her son and getting him into the habit of saving. She also wanted to start teaching him more about household finances and budgeting as well as prioritising for basics such as heating and water.

As a result of attending the course Karen had started rewarding her son with money if he had been good, and raising awareness of saving money for things that he wants. In addition, she had also talked with elder siblings, grandparents and her ex-partner about encouraging her son to save. Money from other family members, received at events like birthdays and Christmas, was now put into a money box for him.

Karen has been working hard to teach her son the value of money. As well as receiving money from family members, Karen has been creating opportunities for her son to handle money through paying for things at the tills in shops and at school. She felt that her son had increased awareness of money as a result of this, for example he could now tell the differences between £1 and £2 coins. Recently she had also started to feel that her son was starting to understand concepts such as the need to pay for essentials such as gas and electricity.

“He doesn't have pocket money as such. Maybe I will start giving him £2 a week or something, even if it's just for picking toys up.”

Parent

One area that she was struggling to teach her child about was impulse shopping and responsible spending. This was felt to be hard because of his young age. She also felt that it was made harder by the fact that her son spent some time in the care of

his father who had a different income and therefore a different approach to money.

“You can't have it if you haven't got the money!”

Parent

Karen felt her son was slowly getting to grips with the need to avoid impulse purchases/demands on her to make purchases. She had noticed an improvement in his behaviour when they were out shopping. She felt he was less likely to be demanding and pester her for things and more likely to be helping with shopping lists, choosing items and purchasing things at the till. A lot of this was as a result of incorporating techniques learnt from the TLD session such as including him in discussions and activities while out shopping. However, Karen admitted that his behaviour could still be challenging at times when they were out shopping.

“I would talk to them on the way to the shop, and let them know what you are doing, what you are intending to buy - keep them involved.”

Parent

Karen plans to start introducing regular pocket money for her son in the near future.



Case Study 6: Josie, Mid Wales

Summary

- Josie found TLD to be one of the most useful weeks of the parenting programme, which she originally went on in order to get some help with coping with her son's behaviour.
- She has trialled pocket money with her son, however she feels that he didn't grasp the value of money which she thinks is due to his age so she has stopped for the time being although she would like to introduce it again in the future.
- After attending TLD, Josie felt that she had a more conservative approach to discussing money with her son than other parents attending the session, however she does give him his own money to buy fruit at school in order to give him the responsibility of deciding how and when he spends it.

Josie is a single parent living in mid-Wales who has one adopted child aged six years old. She has some help with childcare from her parents who live nearby. She attended the parenting programme as she wanted help in coping with her son's behaviour. She was experiencing some challenges with his behaviour which she had been told were often associated with adopted children.

In hindsight, when she looks back on this initial parenting programme, she felt that it was too general for her specific needs. Since attending this programme, she has gone on to attend a programme specifically designed for adoptive parents which she has found much more relevant. However, she did find TLD and the playfulness session from the more general parenting programme very useful.

The key lesson she took from the TLD session was that she had a much more conservative approach to giving her child exposure to money than other parents. The main thing attending the session helped her with was dealing with shopping trips.

Shopping Trip

Parents discuss a shopping trip scenario and the various opportunities at which they could teach children of different ages about money. This activity aims to give parents ideas about how they can teach their children about money through an everyday activity.

She recalled learning techniques to get children to help out in the supermarket and cross things off a list. The key thing she does now on shopping trips is manage her child's expectations of what they are going to buy, and throughout the shopping trip, she talks to him about what they can buy for particular prices to try and increase his understanding.

"This involves laying out everything that we are not going to get and things we are going to get... I do this so we can have a melt down in the car rather than the shop."

Parent

Since attending the session, she has trialled giving her son pocket money, however, she felt that he struggled to understand the value of the money because of his age. She now provides him with exposure to money by giving him money to take into school to buy fruit. This prompts discussions with him about the value of money and saving. She gives him the choice as to whether to take in enough money for the day or week, so he can spend it straight away or save it to buy more later in the week.

"It doesn't always make that much sense to him to talk about whether he can afford something etc because he doesn't know how much anything is worth."

Parent

Josie still plans to introduce pocket money as soon as she feels her son has a greater understanding of the value of money. TLD made her think about how she may give pocket money and linking it to chores seems a logical approach to her.

Another key thing Josie took from the session was the importance of discussing money with her son. She has tried to increase the number of discussions she has but her son still struggles with understanding the value of money and the concept of saving. However, her son does understand how you get money (from working) and that you can't get everything you want so you sometimes need to save to afford things and that money doesn't grow on trees.

“He is aware that there are things out there that he might want or need that he can't have because we simply don't have the money or I haven't been paid yet.”

Parent

Josie does not feel particularly confident in her money management skills and ability to save. She hopes that her son will be better at this going forward and is working hard to instil the importance of saving in him.

“I would like him to be more clued about money than I was.”

Parent

Despite taking some lessons from the TLD session and giving positive feedback, she would have preferred it to give more definitive answers about the correct way to approach money management with children rather than simply sharing views and opinions on how it could be done.

“I felt that there wasn't so much information given, more about what we thought rather than telling me.”

Parent



Case Study 7: Catherine, South Wales

Summary

- Catherine was initially recommended the parenting programme by a support worker and she found all of it useful, in particular the TLD session which she described as a 'highlight'.
- One technique that Catherine has found particularly useful is using trips to the shops to introduce money discussions around value and saving and she involves her children in finding special offers.
- Catherine has also introduced pocket money which she links to a star chart based on chores and then encourages her children to save for something they really want.

Catherine is a single mother and lives with her two children aged seven and five and near to a number of relatives such as her grandparents and uncle and aunt. Catherine has a disability and this coupled with the pressures of managing a household and looking after two young children can leave her feeling exhausted.

One of her children has anxiety and Catherine was hoping that the parenting programme might help teacher her strategies to cope with this. A support worker recommended the parenting programme.

She thought the course was really good, scoring it nine out of 10. Her highlights included the TLD session as well as learning new strategies around bed time routines and managing bad behaviour.

"I actually really enjoyed it and was sad when there was nothing else to learn."

Parent

The key message that Catherine took away with her from the TLD session was that it was never too early to learn about money. Linked to this, she also learnt techniques that could be used to teach children about money.

"A five-year-old can know as much as a 13-year-old if you start explaining it to them from a younger age."

Parent

One of these techniques was that when she was out shopping with them she would explain all about value and saving money. She felt that these shopping visits were having a really positive impact on her children's understanding. She regularly gets her children involved in selecting the best cereal to buy that week based on the offers and prices of different types.

"I do it now with food, I'm on less money so I'll say to her 'this packet of biscuits is cheaper, let's go for that one'."

Parent

Catherine had also taken steps to teach them about saving money. She was considering starting to put a small amount of money into a bank account for them. In addition, since attending TLD, Catherine had started providing them with regular pocket money which – along with birthday/Christmas money - she encouraged them to save in a piggy bank and/or to buy something sensible. Other techniques from TLD were also used, one of them was the use of a star chart to link pocket money with chores. It was observed during the visit that she handed out money to reward good behaviour, such as tidy room or a made bed. When the children received the money, Catherine would also count it out for them to help teach them the value of the different coins.

"If they do several things round the house, simple tasks - they get money - so they know what money is about. I get them to do tasks and this teaches them that money doesn't come from nowhere you have to earn it."

Parent

The impact of the TLD session on the attitude of her daughter was clear. During the visit, one of her daughters spoke about saving money so she could have bigger presents and things that she really wanted. She also talked about the hazards of 'impulse buying' and what could happen if you didn't choose what you wanted carefully.

“Saving is good so you can get big things like Harry Potter toys. I bought something once and then there was something nicer in the other shop and I wish I had bought that instead. I felt a bit sad as it was really nice.”

Child

Catherine felt her daughter understood and managed money well. Linked to this was that the TLD session had helped Catherine understand money and how to teach her children about money, she wished she had started younger so that they were aware earlier.

“She seems to understand it the idea of saving very well! The more she saves the bigger the presents she can get.”

Parent



Case Study 8: Emma, South Wales

Summary

- Emma has always been confident in her money management skills, however she still feels that TLD is an important and useful session in encouraging parents to talk to their children about money.
- Emma has started to give her children regular pocket money and from an observed shopping trip, it is clear that all of her children understand the concept of a budget as they had £3 to spend and knew they could only buy items which cost less than this.
- Her three younger children also participate in a 'savings club' at school and were keen to save a proportion of their £3 so that they could take this into school.

Emma is a single mum living with her four children; her 15-year-old son, six-year-old son and twin five-year-old daughters. Emma attended the parenting programme because of problems with the behaviour of her second son, who was five years old at the time. She found the parenting programme incredibly useful and has since gone on to attend two further parenting programmes. There have been large changes in the family and financial situation in the past 12 months, therefore Emma could not necessarily attribute changes in her money behaviours solely to TLD, but she feels strongly about what TLD aims to teach people.

Emma has always been savvy with regards to money, she is very confident in her money management skills and has always ensured that she teaches her children about money. It came as a surprise to her when money was discussed in the TLD session that other parents did not think similarly.

“It made me realise and I couldn't believe how a lot of the other parents didn't explain to their kids about money, they don't understand about budgeting or anything like that. Whereas I've always done that since they were young... so that was a bit of an eye opener.”

Parent

In the past 12 months, she has started giving all four of her children regular pocket money via a bank transfer into their account. When she gives them the money, she shows them as she transfers the money in and checks their accounts with them to show them how much they have. Previously, pocket money was less frequent and inconsistent. In addition to this, occasionally they will get some additional pocket money in cash to spend in the local shop. During a trip to the shop with the three youngest children where they had been given an additional £3 each, they were able to spend as much or as little of their £3 as they wished. The children clearly understood that they could only buy something which costed less than this and asked their mum a lot how much they would have left if they were to buy certain things. All three children ended up saving at least a proportion of this that they could then take to 'savings club' at school.

Emma feels it is important to help her children understand money and hopes they take forward her messages regarding the importance of saving.

“I hope that they always save a portion of their wage, I hope they don't just instantly think credit cards and loans are the way.”

Parent

From discussions with the six-year-old and five-year-olds, they all mentioned that they had saved up or would save up to buy certain things.

Case Study 9: Sarah, South Wales

Summary

- Prior to attending TLD, Sarah felt that she had been “burying her head in the sand” when it came to discussing money and household finances.
- In the 18 months since attending the course, she now feels that the course has contributed to them now being debt-free and having more money available as a family.
- Since attending TLD, she has also introduced regular pocket money for her four-year-old daughter which goes into a bank account. During a trip to the shops, her daughter demonstrated a clear understanding of budget in that she had £3 to spend and was able to prioritise needs over wants.

Sarah is married with two children; a daughter aged four years and a son aged seven months. She is busy bringing up two young children. Her daughter attends a nursery and a breakfast club during the week. Prior to attending the TLD session she felt that she was responsible with money and had a good understanding. At the same time, she wanted to know how to control her money better and save more.

“I just thought that, if it would help me save money, why not do it? Something to help me think ahead.”

Parent

Overall Sarah felt that the TLD session was very good, it provided her with valuable tools to manage money better and importantly she felt it was delivered at the right level. Following TLD, she was prompted to approach Citizen’s Advice who gave her further advice on speaking to debtors in order to begin to pay off debts, something which they wouldn’t otherwise have done. As a result, she credits the course with helping her family get out of debt, and improving their ability to budget. Over the 18 months since she attended the course she says as a family they have more money available.

“It wasn't patronising, it gave me ideas and tools to go ahead and have a better future.”

Parent

“We have used our savings to pay off all the debts and found we now have more money on a day-to-day basis.”

Parent

In the past 18 months she has started to include her daughter in discussions about money. She has also started providing weekly pocket money, which along with Birthday and Christmas money, goes into a bank account.

Pocket Money Discussions activity

Practitioners distribute four cards showing different approaches for giving pocket money to children and the group are asked to discuss the pros and cons of each.

Through involving the child in shopping decisions and providing regular pocket money she feels that her daughter is now more aware of the value of money and understands more what she can and can’t get while out shopping. Her daughter has also started to actively save money in her piggy bank, putting money aside for bigger purchases.

“I don’t do sporadic shopping – I make sure that I get the best value from all the shops on offer.”

Parent

Sarah was a strong advocate of the course and would recommend it to all other parents. She felt that prior to embarking on the programme, she had just been 'burying her head in the sand' and not really taking on board issues. Since attending the TLD session, the family have been able to stop borrowing money and start thinking more about the consequences of their spending. Sarah has also

managed to share understanding with her partner and her own mother.

Crucially, Sarah feels that she understands how to manage her daughters approach to money better and has been able to teach her some positive behaviours around shopping choices and saving. This was very apparent on a shopping trip to a local shop. The child was given £3 to spend and showed a good ability to prioritise items that they needed over items that they wanted. She was also very clear on how much money she had and how many items she would be able to buy with the money. She looked at some stationery for colouring in but decided she wanted to spend some of her money on sweets, spending £2 and saving £1.

To sum up, Sarah was positive about the future and felt she now had a good approach to money. She regularly discusses money with her daughter, especially regarding saving. She is also proactive in financial planning and budgeting. She feels that most people in general are not being careful enough with money and are unwilling to adapt. She found the TLD session was very helpful in that it signposted her to other organisations where she was able to get the right kind of advice and support.

“She doesn’t pester for things much, she has got a good concept of money ‘Oh that is £15, that is too much money, I do not want that.’ She is now a keen bargain hunter!”

Parent

“She likes getting more for her money now, she understands the numbers and what things cost, I've made her more involved and aware.”

Parent

Case Study 10: Helen, South Wales

Summary

- Helen found both the parenting programme in general and TLD very useful. Before attending TLD, she didn't feel like she was able to have conversations with her children about money.
- After attending TLD, Helen introduced regular pocket money to her children and encouraged them to make their own spending decisions during shopping trips.
- She has seen a significant change in their approach to shopping and spending since doing this and they are now far more likely to save up for something they really want.

Helen lives with her partner and has four children (with another on the way). With three children at school, term time is very busy, all children attend breakfast clubs and take part in after school activities. She describes living in a tight knit community with lots of extended family and cousins as neighbours. Weekends are also very busy with trips to the shops, parks and beach as well as spending time with other family members.

Helen really enjoyed taking part in the parenting programme and found it very useful. One of the appealing aspects of the course was that it was very convenient for her, located in a family centre nearby with facilities provided for children. This also gave her an opportunity to meet other nice parents from the local area. She found information on managing different age groups and priorities for money particularly useful and her only complaint was that the course could have been longer.

“They offer a crash room for the kids next door and it's nice to meet other parents.”

Parent

Before attending TLD, she didn't feel able to have conversations with her children about money. Taking part in the course has helped Helen to deal with money stresses and explain to her children the importance of prioritising and saving.

Helen describes her long-term goal for her children being to prepare them for the future and ensure that they prioritise things like rent and bills and avoid debt. In this way she felt they would be prepared for when they have their own children. She has been pleasantly surprised with the outcomes of the TLD session especially around discussing money with her children. Specifically, she has also been able to teach her children about expenses like rent and utilities and this has made it easier to explain why some costs are prioritised over others.

“I can now say I need to get gas rather than sweets as you need a bath, and we can cook tea and the gas helps the house to be nice and warm in the morning.”

Parent

After attending TLD, Helen has tried to instil in her children the concept of saving, making their own choices and not spending all their money at once. Examples of how she was doing this included encouraging them to try and keep some of the money back when they went shopping or saving money up for something big. She had started to notice a significant change in their behaviour and attitude to money and shopping. Previously they tended to spend their money straight away but now they were far more likely to be saving for 'something special'.

“They understand that we can't go out lots on the lead up to Liam's birthday, as we need to save to do something especially nice.”

Parent

Helen felt that the best way to teach her children the value of money was through practice. She provides them with money on shopping trips and gives them choices about what they are purchasing. She also makes sure that any money they receive goes straight into a piggy bank where she encourages them to save and spend on things they really want. Typically, the children get regular pocket money, with her four-year-old receiving 50p, which goes straight in the piggy bank.

“One day we just said do you want to try a real shop and they loved the idea and responsibility of being in a real shop .”

Parent

One area where Helen would appreciate further guidance is how to teach her children the difference in value between the types of coins. She currently spends time counting money with her children to try to help with this.

She has also struggled to explain more abstract concepts such as contactless payment and bank accounts. Correspondingly she has found it hard to get her children to appreciate the costs associated with rent payments that are not made in cash.

“They seem to think we live in a house and that we don’t need money for that. Trying to explain how much rent actually is, is very hard.”

Parent

Helen felt her childrens’ saving priorities were short-term for now and that they struggled with the concept of saving for the future.

At the same time, she had been encouraged by their growing awareness of cost and value in shopping trips. She felt they were beginning to demonstrate an ability to consider the balance between quantity and quality in purchasing decisions and were now less likely to simply ‘blow everything at once’.

Fundamentally, Helen felt that her children were learning how to be sensible with their priorities and make the right decision when it comes to spending money. She described her next step as linking pocket money with chores which she hoped would teach them that money has to be earned.

Helen felt that her childrens’ money management skills would grow considerably over time but credited the TLD session with alerting her to the benefits of greater exposure to money and providing initial guidance to help her get started in teaching her children about money.

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