

**Evaluation Study on
The Women's Foundation's
Financial Literacy Programme for
Marginalised Women**

Final Report

**Submitted to
The Women's Foundation
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Executive Summary

The Women's Foundation's Financial Literacy Programme for the marginalised women was launched in 2011. The programme aimed to assist marginalised women who have a high potential for capacity building. It was also hoped that all family members of the participants would indirectly benefit from the programme. The programme covered important financial literacy skills, parenting skills, and financial education and negotiation skills. In order to develop an evidence-based financial literacy programme, the Women's Foundation has commissioned this research team to conduct an evaluation study to assess the effectiveness of this programme and to explore the essential factors affecting the feasibility and usefulness of the programme to tailor itself to the needs of marginalised women in Hong Kong.

The present evaluation study has adopted both quantitative and qualitative research methods to conduct subjective outcome evaluation, objective outcome evaluation, and qualitative evaluation. For the subjective outcome evaluation, a survey design was adopted to collect participants' opinions with regards to the workshops and instructors. In relation to the objective outcome evaluation, a quasi-experimental design was used to assess the effectiveness of the financial literacy programme in terms of four complementary levels, that is, cognitive level (knowledge and skills), personal level (self-concept and self-efficacy), family level (family relationships and attitudes) and social level (social capital). For the qualitative evaluation, focus groups were arranged to explore participants' experiences, learning, and perceptions of the programme.

The results of the subjective outcome evaluation showed that an overwhelming majority (91.8% to 99.2%) of the participants rated the programme and the performance of the instructors positively. The objective outcome evaluation indicated that the participants experienced substantial improvements in their sense of self-efficacy and ability of providing financial

education for their children. Furthermore, the qualitative findings demonstrate that the financial literacy programme has successfully trained the participants to make rational choices in consumption and saving money. Their change in attitude of how they view themselves from 'nothing' to 'something' was another achievement of the programme. What they gained was more than just the knowledge but also an inside-out transformation.

The synthesis of the quantitative and qualitative research findings suggest that the financial literacy programme can consider making the following changes for the sake of excellence. First, the training will be more meaningful and inspiring if the future financial literacy programme can utilize more individual examples and the knowledge they learn in daily life experiences. In other words, a further development and inclusion of experiential knowledge, together with professional knowledge, in the programme is important to determine its success. Second, the programme should focus on providing ambassador training for the marginalised women who have higher capacities and potentials. When they accumulate more successful experiences, they will be more confident in engaging in further community training. This will help enhance the sustainability of the programme. Third, in order to use resources more effectively, the programme should be more targeted to serve specific marginalised women groups so the impacts can be more extensive and thorough. Last but not least, the programme curriculum should be more flexible so that the programme designers can tailor-make the content for each distinctive disadvantaged group. The details of the programme, like language of the instructions and materials, should be appropriate to the respective groups if their needs are distinctive from the majority.

1. Introduction

1.1. Background of the Evaluation Research

Gender inequalities are regarded as a key issue that has caught the eyes of the public. According to the 2011 Census, working men generally earn 36.8% more income than working women. Working women with a monthly salary of less than \$6,000 outnumber men by 6.4%, excluding domestic helpers whose salaries are lower than \$6,000 (Hong Kong Census and Statistics Department, 2012). According to a study conducted by The Women's Foundation in 2006, poverty rises faster among women than men. Women are particularly vulnerable because of their lower levels of participation in the labour market, differentials in income, and limited access to social security. The Women's Foundation launched a financial literacy programme in 2011 in order to train marginalised women in parenting skills, financial education, and negotiation skills. The programme aimed to assist marginalised women who have a high potential for capacity building. It was also hoped that all family members of the participants would indirectly benefit from the programme. In order to develop an evidence-based financial literacy programme, the Women's Foundation has commissioned this research team to conduct an evaluation study to assess the effectiveness of this programme and to explore the essential factors affecting the feasibility and usefulness of the programme to tailor itself to the needs of marginalised women in Hong Kong.

1.2. Research Objectives

- To assess the effectiveness of the programme in terms of (a) improving the participants' level of financial literacy, (b) helping them to gain confidence and acquire knowledge and skills to pursue greater economic self-reliance, (c) enhancing the quality of life for themselves and their families, and (d) facilitating capacity building for the

marginalised women with potential and/or respective partner grassroots NGOs.

- To examine the perceptions and experiences of the participants in the programme.
- To investigate the factors conducive to the success of the programme.
- To evaluate the sustainability of the programme model for marginalised women and explore its applicability to other women's groups.

2. Literature Review

Education is defined as “the process of training and developing knowledge, skills, mind and character” (Webster’s New World Dictionary, 1988, p.431). Following this view, financial education takes the form of courses, programs, and activities organized and conducted by financial education practitioners for enhancing people’s financial knowledge and skills “necessary to create household budgets, initiate saving plans, and make strategic investment decisions” (Greenspan, 2002, p.40). The significance of financial education has been increasingly recognized not only in Hong Kong but also overseas. A review of the literature reveals that there are three main categories of financial education (Fox, Bartholomae, & Lee, 2005). First, in the face of swift economic changes in a globalized society, there are programs aiming at improving the financial literacy of the public in order to help them cope with economic downturns (Mason & Wilson, 2000). Second, there are programs designed for people who are facing their retirement to acquire knowledge and skills to make proper saving and investment plans (Lusardi, 2008). Third, there has been a growing trend towards the provision of financial education for disadvantaged groups such as those with low education, unemployed, new arrivals, ethnic minorities and the disabled (Sebstad & Cohen, 2003). Arguably, women are more vulnerable than men among those target groups because they often assume responsibility for money management in the family amid acute financial difficulties and with few resources and supports to draw on (Sebstad & Cohen, 2003).

While the problem of intergenerational poverty and unemployment puts many families and children at risk, financial education has been regarded as a promising tool for helping families in general, and women particularly, to enhance their capabilities and potential to make well informed financial decisions and cope with financial demands of daily life (Sebstad & Cohen, 2003). The ultimate goal of financial education is to help women and their families leave poverty and social exclusion. In this sense, financial education does not simply mean imparting knowledge and skills to women, but should be seen as an empowering process that facilitates women to develop their competences and draw on resources to effect changes, enables them to establish social relationships outside the family so as to obtain mutual aid and support, and encourages them to mobilize other women to engage in personal and social transformations (Kagıtcıbası, Goksen, & Gulgoz, 2005).

An empowerment approach offers a new frame of reference in which to examine the meaning and directions of financial education. First, it reminds us that although transfer of knowledge and skills is significant in financial education, the most powerful source of influencing participants in a positive direction is trainers' own living examples of who they are. Besides teaching knowledge and skills, trainers can share with participants about their reflections and practice wisdom derived from their real life experience. Trainers should also maintain a collaborative relationship with participants, sincerely hear their voices, and generate meaningful dialogues between them (Ife, 1997).

Furthermore, with a traditional concept of financial education, knowledge and skills regarding financial literacy are transferred unilaterally by professional financial educators to different target groups. Financial education thus becomes an area for professional intervention. Many people seek advice because the professionals are supposed to know more about

money management. Women's expertise, wisdom and day-to-day experience are not valued. Even worse, "disempowering effects" may be produced by reinforcing women's sense of powerlessness and anxiety in making household financial decisions (Pease, 2002).

In contrast with a technical and one-way transmission of knowledge and skills, empowerment should be perceived as a process through which participants are aligned to support each others to apply what they have learnt (First & Way, 1995). Giving different perspectives also helps participants expand their personal narratives so they could move forward from a powerless situation to refocus on their capabilities to make personal transformation. This is also beneficial to the sustainability of the programme and its generalization to other women's groups.

In sum, an empowerment approach to financial education contributes substantially by developing new strategies to empower women to enrich individual and family well-being. Although empowerment has become a popular concept in adult education, little attempt has been made to assess the effectiveness of an empowerment approach to financial education for the marginalised women. Thus, this study tried to explore the change process and outcomes of the approach to financial literacy programs and the factors conducive to their success.

In view of this, we adopted a research framework to guide our evaluation of the Women's Foundation's Financial Literacy Programme for Marginalised Women and to achieve the objectives mentioned previously.

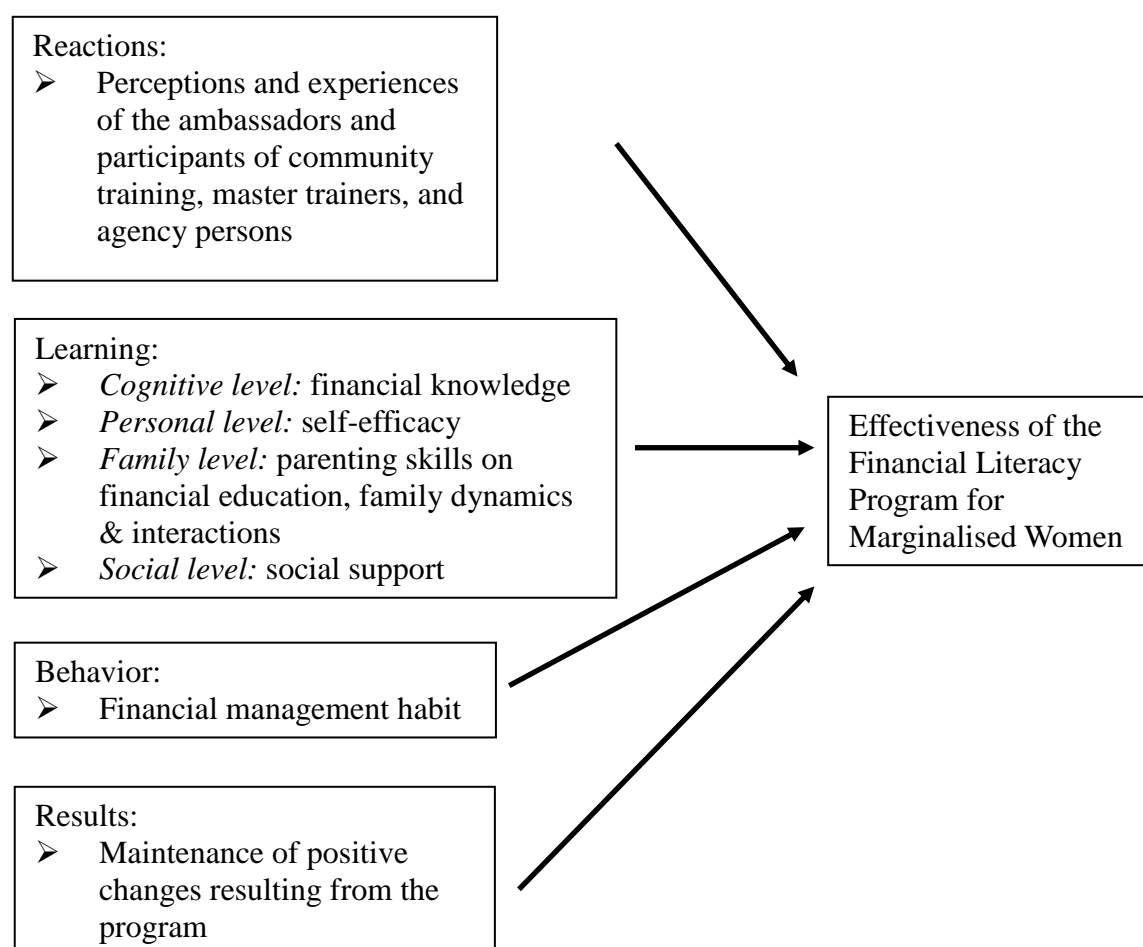
3. Research Framework

In this study Kirkpatrick's evaluation model (1977, 1979) was adopted to develop our research framework. Four interlocking domains of evaluation were conducted, namely reactions (participants' perception of the

programme and their satisfaction level), learning (change in attitude, knowledge and skills that result from the program), behavior (transfer of learning from the programme to actions in daily life), and results (final outcomes of the program). Based on Kirkpatrick's model, Baron-Donovan, Wiener, Gross, and Block-Lieb (2005) evaluate a train the trainer programme designed to provide instructors with the essential tools to teach financial literacy to consumer debtors. They use focus groups to capture affect and utility reactions, pretest-posttest assessments to test knowledge and attitude changes, and classroom observations of trainee's actual teaching to examine the transfer of learning.

In addition to Kirkpatrick's evaluation model, our research framework was also built on the empowerment approach to adult literacy programme (Kagitcibasi et al., 2005). This approach assessed its effectiveness via four complementary levels, that is, cognitive level (knowledge and skills), personal level (self-concept and self-efficacy), family level (family relationships and attitudes) and social level (social capital). Synthesizing these two models, our research framework could be illustrated by the following diagram:

Figure 1: Research Framework



As shown in the diagram, each box on the left represents an evaluation dimension, and the combination of all dimensions helps generate a comprehensive assessment of the effectiveness of the programme. This research framework has several special features. At the personal level, the basic premise is that although an increase in financial knowledge has significant influences on participants' financial management practices, in fact, their practices are also affected by an enhancement of self-efficacy, which refers to the belief in their competence to cope with stressful and challenging demands on making financial decisions (Luszczynska, Scholz, & Schwarzer, 2005). At the family level, parents are often considered to be the primary influences on adolescents' values and attitudes about money.

Parents' direct communication with children about their beliefs and views on financial management helps develop children's financial literacy (Johnson & Sherraden, 2007). Furthermore, when women acquire skills in drawing family members' support and cooperation to achieve financial plans, it is expected that the family communication and relationship will improve eventually (Rosen & Granbois, 1983).

At the social level, social support can be viewed as a means of acquiring social capital (Ngai, Ngai, Cheung, and To, 2008). In fact, many women draw upon their friendship networks and peer relationships as positive resources that enable them to cope with financial complexities. Besides tangible supports, intangible supports from peers offer the marginalised women an experience of feeling being understood, accepted and valued (Solomon, Pistrang, & Barker, 2001). They can also exchange their ideas and strategies in dealing with financial matters. Therefore, this study aimed to evaluate the ways in which the function of social support leads to the success of the programme.

Regarding the long-term outcomes, a lack of transfer and retention of skills has been found in family education programs (Hills & Knowles, 1987). In our views, participants should have gained knowledge and skills in a way that should have made a difference only if they had discovered the personal meanings with applications of those knowledge and skills. As such, a change in financial management should have been built upon an integration of what participants had reflected in the programme with their life experiences, but this essential element is often neglected in the provision of financial education. Therefore, the focus groups were conducted after the completion of at least one round of community training. These focus groups evaluated the experience in different areas of each group of participants after joining the programme.

4. Evaluation Design

In order to generate a comprehensive picture of the impact of the programme and the participants' experiences, the mixed-methods approach were adopted to collect evaluation data from the following five areas:

Area 1: Objective Outcome Evaluation for the Ambassador Training Program

The quantitative evaluation was twofold. First, a quasi-experimental design was adopted to evaluate changes in the ambassadors in terms of their financial management habit, financial knowledge, self-efficacy, parenting skills on financial education for children and social support. The experimental group was the marginalised women and the comparison group was the participants from the Family Planning Association (FPA). The content of the programme for the comparison group was the same as the experimental group. Second, the participants were invited to respond to the pretest questionnaire in the first session of the Ambassadors Training Programme. After the Ambassadors conducted training programs in the community, they were invited to complete the posttest questionnaire. This pretest-posttest assessment was used to evaluate their changes in attitudes and skills on providing financial education.

Area 2: Objective Outcome Evaluation for the Community Training Program

A quasi-experimental design was adopted to evaluate changes in the participants of the community training. There were two groups involved in the programme. The first one was the experimental group participated by the marginalised women. The second one was the comparison group composed of the participants from the Family Planning Association (FPA). At the first and final sessions of the programme, the participants were asked to complete a questionnaire including measures of financial management habit, financial knowledge, self-efficacy, and parenting skills on financial education for children and social support.

Area 3: Subjective Outcome Evaluation for the Ambassador Training Programme and Community Training Program

All participants were invited to respond to a subjective outcome evaluation questionnaire after the completion of the programme.

Area 4: Qualitative Evaluation based on Participant Observation

More than two participant observations on Ambassador Training were undertaken. The research team also assessed the need for conducting observations on community training sessions and acted accordingly. Field notes on teaching and learning behavior were taken and analyzed.

Area 5: Qualitative Evaluation based on Focus Group Interviews

A total of six focus groups were conducted for the Ambassador Training Programme and six focus groups were arranged for the Community Training Programme. One focus group including both ambassadors and trainees of the community training programme was conducted as well. Participants' subjective perceptions and experiences in the training programme were explored. Moreover, the impact of financial education on family dynamics and interactions were examined such as how the participants get family members' support and cooperation to achieve financial plans. Furthermore, two focus groups were arranged to collect feedback from the Master Trainer and the partner NGOs to elicit ideas on the current mode of training and to corroborate and elaborate on the quantitative findings obtained.

4.1. Measures

Efforts were made to develop instruments to assess the effectiveness of the programme. This is important because valid and reliable tools related to the assessment of this kind of training programme were not locally available. The measures used in this study were adapted from a variety of existing scales in Western literature, while scales appropriate in the Chinese context

were also developed. Details of the measures are as follows:

4.1.1. Objective Outcome Evaluation

Variables concerning participants' financial knowledge

Closed-end questions about saving, spending, credit, banking and investment were asked to assess the participants' financial knowledge in posttest assessment.

Variables concerning participants' self-efficacy

The General Self-Efficacy Scale created by Schwarzer and Jerusalem (1995) and translated by Zhang and Schwarzer (1995) was used.

Variables concerning parenting skills on financial education for children

The Parent Self-Appraisal Questionnaire constructed by To, Chung, and So (2013) was used. Also, a scale measuring parenting skills on financial education for children was constructed.

Variables concerning social support

The Social Provision Scale developed by Cutrona and Russell (1987) was used to examine the degree to which participants' social relationships provided various dimensions of social support.

4.1.2. Subjective Outcome Evaluation

Variables concerning participants' perception of the program

The Client Satisfaction Scale (Larson, Attkisson, Hargreaves & Nguyen, 1979), a widely-used measure for assessing the general satisfaction level with services among clients of human service agencies, was used.

Variables concerning Ambassadors' attitudes and skills on providing financial education

A scale measuring the Ambassadors' readiness to provide financial education and their ability to teach was constructed and validated.

4.1.3 Reliability of the Scales

Table 1. Reliability of the scales

	Pretest Alpha for marginalised women group	Posttest Alpha for marginalised women group	Pretest Alpha for FPA group	Posttest Alpha for FPA group
Self-Efficacy	.91	.93	.94	.94
Parenting	.90	.90	.90	.90
Financial Education for Children	.92	.91	.91	.92
Social Support	.93	.93	.91	.93

The reliability alpha coefficients of all the scales are higher than .85, which indicate very high levels of internal consistency.

4.1.4 Focus groups

Semi-structured questions were set to frame the general direction and main discussion themes of the focus groups. They included the following questions:

- What were their expectations before they joined the program?
- What was their experience and learning from the training sessions?
- What was their impression on the communication pattern and class atmosphere?
- What were the impacts of the class on their values and beliefs on financial literacy?
- To what extent did the learning experience facilitate their inspiration on effective financial management such as wise saving/spending and smart investment?
- What were their perceptions towards teaching financial education to children and getting family support on financial plans after joining the program?

- Which sessions and the activities of the class were helpful for the participants?
- To what extent did the Ambassadors Training Programme enable them to transfer the knowledge learnt from the Programme to the community?
- What was the Ambassadors' experience and learning in providing community training?

4.2. Data Collection Procedures

For the quantitative evaluations, all participants filled in the pretest assessment questionnaires in the first session of the training programme. Then the same set of questionnaire was given to them in the last session of the programme. Our research assistant read the items to the participants who failed to complete the questionnaire in a self-administered manner. All data was treated in the strictest confidence and no individual information was disclosed.

Regarding the focus groups, a purposive sampling method was adopted, which means the research participants were chosen according to their age, educational level, work status, family structure and living environment. During the focus group interviews, the participants were encouraged to express their ideas freely. The researchers were aware of the importance of neutrality during the throw of discussion. The questions were served as general framework by the researchers, which means the flow of the sharing was participant focused rather than question focused. The discussion process of the focus groups was taped-recorded with participants' verbal consent.

4.3. Data Analysis Strategies

As far as the objective outcome evaluation is concerned, a series of dependent t-test was conducted to ascertain differences in pre-and-post intervention scores. Analyses of Variance (ANOVA) and Analyses of

Covariance (ANCOVA) were conducted to test for differences among the participants.

Regarding the qualitative evaluation, the content of the tapes was fully transcribed after the focus group interviews. The process of data analysis then began. The researchers read and reread every line of the transcripts in search of “meaning units” rather than relying on prior concepts to understand the data (Padgett, 1998). Then they assigned codes to those meaning units and categorized the codes. After that, they refined the codes and found different levels of meaning produced by the narratives and then sorted out similar narratives to form the major themes of this study (Coffey & Atkinson, 1996).

4.4. Quality Assurance Measures

1. The study followed the principle of triangulation with four sets of evaluation data collected via different methods, which include objective outcome evaluation, subjective outcome evaluation, participant observation and focus group interviews.
2. The ethical issues, such as confidentiality, informed consent and information management was cautiously dealt with in the data collection process.
3. Peer debriefing and review were emphasized in this study. The researchers’ interpretation of the selected themes were checked and validated. They would exchange opinions whenever there was discrepancy between their understandings of the participants’ narratives. This procedure helped reduce possible biases from the researchers in analyzing the data.
4. All raw data, tape records, transcripts, field notes, related documents, and data analysis products were properly maintained before the completion of the study.

5. Findings

5.1. Quantitative Findings

5.1.1. Demographic Data

The data shown below indicate the demographic characteristics of participants who joined the financial literacy programme. There is a discrepancy between the sample size and the actual number of participants involved in the programme due to some invalid questionnaires and difficulties in matching the pre-and-post cases. The sample size for the marginalised women was 134, while the sample size for the Family Planning Association was 39.

Table 1: Demographics of marginalised women (n=134)

Target Beneficiaries	Organizations	Percentage %
New arrivals from the Mainland	Tonggen	17.2
CSSA recipients	Tin Sui Wai Women Association	20.1
Women with disabilities	Association of Women with Disabilities	17.9
Migrant women	PathFinders	14.2
Ethnic minorities	Support Service Centre for Ethnic Minorities	2.2
Single mothers	Yan Oi Tong	16.4
Domestic violence victims	Po Leung Kuk	11.9
Sex workers	Action for Reach Out	0
		99.9

<i>Number of years in Hong Kong</i>	
Less than one year	4.5
One to seven years	39.8
More than seven years	50.7
Others	1.5
Missing values	3.5
Total	100.0

<i>Age</i>	
Aged 20 or below	0.7
21- 30	9.7
31- 40	37.7
41 - 50	32.5
51 - 60	14.2
61 or above	3.0
Missing values	2.2
Total	100.0

<i>Highest education level achieved</i>	
Primary school or below	18.7
F.1 to F. 3	29.9
F. 4 to F. 5	26.9
F. 6 to F. 7	14.2
College/post-secondary education institutions	4.5
Bachelor's degree	3.7
Master's degree or above	0.7
Missing values	1.4
Total	100.0

<i>Current work status</i>	
Employers	1.5

Self-employed	1.5
Full-time workers	3.7
Part-time workers	9.0
Students/trainees	2.2
Homemakers	56.7
Unemployed	20.1
Others	3.0
Missing values	2.3
Total	100.0

Religion

Catholic	8.2
Christian	23.9
Buddhist	10.4
Taoist	1.5
Muslim	6.7
Other	2.2
No religion	42.5
Missing values	4.6
Total	100.0

Marital status

Married	36.6
Single	14.9
Cohabiting	1.5
Separated	6.0
Divorced	32.8
Widowed	6.0
Missing values	2.2
Total	100.0

<i>Types of housing</i>	
Self-owned/private housing	6.0
Home ownership scheme	5.2
Public housing	51.5
Renting private apartments	4.5
Renting a room	8.2
Hostel	18.7
Temporary housing	3.0
Others	1.5
Missing vales	1.4
Total	100.0
<i>Children</i>	
Yes	84.3
No	12.7
Missing values	3.0
Total	100.0
<i>Number of family members living together</i>	
1	16.4
2	23.1
3	30.6
4	11.2
5	6.0
6	3.0
9	0.7
Missing values	9.0
Total	100.0
<i>Family income</i>	
\$5,000 or below	17.9

5,001 to 10,000	20.9
10,001 to 20,000	12.7
20,001 to 30,000	6.0
30,001 to 40,000	0.7
\$40,001 or above	0.7
Comprehensive Social Security Assistance	27.6
Others	9.0
Missing values	4.5
Total	100.0

<i>Table 2. Demographics of Participants from the FPA (n=39)</i>	<i>%</i>
<i>Number of years in Hong Kong</i>	
More than 7 years	76.9
Others	23.1
Total	100.0
<i>Age</i>	
31 - 40	2.6
41 - 50	12.8
51 – 60	59.0
61 or above	25.6
Total	100.0
<i>Highest education level achieved</i>	
Primary school or below	12.8
F.1 to F. 3	41.0
F. 4 to F. 5	23.1
F. 6 to F. 7	12.8
College/post-secondary education institutions	10.3

Total	100.0
<i>Current work status</i>	
Self-employed	2.6
Full-time workers	7.7
Part-time workers	10.3
Students/trainees	2.6
Homemakers	59.0
Unemployed	2.6
Others	15.2
Total	100.0
<i>Religion</i>	
Catholic	10.3
Christian	23.1
Buddhist	17.9
Taoist	2.6
No religion	46.1
Total	100.0
<i>Marital status</i>	
Married	79.5
Single	5.1
Separated	2.6
Divorced	10.3
Widowed	2.5
Total	100.0
<i>Types of housing</i>	
Self-owned/private housing	38.5
Home ownership scheme	38.5
Public housing	20.5

Renting private apartments	2.5
Total	100.0

Children

Yes	82.1
No	10.3
Missing values	7.6
Total	100.0

Number of family members living together

1	2.6
2	17.9
3	46.2
4	20.5
5	2.6
Missing values	10.2
Total	100.0

Family income

5,001 to 10,000	10.3
10,001 to 20,000	28.2
20,001 to 30,000	12.8
30,001 to 40,000	20.5
\$40,001 or above	10.3
Others	10.3
Missing values	7.6
Total	100.0

Objective Outcome Evaluation

5.1.2. Pretest and posttest intervention scores

Participants from Marginalised Groups

Table 3. Objective outcome evaluation for participants from marginalised groups

Measures	n	Mean	Significance Level
Self-efficacy			
Pretest	134	27.3	.027 Significant
Posttest		28.2	
Parenting			
Pretest	119	31.5	Not significant
Posttest		31.9	
Financial Education for Children			
Pretest	118	26.3	.000 Significant
Posttest		28.7	
Social Support			
Pretest	129	34.8	Not significant
Posttest		35.7	

A pair-samples t-test was conducted to evaluate whether or not the participants who joined the financial literacy programme had positive changes in terms of perceived self-efficacy, self-evaluation of parental experience, self-evaluation of ability to provide financial education for their children, and perceived social support. The results showed that the mean scores of the posttest in self-efficacy, parenting, financial education for children, and social support were all slightly higher than the pretest. Moreover, the mean differences in self-efficacy and financial education for children were statistically significant, $p < .05$ and $p < .001$, respectively. This reveals that the participants had changes in self-efficacy and financial

education for children after the financial literacy programme. Since the Paired Samples t-test indicated that the mean scores in the posttest were higher than those in the pretest, we can conclude that the participants of various marginalised groups were more competent and confident after joining the programme. They were also more able to share and teach the next generation the financial knowledge they had learned in the programme. Nevertheless, the strength of the change in self-efficacy and financial education for children were small in view of the small effect size, *cf. d* < .10.

Participants from the Family Planning Association (FPA)

Table 4. Objective outcome evaluation for participants from the FPA.

Measures	n	Mean	Significance Level
Self-efficacy			
Pretest	39	27.64	Not significant
Posttest		27.81	
Parenting			
Pretest	33	32.00	Not significant
Posttest		32.49	
Financial Education for Children			
Pretest	33	27.14	Not significant
Posttest		28.51	
Social Support			
Pretest	39	37.87	Not significant
Posttest		37.95	

After the programme, the mean scores of the FPA participants in self-efficacy, parenting, financial education for children, and social support were slightly higher than those before the programme. However, the mean differences in all these indicators were statistically insignificant, $p > .05$.

5.1.3. Sub-group analysis

To find the effect of the financial literacy programme on the four main aspects – self-efficacy, parenting, financial education for the next generation, and social support - a series of one-way ANOVAs were used to conduct the sub-group analyses of the posttest data. Statistically significant results may indirectly reflect that the participants of different backgrounds experienced changes within themselves. Statistically significant comparisons are shown below:

a. Highest education level achieved

Participants from marginalised groups

Table 5. Comparison among groups of marginalised female participants with different highest education levels achieved.

Measures	Education (I)	Education (J)	Mean Difference (I-J)	Sig. (2-tailed)
Posttest Self-efficacy	Primary school or below (n=25)	Tertiary education or above (n=12)	-6.16	.03 significant
Posttest Parenting	F.3 or below (n=64)	F.6 or above (n=28)	-3.02	.04 significant
Posttest Social Support	Primary school or below (n=25)	Tertiary school or above (n=12)	-7.40	.03 significant

The above results indicate that the two groups of female participants with different education levels showed significant statistical mean differences in various aspects in the posttest.

Self-efficacy

The mean difference in self-efficacy between those participants with an education level of primary school or below and those who finished tertiary education was significant in the posttest, $p < .03$.

Parenting

In the posttest we found that there was a significant mean difference in parenting between the participants with an education level of F.3 or below and those of F.6 or above, $p < .05$. The mean score for the lower education group was 3.02 less than the higher education group.

Social Support

The mean difference in social support between the primary school graduates and the tertiary education graduates was statistically significant, $p < .05$.

FPA participants

There was no significant mean difference among the FPA participants of different education levels in the posttest.

b. Current Work Status

Participants from marginalised groups

Table 6. Comparison among groups of marginalised female participants with different work status.

Measures	Mode of work		Mean	Sig. (2-tailed)
	(I)	(J)	Difference (I-J)	
Posttest Self- efficacy	Homemakers (n=76)	Paid workers (n=21)	-3.33	.03 significant
Posttest Social Support	Homemakers (n=75)	Unemployed or students (n=34)	-3.48	.04 significant

The mean difference in self-efficacy between the participants who were homemakers and those with paid jobs was statistically significant, $p < .03$. Furthermore, the mean difference in social support between homemakers and those without paid jobs (such as the unemployed and students) was statistically significant, $p < .04$. This means that those who were not homemakers had higher levels of self-efficacy and social support after the programme compared to those who were homemakers.

FPA participants

There was no significant mean difference among the participants with different work status in the posttest.

c. Religion

Participants from marginalised groups

Table 7. Comparison among groups of marginalised female participants with different religions.

Religions (I)	Religions (J)	Mean	Sig. (2-tailed)
		Difference (I-J)	

Posttest Self-efficacy	Believers (n=71)	Non-believers (n=57)	3.26	.00 significant
Posttest Financial Education for Children	Believers (n=61)	Non-believers (n=53)	2.43	.02 significant
Posttest Social Support	Believers (n=69)	Non-believers (n=57)	3.19	.01 significant

After the programme, the participants who had religious beliefs tended to have a statistically significant higher mean score in self-efficacy than the non-believers.

There were also significant statistical mean differences in the believers and non-believers in terms of financial education for children and social support. After the programme, the believers tended to score a higher mean in teaching their children the financial knowledge and they also perceived higher levels of social support.

FPA participants

There was no significant mean difference among the participants with different religions in the posttest.

In summary, the results indicated that the mean differences between groups with diversified backgrounds could not be ignored. The mean differences among the participants of marginalised groups were more obvious in terms of different education levels, work status, religion, and marital status. The marginalised participants who were poorly educated seemed to have lower mean scores in parenting and social support after the programme compared with those with higher education levels. The results may reflect that after the financial literacy programme, the female participants with lower education levels perceived themselves as less competent than the higher educated ones. Moreover, the findings indicate that those who were not homemakers had higher levels of self-efficacy and social support than homemakers after the programme. Under the dominant ideology of gender roles in Chinese culture, many women are still financially dependent on their husbands and lack social support, which may result in a higher sense of powerlessness and loneliness among homemakers. Last but not least, the female participants with religious beliefs seemed to score higher in self-efficacy after the programme. They also had better scores in financial education for children and social support.

5.1.4. Between-group analysis

The participants of marginalised groups were compared with the FPA participants to see if the mean differences in these two groups were statistically significant.

Table 9. Comparing the mean scores of the indicators between marginalised participants and FPA participants using ANCOVA.

Measures	Marginalised participants (I)	FPA participants (J)	Mean Difference (I-J)	Significance Level
Self-efficacy	28.27 (n=134)	27.62 (n=39)	0.65	insignificant
Parenting	31.92 (n=119)	32.49 (n=33)	-0.57	insignificant
Financial Education for Children	28.68 (n=118)	28.51 (n=33)	0.17	insignificant
Social Support	35.73 (n=129)	37.87 (n=39)	-2.14	insignificant

This reveals that there were no significant statistical mean differences in posttest scores in all measures between the marginalised women group and the FPA group when the pretest scores of each measure were controlled. In contrast to the assumption that the FPA participants would gain more in the financial literacy programme because of their higher levels of capability and resources in acquiring the financial knowledge and management skills, the findings show that both groups made similar progress in their self-efficacy, their parenting, their ability to provide financial education for children, and their sense of social support after the programme. In other words, despite the more disadvantaged socio-economic backgrounds of the marginalised women, their learning and

changes in the programme were similar to the participants with more financial and social resources.

5.1.5. Outcome evaluation by ambassadors

The outcome evaluation of the training programme was provided by the ambassadors who had taught the programme.

a. Demographics of the ambassadors

Table 10. The demographics of the ambassadors from marginalised groups.

Demographics (n=40)	%
<i>Number of years in Hong Kong</i>	
1 to 7 years	22.5
More than 7 years	65.0
Others	5.0
Missing values	7.5
Total	100.0
<i>Age</i>	
Aged between 20 or under	2.5
Aged between 21 and 30	2.5
Aged between 31 and 40	20.0
Aged between 41 and 50	32.5
Aged between 51 and 60	30.0
61 or above	7.5
Missing values	5.0
Total	100
<i>Highest educational level achieved</i>	
Primary school or below	12.5
F.1 to F. 3	27.5

F. 4 to F. 5	30.0
F. 6 to F. 7	15.0
College/post-secondary institutes	2.5
Bachelor's degree	5.0
Master's degree or above	2.5
Missing values	5.0
Total	100.0

Current working status

Self-employed	5.0
Full-time workers	5.0
Part-time workers	17.5
Students / trainees	2.5
Homemakers	42.5
Unemployed	20.0
Others	2.5
Missing values	5.0
Total	100.0

Religion

Catholic	10.0
Christian	32.5
Buddhist	15.0
Taoist	2.5
No religion	32.5
Missing values	7.5
Total	100.0

Marital status

Married	45.0
Single	5.0

Separated	2.5
Divorced	32.5
Widowed	7.5
Missing values	7.5
Total	100.0

Types of housing

Self-owned/private housing	22.5
Home ownership scheme	12.5
Public housing	37.5
Renting private apartments	5.0
Renting rooms	10.0
Temporary housing	2.5
Others	5.0
Missing values	5.0
Total	100.0

Children

Yes	85.0
No	7.5
Missing values	7.5
Total	100.0

Number of family members living together

1	7.5
2	32.5
3	20.0
4	15.0
5	7.5
6	2.5
Missing values	15.0

Total	100.0
Family income	
Below 5,000	15.0
5,001 to 10,000	20.0
10,001 to 20,000	5.0
20,001 to 30,000	10.0
30,001 to 40,000	10.0
\$40,001 or above	7.5
Comprehensive Social Security Assistance	12.5
Others	10.0
Missing values	10.0
Total	100.0

Table 11. The demographics of the FPA ambassadors.

Demographics (n=29)	%
Number of years in Hong Kong	
More than 7 years	84.6
Others	15.4
Total	100.0
Age	
Aged between 41 and 50	23.1
Aged between 51 and 60	61.5
61 or above	15.4
Total	100.0
Highest education level achieved	
F.1 to F. 3	30.8
F. 4 to F. 5	38.5
F. 6 to F. 7	15.4

College / post-secondary institutes	15.3
Total	100.0

Current working status

Self-employed	7.7
Part-time workers	23.1
Homemakers	61.5
Unemployed	7.7
Total	100.0

Religion

Catholic	15.4
Christian	7.7
Buddhist	15.4
Taoist	7.7
No religion	53.8
Total	100.0

Marital status

Married	84.6
Separated	7.7
Divorced	7.7
Total	100.0

Types of housing

Self-owned/private housing	61.5
Home ownership scheme	23.1
Public housing	7.7
Renting private apartments	7.7
Total	100.0

Children

Have children	84.6
---------------	------

No children	7.7
Missing values	7.7
Total	100.0
Number of family members living together	
2	38.5
3	30.8
4	23.1
Missing values	7.6
Total	100.0
Family income	
20,001 to 30,000	30.8
30,001 to 40,000	30.8
\$40,001 or above	23.1
Others	7.7
Missing values	7.6
Total	100.0

b. Pretest – posttest self-evaluation scores

Table 12. Comparison of pretest and posttest self-evaluation scores for the ambassadors from marginalised groups.

Self-evaluation 1st round CT	n	Mean	Sig. (2 -tailed)
Confidence in providing financial education (pretest)	34	53.93	Not
Confidence in providing financial education (posttest)		55.11	significant
Self-evaluation 2nd round CT	n	Mean	Sig. (2 -tailed)
Confidence in providing financial education (pretest)	25	55.22	.00
Confidence in providing financial education (posttest)		60.88	Significant
Self-evaluation 3rd round CT	n	Mean	Sig.

			(2 -tailed)
Confidence in providing financial education (pretest)	16	58.13	Not
Confidence in providing financial education (posttest)		59.63	significant
Self-evaluation 4th round CT	n	Mean	Sig. (2 -tailed)
Confidence in providing financial education (pretest)	3	63.11	**Not
Confidence in providing financial education (posttest)		74.33	significant

**The sample size of the self-evaluation of the 4th round CT was too small for statistical analysis.

Table 13. Comparison of pretest and posttest self-evaluation scores for the ambassadors from the FPA.

Self-evaluation 1st round CT	n	Mean	Sig. (2 -tailed)
Confidence in providing financial education (pretest)	11	57.18	Not
Confidence in providing financial education (posttest)		60.34	significant
Self-evaluation 2nd round CT	n	Mean	Sig. (2 -tailed)
Confidence in providing financial education (pretest)	8	58.43	Not
Confidence in providing financial education (posttest)		60.88	significant
Self-evaluation 3rd round CT	n	Mean	Sig. (2 -tailed)
Confidence in providing financial education (pretest)	8	59.00	Not
Confidence in providing financial education (posttest)		61.25	significant

A paired-samples t-test at each round of community training was conducted to compare the pretest and posttest self-evaluation scores. It is noteworthy that only a few participating organizations involved 3rd and 4th rounds of community training, which means the sample sizes were too small for statistical analyses. The data indicated that ambassadors' confidence in

providing financial education did not show any significant changes in the first, third, and fourth rounds of community training, $p>.05$. However, it was statistically significant in the second round of community training, $p<.00$. For FPA participants, the data indicate that the ambassadors did not show positive changes in terms of their confidence in providing financial education.

Subjective Outcome Evaluation

5.1.6. Financial Knowledge of Participants

Table 14. Financial knowledge of the marginalised participants after the financial literacy programme (n=134)

	Correct Answer	Wrong Answer	Don't Know	Missing Values	Total
Posttest D43	69.4	15.7	9.0	5.9	100.0%
Posttest D44	56.7%	36.6%	-	6.7%	100.0%
Posttest D45	26.9%	67.2%	-	5.9%	100.0%
Posttest D46	70.9%	23.9%	-	5.2%	100.0%
Posttest D47a	76.9%	20.1%	-	3.0%	100.0%
Posttest D47b	3.0%	90.3%	-	6.7%	100.0%
Posttest D47c	28.4%	62.7%	-	8.9%	100.0%

Table 15. Financial knowledge of the FPA participants after the financial literacy programme (n=39)

	Correct Answer	Wrong Answer	Don't Know	Missing Values	Total
Posttest D43	69.2%	25.6%	5.2%	-	100.0%
Posttest D44	53.8%	43.6%	-	2.6%	100.0%
Posttest D45	28.2%	69.2%	-	2.6%	100.0%
Posttest D46	66.7%	17.9%	-	15.4%	100.0%
Posttest D47a	87.2%	5.1%	-	7.7%	100.0%

Posttest D47b	2.6%	87.2%	-	10.2%	100.0%
Posttest D47c	12.8%	76.9%	-	10.3%	100.0%

5.1.7 Participants' Overall Comments on the Programme

Table 16. Overall comments of the marginalised participants and FPA participants on the financial literacy programme

General Satisfaction Level	n	Minimum	Maximum	Mean
Marginalised women	130	10.0	20.0	16.00
FPA	38	7.00	20.00	15.15

Marginalised	
Women	FPA
%	%

Did you get the kind of service you wanted?

No, definitely not	-	-
No, not really	5.2	12.8
Yes, generally	77.6	74.4
Yes, definitely	14.2	12.8
Missing	3.0	-
Total	100.0	100.0

To what extent has the programme met your needs?

None of my needs have been met	-	-
Only a few of my needs have been met	32.1	46.2
Most of my needs have been met	52.2	48.7
Almost all of my needs have been met	13.4	5.1
Missing	2.3	-
Total	100.0	100.0

Has the programme helped you deal more effectively with your problems?

No, they seemed to make things worse	-	2.6
No, they really didn't help	0.7	5.1
Yes, they helped somewhat	62.7	71.8

Yes, they helped a great deal	34.3	20.5
Missing	2.3	-
Total	100.0	100.0

How satisfied are you with the program?

Quite dissatisfied	-	2.6
Indifferent or mildly dissatisfied	1.5	10.3
Mostly satisfied	59.7	51.3
Very satisfied	35.8	35.8
Missing	3.0	-
Total	100.0	100.0

If a friend were in need of similar help, would you recommend the programme to him or her?

Definitely not	0.7	2.6
Not likely	2.2	10.2
Very likely	50.7	46.2
Definitely yes	43.3	41.0
Missing	3.1	-
Total	100.0	100.0

5.1.8. Ambassadors' Comments on the Master Trainers (Christian Action)

Table 17. Comments of ambassadors from marginalised groups on the master trainers after the financial literacy program

				n	Minimum	Maximum	Mean
General Satisfaction Level				30	15.00	20.00	18.93
Mean	Strongly disagree	Disagree	Agree	Strongly agree	Missing	Total	
	%	%	%	%	%	%	

I think the trainers were well-prepared.

3.76	22.6	74.2	3.2	100.0
I think the trainers presented clearly.				
3.76	22.6	74.2	3.2	100.0
I think the trainers heeded the participants' reactions.				
3.80	19.4	77.4	2.3	100.0
I think the trainers could facilitate the discussions.				
3.76	22.6	74.2	3.2	100.0
Overall speaking, I was satisfied with the trainers' performance.				
3.83	16.1	80.6	3.3	100.0

Table 18. Comments of ambassadors from FPA on the master trainers after the financial literacy programme

General Satisfaction Level		n	Minimum	Maximum	Mean	
		12	14.00	20.00	18.50	
Mean	Strongly disagree	Disagree	Agree	Strongly agree	Missing	Total
%	%	%	%	%	%	%
I think the trainers were well-prepared.						
3.67		8.30	16.7	75.0		100.0
I think the trainers presented clearly.						
3.75		25.0		75.0		100.0
I think the trainers heeded the participants' reactions.						
3.67		8.3	16.7	75.0		100.0
I think the trainers could facilitate the discussions.						
3.67		33.3		66.7		100.0
Overall speaking, I was satisfied with the trainers' performance.						
3.75		25.0		75.0		100.0

5.1.9. Trainees' Comments on the Ambassadors

Table 19. Comments of trainees from marginalised groups on the ambassadors after the community training sessions

				n	Minimum	Maximum	Mean
General Satisfaction Level				99	7.00	20.00	16.59
mean	Strongly disagree	Disagree	Agree	Strongly agree	Missing	Total	
	%	%	%	%	%	%	
I think the trainers were well-prepared.							
3.18	1.0	14.6	45.6	34.0	4.8	100.0	
I think the trainers presented clearly.							
3.24	1.9	9.7	47.6	36.9	3.9	100.0	
I think the trainers heeded the participants' reactions.							
3.36		10.7	39.8	45.6	4.0	100.0	
I think the trainers could facilitate the discussions.							
3.36		12.6	35.9	47.6	3.9	100.0	
Overall speaking, I was satisfied with the trainers' performance.							
3.43	1.0	8.7	33.0	52.4	4.9	100.0	

Table 20. Comments of trainees from FPA on the ambassadors after the community training sessions

		n				
		missing	(Valid)	Minimum	Maximum	Mean
General Satisfaction Level		1	26	6.00	20.00	17.38
Mean	Strongly disagree	Disagree	Agree	Strongly agree	Missing	Total
%	%	%	%	%	%	%
I think the trainers were well-prepared.						

3.50	3.7		37.0	55.6	3.7	100.0
I think the trainers presented clearly.						
3.46		7.4	37.0	51.9	3.7	100.0
I think the trainers heeded the participants' reactions.						
3.50	3.7	3.7	29.6	59.3	3.7	100.0
I think the trainers could facilitate the discussions.						
3.42	3.7	3.7	37.0	51.9	3.7	100.0
Overall speaking, I was satisfied with the trainers' performance.						
3.50	3.7	3.7	29.6	59.3	3.7	100.0

5.2. Qualitative findings

The following sections summarize the narratives collected from the focus group interviews with the ambassadors, participants of the community training, master trainers, and representatives of the participating NGOs. These narratives reveal different parties' perceived experiences and outcomes of the programme.

5.2.1 Focus group information

The arrangement of the focus groups was as follows:

Tonggen	
Date of Interview:	○ Apr 2, 2012
Interviewers of Ambassador Training:	○ Mrs. Yau, Dr. Lau
Interviewees of Ambassador Training:	○ 4
<hr/>	
Date of Interview:	○ Mar 28, 2012
Interviewers of Community Training:	○ Mrs. Yau, Dr. Lau
Interviewees of Community training:	○ 6
<hr/>	
TSWWA	
Date of Interview:	○ Apr 2, 2012
Interviewers of Ambassador Training:	○ Mrs. Yau, Dr. Lau

Interviewees of Ambassador Training:	○ 3
Date of Interview:	○ Apr 18, 2012
Interviewers of Community Training:	○ Mrs. Yau, Dr. Lau
Interviewees of Community training:	○ 5
AWD	
Date of Interview:	○ Nov 5, 2012
Interviewers of Ambassador Training:	○ Mrs. Yau
Interviewees of Ambassador Training:	○ 4
Date of Interview:	○ Nov 5, 2012
Interviewers of Community Training:	○ Mrs. Yau, Dr. Lau
Interviewees of Community training:	○ 6
Pathfinders	
Date of Interview:	○ Jan 23, 2014
Interviewers of Ambassador Training:	○ Mrs. Yau, Dr. Lau
Interviewees of Ambassador Training:	○ 4
Date of Interview:	○ Jan 23, 2014
Interviewers of Community Training:	○ Mrs. Yau, Dr. Lau
Interviewees of Community training:	○ 7
SCCEM	
Date of Interview:	○ Aug 23, 2014
Interviewers of Ambassador Training:	○ Megan
Interviewees of Ambassador Training:	○ 3
Date of Interview:	○ Aug 23, 2014
Interviewers of Community Training:	○ Megan
Interviewees of Community training:	○ 1
Yan Oi Tong	
Date of Interview:	○ May 13, 2014
Interviewers of Ambassador Training:	○ Megan
Interviewees of Ambassador Training:	○ 6
Date of Interview:	○ Feb 20, 2014
Interviewers of Community Training:	○ Mrs. Yau
Interviewees of Community training:	○ 6

Po Leung Kuk	
Date of Interview:	○ Jul 8, 2014
Interviewers of Ambassador Training:	○ Mrs. Yau, Dr. Lau
Interviewees of Ambassador Training:	○ 5
Date of Interview:	○ Jul 8, 2014
Interviewers of Community Training:	○ Mrs. Yau, Dr. Lau
Interviewees of Community training:	○ 2
Master Trainers from Christian Action	
Date of Interview:	○ Aug 11, 2014
Interviewers:	○ Mrs. Yau, Dr. Lau
Interviewees:	○ 3
NGOs	
Date of Interview:	○ Sep 11, 2014
Interviewers:	○ Mrs. Yau, Dr. Lau
Interviewees from YOT, Pathfinders, PLK, SCCEM, & TSWWA	○ 5

5.2.2 Participants' perceived experiences and outcomes

a) Purpose of joining the programme

The primary goal of the female participants who joined this programme was to learn how to save money for different purposes, including future uses, education for children, emergencies, retirement, and family back-up. Some of them also wished to teach their children money management. This programme encouraged them to find ways to help themselves instead of relying on others. A raise in self-esteem was mentioned by some female participants. Most of these female participants hoped that the financial knowledge they learned could help them save money. To some participants, saving money opened a door for them to ultimately escape from poverty:

A lady from domestic violence victims group: Because...most of us are aided by CSSA...or we have very low income...very poor...hoping that this financial literacy programme could teach us

something to manage the expenses... and how to save money...in other words, how to plan the future...to break the curse of poverty...because we don't want to be poor...because of this thought, we took this course...

b) A change in life after a change in attitude

Although this was a financial literacy programme, the ambassadors and participants in the community training sessions gained more than just financial knowledge. According to some ambassadors, the programme was a kick-off for them to restart a new page in their life so they could be confident enough to put down their burdens and go for the more beautiful future ahead.

An ambassador from domestic violence victims group: Before the [financial literacy] programme, I was very sad and blue and had no self-confidence...my kids are grown up now and their period of disobedience makes me very unfortunate...I felt like falling back to the margin that I had been before...After the programme, I really changed...like the master trainer said...I should not live in the shadow...and be persecuted by this shadow...in the past I just tormented myself. I think someone stabbed me with a knife...why did you spray salt in the wound? Why did I torture myself? After that, I really think that I can't be like that...because of [this change in attitude], I started searching for what I wanted to learn. Very luckily...I told my master trainers that I wanted to save some money to enrol in a program...Master trainers asked me 'why do you think you can't do it? You should tell yourself 'I can do it! You can when you are determined to do it'...I thought so and I found a programme [youth employment and training program]. I will soon finish it. When I was in Vietnam many years ago, I failed mathematics but my math teacher in this course thinks I'm persevered and now I passed two subjects already!

A lady from new arrivals from the Mainland group: *This course is so important to me. It changed my life. In the past I liked making myself beautiful and pretended to be rich in front of people, though I was poor, in order to save face. I pretended to be rich. I even skipped meals to buy pretty clothes. I also pretended to be generous in front of others to show off...Now I don't care about it. I would cry. Crying is not problematic...I have become smarter after learning from the financial literacy programme.*

This change in attitude was reflected by the course design; that master trainers carefully planned the programme to help the female participants transform not only extrinsically but intrinsically as well.

It is simple. Even if you have a few dollars, that is money. Even though you're poor, you have something...you still need to spend money to buy those things...you just remind yourself that...if you treat them as rubbish, they become rubbish....Because of this thought, you change from having 'nothing' to 'something'! ... I think this reminder makes the world looks different!

Apart from changes in attitude, the new concepts of making rational choices in consumption were very helpful for the participants.

c. Change in consumption pattern (1) - differentiating 'needs' and 'wants'.

Both ambassadors and trainees from community training were empowered when they knew how to identify the differences between needs and wants. After they had been trained, they found that they were more able to save money even though the financial resources in their hands were not abundant. This knowledge gave them a new direction on how to make good use of their resources. It was amazing that these ladies could still remember all of these concepts even though the programme finished a year ago.

Participant from ethnic minorities group: *[I learned] how to manage the money, our income...um...in which part we have to invest our money, and we bought insurance....[now] I [do] not do shopping on Sundays because on Sunday there are many things I don't see and the sales are not so good... the things on the sale are about to expire, we cannot keep it for a long time...So if you buy it, eat late, and maybe it will be a waste...[now] buy only the things you need. If you need one, then only buy one. Don't buy more than one if you don't need it... We didn't know [needs and wants are] totally different before... We learned that they are different.*

Next we learned how to make a budget....Good, we can make the good like...if you want to buy something, then we go to... [another] shop to... [check] the price. And then write down, we can buy that during the work day. Like that...if we don't have the budget now, then we cannot buy now. Let [Let's] wait. We need to divide the [amount of] money like how many months we can collect [save] the money and buy that thing like we have learned [from the program]. [For example,] you need to buy this thing, we can collect [save] this amount of money, and [later] you can buy that.

A lady shared that she taught her children to differentiate needs and wants:

A community trainee from CSSA recipients group: About financial planning...I heard from [the course]...and told the message to my children...they should not buy whatever they want. You have to think if the thing you want to buy is what you need. If it is, then you can buy it. If it's not, don't buy it. Like buying clothes, if you have some, you don't need them yet. Save the money for future use...this is the most impressive idea in the course.

d. Change in consumption pattern (2) - think twice before action

The female participants in this financial programme learned to make rational choices in consumption. In the past, they just followed their 'feelings', but now they think twice before making purchase decisions. This helps them use their money and resources in a better way.

Two new arrivals from the Mainland: Before I joined this programme, I didn't think about what to buy...but now I think and calculate what I need before buying...I mark down the expenses of today...it is a huge difference between my current practice and before....

I did the budgeting and marked the items on the expenditure sheet...at the end of a month, I would sum it up...I would also jot down the unnecessary items that I had bought...Now I had some savings...savings up \$10, \$20, and so on...

e. Personal growth after the programme

Many female participants reported that they are smarter than before. This boost in confidence may help them further pursue their dreams and empower them to be more able to improve their current situations by creating some ways to save money and make money.

An ambassador from domestic violence victims group: I think I'm smarter than before...in the past when I bought groceries, I didn't think much and just did it [bought the food]. It was so for cooking...but now I'm different, my brain was still very active in thinking and planning while I was cooking... now I think about 'how'...but before this course, when I went to the market, I just bought the cheapest ...but I didn't know how to use the

money...when it was cheap, I just bought all the items...but now, I eat up everything first...I just buy the items I need today and I won't buy the food for tomorrow...in the past, I only bought the cheapest one ...but it finally became a waste because we couldn't consume that much.

I have learned how to solve problems...there should be a way out whenever there are difficulties; in the past, I always thought about 'I'm the most deprived one', 'I'm the poorest', etc... but now I'm not like that... when challenges come, I stop and take a deep breath and tell myself 'I will be able to solve it'. When you believe you can do it, when you really do it, you have confidence...there is nothing unsolvable.

f. Set a good example for children and husbands

Parents are always a living example to their children and their consumption habits usually pass on to them. The financial literacy programme has convinced the parents to change themselves first before they can change their children.

A lady from domestic violence victims group: My daughter was very extravagant and so was I. She learned from this programme and so did I. That's why I scolded her when she was wasteful: why did you buy this one? You never used it after you bought it. She said 'You are the same as me. You see you have lots of pants and shirts with the price tags. Why did you condemn me?' Then I realized it was me who brought her this habit...I have to change myself before changing her. Even though I have money in my wallet, I would control myself not to buy [unnecessary items]. I know I need to teach my daughter. This financial literacy programme was very good. It helped me save more in one and a half years.

Another lady coincidentally echoed this same sentiment in another focus group; she perceived her children as imitators - in their terms, 'shadows' - that always mime and follow what their parents do. Because of this, she stopped buying the things that she had wanted to own so that she could be a good model for her children:

A lady from CSSA recipients group: My son changed but my other kids were more difficult because they always chased the [fashion] trend closely. Their failure [to save] made me want to buy more and more but I dared not. I had to tell myself 'I still have...at my back...the shadow at my back...that is my own shadow. I'm so scared...like last time...they bought [a pair of new shoes]...just to accumulate...It made me dare not buy shoes in these two years.

A lady from migrant women group: My husband cannot save money so I teach him how to save money...every time [he] has money he just buys this one, buys that one. I say 'no!' I tell [him] to save your money and this is important. So now he can save money.

These participants considered their children as copycats or 'shadows' who repeated what they did. When they saw their children chasing fashion trends and bought many unnecessary things, they reminded themselves not to do so in order to set a good example for their children. Another lady's story reveals that not only did the programme have an impact on her children, but her family members (like her husband) indirectly benefitted as well.

g. Benefits of a saving plan

A lady from AWD with brain damage from an accident happily shared that she successfully reached her goal after dedicating herself to the saving plan she set after the financial literacy programme.

A lady from women with disabilities group: *My plan was to buy a new cell phone...In the past, my [saving] account was always debit... I didn't know [how to save money]. But now I can save some [money]...not much but a little.*

h. Extending their horizons – the meaning of the financial literacy programme

The participants from different groups found the financial literacy course meaningful. It extended their horizons in different areas and at varied levels because of the different situations they faced. The programme expanded their personal narratives differently in how they experienced the impact of the programme.

Single moms from Yan Oi Tong

For the single moms who came from Tuen Mun Yan Oi Tong, the course reminded them that they could do more for the benefits of themselves and their family. The way to improve their lives was not to depend on others' subsidy but on their own effort.

I want to go out to do something.... giving people fish is not as good as teaching them how to catch fish. At the end we need a chance to practice. You give me something to do and pay for the transportation cost. Make something for us to do and we'll be happy....the most important is we can earn money, we can save after we have a remainder.

They even think of new ways to tend the kids and earn money at the same time:

The single mothers from community training from YOT: *Is it possible for the social workers to talk to the CEO of some big firms*

and tell them to employ parents like us to do one full-time job, like dish-washing? Different female participants work at different time slots.... You help me take care of my kids when I work. Next time I tend your kids and you work... I told other female participants 'You take care of my kids, I come back at 6:00 to pick them up. When you work, I pick your kid...'

Migrant women from PathFinders

For the ethnic minority who stay in Hong Kong temporarily, the financial course opened their eyes by enabling to dream of their future.

An ambassador: It's to set up a small business...the example, so you need the plan. You need the plan how to do business is ... What you need to provide for your business and who will buy your products. So...so they know how to do small business.

A participant: The most [important] one I think is to save money, after you save the money, you find a place, and then [plan] what kind of business [you want] and the place...for your business.

The social worker: At least this course enabled these female participants to have a dream. For example, they can open a store selling vegetables, accessories, or other small business. At least they know how to use the money they have saved. At least it gives them a chance to use knowledge to change their destiny...

Domestic Violence Victims from Po Leung Kuk (PLK)

The victims of domestic violence from PLK were temporarily placed in the shelter and waited for new accommodations from the Social Welfare Department. These women strived to adapt to their new way of life each day after they departed from their previous homes. The financial literacy course gave them a new definition of life and reminded them to live in the present.

An ambassador: *First we need to do my own stuff. It teaches us to live in the present...because we had trapped ourselves in our past. Because you trapped yourself even when you were in bitterness...you kept thinking about 'I was so sad....' But you forget about 'here and now'. You are also worried about the future but ignore 'here and now'. So the course let us know it's very important to live in 'here and now'... how to plan your time...how to manage your money...not only you alone...how to affect your family...how to change yourself...you have to discern all of these with your family...or teach others.*

For the female participants from the community training, the financial literacy programme was very meaningful because it helped them learn more about the social resources they could find and that they had fellows listening to their situations:

The social worker: *For our female participants, they treasured the group a lot when they could share their resources and information. One lady told me that 'I just moved out [from the shelter] and needed to apply what I learned'...this was beneficial to them. The support network [created by the financial program] was actually formed to let them support each other....*

This was echoed by the female participants from the community training:

A participant: *After joining the course, I learned that I have so many resources and lots of time, like asking someone to tend my kid, and all kinds of assistance when I need to work.... I wanted to add value to myself...I want to earn money and I really need it....in the [financial literacy] programme, we also shared the situations of each family. Each of us is different...they [the ambassadors] would share*

with us and listened to our own stories... the atmosphere was very good and we learned in a relaxing atmosphere...I also shared my difficulties...they would think for me and share with me their experience.

Apart from learning more about the resources they could find, more importantly, the course helped them find themselves and encouraged them to step out from the bitterness and loneliness they were facing.

A participant shared: ...because of the irritations from my family, I was stressed and emotionally broke down...I'm still taking medicine to help me sleep...the psychological trauma was huge...this programme reminded me to comfort myself and think positive. I'm encouraged to talk with friends or go traveling in order to relax myself and stop myself from thinking too much....

This financial literacy programme assisted female participants to find themselves and empowered them to seek their own goals in life. These female participants were more confident in finding meaning in their lives through setting goals in saving money and communicating with people.

Another participant echoed: I always stayed home and didn't know what to do. I felt bored sometimes but I dared not go out. I was afraid to see people and didn't want to talk with people either... just hid at home. I didn't have any purpose [in life]. Then I joined this programme. This programme helped me find many part-time jobs. Now I spend more time going out and talking with people... time flies faster now. It's easier...in the past, I just stayed home... I didn't feel like being 'human'. I was so unfortunate... Now I just want to manage money and save money. After the programme, I think I'm worthwhile. I shouldn't

just stay at home and waste time. I can do more things. My life is so long...still a long way to go. I can learn more and add value. I can do many things...In the past, I just stayed at home...

CSSA recipients from the Tin Shui Wai Women Association

For the CSSA receivers, the most meaningful idea they got from the course was how to teach their children financial management. Their teaching also improved the mother-child relationship. In the focus group for the female participants in community training at TSWWA, a few female participants reported that they taught what they had learned to their children. The following descriptions were given by different female participants from TSWWA:

In managing money, they can't buy whatever they want....

At least I told my children that their mom had learned financial management in the course. In the future, they need to do the same thing....

I told my children...for example...now I give them \$500 pocket money but \$800 in the past... I explained to them...If each of them saved up \$300, then we could have \$600 more for our family expenses...\$600 extra money could be very good for the whole family... I explained to them.

I separated with my husband and now my income all relies on myself...when my son was in primary school, he didn't have any pocket money. But now I give him pocket money...my son is growing up now and boys like electronic stuff. I told him 'if you want [anything], you've got to rely on your own ability to save'...you have to put hands off. Even if he failed once, it's ok...he has to try to manage his own money... 'if you want it [electronics], it all depends

on your own saving...save up bit by bit...you can save half a year, or a year... at least you have your own goal for yourself'...My son started learning. He set a [saving] goal for himself...He would evaluate when he failed...now he's less resistant and has less negative words from his mouth...

New arrivals from the Mainland from Tonggen

The new migrants from Mainland China were impressed by the love shared by all other female participants, who offered them a chance to raise their confidence and knowledge without asking for a penny. This is very different from their experience in China, where everything cost a lot. Their family members were so amazed by their ability to save money that their husbands, mothers-in-law, etc. trusted them more. These female participants became more confident and autonomous. Below are the descriptions of different female participants from Tonggen:

In the past, we never had any courses for free. We needed to pay. That's why I'm so impressed and touched that in the society, there are some people who are willing to help you...in the past, I thought Hong Kong people were money-minded. My husband, my friends around me... looked down on us – mainlanders. Everything is related to money...since I have come [and joined the program], I feel a sense of 'love'.

I was very indecisive...no confidence...everything I asked my husband. Like a child, I asked him whenever I went out...I'm good at washing and tending kids but when I went out, I knew nothing... Now I know more. This course made me know more, learn more and I have become smarter. I also communicated with my husband more.

I'm more confident...in the past, I asked my husband what to buy...I

asked him everything...but now, I don't need to ask. I make my own decisions.

I'm happier... [We] communicate better and we understand each other and even our situations of the families...we are value-added.

In the past, I asked my husband for money when I didn't have it. Now it's different. I don't care when you give me money. I don't like begging 'when will you give me money?' [Now] I have money...I would use this sum of money [the saving] when he didn't give to me.

My mother-in-law is very stubborn and she didn't even listen to her son...at first I didn't care about [how she spent money] because it was not my money. But then I realized it shouldn't be like that...I suggested I go to the market and she tends the kids. Now, when I cook, there is very little leftover. In the past, our refrigerator was filled with leftover...She bought lots of fish but fish tastes awful overnight... I changed my job with her.

Ethnic minorities from SCCEM

The female participants from Nepal were generally very submissive to their husbands and were less likely to manage the family finances because their husbands did the financial planning at home. They did not need to care about financial investments. One of the main reasons that drove them to learn was their children. They wanted to save money for them. Financial education for the next generation was basically what they were concerned about. The financial programme helped them to reach out and explore new things.

The social worker: [The Nepalese women] have a very strong mind-set that their husbands are the main source of income and

thus they don't need to learn financial knowledge. But they still had some good feedback about the program: it was their first time discussing financial issues in a group....The female participants were empowered. They have been in Hong Kong for quite a long time but this was their first time to learn about financial management. Because their culture promotes men to be in charge of external issues while women are in charge of internal...[the money] was given by men...about investment, they don't think they need to learn...but they would like to save money for their children...anything related to children is in their interest.

The participants of the community training were very happy to learn something new in the course, like needs versus wants:

We can learn new things...that we haven't learned before.

Like need and want. They're totally different. We didn't know they're totally different before. We used to think they were the same, but now it's different. We learned that they are different.

A pregnant lady was also thankful for the course so she could learn more about saving money for her baby and for emergencies:

...like saving for the future, and for the children. So we do the different parts like for the future, for the babies. Sometimes we can get sick, for that we need savings.

One ambassador excitedly shared that her daughter had learned from her to make a budget when she received some money from a championship and she differentiated needs and wants after making a budget plan for herself:

My daughter won the championship and then got a cheque for

\$500 as a prize...and I told her to buy the things that she needed. She had made a list and then went to the book store to buy the things on the list.

Women with disabilities from AWD

For the disabled women who were either physically or mentally disabled, the most impressive lesson they learned was about saving. Most had not considered saving as important to learn since they thought they had no money. The majority of them were CSSA recipients and the amount of money in their hands was very limited. However, after the course they realized that their consumption pattern should be changed so they could reach their saving goals.

[After the course] when I buy the daily necessities, I just buy what I need. For personal necessities, I would mark down how long I use them and then analyse the date I had bought them and the date they were totally consumed. Then I could estimate when I should buy them again. When they are not fully used, I won't buy new ones...I'll buy according to my analysis of needs. I won't buy when I see or when the goods are on sale...before I buy the necessities, I would check the stock at home first...don't buy them yet...they may occupy lots of space...this is what I learned from the [financial literacy] programme.

I learned from the balance sheet. It's good to manage my own money and not to make it negative...I won't spend money without considerations...I will buy after careful considerations...recently I wanted to buy new clothes then I asked myself 'I'll look pretty only for a while and after that it's nothing...I shouldn't buy it!'...they're desires...

Not only did they use what they learned in their daily life, but they also taught the people around them the principles of properly using money.

I shared notes with my brothers and sisters...before you act, you should think twice. With careful considerations, you won't regret even when you lose money...think before you invest.

I told my colleagues that ... 'use the money when you need things like tuition fees, school fees, etc. don't waste [money]! Don't buy things when you want.' She just buys whatever she wants and it's a lot of waste...I told her.

i. Ambassadors' response – Tribute to Master Trainers

This is a 'train-the-trainers program': the Master Trainers trained the ambassadors and then these ambassadors from various organizations offered the training for other female participants in their own organizations. The female participants who were the trainees in community training were generally instructed by the ambassadors, though the master trainers would help when the ambassadors needed assistance. Most ambassadors appreciated the support provided by the master trainers and the staff from the Women's Foundation:

One of the ambassadors reported: Some classmates were older than us. They had more [life] experience so we didn't know how to teach them...actually we were not well-trained teachers. But [the master trainer] taught us 'don't keep thinking you know a lot and are ready to teach...just try your best... the things you don't know maybe someone [in your group] knows it. It's just a sharing process that you share with me the things that I don't know...If you don't know, ask someone to share...so sometimes I asked 'Anyone know it? Please share with us'.

j. Ambassadors' response – Problems in teaching

Being ambassadors was not an easy job for these deprived female participants. For most of them, it was their first time teaching. Stress was expected, but it was

generally reduced after they gained more experience.

An ambassador from single mothers group: *I was very scared in the first round [teaching] but in the second round I felt better.*

An ambassador from CSSA recipients group: *In the first round community training, I taught though I didn't digest the content well. I didn't even know what I presented...Actually after that ... lesson, I would evaluate and refresh why it was not very smooth. When it was my second time to teach, I read through the notes again...I digested the content and fully understood what I taught...the second time I really digested.*

They were creative and tried to find different ways to solve the problems in teaching.

An ambassador from domestic violence victims group: *[We] picked the topic that we...know more... and divided it...Each of us chose the topic that was the most confident because this part was your strength...at least you understood the content...we had also tried to teach in partnerships....For every lesson, all the ambassadors in our team were present...when someone was teaching, our brain may become blank, it was other ambassadors who helped the trainees...for example, which page we were teaching, we depended on the ambassadors by the side of the trainees...sometimes we also prearranged an ambassador to answer questions...we were really cooperative.*

An ambassador from new arrivals from the Mainland group: *The skill that was taught by our master trainers was asking the trainees questions. When they don't have a response, you may just regard that they understood. For me, sharing life experiences and asking questions and not pretending to know everything: these were the two*

main skills we learned. We need to study the notes hard before teaching...

An ambassador from CSSA recipients group: *Sometimes when I didn't know how to teach, after the class I consulted the master trainers.*

For these ambassadors, the subject matter was a burden since they were not very familiar with the content. This may have affected how they perceived themselves as trainers:

An ambassador from women with disabilities group: *I'm scared. If [the subject area] is your talent or familiar part, you can't even stop yourself speaking. But now it [the financial knowledge] is new to me.*

An ambassador from CSSA recipients group: *In the first lesson, I was very nervous though I did prepare for it. 'How should I teach?' The female participants were different from our children. [For children] you tell them sit, they'll sit. But they are adults. They have their own thoughts and queries...this is not what I expected. So I just shared my own experience and the things I learned that were related to these women.*

However, some difficulties were out of their control, including (1) the big time lag between the ambassador training and community training and the first and second community training sessions, and (2) the big gap in education backgrounds among the trainees.

An ambassador from single mothers group: *The time lag [between the first and second community training] was too long. [I] forgot everything. Then we started again...studying the book again. But then we didn't have so much time to read books.*

An ambassador from domestic violence victims group: *We started teaching after we had been trained more than half a year ago...Actually everyone only got half [of what we had learned]. In fact, if we teach, it would be better to do so right after the training... the time lag was too long...after we had dumped it away...why do we have problems [in teaching]? It's because the time [between being trained and teaching] was too long.*

The Master trainers also echoed this problem in the interview and they did think it may affect the quality of teaching:

A master trainer from Christian Action: *I think sometimes [the time lag] really affected the quality. The reason is that they needed to teach what they had learned before. If the time lag was too long, they would forget it. When they forgot everything and you asked them to...study, they would think it was too difficult. They may think they had put it down and needed to pick up again. I think the time [between learning and teaching] needed to match each other.*

k. The advantages of community training

In the community training, ambassadors from the same background could effectively provide some very useful resources that the female participants of their group needed. The ambassadors also differentiated themselves from the master trainers in that their teaching was not identical because they had an advantage in knowing the background and the unique situations of their trainees.

An ambassador from CSSA recipients group: *For our master trainers...we don't know each other well...so I just focused on the theory, the knowledge and concepts. The sharing [of the master trainers] was completely unrelated to me... But when we became ambassadors...our trainees in the community training [who came from the same organization] came to our class, we had connections with*

each other and sometimes we contacted one another...we had connections...Though we don't know each other well,... we knew the situations they were facing. So in the sharing process...they were interested...and attentive to our sharing...our distance was not so far....We were different from our master trainers who used their professional knowledge to teach. We focused on passing on our experience to our trainees through sharing.

The ambassadors knew very well what the trainees needed most and they would discuss with them the message related to money management that was specific to the group. For example, one big problem the ethnic minorities were facing was declining their friends' request for borrowing money. The ambassadors would initiate a discussion on how to empower the trainees to reject such pleas:

An ambassador from migrant women group: [People] are asking you for money...how to say good and safe is 'No'...like us, we are Indonesian, we are all here...our hearts are really soft. You know, when somebody is asking you, calling you and crying, your heart will be soften up...but we teach them [the female participants in community training] how to say 'no' in a good way.

Also, both the ambassadors and the women from the community training regarded sharing life stories as useful to the both parties.

A trainee from domestic violence victims group: When I have a problem getting my girl to eat... they [the ambassadors] gave me some suggestions and now I'm practicing them. I think the suggestion is very good...

An ambassador from new arrivals from the Mainland group: There is one point where I could say I didn't just follow the book; it was my own

life experience...we need to share more life experiences from their point of view...

An ambassador from migrant women group: *I feel happy [being an ambassador]...at least I help others. Maybe the person I teach, maybe someday they will grow up...*

Some ambassadors reported that they grew up after the course and the participants also witnessed her growth.

The trainee in ethnic minorities group: *She is now more confident. Before she couldn't stand in front of others and speak, now she can do that. During the course, like at the end of the course, she dared to go in front and give the speech. She couldn't stand in front but now she can. She was given one talk because she needed to study and talk in front of all the teachers. When standing in the front, she was sweating.*

I. Suggestions for improving the program

The ambassadors, participants from community training, the master trainers, and the partner NGOs contributed to providing some ideas on how to enhance the financial literacy programme. There are two main fascinating dimensions:

i. Programme design

In terms of the programme design, a flexible curriculum is very important to cope with the diversity of the participants from various organizations with their different situations and backgrounds. For some groups, the duration of the programme is very critical to determine their participation:

The social worker from PLK, NGO partner of domestic violence victims group: *Our ladies are not very used to a course with so many sessions...Even for our ambassadors, they have part-*

time jobs. [The programme lasted] one or two hours a day, that meant there would be six to seven sessions [in each round of the training course]...that might explain why the attendance dropped significantly. The ladies could not last for such a long period. They may have lots of their own engagement like the schooling of their children...it's hard to maintain [the attendance]....At the beginning, there were six participants, but at the end, there were only three.

The domestic violence victims participants were adapting to their new lives away from their previous homes, where they experienced lots of trauma through domestic violence. Their frequently changing situations may be an obstacle for them to get involved in a programme that required them to have a rather long-term commitment. A flexible curriculum may mean shortening some parts of the less essential content to a more condensed course so that more participants from this group may be benefitted.

The master trainers echoed this and they expected an upgraded version of the programme where the curriculum would be more adaptable to the needs of each group.

We need flexibility. For example, there are ten parts in the course content, [it would be better if] we could adjust according to the recipients, time, and resources. I mean we need to have a range, like we may just need to teach six, seven, or eight parts out of ten...

The staff from TSWWA, NGO partner of CSSA recipients group, creatively suggested setting the course in different levels or fields so that the participants could attend the sessions according to their own needs.

I learned that the course content was divided into different

aspects. Would it be possible to cut them into different parts? I can't exclude [the possibility] that some ladies were interested in specific topics or aspects. In fact, this is true. Some women may be forced to listen to [investment parts] while they have yet reached the investment level...so she could attend the lesson teaching certain aspects that may interest her. We would be more flexible [for administration].

ii. Quality of ambassadors

The quality of ambassadors is a decisive factor for the success of the programme. If the ambassadors are more motivated, caring, experienced, expressive, and so on, participants might be more eager to join the programme.

The social worker from Pathfinder, NGO partner of migrant women group: We had four rounds of community training. We mainly depended on the ambassadors....Their friends who came from the same place [country] and using their own language to talk [to the participants] was more effective [in attracting more women to join the program]. Every time they start the programme, their relationship, bonding, etc. may make them more likely to participate [every lesson]....in the first round, we had trained a few elite ambassadors. Then we sent them to lead the following community training sessions....peers were very important.

The quality of ambassadors was a concern from the administrative dimension and for the master trainers as well:

They [the organizations] should have selected the ambassadors with better attitudes, commitment, ability, etc. When they found ambassadors, they should have

considered all these elements... [The ambassadors] didn't have to be at the university levels, but they should have reached some education levels... [and] thinking levels. It was because ambassadors were required to absorb knowledge, digest, and send back the message [the knowledge that they had acquired] to the community. It's not easy.

iii. The language of the materials and instruction

Since there were two groups of non-Chinese participants, the language of instruction and materials needed to be in a language familiar to the participants. Chinese and English were not the mother-tongues of the Nepalese, Filipino, and Indonesians who participated in this programme. Some of them were uncomfortable about the language this programme used:

A participant from ethnic minorities group: It's very nice... our sisters... speak very clear [clearly], and also [in] Nepalese. In Nepalese, it's easy to understand... The written materials should be in Nepalese and [it would be more] confident [for the Nepalese ambassadors] to teach them [the participants in community training].

6. Discussion

This project adopted Kirkpatrick's evaluation model (1977, 1979) and empowerment approach to evaluate if the financial literacy programme effectively made a change in the marginalised women. This was a financial literacy programme in which the ambassadors and participants of community training were expected to increase their financial knowledge; it is believed that such a change may also positively generate an enhancement

of self-efficacy at a personal level. This empowerment process was well supported by the objective outcome evaluation. The results for the marginalised women showed an obvious statistical difference in terms of cognitive change in self-efficacy. The marginalised female participants in this programme gratefully experienced a positive change in their competence in dealing with stressful and challenging demands. Such personal empowerment was so promising that these female participants were more competent to make changes in their own life directions and for their families. The focus group findings revealed that the female participants saw themselves as 'smarter' after the programme. Some ambassadors who were victims of domestic violence were amazed; the programme was a milestone for them to leave their past burdens behind and look forward to a brighter future. The participants of community training were also grateful for the programme to take them out of the loneliness and self-indulgence that had been caused by the traumas they had experienced in life.

Another achievement of this financial literacy programme was its impact on the next generation of participants. The result of the outcome evaluation assessment showed that this programme could effectively help the children of some marginalised women learn ways to effectively manage their money. This is validated by the focus groups, as many mother participants delightedly shared that the knowledge they had acquired also benefitted their offspring. Some participants wanted to set good examples for their children in money management, so they would control themselves from buying unnecessary goods. Some women taught their children to discern 'wants' and 'needs' and passed on the idea of budget planning to their children so that they would think twice before buying anything.

Parenting was considered as one of the aspects that could affect the effectiveness of the programme. If the parent-child relationship were good,

parents would be more able to transfer their knowledge and skills to their children. There was no significant difference before and after the assessment among the marginalised women. This may be related to the usefulness of the programme content, as some participants claimed that their children were already old enough to manage their own lives. Also, the parenting skills were irrelevant to those who were single or those with no children. In the focus groups some women even suggested taking this part out of the programme so they could have more time learning other things. This is a financial literacy program; the time and focus may not be sufficient to be put into parenting skills.

Social support is regarded as a means to obtain social capital (Ngai, Ngai, Cheung, and To, 2008). The friendships and its communication networks should have worked well to enhance positive feelings from peers. However, there was no significant change in social support before and after the programme. The friendship networks might have been built before the programme and there was no obvious change. Moreover, the ambassadors might not have worked effectively to enhance their friendship network; thus, the community training participants might not have been able to build a trusting and caring relationship with the ambassadors. Furthermore, the quality of ambassadors could not be missed in the programme. The master trainers convincingly advised that the ambassadors' commitment, skills, and education levels were essential elements for the success of the programme. The screening process would have been more accomplished if the organization had selected ambassadors from those who had strong commitment, effective communication skills, good education, and were self-motivated. Based on all of these factors, the social support among marginalised women could be built more steadily. This rapport could also function as a redefinition of success against what society may applaud. The master trainers insisted that the female participants should be living examples for each other. They could facilitate the participants of the

community training to define their own meaning of success. The marginalised women should have learned from each other and supported one another in their groups because they shared similar backgrounds and situations.

The findings of subgroup analysis affirm that education is an indicator to differentiate those with various levels in self-efficacy, parenting skills, and social support after the programme. Women who attended tertiary education scored higher in self-efficacy after the programme than the female participants whose highest education was at the primary school level. The female participants with an education level at F.6 or above scored higher in parenting after the programme than those participants with an education level at F.3 or below. The participants who received tertiary education gained higher score in social support after the programme than those participants with primary school levels. Practitioners can thus pay more attention to the impact of education on positive changes and try to narrow the potential gaps that might appear throughout the course so that education level would not be an obstacle for the participants to acquire financial knowledge and relationship building. It would be unfortunate for the low educated participants to have their perceived self-efficacy, parenting, and social support challenged after joining the programme.

The subjective outcome evaluation also shows that the paid workers enjoyed higher self-efficacy than the homemakers; this may show that homemakers, whose efforts in families have not been recognised economically, see themselves as less worthy. The homemakers were also weaker in social support than the unemployed or students. This may remind professionals to widen the support network of the homemakers so they are less likely to be left out in society. Practitioners may also encourage and reaffirm their achievements in their family and society. They have provided

a shelter for their family members where they can release the stress they have encountered. This is an intangible value that is ignored. Furthermore, it is more likely that the religious participants gained higher mean scores in self-efficacy, financial education for children, and social support than the non-believers. Practitioners may explore more perceived meanings in life, which was found to be a significant factor that may affect one's self-evaluation (To, Tam, Ngai, & Sung, 2014).

The objective outcome evaluation shows that the marginalised women made a considerable progress in self-efficacy and financial education for children after joining the financial literacy programme. However, the female participants from the FPA did not have a significant change in any of the measured dimensions. Furthermore, the results of the between-group analysis indicate that after ruling out the differences in the pretest scores, the marginalised women and FPA participants made similar progress in their self-efficacy, their parenting, their ability to provide financial education for children, and their sense of social support after the programme. In other words, despite their deprived socio-economic backgrounds, the marginalised women exhibited similar levels of learning and changes to those of the FPA participants, who were supposed to have more financial and social resources. One explanation is that even though the marginalised women suffered from social and economic disadvantages, they gave a higher value to the programme and became more enthusiastic about developing their capabilities in financial management after the programme. Expectations may be another explanation to interpret these differences; marginalised women might not have high expectations for the programme but were richly rewarded after the programme. Nevertheless, the participants from FPA might have attended similar classes and acquired the financial knowledge before, making the impact less profound.

It is interesting to discover that the marginalised participants and the women from FPA generally scored rather low in testing their financial knowledge. However, the subjective outcome evaluation reflecting their level of satisfaction with the programme was comparatively high. This is actually mirrored in the qualitative findings where the ambassadors reported that they had taught without digesting the content very well, but they generally viewed the programme as very helpful. This inconsistency could be explained by the different domains of knowledge involved in the programme. Propositional knowledge - also known as 'textbook knowledge' - was delivered to the participants in the class (Barnard, 1987). However, the participants, especially the marginalised women, may have had difficulties in understanding different theories and principles in financial management. This was exhibited in the results of the objective outcome evaluation in financial knowledge. In addition to propositional knowledge and practical knowledge, there was experiential knowledge, which reflects their personal experience, feelings, and perspectives in financial management (Barnard, 1987).

The qualitative findings demonstrate that the financial literacy programme has successfully trained female participants to make rational choices in consumption and saving money. Their change in attitude of how they view themselves from 'nothing' to 'something' was another achievement of the programme. What they gained was more than just the knowledge but was also an inside-out transformation. They experienced positive changes that became a milestone for further life adventures that could be achieved only if they had self-confidence. This programme served eight groups of participants. The focus groups found that the participants from different organizations may have perceived this programme differently; the meaning of the programme for each group was unique. This may be the result of their own exclusive background, which made them perceive and interpret the programme distinctively. Practitioners might make good use of their own

uniqueness and explore more deeply into the meaningful and impressive parts of each organization so as to tailor the programme to benefit them to the greatest extent. In this train-the-trainer programme, the ambassadors were thankful for the help from the master trainers, and they were more competent in coping with problems in teaching through the encouragement of the master trainers and the cooperation and collaboration with other ambassadors. The participants from the community training sessions also benefitted from the personal sharing of the ambassadors that could not be replaced by the professionals and experts, who may not have had a full understanding of the unique situations.

7. Recommendations

Making improvements always leads to better results over time. This project is not an exception on the path to success: enhancements are the key to taking a step forward. There are a few recommendations for the future programme that would be beneficial to its development.

1. Experiential knowledge

Teaching financial management skills to marginalised women was the fundamental goal of this programme. However, these skills are usually more effective for the learners only when they discover the personal meaning and become aware of the feelings related to the applications of these skills (To & Chan, 2013). If the knowledge they acquire is solely propositional knowledge that does not require them to have direct experience with what they learn, they might be more likely not to understand or even remember these concepts (Barnard, 1987). This might explain why the scores in financial knowledge were unsatisfactory, as mentioned before. It is important for the programme to place experiential knowledge as the main

area of learning so the participants can have direct personal encounters with and gain understanding of financial knowledge. From the focus groups, the programme participants were impressed by the feelings and perceptions they gained after they made efforts in testing the knowledge in their day-to-day lives. For example, they applied 'needs and wants' to their day-to-day life, which the participants remembered very well even a year after the programme had finished because these words were loaded with personal meaning. Their sharing of these experiences was also an encouragement and even a model for others to follow. Thus, the knowledge became holistic and pragmatic: the participants shared common problems through their unique individual circumstances (Borkman, 1976). The community training will be more meaningful and inspiring if the future financial literacy programme can utilize more individual examples and the knowledge they learn in daily life experiences. A further development and inclusion of experiential knowledge, instead of propositional knowledge, in the programme is important to determine its success.

2. Sustainability of the program

Regarding the sustainability of the programme, the qualitative findings indicate that different groups of participants had very different needs in terms of financial literacy and very different experiences in the programme. Therefore, we suggest that the project focuses on providing ambassador training for the marginalised women who have higher capacities and potentials. When they accumulate more successful experiences, they will be more confident in engaging in further community training. This will help enhance the sustainability of the programme. This goal can be actualised if there is a larger-scale programme that can give more chances for ambassadors to intensively practice through a well-organized programme that creates a breeding ground for ambassadors to grow.

3. Disproportionate diversification of groups

As discussed above, each group of programme participants had their own unique characteristics and needs; their economic situations could barely be improved by a financial literacy programme alone. Kagitchibasi, Goksen and Gulgoz (2005) wisely pointed out that cultural factors, for example, are an obstacle for improving women's economic situations in spite of their participation in a financial literacy programme. Like the Nepalese participants, their cultural values and lack of permission from their husbands to manage household financial issues were obstacles for these ladies in understanding most financial concepts in the programme. What they could apply to their daily lives was highly restricted. The employability of these participants was inconceivable with this uncommon cultural background. In order to use resources more effectively, the programme should be more targeted to serve specific marginalised women groups so the impacts can be more extensive and thorough. Also, the programme content should be tailored to fit their special situations and focus on what they will be able to apply in their specific situations.

4. Conditions for an empowering experience

It is clear that the programme can be an empowering process for participants; nevertheless, careful planning and execution of the programme determine its effectiveness and future achievement. There are at least three conditions worthy of attention. First, a financial literacy programme of this kind involves many parties, including the funder, master trainers, staff, ambassadors, participants from participating organizations, and an evaluation team. Effective communication and collaboration among the parties are essential for the prosperity of the programme. Second, as discussed before, the capacities of the participants, along with their availability of time, their abilities, the qualities of the ambassadors, the involvement of participants, and so on contribute to the programme

accomplishment. Another important condition that cannot be missed is the programme design. As suggested by the master trainers, flexibility of the programme curriculum is a critical factor for the programme designers to tailor-make the content for each distinctive group. The details of the programme, like language of the instructions and materials, should be appropriate to the respective groups if their needs are distinctive from the majority.

On the whole, the Women's Foundation Financial Literacy Programme has reached most of its goals. One of the most fascinating facts is that a stunning majority of the marginalised (91.8% to 99.2%) women participants rated the programme very positively in the subjective outcome study. The ambassadors were also very content about the performance of the master trainers, with subjective outcome ratings of over 96.8%. Areas for improvement and recommendations are listed above and the wish is that the programme will continuously strive for excellence so that more deprived women will benefit.

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香港中文大學社會工作學系
香港婦女基金會「月月有盈女當家」大使培訓計劃
參與問卷調查同意書

1. 研究目的

本研究的目的是評估香港婦女基金會「月月有盈女當家」大使培訓計劃的成效。

2. 填答問卷程序

你將會填寫一份有關你個人、家庭及社交生活經驗的問卷。請留意你所填寫的答案並沒有對錯之分，故請以你真實的看法或經驗填寫，無須與別人討論問卷問題。當你完成這份問卷後，請直接將問卷交回研究助理。

3. 退出的自由

參與是項研究純屬自願性質。當中若有任何問題令你感到不安的話，你有權拒絕回答該問題，也有權退出參與。

4. 保密範圍

本問卷調查以不記名方式進行，結果只限本研究人員作統計分析之用，所有資料絕對保密，並會於研究完成後銷毀。

5. 研究團隊

香港中文大學社會工作學系陶兆銘教授、劉玉琮博士、邱吳麗端女士

如你對是次研究有任何問題，歡迎聯絡香港中文大學社會工作學系專業顧問邱吳麗端女士(電話：2609-7559，電郵：ltng@swk.cuhk.edu.hk)。

若你願意接受我們的邀請參與這項研究，請你填寫以下的同意書。

同意書

本人確認已閱讀及明白同意書的內容，並且確認同意參與這項研究。

我的身份證號碼（不包括括號內的數字）最前四個數字：_____

例如：A123456 (7)，請填寫 1234

我的生日日期：_____ 月 _____ 日

(研究人員絕對不會識別你的身份，所有資料也絕對保密，除本研究外不會有其他任何用途。)



香港中文大學社會工作學系
香港婦女基金會「月月有盈女當家」大使培訓計劃
問卷調查

甲. 請細閱以下句子，並根據您的個人想法，圈出代表正確程度的數字，正確程度從 1 到 4，數字愈大代表愈正確：



1. 如果我盡力去做的話，我總是能夠解決難題的。	1	2	3	4
2. 即使別人反對我，我仍有辦法取得我所要的。	1	2	3	4
3. 對我來說，堅持理想和達成目標是輕而易舉的。	1	2	3	4
4. 我自信能有效地應付任何突如其來的事情。	1	2	3	4
5. 以我的才智，我定能應付意料之外的情況。	1	2	3	4
6. 如果我付出必要的努力，我一定能解決大多數的難題。	1	2	3	4
7. 我能冷靜地面對困難，因為我可信賴自己處理問題的能力。	1	2	3	4
8. 面對一個難題時，我通常能找到幾個解決方法。	1	2	3	4
9. 有麻煩的時候，我通常能想到一些應付的方法。	1	2	3	4
10. 無論什麼事在我身上發生，我都能夠應付自如。	1	2	3	4

乙. 請細閱以下句子，並根據您的個人想法，圈出代表正確程度的數字，正確程度從 1 到 4，數字愈大代表愈正確。若你現在未有子女，請跳至第 31 題。



11. 我掌握如何為人父母。	1	2	3	4
12. 我了解自己的子女。	1	2	3	4
13. 我對為人父母有很大的承擔。	1	2	3	4
14. 我清楚要對子女有甚麼期望。	1	2	3	4
15. 我是一個負責任的父母。	1	2	3	4
16. 我能夠容易地和子女交談。	1	2	3	4
17. 我清楚為人父母的目標。	1	2	3	4
18. 我能夠處理孩子的行為。	1	2	3	4
19. 我明白為人父母的意義。	1	2	3	4
20. 我能夠協助子女健康地成長。	1	2	3	4
21. 我對理財感到有信心。	1	2	3	4
22. 我對幫助子女理財感到有信心。	1	2	3	4
23. 我能夠掌握有效理財的方法。	1	2	3	4
24. 我能夠幫助子女掌握有效理財的方法。	1	2	3	4
25. 我會主動地與子女談及有關理財的話題。	1	2	3	4
26. 子女會主動地與我談及有關理財的話題。	1	2	3	4
27. 當我對子女理財方面有疑惑時，我會主動與子女傾談。	1	2	3	4
28. 當子女在理財方面有疑惑時，他們會主動與我傾談。	1	2	3	4
29. 我願意跟子女談及家庭的財政狀況。	1	2	3	4
30. 當我跟子女談及家庭的財政狀況時，他們會願意聆聽。	1	2	3	4

丙. 請細閱以下句子，並根據您的個人想法，圈出代表正確程度的數字，正確程度從 1 到 4，數字愈大代表愈正確。



31. 如果我需要求助，我所認識的人會向我伸出援手。	1	2	3	4
32. 有些人會主動找我去幫助他們。	1	2	3	4
33. 有些人會喜歡我所喜歡的社交活動。	1	2	3	4
34. 我覺得我有責任去照顧別人。	1	2	3	4
35. 我有一班志同道合的伙伴。	1	2	3	4
36. 我有與人維持親密的關係，這使我感覺良好（親密關係包括親人、朋友、知己等等）。	1	2	3	4
37. 有人願意聽我談及人生的決定。	1	2	3	4
38. 有些人會肯定我的技能和能力。	1	2	3	4
39. 當我遇到困難時，我有值得信賴的人給我尋求幫助。	1	2	3	4
40. 我有最少一個人與我維繫著深厚的關係（深厚的關係意思包括親情、感情、友情等）。	1	2	3	4
41. 有些人會欣賞我的才華和能力。	1	2	3	4
42. 當我遇上緊急情況時，有人可以幫助我。	1	2	3	4

戊. 請在適當的圓圈內加「✓」或填寫你的背景資料

43. 你在香港的居住年期：
 少於 1 年 1 至 7 年 7 年以上 其他
☐₁ ☐₂ ☐₃ ☐₄ 備註: _____

44. 你的歲數：
 20 歲或以下 21 歲至 30 歲 31 歲至 40 歲 41 歲至 50 歲 51 歲至 60 歲 61 歲或以上
☐₁ ☐₂ ☐₃ ☐₄ ☐₅ ☐₆

45. 你已經完成的最高學歷：
 小學或以下 中一至中三 中四至中五 中六至中七 大專/專業學院 大學學位 碩士或以上
☐₁ ☐₂ ☐₃ ☐₄ ☐₅ ☐₆ ☐₇

46. 你現在的工作：
 僱主 自僱人士 全職僱員 兼職僱員 學生/受訓學員 處理家務 失業/待業 其他
☐₁ ☐₂ ☐₃ ☐₄ ☐₅ ☐₆ ☐₇ ☐₈
 備註: _____

47. 你的宗教信仰：
 天主教 基督教 佛教 道教 回教 其他 沒有
☐₁ ☐₂ ☐₃ ☐₄ ☐₅ ☐₆ ☐₇
 備註: _____

48. 你現在的婚姻狀況：
 已婚 未婚 同居 分居 離婚 喪偶 其他
☐₁ ☐₂ ☐₃ ☐₄ ☐₅ ☐₆ ☐₇
 備註: _____

49. 你現在的家庭住所：
 自置私人樓宇單位 自置夾屋/居屋單位 公屋單位 宿舍 租住私人樓宇單位 租住房間 木屋/鐵皮屋/天台屋 其他
☐₁ ☐₂ ☐₃ ☐₄ ☐₅ ☐₆ ☐₇ ☐₈
 備註: _____

		有 ○ ₁	沒有 ○ ₂							
50.	你有子女嗎？	兒子 () 名 女兒 () 名								
51.	你現在與多少個家人同住？ _____ 個 <u>(包括你自己)</u>									
52.	你現在的家庭每月大概總收入：	\$5,000 或 以下 ○ ₁	\$5,001 至 \$10,000 ○ ₂	\$10,001 至 \$20,000 ○ ₃	\$20,001 至 \$30,000 ○ ₄	\$30,001 至 \$40,000 ○ ₅	\$40,001 或 以上 ○ ₆	綜援 ○ ₇	其他 ○ ₈	備註: _____

<問卷完，多謝！>



香港中文大學社會工作學系
香港婦女基金會「月月有盈女當家」大使培訓計劃
參與問卷調查同意書

Financial knowledge of participants 研究目的

本研究的目的是評估香港婦女基金會「月月有盈女當家」大使培訓計劃的成效。

6. 填答問卷程序

你將會填寫一份有關你個人、家庭及社交生活經驗的問卷。請留意你所填寫的答案並沒有對錯之分，故請以你真實的看法或經驗填寫，無須與別人討論問卷問題。當你完成這份問卷後，請直接將問卷交回研究助理。

7. 退出的自由

參與是項研究純屬自願性質。當中若有任何問題令你感到不安的話，你有權拒絕回答該問題，也有權退出參與。

8. 保密範圍

本問卷調查以不記名方式進行，結果只限本研究人員作統計分析之用，所有資料絕對保密，並會於研究完成後銷毀。

9. 研究團隊

香港中文大學社會工作學系陶兆銘教授、劉玉琮博士、邱吳麗端女士

如你對是次研究有任何問題，歡迎聯絡香港中文大學社會工作學系專業顧問邱吳麗端女士(電話：2609-7559，電郵：ltng@swk.cuhk.edu.hk)。

若你願意接受我們的邀請參與這項研究，請你填寫以下的同意書。

同意書

本人確認已閱讀及明白同意書的內容，並且確認同意參與這項研究。

我的身份證號碼（不包括括號內的數字）最前四個數字： _____

例如：A123456 (7)，請填寫 1234

我的生日日期： _____ 月 _____ 日

(研究人員絕對不會識別你的身份，所有資料也絕對保密，除本研究外不會有其他任何用途。)



香港中文大學社會工作學系
香港婦女基金會「月月有盈女當家」大使培訓計劃
問卷調查

甲. 請細閱以下句子，並根據您的個人想法，
圈出代表正確程度的數字，
正確程度從 1 到 4，數字愈大代表愈正確：



43. 如果我盡力去做的話，我總是能夠解決難題的。	1	2	3	4
44. 即使別人反對我，我仍有辦法取得我所要的。	1	2	3	4
45. 對我來說，堅持理想和達成目標是輕而易舉的。	1	2	3	4
46. 我自信能有效地應付任何突如其來的事情。	1	2	3	4
47. 以我的才智，我定能應付意料之外的情況。	1	2	3	4
48. 如果我付出必要的努力，我一定能解決大多數的難題。	1	2	3	4
49. 我能冷靜地面對困難，因為我可信賴自己處理問題的能力。	1	2	3	4
50. 面對一個難題時，我通常能找到幾個解決方法。	1	2	3	4
51. 有麻煩的時候，我通常能想到一些應付的方法。	1	2	3	4
52. 無論什麼事在我身上發生，我都能夠應付自如。	1	2	3	4

乙. 請細閱以下句子，並根據您的個人想法，

圈出代表正確程度的數字，
 正確程度從 1 到 4，數字愈大代表愈正確。
若你現在未有子女，請跳至第 31 題作答。



53. 我掌握如何為人父母。	1	2	3	4
54. 我了解自己的子女。	1	2	3	4
55. 我對為人父母有很大的承擔。	1	2	3	4
56. 我清楚要對子女有甚麼期望。	1	2	3	4
57. 我是一個負責任的父母。	1	2	3	4
58. 我能夠容易地和子女交談。	1	2	3	4
59. 我清楚為人父母的目標。	1	2	3	4
60. 我能夠處理孩子的行為。	1	2	3	4
61. 我明白為人父母的意義。	1	2	3	4
62. 我能夠協助子女健康地成長。	1	2	3	4
63. 我對理財感到有信心。	1	2	3	4
64. 我對幫助子女理財感到有信心。	1	2	3	4
65. 我能夠掌握有效理財的方法。	1	2	3	4
66. 我能夠幫助子女掌握有效理財的方法。	1	2	3	4
67. 我會主動地與子女談及有關理財的話題。	1	2	3	4
68. 子女會主動地與我談及有關理財的話題。	1	2	3	4
69. 當我對子女理財方面有疑惑時，我會主動與子女傾談。	1	2	3	4
70. 當子女在理財方面有疑惑時，他們會主動與我傾談。	1	2	3	4
71. 我願意跟子女談及家庭的財政狀況。	1	2	3	4
72. 當我跟子女談及家庭的財政狀況時，他們會願意聆聽。	1	2	3	4

丙. 請細閱以下句子，並根據您的個人想法，

圈出代表正確程度的數字，

正確程度從 1 到 4，數字愈大代表愈正確。



73. 如果我需要求助，我所認識的人會向我伸出援手。	1	2	3	4
74. 有些人會主動找我去幫助他們。	1	2	3	4
75. 有些人會喜歡我所喜歡的社交活動。	1	2	3	4
76. 我覺得我有責任去照顧別人。	1	2	3	4
77. 我有一班志同道合的伙伴。	1	2	3	4
78. 我有與人維持親密的關係，這使我感覺良好（親密關係包括親人、朋友、知己等等）。	1	2	3	4
79. 有人願意聽我談及人生的決定。	1	2	3	4
80. 有些人會肯定我的技能和能力。	1	2	3	4
81. 當我遇到困難時，我有值得信賴的人給我尋求幫助。	1	2	3	4
82. 我有最少一個人與我維繫著深厚的關係（深厚的關係意思包括親情、感情、友情等）。	1	2	3	4
83. 有些人會欣賞我的才華和能力。	1	2	3	4
84. 當我遇上緊急情況時，有人可以幫助我。	1	2	3	4

丁. 請在適當的圓圈內加「✓」或在橫線上填寫你的答案。

85. 李先生有固定資產\$30,000、流動資產\$20,000，他卻欠債\$10,000，他的資本淨值有多少？
- ☐ \$20,000
 ☐ \$40,000
- ☐ \$30,000
 ☐ 不知道

陳太現在有兩份工作正同時聘請她。其中一份工作的工作地點是在她居所附近，而時薪每小時為 \$28。另一份工作的工作地點較遠，需要乘坐一小時交通工具之路程上班（每程 \$6），不過時薪較高，每小時 \$35。陳太最終選擇了時薪每小時為 \$28 的工作。根據在這課程的學習所得，妳認為以下哪些考慮最能反映她的決定？

- ☐ 可省時
 ☐ 額外的交通費使她所賺的錢少了
☐ 不用舟車勞頓
 ☐ 以上皆是

87. 以下哪些不是香港普遍家庭的「固定支出」？

- ☐ 膳食費
 ☐ 屋租
☐ 學費
 ☐ 交通費
☐ 娛樂消費
 ☐ 按揭供款
☐ 水費
 ☐ 電費

88. 以下哪些項目屬於流動資產？

- ☐ 銀行存款
 ☐ 電視
☐ 物業
 ☐ 傢俬

89. 以下是甘太太十月份的個人收入支出表，根據在這課程的學習所得，試解答以下問題：

工資	\$7,000
食物	\$1,000
交通費及雜費	\$1,000
醫藥	\$500
屋租	\$3,000
孩子玩具	\$500

- a. 這個月她可儲蓄的金錢有多少？ \$ _____
 b. 不固定的支出有多少？ \$ _____
 c. 哪些項目屬「自由開支」？ _____

戊. 請在適當的圓圈內加「✓」。

90. 你認為這個工作坊能達致你的期望嗎？

☐
完全不能

☐
大概不能

☐
大概可以

☐
完全可以

91. 你認為這個工作坊能滿足你的需要嗎？

☐
完全不能滿足
我的需要

☐
只能滿足我
小部份的需要

☐
能滿足我
大部份的需要

☐
差不多能滿足我
所有需要

92. 你認為這個工作坊能幫助你解決你的問題嗎？

☐
不只不能，
甚至變得更差

☐
不能幫助

☐
有一點幫助

☐
有很大幫助

93. 整體來說，你對這個工作坊感到滿意嗎？

☐
很不滿意

☐
頗不滿意

☐
頗滿意

☐
很滿意

94. 假若你有朋友有與你相似的需要，你會推薦這個工作坊給他/她嗎？

☐
肯定不會

☐
應該不會

☐
應該會

☐
肯定會

己. 圈出代表正確程度的數字，
正確程度從 1 到 4，數字愈大代表愈正確。



95. 我認為導師準備充足。	1	2	3	4
96. 我認為導師講解清楚。	1	2	3	4
97. 我認為導師有照顧參加者的反應。	1	2	3	4
98. 我認為導師能引發參加者的討論與交流。	1	2	3	4
99. 整體來說，我滿意導師的表現。	1	2	3	4

庚. 請在適當的圓圈內加「✓」或在橫線上填寫你的答案。

100 你已經完成的最高學歷：

<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅	<input type="radio"/> ₆	<input type="radio"/> ₇
小學 或以下	中一至 中三	中四至 中五	中六至 中七	大專／ 專業學院	大學 學位	碩士 或以上

101 你有子女嗎？

<input type="radio"/> ₁	<input type="radio"/> ₂
有	沒有
兒子_____名	
女兒_____名	

102 你現在與多少位家人同住？（包括你自己） _____ 位

<全問卷完，多謝！>



香港中文大學社會工作學系
香港婦女基金會「月月有盈女當家」大使培訓計劃
參與問卷調查同意書

1. 研究目的

本研究的目的是評估香港婦女基金會「月月有盈女當家」大使培訓計劃的成效。

2. 填答問卷程序

你將會填寫一份有關你個人、家庭及社交生活經驗的問卷。請留意你所填寫的答案並沒有對錯之分，故請以你真實的看法或經驗填寫，無須與別人討論問卷問題。當你完成這份問卷後，請直接將問卷交回研究助理。

3. 退出的自由

參與是項研究純屬自願性質。當中若有任何問題令你感到不安的話，你有權拒絕回答該問題，也有權退出參與。

4. 保密範圍

本問卷調查以不記名方式進行，結果只限本研究人員作統計分析之用，所有資料絕對保密，並會於研究完成後銷毀。

5. 研究團隊

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若你願意接受我們的邀請參與這項研究，請你填寫以下的同意書。

同意書

本人確認已閱讀及明白同意書的內容，並且確認同意參與這項研究。

我的身份證號碼（不包括括號內的數字）最前四個數字：__ __ __ __

例如：A123456 (7)，請填寫 1234

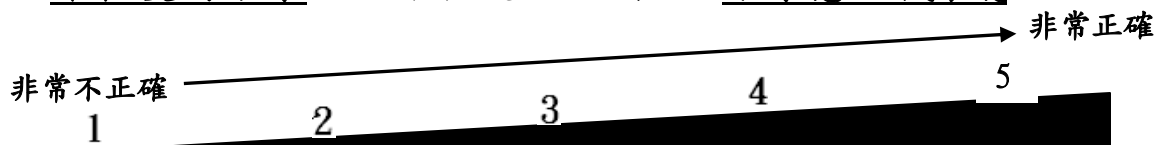
我的生日日期：__ __ 月 __ __ 日

（研究人員絕對不會識別你的身份，所有資料也絕對保密，除本研究外不會有其他任何用途。）



香港中文大學社會工作學系
香港婦女基金會「月月有盈女當家」大使培訓計劃
培訓員問卷調查(前測)

甲. 請細閱以下句子，並根據您的個人想法，圈出代表正確程度的數字，正確程度從 1 到 5，數字愈大代表愈正確：



1. 在講解課程內容時，我能令學員明白我的意思。	1	2	3	4	5
2. 我能理解學員的需要。	1	2	3	4	5
3. 面對學員所提出的問題，我能給予有用的意見。	1	2	3	4	5
4. 我能鼓勵學員在小組或活動中發言。	1	2	3	4	5
5. 我能鼓勵學員為自己作出決定。	1	2	3	4	5
6. 我能跟學員保持良好的關係。	1	2	3	4	5
7. 我能幫助較被動的學員投入和參與。	1	2	3	4	5
8. 我能有效地與學員溝通。	1	2	3	4	5
9. 我能夠了解學員在想什麼或嘗試分享些什麼。	1	2	3	4	5
10. 我能幫助學員冷靜地處理困難。	1	2	3	4	5
11. 我能體會學員的感受。	1	2	3	4	5
12. 我能讓學員明白大部份課堂的內容。	1	2	3	4	5
13. 我能跟學員融洽相處。	1	2	3	4	5
14. 我能夠給予學員支持。	1	2	3	4	5
15. 我能幫助學員作出改變。	1	2	3	4	5

乙. 請在適當的圓圈內加「✓」或填寫你的背景資料

16. 你在香港的居住年期：	少於 年	1 年	1 至 7 年	7 年 以 上	其他			
	○ ₁		○ ₂	○ ₃	○ ₄ 備註: _____			
17. 你的歲數：	20 歲或 以下	21 歲至 30 歲	31 歲至 40 歲	41 歲至 50 歲	51 歲至 60 歲	61 歲或 以上		
	○ ₁	○ ₂	○ ₃	○ ₄	○ ₅	○ ₆		
18. 你已經完成的最高 學 歷：	小學或 以下	中一至 中三	中四至 中五	中六至 中七	大專/ 專業 學院	大學 學位	碩士或以 上	
	○ ₁	○ ₂	○ ₃	○ ₄	○ ₅	○ ₆	○ ₇	
19. 你現在的工作：	僱主	自僱 人士	全職 僱員	兼職 僱員	學生/ 受訓 學員	處理 家務	失業/ 待業	其他
	○ ₁	○ ₂	○ ₃	○ ₄	○ ₅	○ ₆	○ ₇	○ ₈
備註: _____								
20. 你的宗教信仰：	天主教	基督教	佛教	道教	回教	其他		沒有
	○ ₁	○ ₂	○ ₃	○ ₄	○ ₅	○ ₆		○ ₇
備註: _____								
21. 你現在的婚姻狀況：	已婚	未婚	同居	分居	離婚	喪偶	其他	
	○ ₁	○ ₂	○ ₃	○ ₄	○ ₅	○ ₆	○ ₇	
備註: _____								
22. 你現在的家庭住：	自置私 人樓宇 單位	自置夾 屋/居屋 單位	公屋 單 位	宿舍	租住私 人樓宇 單位	租住 房 間	木屋/ 鐵皮屋/ 天台屋	其他
	○ ₁	○ ₂	○ ₃	○ ₄	○ ₅	○ ₆	○ ₇	○ ₈
備註: _____								
23. 你有子女嗎？	有				沒有			
	○ ₁				○ ₂			
	兒子 () 名							
	女兒 () 名							
24. 你現在與多少個家人同住？(包括你自己)	_____ 個							
25. 你現在的家庭 每月 大概總收入：	\$5,000 或 以下	\$5,001 至 \$10,000	\$10,001 至 \$20,000	\$20,001 至 \$30,000	\$30,001 至 \$40,000	\$40,001 或 以上	綜援	其他
	○ ₁	○ ₂	○ ₃	○ ₄	○ ₅	○ ₆	○ ₇	○ ₈
備註: _____								