Financial Literacy Strategy 2019

投資者及理財教育委員會
Investor and Financial Education Council

Foreword

In this era of innovation and technology, making investment has never been easier. For the same reason, there is no better time to stress the importance of financial education than now. Higher financial literacy means better capability in managing money and dealing with various financial challenges as they arise. It is instrumental to not only our financial but also personal well-being.

I am therefore very pleased to see the launch of this Financial Literacy Strategy that builds on the foundation laid down by the Hong Kong Strategy for Financial Literacy implemented in the last three years.

In this ever-evolving world, innovation brings choices and convenience. We witness the mushrooming of complex financial products and Fintech enabled us to manage our wealth in ways unimaginable before. Of course, innovation also brings new risks. Financial scams take unprecedented form and cybersecurity becomes day-to-day business. As we sail through this labyrinth of opportunities and risk, financial literacy is therefore most timely and relevant. This territory-wide Financial Literacy Strategy aptly complements the Government's policies and initiatives on this front, by driving collective cross-sector efforts to deliver financial education for specific population segments and Hong Kong people at large.

The Government fully supports the Investor and Financial Education Council (IFEC) in advancing financial literacy in Hong Kong. I look forward to the continued support from private, public and social sectors to collaborate closely with the IFEC to deliver the various education initiatives. With these concerted efforts and the publication of this Financial Literacy Strategy, I am confident that the financial literacy of Hong Kong people will reach new heights.

Paul CHAN
Financial Secretary, Hong Kong Special Administrative Region Government

Preface

People can benefit from improved financial literacy. By increasing their capability to manage money and deal with different socio-economic challenges, it will ultimately assist them to achieve better overall financial well-being. This benefits not only individuals, but also many organisations and society at large. However, the work to raise the financial literacy of the Hong Kong population needs to be ongoing and requires sustained financial education efforts of many stakeholders.

The Financial Literacy Strategy 2019 has been developed with the aim to establish a conducive environment for more quality financial education to take place in Hong Kong by bringing together stakeholders to achieve common outcomes and raising the awareness of the benefits of financial education. The strategy is built upon the foundation laid down by Hong Kong's previous financial literacy strategy, the Hong Kong Strategy for Financial Literacy 2015.

The Investor and Financial Education Council (IFEC) is a public organisation with the mission of improving financial literacy in Hong Kong. It is supported by the Education Bureau and all four financial regulators. The IFEC has developed the Financial Literacy Strategy 2019 and will lead its implementation by working with different stakeholders.

Table of Contents

1 Background

Financial education helps personal well-being

Financial education[1] is a process intended to increase the financial literacy[2] level of people. With improved financial literacy, they can manage their money better, and thus financial education helps improve their financial well-being[3,4].

Personal Well-being (Ultimate Goal)

↑

Financial Well-being (Goal)

↑

Financial Literacy (Outcome)

↑

Financial Education (Output)

Many socio-economic issues, which impact people's overall well-being, can be exacerbated by their poor money management. Through financial education, people can become more capable to manage money and are in a better position to deal with these issues. Hence, the ultimate goal of financial education is to help improve people's overall well-being.

Financial well-being

"Financial well-being can be defined as a state of being wherein a person can fully meet current and ongoing financial obligations, can feel secure in their financial future, and is able to make choices that allow enjoyment of life."[5]

Trying to stay afloat

Experiencing financial problems

Swimming in calm water

Making ends meet and having control of day-to-day financial

Improving financial well-being

Financial literacy as part of socio-economic policies and initiatives

Public policies and initiatives generally aim to help improve people's well-being by addressing specific socio-economic issues. If the financial literacy of the targeted segment is factored in when developing these policies and financial education is integrated into the corresponding initiatives, the effectiveness and sustainability of these policies and initiatives can likely be enhanced.

Rowing ahead happily

On track to meet future financial goals

Notes

1 *"**Financial education** is the process by which financial consumers/investors improve their understanding of financial products, concepts and risks and, through information, instruction and/or objective advice, develop the skills and confidence to become more aware of (financial) risks and opportunities to make informed choices, to know where to go for help, and take other effective actions to improve their financial well-being." (Source: Improving Financial Literacy: Analysis of Issues and Policies, OECD. 2005).*

2 *"**Financial literacy** is a combination of financial awareness, knowledge, skills, attitude and behaviours necessary to make sound financial decisions and ultimately achieve financial well-being." (Source: High-level Principles on National Strategy for Financial Education, OECD/INFE. 2012).*

3 *In addition to financial literacy/capability, financial well-being is also affected by socio-economic environment such as financial inclusion, appropriate consumer protection and regulation, macroeconomic environment, personal financial position, expense volatility, social capital, health, etc. (Source: Centre for Social Impact, Exploring Financial Well-being in the Australian Context).*

4 *Financial well-being: A Conceptual Model and Preliminary Analysis, Elaine Kempson et.al. 2017.*

5 *Financial well-being: The goal of financial education, Consumer Financial Protection Bureau. 2015.*

Financial literacy and socio-economic issues in Hong Kong

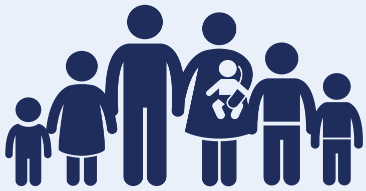
2 Financial literacy and socio-economic issues in Hong Kong

The following policy areas that could benefit from an increased financial literacy level of Hong Kong people have been identified.

Low-income families

Hong Kong's wealth gap is at a historic high. In 2017, the poverty rate[6] stood at 20.1%[7]. With government policy interventions to help low-income families, such as recurrent cash interventions[8], the poverty rate dropped to 14.7%[7]. However, even with these cash interventions, low-income families still need to be meticulous when managing money in order to make ends meet.

Improving financial literacy can help low-income people become more self-reliant, reducing further burden on public expenditure. For those who are also parents, if they have the proper financial skills and attitudes to manage their limited household income well, they can act as a good role model for their children. This would help encourage asset building by their children, provide them with a roadmap for upward mobility and ultimately help reduce intergenerational poverty.



Youth development

Financial independence, considered as one of the building blocks of the government's youth development strategy[9], is correlated with home ownership. However, the escalating cost of housing has discouraged many young people from planning for their future. Research indicates that 58% of young adults feel that their social mobility has worsened when compared to their parents'[10]. Feeling frustrated over their future, they are dis-incentivised to plan ahead, with many adopting a "live for today and let tomorrow take care of itself" attitude[11]. In addition, being propelled by easy credit and consumerism, many young people are increasingly turning to the support of parents/grandparents[12]. Looming debt issues may be on the horizon.

Financial education can help instil a more positive mindset among young people. With the appropriate financial attitudes and money management skills, young people can establish and work towards their life goals. Some simple changes in their habits can help them exercise control over unnecessary spending, increase their savings, build assets and achieve financial independence.

Ageing population

A growing elderly population and longer life span of people have led to an increasing demand for public healthcare and social welfare in Hong Kong. The dependency ratio[13] is worsened not only because of an ageing population, but also due to a decline in the youth population segment. Currently, only 34%[11] of the population are confident that they have financially planned sufficient funds for their retirement and 84%[11] of retirees rely on their family members as one of the sources of income during retirement. The resources and support required by the elderly are expected to increase the burden on society, which may be difficult to sustain in the long run.

Financial education can help future generations of retired people to be more self-reliant. With the appropriate financial skills and attitudes, they can better plan for their and their spouses' retirement and utilise the different retirement pillars[14]. This could reduce their need to depend on family members and social support.

Scams and fraudulent activities

The rapid development of mobile technology and social media has led to increasing risks of investment scams and other fraudulent activities. In 2017, over 7,000[15] deception cases occurred, almost doubling the number of cases a decade ago and causing over $200 million[15] (10-fold increase over 2017) in financial losses. As Hong Kong has an active retail investor market, fraudsters can easily lure victims to investments such as Initial Coin Offerings (ICOs), pre-IPOs and loco-London gold, claiming that these investments can generate high returns with low risks. Many financial consumers who want to get quick money are also prone to financial loss caused by loan intermediaries, unscrupulous sales practices or misrepresentations of financial products.

Prevention is better than cure. Financial education can help people, especially the more vulnerable and less literate groups, to be more alert to frauds and safeguard themselves against investment scams and malpractices.

Financial inclusion

Financial technology (Fintech) has brought about many benefits including improving financial inclusion in some areas. It can provide financial consumers easy access to affordable credit, convenient remittance and global shopping. However, this also encourages inadvertent spending and consumerism[16]. The evolution to a cashless society is also changing children's understanding and attitude towards money, leading to loose money management practices among younger generations. Meanwhile, Fintech may cause financial exclusion for others. The emergence of virtual financial services and reduced accessibility of physical outlets may exclude users who rely on branches to carry out their financial transactions[17], such as people who are less literate or tech-savvy.

Raising financial literacy can help these people embrace the changing landscape and enjoy the benefits that Fintech brings. Financial education can also help people build a healthy money management attitude while riding on the convenience of technological advancement.

Housing

Buying a flat is one of the top financial goals for many Hong Kong people[11]. The surge in property prices has outpaced income growth over the past years[18]. A household, on average, needs to save about 19 years[19] of income to buy an average-priced flat[20], rendering Hong Kong's housing the least affordable in the world[19]. The desire of owning a home preoccupies many young adults and even their parents. To many, this has an adverse effect on how they view and manage their finances. Irrational financial choices may eventually impact the stability of the economy. Even for those who can afford the down-payment, mortgage expenses take up a sizeable portion of their household income[18]. Interest rate rises and volatile economic environment pose further threats. If property prices fall, the high gearing levels of many mortgage loans will be exacerbated, causing negative equity. Rental increases have also outpaced the median income growth of households[21], impairing those who seek other housing arrangements.

Financial education can help people better evaluate the total costs of housing and assess the impact of external economic factors. With higher financial literacy, they may be able to make more informed and rational decisions before committing to any housing options that require significant and long-term financial obligations.

Notes

6 Poverty rate is the proportion of the poor population within the total population living in domestic households. Number of poor households is the number of households with household incomes below the poverty line which is set at 50% of the median monthly household income before policy intervention. (Source: Hong Kong Poverty Situation Report 2017, Government of HKSAR. November 2018)

7 Hong Kong Poverty Situation Report 2017, Government of HKSAR. November 2018.

8 Cash Comprehensive Social Security Assistance, Old Age Allowance, Old Age Living Allowance and Disability Allowance. (Source: Hong Kong Poverty Situation Report 2016, Government of HKSAR. November 2017)

9 The Government's Youth Development Strategy for Hong Kong – Public Engagement Report, Commission on Youth. March 2018.

10 Survey Findings on Views on Social Mobility of Young People in Hong Kong, Hong Kong Institute of Asia-Pacific Studies at the Chinese University of Hong Kong. November 2015.

11 Financial Literacy Monitor, Investor Education Centre. 2018.

12 96% of these post-80s say that they preferred to continue living with their parents (Source: I Am NOT Leaving Home: Post-80s' Housing Attitudes and Aspirations in Hong Kong, Urban Research Group – City University of Hong Kong. 2014). 47% of people with grown-up children (over 18) are giving them regular financial support (Source: The Power of Protection Facing the Future - Hong Kong Report, HSBC. 2017). 53% of people are willing to re-mortgage their own homes to get their children on the property ladder (Source: AIA MPF Desired Retirement Tracker, AIA. November 2017)

13 Dependency ratio is defined as the number of persons aged under 15 and those aged 65 and over per 1,000 persons aged 15-64. (Source: Census and Statistics Department: Government of HKSAR.)

14 "Based on the multi-pillar model advocated by the World Bank, the retirement protection system in Hong Kong is made up of a number of schemes. It comprises four pillars that are complementary to one another in serving the needs of different groups of elderly: The zero pillar publicly-funded social security schemes; The second pillar mandatory contributions to the MPF schemes, as well as other occupation-based retirement schemes; The third pillar voluntary contributions to the MPF schemes, retirement savings-related insurance, etc; and The fourth pillar public housing, healthcare and welfare services, family support and personal assets" (Source: Retirement Protection Forging Ahead, Commission on Poverty. December 2015)

15 Security Statistical Highlights - ISSH13/17-18, Research Office: Legislative Council Secretariat. February 2018.

16 On-line shopping survey, Investor Education Centre. November 2018.

17 HKSAR Government press release - LCQ19: Financial inclusion. December 2017.

18 Housing Statistical Highlights - ISSH12/17-18, Research Office: Legislative Council Secretariat. February 2018.

19 The 14th Annual Demographia International Housing Affordability Survey, Demographia. 2018

20 Estimated from Hong Kong Residential Units Consideration Range (data issued by The Land Registry Hong Kong) and Hong Kong Private Domestic Price Index (data issued by the Census and Statistical Office: Government of HKSAR).

21 Snapshot of Hong Kong Population, Housing Characteristics of Hong Kong Population, Census and Statistical Office: Government of HKSAR. 2016.

Key learnings from the Hong Kong Strategy for Financial Literacy 2015

3 Key learnings from the Hong Kong Strategy for Financial Literacy 2015

In November 2015, the first strategy for improving financial literacy in Hong Kong, the Hong Kong Strategy for Financial Literacy 2015, was launched. It aimed to harness the enthusiasm and efforts of various sectors by promoting collaboration and setting common goals to address the financial education needs of society. This strategy concluded in November 2018 with the publication of the Review Report for the Hong Kong Strategy for Financial Literacy (2015-18). It is shown in the report that certain issues will have to be addressed if financial literacy is to be further advanced in Hong Kong. These issues include, among others, the following:

1. Communication to the public on how people can benefit from improved financial literacy needs to be clear so that people are motivated to learn from financial education initiatives.

2. Apart from strengthening financial knowledge, financial education should sharpen its focus on changing people's financial attitudes and behaviours.

3. More financial education efforts should be devoted to the youth and the elderly segments, both of which are currently underserved.

4. There should be a few key and clear education themes on which stakeholders are encouraged to focus their education efforts. The approaches and education messages should also be tailored for different population segments to help instil attitude and behavioural changes.

5. Ongoing communications to stakeholders, in particular policy makers, are needed to make them understand the importance and relevance of financial literacy to an individual, an organisation and society at large.

6. Increasing the quantity of financial education initiatives is important, but improving the quality is as, if not more, essential. Evaluation should assess the financial education initiatives' impact on the education targets, not only whether they have gained financial knowledge and skills, but also whether they have made any changes in their attitude and behaviour towards financial management.

In developing this Financial Literacy Strategy 2019, these issues have been taken into consideration.

Vision, goal and strategic focuses of the Financial Literacy Strategy 2019

4 Vision, goal and strategic focuses of the Financial Literacy Strategy 2019

Vision

To empower the people of Hong Kong to make informed and responsible financial decisions for themselves and their families, that will ultimately help improve their overall personal well-being.

Goal

To create a conducive environment for different stakeholders to deliver more quality financial education which can help raise the financial literacy level of Hong Kong people.

Strategic focuses

1) Awareness - Increase the public's awareness of the benefits of financial education to their financial well-being.

2) Advocacy - Raise the awareness of policy makers and stakeholders on how improving financial literacy level can support their policy areas and work.

3) Collaboration - Support collaboration amongst stakeholders for delivery of more and higher quality financial education.

Target groups

5 Target groups

While the Financial Literacy Strategy 2019 encompasses the Hong Kong population as a whole, certain segments that have more education needs have been identified.

Youth

The youth group aged 18 – 25 comprises tertiary students, working youth and the unemployed or non-engaged youth. They become responsible for their own financial decisions as they gain more financial independence. Yet, they tend to have relatively low levels of financial literacy[11], being more prone to over-consumption and not using credit sensibly[11]. After they join the workforce, they will inevitably face the dilemma of making key financial decisions to pursue their day-to-day lifestyle and the need to plan for their future. The issue is particularly acute among young people in low-paid jobs, as many youth adopt a "live-for-today" attitude[11].

Elderly

The population in Hong Kong has one of the highest life expectancies in the world. The elderly face the challenge of managing their limited financial resources over their entire retirement life with no or dwindling income. They have to make ends meet and be financially prepared to spend increasingly on health care and medical treatments while ageing. In general, they have relatively low financial literacy[11]. Many want to increase their wealth and may easily be tempted to follow improper investment practices, thus becoming victims of mis-selling and scams.

Working adults

Working adults are income earners who support themselves and probably their families. They work towards long-term goals such as buying a flat, starting a family, caring for dependents (parents and children) and preparing for retirement life. Optimism bias often leads people to plan for positive life events but neglect the need to prepare for negative ones. This psychological inclination often applies to retirement planning too[22]. While in employment, adults still have the resources and time to plan and be prepared to meet these financial challenges.

Vulnerable groups

Low-income families, ethnic minorities, new immigrants, foreign domestic helpers and the disabled are normally the most vulnerable groups in society. They tend to have low income and heavy financial burdens. Living in close-knit groups, they integrate less in the community[23], and have lower financial literacy than other population segments. Some may have less access to financial services, be reluctant to get external help and be less capable to recover from financial shocks.

School children

For school children, money management is less visible nowadays, but opportunities to spend are on the rise. Cashless transactions rival physical cash payments and parents give their children pocket money electronically instead of cash. This reduced visibility changes a child's attitude towards money. People should be educated about financial matters as early as possible in their lives for two main reasons[24]. Firstly, the financial literacy level of an adult is a direct consequence of what was seen, learned and experienced in childhood and adolescence; and secondly, it is more efficient and effective in providing financial education at childhood than taking remedial education efforts at adulthood.

Notes

22 Only 13% of individuals aged 30 to 49 and who are currently working (employed) or looking for work (unemployed) have made preparations for retirement. (Source: Financial Literacy Monitor, Investor Education Centre. 2018).

23 Hong Kong Poverty Situation Report 2016 and Hong Kong Poverty Situation Report on Ethnic Minorities 2016, HKSAR Government. Feb 2018.

24 Recommendation on Principles and Good Practices for Financial Education and Awareness, OECD. 2005. www.oecd.org/finance/financial-education/35108560.pdf.

Financial education outcomes

6 Financial education outcomes

Improving financial literacy of Hong Kong people could enhance the effectiveness of some public policies that address certain socio-economic issues. Taking this into account, the Financial Literacy Strategy 2019 identifies five behavioural themes on which the different target groups can be educated to empower them to take control of their finances.

	Youth	Working adults	Elderly	Vulnerable groups	School children
A. Preparing financially for future personal goals	Major Focus	Relevant	Relevant	Relevant	Educational
B. Saving more for retirement	Major Focus	Major Focus	Relevant	Relevant	Educational
C. Making the most of limited income	Major Focus	Relevant	Major Focus	Major Focus	Educational
D. Building resilience against financial adversities	Relevant	Relevant	Major Focus	Major Focus	Educational
E. Selecting suitable financial products	Major Focus	Major Focus	Major Focus	Major Focus	Educational

Major Focus | Relevant | Educational

Focusing on where the biggest differences need to be and can be made for the targets is often at the centre of a financial education initiative. Stakeholders are encouraged to support, promote and deliver financial education along these five key themes. Financial education may result in different outcomes according to the different target groups.

A. Preparing financially for future personal goals

Outcomes:

- Youth believe that if they start planning early, they will have more options for attaining what they want in life, and they are executing a realistic financial plan for what they want to achieve in the short-, medium- and long-term.

- School children believe they are responsible for planning their own future, and financial planning concepts are embedded into Career and Life Planning education.

Financial education:

- Resist the societal influences encouraging spending now rather than saving for future.
- Identify personal goals.
- Research how much financial resources are required for achieving the goals.
- Develop and implement a workable financial plan to achieve the goals.
- Review and adjust the implementation of the plan as needed.

B. Saving more for retirement

Outcomes:

- Youth believe that saving for retirement should start when they enter the workforce, and they are actively managing their MPF/ORSO savings.

- Working adults see the urgent need to save for retirement, and are filling up the retirement savings gap.

- School children are motivated to develop a saving habit at an early age.

Financial education:

- Examine the challenges that retirement has on one's (and dependent's) finances.
- Outline the desired lifestyle of one's retirement years and estimate the living costs.
- Evaluate the contribution that MPF/ORSO investment has on one's overall retirement plan.
- Identify suitable ways of accumulating wealth, during different life stages, for retirement use.

C. Making the most of limited income

Outcomes:

- Youth are motivated to equip themselves for career advancement in order to increase their earning power, and resist temptations of unplanned purchases.
- The elderly can decummulate their wealth at a pace that allows their income and savings to sustain their retirement.
- The vulnerable are conscious about spending within their means, and are minimising spending.
- School children believe that they need to be responsible for their own money, and are given the opportunity to learn about money management as part of their whole-person development.

Financial education:

- Track daily expenses to identify areas where spending can be reduced.
- Make regular savings before spending.
- Set a budget to prioritise spending.
- Identify the best deals.

D. Building resilience against financial adversities

Outcomes:

- The elderly believe that “low risk, high return” investments do not exist, and they can recognise if a tactic used in scams is being applied to them.
- The vulnerable believe that there are ways to safeguard themselves against financial adversities, and have an emergency fund.
- School children are aware of the different financial risks when they spend money off-line and on-line.

Financial education:

- Identify and evaluate how unexpected events may lead to financial loss.
- Identify ways to mitigate, transfer or avoid financial loss.
- Reduce debt and avoid further borrowing.
- Make appropriate financial arrangements in anticipation of inability to manage one’s own finances.

E. Selecting suitable financial products

Outcomes:

- Youth believe in "saving to buy" rather than "borrowing to buy", and avoid personal loans and minimise debt as much as possible.

- Working adults believe that they should actively manage their money, and use appropriate financial products to help manage their wealth.

- The elderly consider their own circumstances and specific needs in their life stage when selecting financial products.

- The vulnerable use protection insurance to transfer risks that they cannot manage themselves.

- School children are interested in daily financial matters, and learn about how financial services and products are used in daily life.

Financial education:

- Ask appropriate questions and gather impartial information about financial products.
- Assess and select financial products that are appropriate to one's needs and risk tolerance level.
- Compare different types of insurance for different kinds of protection needs.
- Compare the pros and cons of different channels for buying and selling financial products.

Core actions

7 Core actions

Under each of the three strategic focuses of the Financial Literacy Strategy 2019 are the following core actions.

Awareness

Increase the public's awareness of the benefits of financial education to their financial well-being

Annual territory-wide awareness campaign

An annual territory-wide financial education campaign, such as the Hong Kong Money Month, can raise the public's interest in financial education and may have synergies if complementary initiatives are run by different stakeholders at the same time.

Evidence of how financial literacy affects peoples' lives

Publicity of thematic research on how people manage their finances and the ramifications (due to low financial literacy) can raise the public's awareness of the importance of financial literacy to their well-being.

Communicate the positive impacts of initiatives with financial education elements

Examples of positive impacts due to initiatives with financial education elements should be emphasised and promoted to different population segments by leveraging on stakeholders' reach to their service targets through their day-to-day operations.

Advocacy

Raise the awareness of policy makers and stakeholders on how improving financial literacy levels can support their policy areas and work

Advocate financial literacy to policy makers

Regular engagement with policy makers can encourage them to include and/or escalate financial literacy to higher priorities, or embed financial literacy into their policy areas.

Respond to consultations on relevant policies or issues

Active responses and feedback to any public consultations on policies or public issues to which financial literacy is relevant will be done in order to influence the policy outcome that may benefit the public or the target groups' financial well-being.

Educate stakeholders on relevance of financial literacy

Engage stakeholders, who have initiatives aiming to improve the well-being of their service targets, to recognise the relevance and importance of financial literacy and integrate financial education elements into their initiatives.

Collaboration

Support collaboration amongst stakeholders for delivery of more and higher quality financial education

Financial Education Co-ordination Committee

Establish a committee (see details in section 8) to foster closer communications and collaboration among stakeholders that are currently active in providing financial education. The committee will also provide a platform for sharing best practices of financial education in Hong Kong.

Opportunities for sharing and collaboration

Events such as the Stakeholder Sharing Workshop and the Financial Literacy Forum can provide insights into the good practices of some stakeholders and how partners can work together to enhance the reach and effectiveness of financial education.

A repository which contains information on financial education initiatives provided by supporting organisations of the Financial Literacy Strategy can help increase the visibility of the education work of stakeholders.

Awards for recognising good work

Active engagement and collaboration of stakeholders in financial education can be encouraged and recognised through award schemes organised by different sectors.

Competency frameworks

A financial competency framework for Hong Kong can define the expected financial competency level that a person in different life stages should possess and help stakeholders to design and implement appropriate financial education initiatives.

An investor competency framework can define the competency that an investor is expected to possess and can help the investment community assess whether individuals have adequate competency to engage in investment activities.

Support for research, evaluation and monitoring

Research is critical to the development of financial education. A research grant programme will encourage high-quality academic research to advance financial literacy in Hong Kong.

A solid evaluation on the impact of individual financial education initiatives can help direct resources and drive the improvement of future initiatives. A set of evaluation guidelines will help stakeholders to effectively assess specific financial education initiatives.

The financial literacy levels of the public and the various target groups will be monitored and the results will be shared with stakeholders to identify areas of weaknesses and direct stakeholders' focus and education efforts.

Roles of stakeholders

8 Roles of stakeholders

Investor and Financial Education Council

The Investor and Financial Education Council (IFEC) is a public organisation with the mission of improving financial literacy in Hong Kong. It is supported by the Education Bureau and all four financial regulators. The IFEC has its own financial education platform, The Chin Family, to provide people in Hong Kong with comprehensive, credible and impartial financial education.

In addition, the IFEC is the owner of this Financial Literacy Strategy 2019 and will

- lead the implementation of the Strategy by working with all the different stakeholders;
- deliver the core actions, outlined in section 7, for each of the strategic focuses;
- set and monitor success measures which reflect the goal for the collective effort in advancing financial education across different sectors, including improved access to financial education and the resulting shift in financial literacy in the population; and
- review the Strategy regularly to ensure its continued relevance and publish new/updated versions of the Strategy when applicable.

Financial Education Coordination Committee

Organisations that are actively engaged in financial education join the Committee. Members come from different sectors, including the government and related organisations, regulators, financial institutions, industry associations and professional bodies as well as NGOs, etc.

They agree to support the Financial Literacy Strategy in the following ways:

- align their organisations' financial education directions with the Strategy and assist in the delivery of core actions of the Strategy where possible;
- share best practices in financial education;
- help identify financial literacy issues; and
- provide feedback to the IFEC on the Strategy.

Supporting organisations

Organisations that believe in the importance of financial literacy and the Financial Literacy Strategy sign up to become supporting organisations. They are expected to

- raise the awareness of the importance of financial literacy among their service targets and their respective networks;
- provide financial education or embed financial education elements as an integral part of their services wherever applicable; and
- champion financial education or support the advocacy work to policy makers whenever possible.

Policy makers

Policy makers, including councils, committees or boards of the government or related bodies, statutory bodies, industry bodies, NGOs, education institutes and commercial organisations, etc, are encouraged to

- look into the role of financial literacy when developing their policies; and
- direct resources to integrate financial education in their policy areas when needed.

Hong Kong public

The public are the beneficiary of having higher financial literacy. To achieve this, they should actively participate in financial education, be it attending activities, searching for information or just being more aware of public education messages.

www.ifec.org.hk

The Investor and Financial Education Council (IFEC) is supported by the Education Bureau and all four financial regulators.

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