



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

Workplace Money Management Workshop for Tertiary Students Evaluation Report

November 2017

About the programme

Objective	To equip tertiary students with the knowledge, skills and attitude in career and life planning, as well as managing their personal finance, at a time when they are about to start a new page of their life
Target participants	Final year students from 12 tertiary institutions
Programme structure & format	A half-day workshop with different elements <ul style="list-style-type: none"> • Short talks on the career market and personal finance management • Sharing by fresh graduates
Timing	February - April 2017

About the evaluation

A pre-experimental pre and post evaluation approach was adopted. Self-administered questionnaires were administered right before the workshops and again immediately after the workshops. The pre-post comparison focused on three aspects:

- **Knowledge gain** – assessed by five knowledge check questions
- **Attitude shift** – assessed by five attitude statements
- **Intention to act** – assessed by the self-claimed intention to adopt a number of day-to-day money management practices (as the pre and post surveys were conducted on the same day, actual actions/behavioural change cannot be measured)

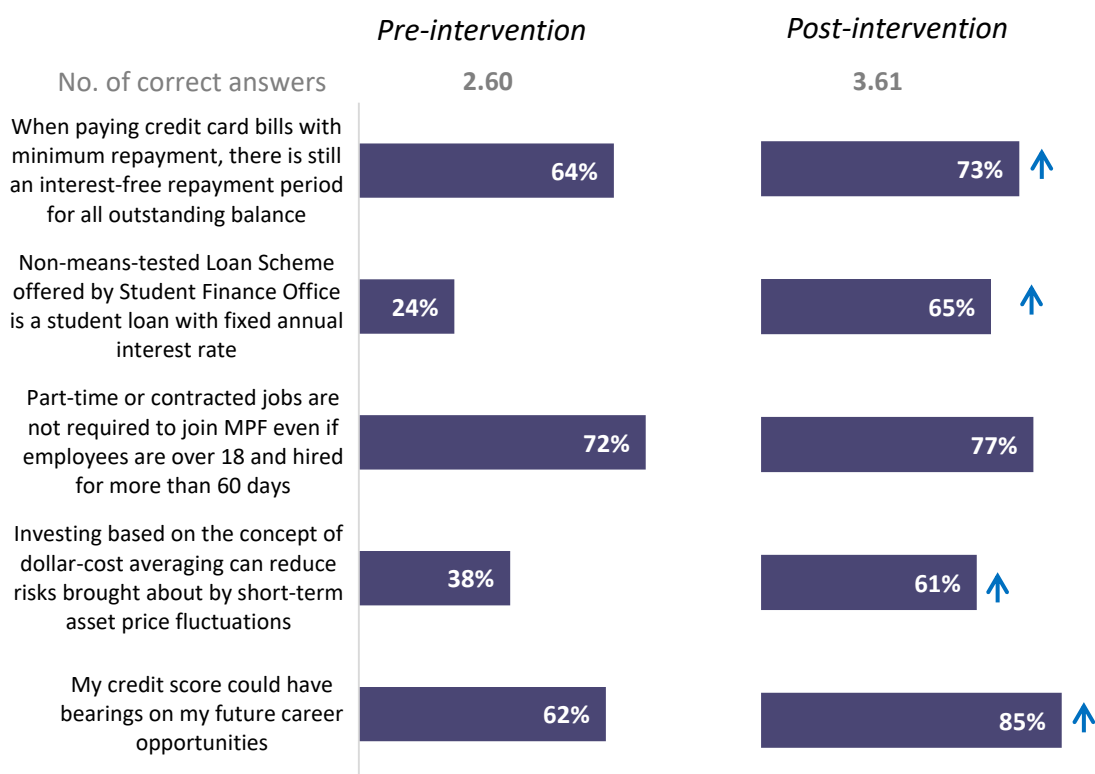
Questions were also included to check participants' satisfaction level with the workshops and also collect qualitative feedback and suggestions for enhancements.

This evaluation exercise covered all students who participated in the workshops held during the period and a total of 471 set of evaluation questionnaires were collected.

Pre- & post-programme comparison

Knowledge gain

Five true or false statements, with “not sure” as one of the answer options, were used to check participants’ financial knowledge across different topics (credit cards, student loans, MPF, investing, etc). As shown in the following chart, there was significant increase in the proportion of correct answers in the post-workshop survey for four out of the five questions. With the popular use of credit cards in Hong Kong, It is particularly important that more students understand how minimum payment works and the potential impact their credit scores on their future career opportunities.

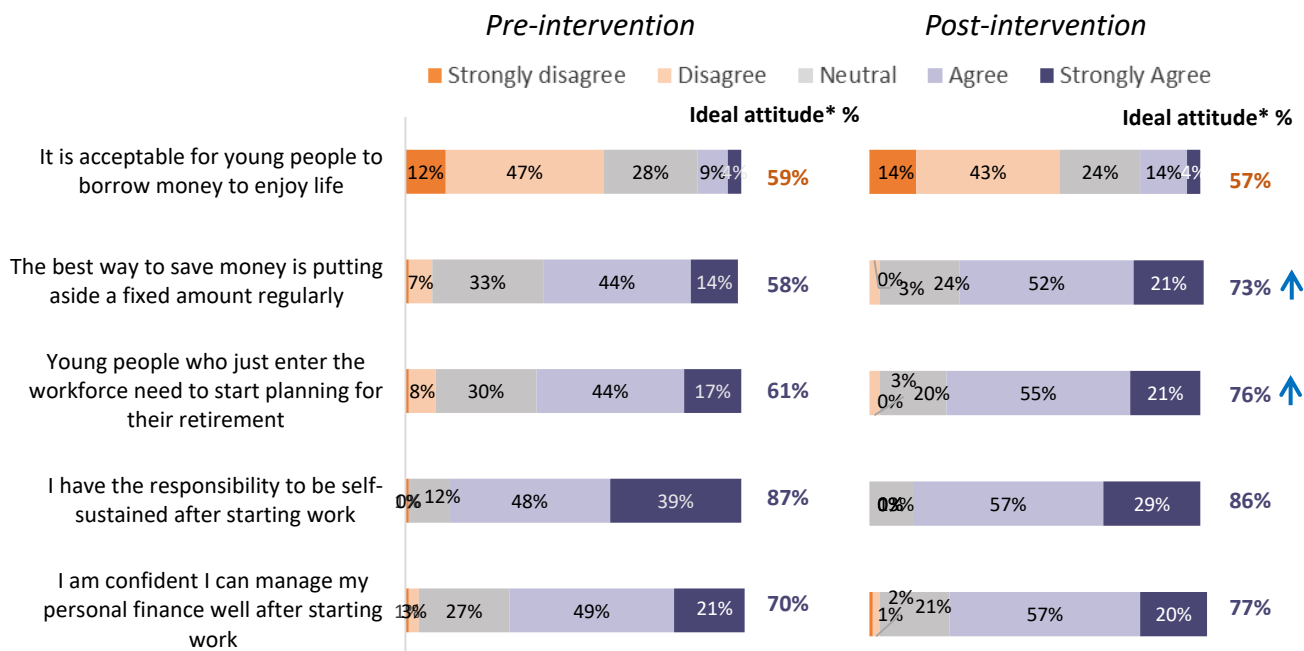


↑ denotes significant difference at 90% confidence interval

Attitude shift

Workshop participants were asked to rate their agreement level on five attitude statements about money management on a five-point scale. One of the statements is a misconception and an increase in the bottom two boxes (strongly disagree plus disagree) indicates ideal attitude shift.

As shown in the figure in the next page, the workshop significantly strengthened the perceptions of saving and retirement planning. Meanwhile, the message regarding careful evaluation of one’s borrowing needs may need to be further enhanced.

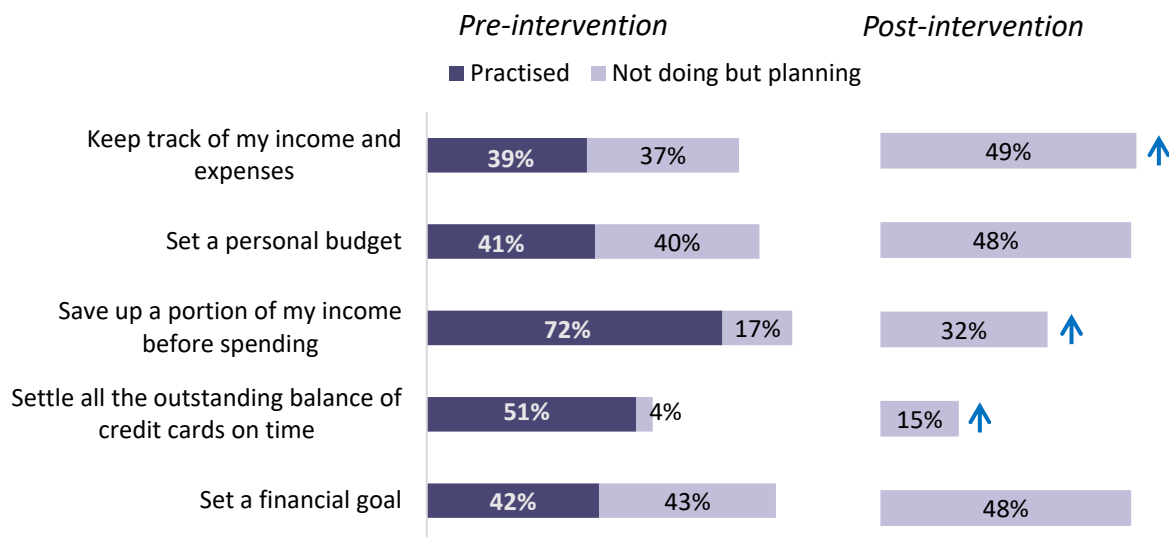


↑ denotes significant difference at 95% confidence interval

*The total of “strongly agree / agree” or “strongly disagree / disagree” which shows ideal attitude.

Change in intention to act

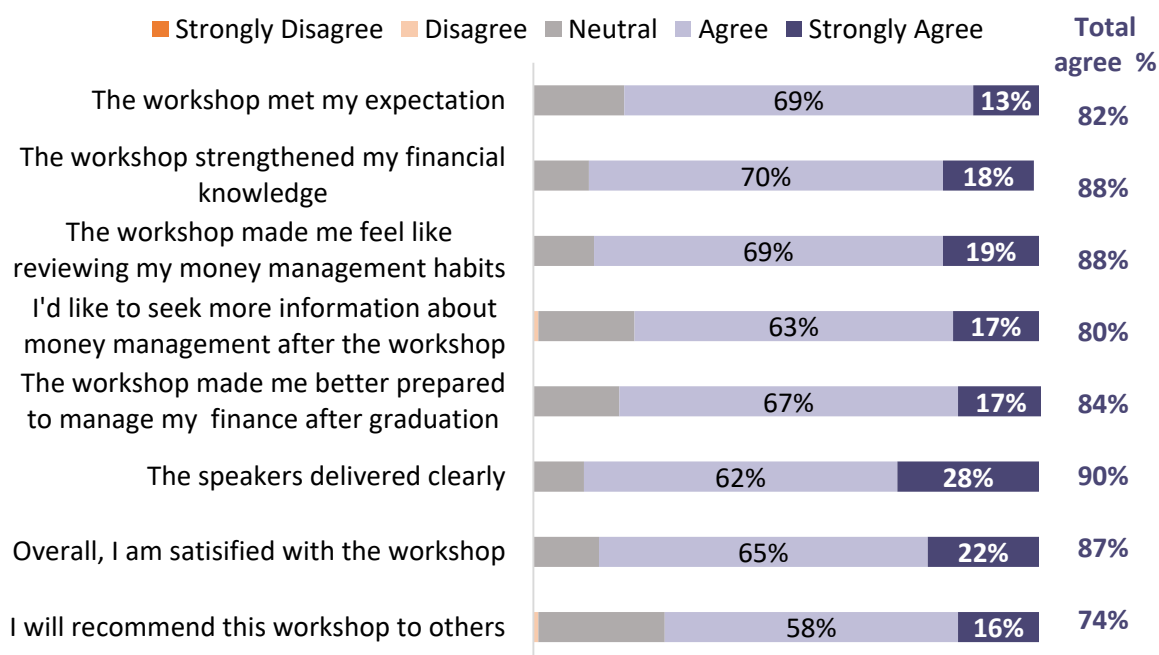
As the surveys were administered on the same day, it is not possible to measure actual change in behaviour. Instead we checked participants’ current practice and gauge changes in their intention to act. The post-workshop survey reveals that more students are motivated to adopt better money management habits, particularly about saving and tracking expenses.



↑ denotes significant difference at 95% confidence interval

Satisfaction level and feedback

High satisfaction ratings with over 80% participants agreeing that the workshop strengthened their financial knowledge and prompted them to review their money habits.



Students were encouraged to provide their comments and suggestions for improvement of the workshop. Overall participants appreciated the practical content and real life cases covered in the workshops. They suggested conducting more similar workshops on campus and consider adding some activities for better interaction. Some also suggested to devote more time to cover MPF and income tax.

Things appreciated

整體意見

- 講解詳盡, 清晰易明
- 內容非常多元化
- 內容輕鬆有趣
- 有真實例子支持
- 有學生講者互動環節
- 讓學生了解到未來職場的動向
- 個案分享, 強積金介紹
- 有就學員就讀科目講解
- 了解到勞工法例的保障
- 足夠金融知識, 講者各有自己專業領域

Suggested areas of improvement

形式/時間

- 多點互動, Q&A
- 應該定期到學院舉辦更多的同類型講座
- 如果將時段改為下午會更好
- 我認為工作坊能夠安排一些遊戲活動和小息時間
- 做電子問卷較環保, by google doc
- 嘉賓分享及其問答環節應增加時間
- 時間太長, 可以考慮縮短半小時至1小時

內容

- 應該講多D個人理財方面知識: 不同基金投資, 股票投資
- 可以講多D現時職場資訊, 面試資料, 職場各行業需求
- 若時間許可, 可多解釋概念 (如 MPF, 公積金等)
- 可以增加講解購買保險的環節
- 可以講多D交稅同強積金的 detail, eg. Fresh graduate 幾時開始交稅



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