



MATRIX OF FINANCIAL EDUCATION PROGRAMS IN LATIN AMERICA AND THE WORLD*

JAIME RAMOS DUFFAUT
FERNANDO CALDERÓN FIGUEROA

INTRODUCTION

In the past decade, financial education (FE) has gained an important place on the public agenda in various countries around the world, becoming a matter of national interest. A variety of FE programs have emerged in response to diverse needs and to assist specific sectors of the population. Some of these initiatives act individually, while others support complementary programs, such as those aimed at social and financial inclusion.

In an initial exploration of currently operating FE programs, we found that implementation of such programs has helped generate both theoretical and practical knowledge. Because many of these initiatives are dispersed, however, other programs and countries cannot take advantage of the knowledge they produce.

In an effort to make relevant information about existing FE programs publicly available, the matrix described in this paper identifies these programs and provides easy access to information about them. The programs identified have been classified

* The complete document is available at the Capital Project: <www.proyectocapital.org>.

into categories, for ease of location and rapid access to the information. The FE matrix is only a starting point, however; it is necessary to continue adding not only initiatives that have not yet been identified, but also those that could emerge in the near future. We therefore encourage the entire academic community to provide information to enrich the FE matrix, for the benefit of all interested parties.

We hope the information in this database makes a significant contribution to those who are interested in FE programs currently under way in Latin America and other parts of the world, so they can take advantage of the knowledge produced by and lessons learned from these programs.

OBJECTIVES

- Identify and present information about institutions, programs and initiatives dedicated to FE worldwide.
- Provide the academic community and the public and private sectors with a tool for rapid identification of FE initiatives, by area of interest.
- Provide for ongoing inclusion of other current initiatives and future programs, making information about them publicly available.

METHODOLOGY

FE programs and projects around the world were identified based on a random sampling. The information gathered indicated the existence of diverse initiatives with different objectives, varied areas

of intervention and diverse approaches. Based on that, a matrix was developed with information about the FE programs, classifying the initiatives according to a series of variables to facilitate organization and rapid access to the information.

The information was mainly gathered from the Web portals of the initiatives identified. Material from the Proyecto Capital was also used, and the available information about FE programs was organized according to the indicated variables. The following categories were chosen:

- **Governmental / Non-governmental / Supranational:** Initiatives were first grouped by origin. Governmental programs are those carried out by governments; non-governmental initiatives are efforts by private entities (whether or not they are for profit); and supranational programs are those involving several countries or having a worldwide presence.
- **Country / Continent:** The geographic area of the initiative. In the case of global initiatives, the country where the program is headquartered is indicated.
- **Project / Program:** The title of the FE program or project is indicated. Where possible, the original language is used; in other cases, it has been necessary to translate into Spanish. This variable also indicates whether the program/project complements a broader initiative.
- **Institution:** This variable indicates the institutions implementing the FE programs. If the Web site showed more than one

institution responsible for the program, that is noted in the matrix.

- **Type of activity:** Refers to FE program activities. These are grouped into five categories: access to microfinance; training; supranational coordination and financing; research and dissemination of information; and conditional cash transfers. While the latter, in themselves, are not individual actions, they support other projects, creating opportunities for implementing FE programs.
- **Approach:** Includes more specific details about the activities involved in each program or project, in an effort to provide additional information about specific activities of FE programs in the area of intervention. This variable is more detailed than the preceding one.
- **Objectives:** Indicates the overall or specific objectives of FE programs, based on information available or provided by sources.
- **Type of inclusion prioritized:** Different EF programs place greater emphasis on different elements. This variable specifically focuses on the type of inclusion addressed in the program, establishing three categories: financial inclusion, social inclusion, and social and financial inclusion. The latter corresponds to projects in which FE programs that combine the two types of inclusion play a key role.

- **Target audience:** This variable indicates the FE program's target audience. In some cases, the audience can be clearly described; in others, it is only possible to identify the country in which the program operates¹.
- **Intervention strategies:** This variable includes all information that can be gleaned from Web portals about mechanisms used by the initiative to achieve its objectives. Our emphasis is on those related to FE.
- **Type of material used:** This variable is related to projects or programs that seek to bring about change through training and tools for dissemination of information, such as publications, materials, Web portals, on-line calculating tools, etc.
- **Contact information:** Contact information indicates the Web address of the program or initiative. In many cases, these were the main sources of available information.

DESIGN AND ORGANIZATION OF THE INFORMATION

The information was organized in a matrix of columns and rows, using Excel. The columns correspond to the variables, while the rows correspond to each identified initiative for which adequate information was obtained. We believe this format facilitates both the combining of categories and the filtering of information, allowing researchers to tailor searches to their interests.

1. This occurs in the case of continent-wide or worldwide initiatives.

MATRIX OF FINANCIAL EDUCATION INSTITUTIONS WORLDWIDE

Nº	Type of organization	Country / Continent	Project / Program	Institution	Type of activity	Approach	Objectives	Type of inclusion prioritized	Target audience	Intervention strategies	Type of material used	Contact information
1	Non-governmental	USA	Global Financial Education Program	Microfinance Opportunities / Citi Foundation / Freedom from Hunger	Training	Indirect training	<ul style="list-style-type: none"> * Expand a curriculum for financial education trainers worldwide, through training events and technical assistance. * Develop new curriculum content. * Measure the results of financial education programs. 	Social and financial inclusion	Families slightly above and below the poverty line in developing countries. The network of organizations involved in the initiative has a presence in 37 countries.	Training for financial education trainers, based on modules, through 180 organizations dedicated to different types of development work worldwide. Dissemination through radio, print media, music, drama and other methods of raising awareness.	Curriculum composed of five basic and five advanced training modules. The basic modules address budgeting (Use Money Wisely), debt management (Handle With Care), savings (You Can Do It!), banking services (Know Your Options) and financial negotiation (Communicate With Confidence). Specialized modules address youth (Your Future, Your Money), remittances (Make The Most Of Them), risk management and insurance (Protect Your Family's Future), and consumer protection (Balancing Rights And Responsibilities).	<financialed@mfoops.org http://www.microfinanceopportunities.org/workFE.php>
2	Non-governmental	USA	Financial Access Initiative	Wagner Graduate School of Public Service at New York University / Bill & Melinda Gates Foundation	Research and dissemination of information	Research and selective dissemination of results of initiatives involving access to the financial system for the poor.	<ul style="list-style-type: none"> * Systematize evidence and communicate learnings. Gather information about unsatisfied demand and the impact of financial education on the poor, and disseminate the systematized information to key decision makers through frameworks for concrete actions. * Generate new evidence, through controlled random studies of the nature of demand for financial services and the impact of access to the financial system on people's welfare. * Propose possible policies and regulations for central banks and regulatory agencies, based on analysis of experiences from around the world. 	Social and financial inclusion	Poor population worldwide, with specific data about the following countries: Bangladesh, Benin, Bolivia, Ecuador, Egypt, Ethiopia, Ghana, Honduras, India, Indonesia, Kenya, Mali, Morocco, Mexico, Pakistan, Peru, Philippines, Sierra Leona, South Africa, Sri Lanka, Tonga, Uganda, United States, Yemen.	Research and evaluation of experiences related to access to the financial system, including financial education programs.	Not applicable.	<financialaccess.org> caitlin.weaver@nyu.edu
3	Supranational	Latin America	Ongoing training	Centro de Estudios Monetarios Latinoamericanos (Latin American Monetary Studies Center) - Asociación Regional de Bancos Centrales (Regional Association of Central Banks)	Training	Continuing education and training for personnel of Central Banks in Latin America	<ol style="list-style-type: none"> 1) Promote better understanding of monetary and banking issues in Latin America and the Caribbean, and relevant aspects of fiscal and exchange policies. 2) Help improve training for staff of central banks and other financial bodies in Latin America and the Caribbean, through the organization of seminars and special training courses and the publication of research studies. 3) Direct studies and systematize prior results in legal areas. 4) Provide members with information about matters of international and regional interest in the areas of monetary and financial policy. 	Financial inclusion	Functionaries of member Central Banks and associate and collaborating entities.	<ol style="list-style-type: none"> 1) Courses and seminars scheduled by CEMLA or at the request of member organizations. 2) International meetings of monetary authorities in the region, in which CEMLA acts as Technical Secretariat. 3) Work projects and technical assistance. 4) Publications (bulletins, working papers, books, essays, etc.). 5) Exchange program for functionaries. 	On-site training and dissemination of information through publications (Bulletin Series, Monetaria, Money Affairs, Research Papers, Essays and Books)	<p>Main address: direccion@cemla.org</p> <p>Questions & suggestions: cemla@cemla.org</p> <p>Technical support: webmaster@cemla.org</p> <p>Live Messenger: jorgecruz@hotmail.com</p>
4	Supranational	Latin America	Comité Latinoamericano de Educación Financiera (Latin American Financial Education Committee)	Federación Latinoamericana de Bancos (Latin American Federation of Banks).	Research and dissemination of information.	Discussion and dissemination of information about issues related to financial education, as part of the deepening and expansion of access to financial services.	The Federation's objectives include: Facilitate greater financial deepening and greater access by low-income population groups to financial services as a way of contributing to poverty reduction in Latin American countries.	Financial inclusion	Directly promoted events mainly target member organizations' staff. Through associations in 19 countries around the continent, the Federation includes more than 500 banks and financial entities in Latin America.	Organization of events related to financial education among member organizations This year, the Second Latin American Financial Education Congress will be held in Lima, Peru, from October 18 to 20.	Congresses, events.	< http://www.felaban.com/contacto.php >
5	Non-governmental	France	Financial Markets Committee: Joint initiative on financial literacy and inclusion in the financial system.	Organization for Economic Co-operation and Development (OECD)	Research and dissemination of information	Research for formulation of public policies based on actual data.	Examine the potential and means for developing a survey methodology to generate accessible comparable data about financial consumers' attitudes, awareness, knowledge and skills and their degree of access to financial services. The results will be used by those responsible for public policies to determine the best way to generate data about financial literacy and inclusion in the financial system.	Social and financial inclusion	Country-level research to establish comparisons and formulate public policy proposals. There are 34 associate countries.	Design of methodology for measuring financial literacy and inclusion in the financial system.		< http://webnet.oecd.org/OECD-GROUPS/Bodies/ListByChapterView.aspx?book=true >

Nº	Type of organization	Country / Continent	Project / Program	Institution	Type of activity	Approach	Objectives	Type of inclusion prioritized	Target audience	Intervention strategies	Type of material used	Contact information
6	Non-governmental	France	International Network on Financial Education	Organization for Economic Co-operation and Development (OECD)	Supranational coordination or financing	International inter-agency cooperation network	<ul style="list-style-type: none"> * Enhance and encourage awareness of the importance of financial education worldwide. * Exchange information and views about programs, initiatives, issues, research and findings related to financial education. * Share, identify and develop best practices and efficient tools. * Comment on analytical work on financial education carried out by members, the OECD and other organizations. * Discuss international principles and best practices developed with OECD support. 	Social and financial inclusion	The network's member institutions (more than 150), which include public policy makers and interest groups from 75 countries.	Sharing of information through a Web page and direct interaction, and discussions at biennial events.		< www.financial-education.org/ >
7	Non-governmental	France	International Gateway for Financial Education: OECD Project on Financial Education	Organization for Economic Co-operation and Development	Research and dissemination of information	Development, dissemination and sharing of research and results of financial education programs.	<ul style="list-style-type: none"> Begin extensive collection of data and constant monitoring of the development of financial education in the OECD and emerging economies. Develop an analytical framework for addressing the main questions and challenges in the area of financial education. Design best practices and principles for financial education. Promote and raise awareness about these issues through high-level conferences and forums, the development of a dedicated Web site, and cooperation with relevant partners. 	Social and financial inclusion	Governments, civil society organizations in the countries, regional or international initiatives, and the private sector.	<ul style="list-style-type: none"> * Publication of key international analytical studies and works about financial education matters around the world. * Recommendations related to establishment of norms on education and financial awareness. * Enhanced international awareness and cooperation through high-level events. 	<p>Since the project began in 2003, the following reports have been published:</p> <ul style="list-style-type: none"> - Improving Financial Literacy: Analysis of Issues and Policies"" (2005). - Improving Financial Education and Awareness of Insurance and Private Pensions"" (2008). - Minutes of the International High-Level Conference on Financial Education, held by the OECD and United States Treasury in Washington DC (2008). - First issue of OECD International Financial Education News (2008). <p>Various recommendations have also been made to raise awareness and promote financial education, with emphasis on issues such as private pensions, insurance, reducing risk of natural catastrophes, etc.</p>	< www.financial-education.org/ >
8	Governmental	Australia	National Financial Literacy Strategy	Australian Securities and Investments Commission (ASIC)	Training	Promotes school programs and provides services to consumers of financial services.	<ul style="list-style-type: none"> Increase Australians' financial welfare by increasing financial literacy. * Provide financial education through schools and similar venues. * Provide information, tools and ongoing support. * Understand the limitations of education and information for implementing additional innovative solutions that lead to increased financial welfare and modify consumers' financial behavior. 	Financial inclusion	<ul style="list-style-type: none"> * Australian citizens who use virtual tools. * School-age children and youths, through educational tools for teachers. 	<ul style="list-style-type: none"> * MoneySmart: Web portal that provides tools and calculators, printed guides and a telephone help line to aid consumers and investors in making intelligent personal finance decisions. * Teaching Financial Literacy: Web portal for educators that provides basic information about consumers and financial education, introductory professional learning module, and ready-to-use educational resources. 	Web portals on the National Strategy page, which provide on-line materials, tools (calculators, etc.) and relevant information about financial literacy for teachers and consumers. Also supports the work of various programs that are part of the National Strategy.	< http://www.financialliteracy.gov.au/home >
9	Governmental	Australia	Financial Information Service	Centrelink	Training	Personalized support from trained staff to improve the quality of consumers' financial decisions.	<ul style="list-style-type: none"> * Increase citizens' confidence in the handling of their investments and financial matters. * Help them understand their financial affairs and their options. * Warn about risk levels for each type of financial product. * Explain the role of financial industry professionals. * Help them be more demanding in choosing experts and using information from experts. * Explain the advantages of reducing personal debt. * Help them use credit more sensibly. * Encourage increased savings and planning for the future, including retirement. 	Financial inclusion	Australian citizens who use the service.	<ul style="list-style-type: none"> * Telephone advice. * Confidential, personal interviews in program office. * Seminars in various locations around Australia, upon request. 	Provides advice through officers trained in financial orientation. Produces fact sheets on financial topics and savings planning to help citizens budget their savings.	< http://www.centrelink.gov.au/internet/internet.nsf/services/fis.htm#overview >

Nº	Type of organization	Country / Continent	Project / Program	Institution	Type of activity	Approach	Objectives	Type of inclusion prioritized	Target audience	Intervention strategies	Type of material used	Contact information
10	Governmental	USA	Financial Literacy Education Commission	Government: US Treasury Office of Financial Education	Supranational coordination or financing	Coordination and promotion of financial education policies at the federal level	<ul style="list-style-type: none"> * Coordinate federal government efforts in the area of financial education. * Support promotion of financial literacy by the private sector. * Encourage synchronization of public- and private-sector efforts. 	Social and financial inclusion	Financial education providers, schools and vulnerable groups.	Direct (Web pages with tools for users and school programs and for use with vulnerable groups) and indirect (promoting private initiatives in this area).	Web site, various publications, help lines, technical assistance center, program in schools and work with vulnerable groups.	<www.mymoney.gov>
11	Governmental	USA	Financial education, U.S. President's Advisory Council on Financial Literacy	Government: US Treasury Office of Financial Education	Training	Direct support for the promotion and measurement of financial literacy in the US population.	<ol style="list-style-type: none"> 1) Work with the public and private sectors to help increase financial education efforts for young people in schools and adults in the workplace. 2) Increase access to financial services. 3) Establish measures for national financial education. 4) Carry out research on financial knowledge and awareness of assistance. 5) Enhance public- and private-sector financial education programs. 	Social and financial inclusion	Entire US population, especially consumers, marginalized people and those not included in the financial system, financial education providers, teachers, students, public employees, business leaders and politicians.	Web site, National Financial Literacy Test (on-line test for high school students), MoneyMath: Lessons for the life curriculum (7th to 9th grades) and Financial Education Corps (volunteer.gov).	Mainly on-line material.	<http://www.treasury.gov/offices/domestic-finance/financial-institution/fin-education/council/index.shtml>
12	Non-governmental	USA	Financial Education Resources	Bank-Fund Staff Federal Credit Union (BFSFCU)	Training	Provide financial education tools for World Bank and IMF employees	Provide World Bank and IMF employees/members the tools necessary for making financial decisions and the services needed to help them manage all aspects of their finances.	Financial inclusion	All members worldwide.	Dissemination of information and training.	On-site seminars, periodicals providing information to specific age groups (e.g., goal is to provide information about appropriate money management to young people), and virtual tools through various Web sites.	<http://bfsfcu.org/Resources>
13	Non-governmental	USA	Multiple. Individually focused, according to each objective of the organization.	National Endowment for Financial Education	Training	Promotion of educational programs in schools, and partnerships with organizations that serve vulnerable groups, to enhance their quality of life through financial education, and dissemination of information about the experiences.	<ol style="list-style-type: none"> 1) Motivate US citizens to achieve their life goals through prudent management and understanding of their financial needs and resources. 2) Help inculcate in all US citizens the commitment to save to achieve their goals. 3) Help consumers understand and participate actively in management of their investments. 4) better prepare all US citizens for their retirement. 5) foster in young people an understanding of personal financial planning and sound money management skills. 6) Improve levels of financial education among people in special circumstances and support the development and implementation of programs and materials related to their unique needs. 7) expand the body of financial literacy knowledge through research on and support for development of a discipline that prepares educators and other intermediaries to improve the public's financial welfare. 	Social and financial inclusion	Entire US population, particularly young people (elementary and high school age) and groups in special circumstances.	First, segments of society that could benefit from financial education are identified. NEFE then collaborates with an organization that has direct access to those people and seeks to use "teaching moments" to enhance the financial culture of individuals, families and groups. These organizations aid our efforts in two ways: first, they help shape the collaboration programs and projects that NEFE creates, and second, they disseminate and promote the finished project.	There are four work areas requiring different types of material: <ul style="list-style-type: none"> * Financial education programs for young people, especially high school students. * Strategic programs and partnerships with organizations to improve the quality of life of vulnerable groups. * Dissemination of program results through Web site, so it is useful to consumers, educators and the media. * Innovative thinking: innovative actions in the area of personal finance, through scholarships, grants, etc. 	<http://www.nefe.org>
14	Governmental	United Kingdom	National Strategy for Financial Capability	Governmental regulatory agency FSA (Financial Services Authority), in association with the private sector	Supranational coordination or financing	Promote joint efforts among industrial interest groups, consumer organizations, volunteer organizations and the media to increase the financial skills of the nation's people.	The statutory goal of the strategy is public promotion of understanding of the national financial system.	Financial inclusion	Schools, young adults, workplaces, families (new parents).	<ul style="list-style-type: none"> * Education: enhance financial skills in schools, continuing education and higher education. * Partnership development: target population groups besides the strategy's priority groups. * On-line tools: comparative tables, debt tests and financial health check-up. * NEET Young Adults: train labor intermediaries of young adults who are not in education, employment or training (NEET). * New parents: financial guide for new parents and parents-to-be. * Workplaces: provide financial education. * Communication with consumers: dissemination of publications & information about financial skills for consumers. 	In-person training, dissemination through periodical publications, use of virtual tools & Web sites.	<http://www.moneyadvice.service.org.uk/>

Nº	Type of organization	Country / Continent	Project / Program	Institution	Type of activity	Approach	Objectives	Type of inclusion prioritized	Target audience	Intervention strategies	Type of material used	Contact information
15	Non-governmental	United Kingdom	Financial Education	Personal Finance Education Group	Training	Help with the design and teaching of financial education in the country's schools.	<ul style="list-style-type: none"> * Help schools design and teach personal finance skills relevant to students' lives and needs, so that when they complete their basic education, they have the confidence and financial knowledge and skills to participate fully in society. * Provide free support, resources and expert advice to teachers and student leader teams. * Work with the government, opinion shapers and key agencies to influence education policy. 	Social and financial inclusion	School students and teachers.	<ul style="list-style-type: none"> * Direct technical assistance through design and oversight of personal finance education. * Free on-line resources, including updates on educational policy & school curricula. * Information with analysis of case studies and news about financial education. 	<ul style="list-style-type: none"> * Design and updating of financial education teaching strategies. * Web portal with resources indicated in preceding section. 	<www.pfeg.org>
16	Supranational	Africa	Making Finance Work for Africa Partnership	African Development Bank Group (Group of 8)	Supranational coordination or financing	Seek to establish a common platform for harmonization and promotion of initiatives and development and transmission of knowledge in the financial sector for Africa.	<ul style="list-style-type: none"> * Centralize and disseminate knowledge in the financial sector. * Convene partners and facilitate dialogue and sharing of information about issues and challenges in the financial sector. * Serve as a channel between supply of and demand for assistance in the financial sector to enhance coordination and efficiency of donor financing to Africa's financial sector. 	Social and financial inclusion	<ul style="list-style-type: none"> * Donors (through better coordination and transparency of operations). * Public and private entities in the sector (e.g., finance ministries, central banks, regulatory agencies, private banks, research centers, etc.) that participate in development of financial sector in Africa (through knowledge sharing and better access to donors). 	Seek development of financial sector, through measures such as access to financing for capital markets, organization of events (forums, workshops between donors and public and private entities in the sector), research (widely disseminated) and assistance to specific countries.	Publications, organization of continent-wide events.	<http://www.afdb.org/en/topics-and-sectors/initiatives-partnerships/making-finance-work-for-africa-partnership/>
17	Supranational	European Union	Eficert	European Financial Certification Organization	Training	Certification of financial sector professionals throughout Europe	Contribute to consistency in the European market through a common certification system for financial sector professionals (insurance agents, financial advisers and financial planners), in accordance with standards established by the European Union.	Financial inclusion	Members are associations and institutes that actively represent their sector's educational interests and ideals, throughout their countries (of European origin): in banking insurance, social development or the financial services sector.	Establish criteria for granting European certification to professionals in the finance sector. Contribute to the design of training courses for each country, adapted to eficert standards.	Certificates, curriculum content for insurance brokers and financial planners and advisers.	<www.eficert.eu>
18	Supranational	European Union	Dolceta	European Union	Training	Self-paced virtual training	The goal of this teacher training module on financial education is to increase EU consumers' knowledge of consumer rights and matters related to financial services.	Financial inclusion	Adult consumers throughout Europe.	Provides an interactive portal in all languages spoken in the European Union. Training targets both adult consumers and teachers, in different ways. Both use interactive tools, reading material, links to related Web sites and relevant information.	<ul style="list-style-type: none"> * Consumer rights: this module provides training units that include informative articles, tests and examples, links to Web sites and recommended readings. The units are divided into 8 topics related to consumer rights: sales contracts, price tagging, distance sales, publicity, safety of products and services, conflict resolution, single market and special affairs. The units are divided into three levels of increasing difficulty: Level 1 - Basic information, Level 2 - more detailed information, and Level 3 - specialized information. * Financial services: this module offers 6 courses divided in to 67 training sessions, which teach how financial services work in each EU country. Each session includes explanatory notes, practical examples and tests to evaluate consumer comprehension. Some Internet links are also available in each session for reference. The six course topics are: family budget management, consumer credit, mortgages, managing a bank account, payment methods, and savings. 	<www.dolceta.eu>
19	Non-governmental	Peru	Professional technical education	Instituto de Formación Superior Tecnológico de Formación Bancaria (Technological Higher Education Institute for Banking Education) (belongs to ASBANC)	Training	Professional technical education for young people and professionals, and training for professionals in finance and banking.	1) Train technical professionals for various areas in financial and commercial enterprises, with solid values and skills for efficient job performance. 2) Encourage studies and research that lead to knowledge and understanding of the financial system. 3) Provide a new technical professional education option with a modern, skills-based curriculum. 4) Grant modular certification that helps students enter the job market.	Financial inclusion	High school graduates who need post-secondary technical education in the areas of banking management, international business management, accounting and finance, or certification to work as tellers.	<ul style="list-style-type: none"> * Professional technical education programs. * Training for professionals who seek to acquire or expand their knowledge of finance and banking. 	<ul style="list-style-type: none"> * Professional technical training curricula for undergraduate specialty areas. * Training courses and certification through extension center. 	<www.ifb.edu.pe>

Nº	Type of organization	Country / Continent	Project / Program	Institution	Type of activity	Approach	Objectives	Type of inclusion prioritized	Target audience	Intervention strategies	Type of material used	Contact information
20	Non-governmental	Peru	Social responsibility: banking culture and inclusion in the financial sector	Instituto de Formación Superior Tecnológica de Formación Bancaria (Technological Higher Education Institute for Banking Education) (belongs to ASBANC)	Training	Social responsibility	Promote a banking culture, inclusion in the financial system and modernization of the State.	Social and financial inclusion	<ul style="list-style-type: none"> * Reach a broad audience on topics related to banking culture, to include more Peruvians in the financial system. * Reach children and youth in the national educational system through teacher training, through agreement with the Ministry of Education. 	<ul style="list-style-type: none"> * Dissemination of comic books promoting inclusion in banking system (“Learn with Papo”). * Teacher training to promote inclusion in financial system through schools. * Training for public officials to promote modernization of State in finance and banking. * Organization of events such as international congresses, etc., on the indicated topics. 	<ul style="list-style-type: none"> * Educational publications: Educating for inclusion in the banking system: “”Stories about Papo”” (comics). * On-site training for teachers and public officials on economics and financial institutions. * National competitions for students (essay contests, etc.) on topics related to finance and banking. 	<www.ifb.edu.pe>
21	Non-governmental	Netherlands	Child Social and Financial Education (CSFE) Programme	Aflatoun	Training	Financial and social empowerment for children through education.	<p>1) Raise awareness about the social and economic rights of children as established in Article 4 of the Convention on the Rights of the Child. This involves promotional efforts with regional and national governments, central banks, and multilateral and bilateral organizations. 2) Facilitate inclusion of the Child Social and Financial Education (CSFE) program in formal and informal education systems, in recognition of the rights of the child. This involves convincing government agencies and non-governmental organizations worldwide to include CSFE in their activities and study plans. 3) Create a culture of savings and financial management among children worldwide. This consists of implementing the Aflatoun program in educational systems around the world, in association with local NGOs. 4) Facilitate the development of children’s entrepreneurial skills through the formation of Aflatoun clubs. These clubs supplement the CSFE curriculum by involving children in entrepreneurial activities, in which they start microenterprises. 5) Facilitate examination of banking policies and procedures to ensure that older children have global access to banking services. This involves pressure groups that lobby Central Banks to increase children’s access to banking and financial services.</p>	Social and financial inclusion	Children ages 6 to 18 in 78 countries on all continents. The program is implemented through NGOs and other intermediary institutions that translate the basic Aflatoun curriculum for local use.	<ul style="list-style-type: none"> * CSFE curriculum. The study plan provides structured lessons based largely on games, art and theater, to ensure that learning is fun and effective. Teachers are trained in progressive teaching methodologies that ensure that children participate actively in a relaxed atmosphere free of threats of violence and conducive to learning. Aflatoun takes children on a learning journey and helps the children create emotional ties to the program’s material. * Teacher training. There is a team of 90 trainers, formed by a 10-day program run by Aflatoun secretariats, to train teachers who will implement the curriculum, so they implement methodologies that enable children to participate actively in learning through games and fun. These Regional Training Teachers help local partners in each country implement pilot programs that can later be expanded. 	The Aflatoun study plan is based on five basic elements: 1) Personal comprehension & exploration. 2) Comprehension & exploration of rights & responsibilities. 3) The concept of saving and spending. 4) Learning to plan and budget, skills that make people aware that they have options and control over how they use their resources. 5) Children demonstrate their learning and social and financial practice through microenterprises, in which they participate as a team and discover how the local community can become a safer, healthier and fairer place. Structured in 8 modules for children in formal education, with progressive levels, a special module for adolescents (age 15 and up) and a financial education manual for children in non-formal education, especially those who lack access to schools.	<www.aflatoun.org>
22	Supranational	USA	<ul style="list-style-type: none"> * CGAP - Ford Foundation Graduation Programme * CGAP - Government and Policy 	CGAP (World Bank)	Supranational coordination or financing	<ul style="list-style-type: none"> * Implementation of programs to alleviate extreme poverty, with a financial education component. * Public policy design and research. 	CGAP provides market intelligence, promotes standards, develops innovative solutions, and offers advisory services to governments, microfinance providers, donors and investors.	Social and financial inclusion	Population in extreme poverty worldwide. The Graduation Program currently operates in nine countries (India, Pakistan, Honduras, Peru, Ethiopia, Yemen & Ghana).	<ul style="list-style-type: none"> * Expansion of access to microfinance: CGAP-Ford Foundation Graduation from Poverty Program. Global effort to understand how safety nets, means of subsistence and microfinance can interconnect to enable people to “graduate” from extreme poverty. * Public policy. Focuses on creating favorable policies and regulatory frameworks for providers of financial services to billions of poor people worldwide who lack safe, adequate, accessible financial services. 	<ul style="list-style-type: none"> * The graduation program combines assistance for immediate needs with longer-term investment in education, financial services and business development, so that within two years, people are equipped to help themselves “graduate” from extreme poverty. * In the area of public policy development, support for research, publication of documents and events. “ 	<www.cgap.org>

Nº	Type of organization	Country / Continent	Project / Program	Institution	Type of activity	Approach	Objectives	Type of inclusion prioritized	Target audience	Intervention strategies	Type of material used	Contact information
23	Supranational	Italy	Rural Finance Learning Center	Food and Agriculture Organization of the United Nations (FAO)	Research and dissemination of information	Promote and facilitate skills building in rural finance, to increase the availability and effective use of sustainable financial services in those areas.	1) Develop and maintain an Internet-based Learning Center that responds to the needs of rural financial organizations and their advisers for staff development and training resources. 2) Seek and select the most useful materials for capacity building available anywhere in the world, to be included in a resources database, and develop new materials to fill identified gaps. 3) Develop on-line lessons for self-paced learning and recommended educational programs, with detailed guides on topics identified by users as most appropriate for their training needs. 4) Promote the use of the Rural Finance Learning Center through active networks and through networking with training providers, donor organizations and professional networks.	Social and financial inclusion	Assist organizations, institutions, politicians, trainers and researchers who are willing to enhance their own and others' knowledge about the use of financial services in rural areas.	Disseminate & share documents, experiences, research, etc., through a Web database.	The learning center contains a library of documents and multimedia resources organized in topics that can be useful from various standpoints: archived materials from conferences, reference material, policy development, providing services, client counseling, distance learning, videos and on-line learning.	<www.ruralfinance.org>
24	Governmental	Brazil	Vida & Dinheiro (Life & Money)	Estrategia Nacional de Educación Financiera (National Financial Education Strategy)	Training	Permanent government program that operates on three levels: information, education, and guidance in financial education for the public.	<ul style="list-style-type: none"> * Promote and implement a culture of financial education in the country. * Expand the degree of public understanding so people can make conscious decisions about managing their resources. * Contribute to the efficiency and solidity of financial, capital, insurance, social security and capitalization markets. 	Social and financial inclusion	All citizens of the country: adults, adolescents & school-age children. The program's partners are ministries of Education and Justice, as well as 19 civil society organizations that implement the strategy.	<ul style="list-style-type: none"> * For adults: financial education that accompanies measures for protection of financial consumers, through regulation, oversight & sanctions. * For students: through various public- and private-sector entities. 	The school program includes textbooks for students and teachers, based on guidelines from the Working Group established to propose a National Financial Education Strategy. The student book consists of various educational situations illustrating financial education concepts, to demonstrate the role of the national financial system in everyday life. Contextualized situations facilitate comprehension of concepts and provide data and conditions so students can translate knowledge into healthy financial behaviors, including autonomous and social and environmentally responsible decision making, and help transmit this knowledge and these behaviors to families, friends and other community members.	<www.vidaedinheiro.gov.br>
25	Governmental	Mexico	CONDUSEF	Comisión Nacional para la Protección y Defensa de los Usuarios de Servicios Financieros (National Commission for Protection and Defense of Users of Financial Services)	Training	Governmental promotion of financial education and protection of users.	<ul style="list-style-type: none"> * Promote financial education among the public. * Continue developing products and tools and support, advise and guide users of financial services. * Always seek a fair and equitable relationship between users and financial institutions. 	Financial inclusion	Mexican citizens.	<ul style="list-style-type: none"> * Preventive action (guidance, information, promotion of financial education). * Corrective action (assisting and resolving complaints from users of financial products & services). 	<ul style="list-style-type: none"> * 32 regional and 3 metropolitan delegations, to facilitate access for citizens. * Telephone help line: 01 800 999 80 80, from anywhere in the country, and 53 400 999, in Mexico City and the metropolitan area. 	www.condusef.gob.mx
26	Governmental	Mexico	Financial Education	Banco del Ahorro Nacional y Servicios Financieros (National Savings and Financial Services Bank) (BANSEFI)	Training	Inclusion of low-income sectors in the financial system.	Promote a culture of saving and help create conditions for greater inclusion of low-income people in the financial system.	Social and financial inclusion	Mexican citizens, especially those with little access to financial services.	<ul style="list-style-type: none"> a) Workshops for Savings and Grassroots Credit Sector (to train trainers to replicate financial education courses with users of the sector). b) Mobile units that provide workshops directly to users and potential users of the sector. c) Partnerships with academic institutions, to offer courses to marginalized communities. 	<ul style="list-style-type: none"> * The train-the-trainer workshop targets promoters who will facilitate the course, Financial Education: Your Money, Your Future, with different groups of members or clients. Course materials were prepared by financial education experts based on a market study of key learning needs in this area throughout the country. Materials include a training manual for trainers, a training manual, a thematic sheet and a DVD. The main topics are financial planning, financial services, savings, managing credit, and wire transfers. * Web site: <http://www.finanzasparatodos.org.mx/> 	<www.bansefi.gob.mx>

Nº	Type of organization	Country / Continent	Project / Program	Institution	Type of activity	Approach	Objectives	Type of inclusion prioritized	Target audience	Intervention strategies	Type of material used	Contact information
27	Non-governmental	Colombia	Finanzas para el Cambio (Finance for Change)	Fundación Dividendo por Colombia / Fundación Corona / Citibank Group	Training	Financial education for secondary school students.	Help narrow the gap between population groups through financial education, addressing issues such as basic concepts of economics, political economics, knowledge of financial system tools, and practical steps for good management of personal finances.	Social and financial inclusion	Public high school students in Bogotá, Medellín, Cali & Cartagena.	<ul style="list-style-type: none"> * Project sustainability through teacher training (multiplier agents). * Enhance content of educational materials that address these issues through feedback from teachers and students who have participated in the program. 	Not specified.	< http://www.dividendoporcolombia.org/contenido/contenido.aspx?conID=93&catID=58&pagID=201 >
28	Governmental	Colombia	Banca de las Oportunidades (Opportunities Bank)	Banca de las Oportunidades	Training	Promote access to financial services for the public, with emphasis on low-income families, to stimulate the country's development with an eye toward social equality.	Create the conditions necessary to facilitate access to credit services and other financial services, such as savings, transfers, payments, remittances and insurance, for people who have not had access to them.	Social and financial inclusion	<ul style="list-style-type: none"> * Families in poverty * Households not using the banking system * Microentrepreneurs * Small businesses 	<ul style="list-style-type: none"> * Macro intervention, or regulations and environment for promoting access to financial services. Promote and support regulatory reform to eliminate obstacles or excessive costs in providing financial services, which seek to enhance the environment in which these services can be offered, or whose purpose is to facilitate implementation of financial products according to the needs of various sectors targeted by the policy. * Intermediate intervention, or support for supply of and demand for financial services. Manage and allocate resources for cross-cutting projects to benefit all providers of financial services, so they can better serve the policy's target population. * Micro intervention, or support for the Banca de las Oportunidades network. Supporting activities for entities that are part Banca de las Oportunidades network: credit establishments, cooperatives & NGOs, providing incentives to encourage them to expand and extend financial services. 	<ul style="list-style-type: none"> * <i>Cost subsidy.</i> Grant to intermediaries for an activity or product that is not immediately profitable. Preferably used as a tool when the product or channel to be subsidized is fairly homogeneous or can be standardized, and the selection of beneficiaries can therefore be done by a bid won by the entity requesting the smallest subsidy. * <i>Cofinancing of projects.</i> Partial financing of pilot projects that are not initially profitable or have not demonstrated initial profitability. Applies when projects, defined by BdO policy, cannot be standardized, but must be flexible to adapt to the needs of different types of institutions. * <i>Technical assistance.</i> "In-kind" contribution from BdO to an entity or group of entities through hiring of an adviser or organization with extensive international or local experience in microfinance technologies, and strengthening cooperatives and NGOs to carry out studies to better understand the needs of the policy's target clients. 	< www.bancadelasoportunidades.gov.co >
29	Governmental	Argentina	Asignación Universal por Hijo para la Protección Social (Universal per-child allowance for social protection)	Administración Nacional de la Seguridad Social (National Social Security Administration) – ANSES.	Conditional cash transfer	Conditional cash transfers to promote inclusion in the financial system.	It is a national government priority to ensure that millions of children and adolescents under age 18 or disabled, whose parents are unemployed, working in the informal market or in domestic service (receiving less than the minimum wage) or are single-tax system taxpayers, improve their living conditions, health and education.	Social and financial inclusion	Families in which parents are unemployed, participate in the informal economy, or work as domestic employees or single-tax system taxpayers, with income below the minimum wage and with children under age 18.	Establish an automatic, transparent, objective and direct mechanism for transferring income to city households living in poverty. Use of cash cards.	Cash cards.	< http://www.anses.gob.ar/autopista/asignacion-universal-hijo/ >
30	Governmental	Argentina	Ciudadanía Porteña program	Government of Buenos Aires	Conditional cash transfer	Conditional cash transfers to promote inclusion in the financial system.	Reduce levels of inequality in the city of Buenos Aires.	Social and financial inclusion	Families residing exclusively in the city of Buenos Aires who live in poverty, with particularly vulnerable members, such as children under age 18, pregnant women, senior citizens and disabled persons.	Income transfer, use of purchasing cards with credit for businesses affiliated with the program.	Purchasing cards	< http://www.buenosaires.gov.ar/areas/des_social/ciudadania_portenia/?menu_id=18481 >
31	Governmental	Bolivia	Bono Madre-Niña/ Niño Juana Azurduy (Mother-Child Voucher Program)	Ministry of Health and Sport	Conditional cash transfer	Conditional cash transfer	Promote the fundamental right to access to health and integral development, to reduce levels of maternal and infant mortality and chronic malnutrition in children under age 2.	Social inclusion	Pregnant and nursing women and children under age 2 who lack health coverage.	No financial education strategy indicated.		< http://www.bdp.com.bo/es/juana_azurduy.php >
32	Governmental	Bolivia	Bono Juancito Pinto (voucher program)	Ministry of Education	Conditional cash transfer	Conditional cash transfer	Promote the accumulation of human capital as a way of breaking inter-generational cycles of poverty.	Social inclusion	Families in which parents are unemployed, participate in the informal economy, or work as domestic employees or single-tax system taxpayers, with income below the minimum wage and with children under age 18.	No financial education strategy indicated.		< http://bolivia.nutrinet.org/areas-tematicas/alimentacion-escolar/introduccion/estrategias/76-bono-juancito-pinto-un-aporte-anual-para-la-permanencia-escolar-en-bolivia >

Nº	Type of organization	Country / Continent	Project / Program	Institution	Type of activity	Approach	Objectives	Type of inclusion prioritized	Target audience	Intervention strategies	Type of material used	Contact information
33	Governmental	Brazil	Bolsa Familia (Programa Piloto Crediamigo) (Family Allowance voucher program)	Ministry of Social Development (MDS) /Secretaria Nacional de Renta de Ciudadanía (National Civic Income Secretariat) (Senarc) and Consejo Gestor del Programa Bolsa Familia (Family Allowance Program Management Council) (CGPBF). (Banco Nordeste)	Access to microfinance	Access to microfinance through conditional cash transfer	Supplement cash transfer programs with possibilities for microcredit. Bolsa Familia seeks to combat hunger and promote nutrition and food security; combat poverty and other forms of privation in families; promote access to the network of public services, especially health, education, food security and social assistance; and create possibilities for local development and sustained emancipation of family groups.	Social and financial inclusion	Families whose monthly per-capita income is less than R\$140 (U\$84.37xxvii) and that include children under age 17 and/or pregnant or nursing women. The pilot program only includes Rio de Janeiro.	Loans of approximately US\$60 to US\$180 for 143 families receiving cash transfers that promote immediate alleviation of poverty. Conditions reinforce access to basic social rights in the areas of education, health and social assistance; supplementary programs promote family development to reduce vulnerability.	Loans.	< http://www.mds.gov.br/bolsafamilia > < http://www.bnb.gov.br/content/aplicacao/Produtos_e_Servicos/Crediamigo/gerados/o_que_e_objetivos.asp >
34	Governmental	Chile	Chile Solidario	Ministry of Planning and Cooperation (MIDEPLAN)/Secretaría Ejecutiva de Protección Social (Executive Secretariat of Social Protection)	Conditional cash transfer	Conditional cash transfer	Create conditions so that people who need support and assistance have access to resources that provide for their basic welfare; identify people who are in a vulnerable situation, using the Social Protection Form; and develop strategies to connect people with services, according to the profile of each group, through psychosocial support programs.	Social inclusion	Families living in extreme poverty	Use of a mechanism (the Social Protection Form) that sees poverty as a current or possible status for households, based on three key components: economic resources, family needs and risks.		< http://www.chilesolidario.gov.cl/ >
35	Governmental	Chile	Programa Puente (Programa Ahorro) (Bridge Program / Savings Program)	Fondo de Solidaridad e Inversión Social (Solidarity and Investment Fund) (FOSIS)	Access to microfinance	Access to microfinance through conditional cash transfer	The Bridge Program provides psychosocial assistance to vulnerable families (beneficiaries of Chile Solidario): * Income above the indigence line. * Provide information about local networks of services and available benefits. * Provide the Family Protection Voucher and other available monetary subsidies. * Capacity building and innovative methodology for working with families in extreme poverty. * Design and implementation of services, benefits and/or innovative projects to benefit participating families. * Coordinated action among the institutions that provide services to families. The Savings Program also promotes the opening of bank accounts for Bridge Program beneficiaries to evaluate the impact of these financial products in Chile.	Social and financial inclusion	Persons over age 18 enrolled in the Bridge Program as of June 2010 who have no more than three accounts in BancoEstado.	Fulfilling 53 “social minimums” in seven different areas - identification, health, education, family dynamics, living space, work and income - that are considered the conditions for the Bridge Program. Four types of savings accounts are offered through the Savings Program to stimulate saving among Bridge Program beneficiaries: with monthly fixed and variable incentives, with lottery, and traditional savings accounts.	Bank accounts that stimulate saving.	< http://www.chilesolidario.gov.cl/manual/Puente.html >
36	Governmental	Colombia	Familias en Acción (Mujeres Ahorradoras en Acción - MAA) (Families in Action - Women Savers in Action)	Acción Social	Access to microfinance	Access to microfinance through conditional cash transfer	* Contribute to the formation of human capital in families in extreme poverty (SISBEN 1, Displaced Population, Indigenous Communities). * (MAA) Promote stronger socio-entrepreneurial capabilities among socially vulnerable women, creating a culture of savings and empowerment and giving them the possibility of access to the microfinance system and of generating income through microenterprises.	Social and financial inclusion	Women in families belonging to SISBEN, displaced families, or indigenous families registered in indigenous censuses.	1) Supplement the income of families with children under age 18, encouraging the formation of human capital through food consumption; better nutritional habits and health and nutrition monitoring for minors; and school attendance and drop-out avoidance in primary, secondary and vocational school. 2) Initially serve as the link in the implementation phase of the Social Protection Network for Overcoming Extreme Poverty (JUNTOS). 3) (MAA) Gender awareness, financial education, business skills, formal connection with financial services and savings incentives for promotion of productive enterprises.		< www.accionsocial.gov.co/contenido/contenido.aspx?catID=204&conID=157 > < www.accionsocial.gov.co/contenido/contenido.aspx?catID=252&conID=179&pagID=4469 >

Nº	Type of organization	Country / Continent	Project / Program	Institution	Type of activity	Approach	Objectives	Type of inclusion prioritized	Target audience	Intervention strategies	Type of material used	Contact information
37	Governmental	Costa Rica	Avancemos	Vice Ministry of Social Development (program technical secretariat)/Instituto Mixto de Ayuda Social (Social Assistance Institute)	Conditional cash transfer	Conditional cash transfer	In families that have trouble keeping their children in school for economic reasons, encourage adolescents and young adults to stay in or return to school.	Social inclusion	Families with young people between ages 12 and 25 living in situations of poverty, social vulnerability or exclusion.	Increasing family income through CCTs, classifying and selecting families through the SIPO method for measuring poverty.		< http://www.imas.go.cr/prog_soc/beneficios_ind/ps-avancemos.html >
38	Governmental	Ecuador	Bono de Desarrollo Humano (Human Development Voucher)	Ministry of Economic and Social Inclusion/ Programa de Protección Social (Social Protection Program) (PPS)	Access to microfinance	Conditional cash transfer and financial education	Expand human capital and avoid the perpetuation of poverty by providing direct cash compensation to families below the poverty line established by the Ministry of Coordination of Social Development, according to results from the Social Registry.	Social and financial inclusion	Families below the poverty line that include young people under age 16, senior citizens and/or persons with disabilities.	Allowance plus life and funeral insurance, free service at Solca (Ecuadorian anti-cancer society) for the recipient of the transfer and the immediate family, and access to productive credit.	Access to productive credit.	http://www.mies.gov.ec/index.php/bono-de-desarrollo-humano >
39	Governmental	El Salvador	Comunidades Solidarias Rurales/Urbanas (Rural/Urban Communities in Solidarity)	Office of the President/Social Investment Fund for Development (Fondo de Inversión Social para el Desarrollo, FISDL) and Technical Secretariat of the Office of the President	Access to microfinance	Conditional cash transfer	Comprehensively improve living conditions for families in extreme poverty, with emphasis on rural areas, expanding their opportunities and providing necessary resources by enhancing the network of basic services, productive development programs and microcredit, enabling them to increase their ability to take advantage of these opportunities and improve the quality of their personal, family and community life.	Social and financial inclusion	Families living in extreme poverty or at risk of falling into extreme poverty.	Access to microcredit.	Microcredit.	
40	Governmental	Guatemala	Programa Presidencial Mi Familia Progresá (MIFAPRO)	Ministry of Education/Unidad de Ejecución Especial, Consejo de Cohesión Social (Special Implementation Unit, Social Cohesion Council)	Conditional cash transfer	Conditional cash transfer	Help create human capital in families in extreme poverty with children under age 15 and pregnant women, promoting investment in education, health and nutrition.	Social inclusion	Families living in extreme poverty or at risk of falling into extreme poverty.	No indicated strategies for financial education.		< http://www.mifamiliaprogesa.gob.gt/joomla/mi-familia-progesa.html >
41	Governmental	Guatemala	Protección y Desarrollo para la Niñez y Adolescencia Trabajadora (Protection and Development for Working Children and Adolescents)	Ministry of Education/Unidad de Ejecución Especial, Consejo de Cohesión Social (Special Implementation Unit, Social Cohesion Council)	Conditional cash transfer	Conditional cash transfer	Improve living conditions of families in affected area.	Social inclusion	Families living in 22 communities in zones 3 and 7 of Guatemala City, which are most affected by the landfill.	No indicated strategies for financial education.		
42	Governmental	Honduras	Programa de Asignación Familia (Family Allowance Program)	Not specified	Conditional cash transfer	Conditional cash transfer	Promote social projects that constitute a stimulus mechanism for addressing basic needs of the poorest people and enhance human capital through training and development of local resources, in a self-sustaining way.	Social inclusion	Families living in extreme poverty with children under age 14 in up to grade six of primary school, under age 5 with a disability or at risk of malnutrition, pregnant or nursing women, and/or senior citizens.	No indicated strategies for financial education.		< http://www.praf.hn/ >
43	Governmental	Honduras	Bono de 10,000 (voucher program)	Government Secretariat in the Office of the President / Programa Asignación Familiar (Family Allowance Program) (PRAF)	Conditional cash transfer	Conditional cash transfer	Create human capital through capacity building in education, health and nutrition for families in poverty and extreme poverty, by providing conditional cash transfers contingent on certain co-responsibilities to help break the inter-generational cycle of poverty.	Social inclusion	Households living in extreme poverty.	No indicated strategies for financial education.		< http://bonodiezmil.blogspot.com/p/socializacion.html >

Nº	Type of organization	Country / Continent	Project / Program	Institution	Type of activity	Approach	Objectives	Type of inclusion prioritized	Target audience	Intervention strategies	Type of material used	Contact information
44	Governmental	Jamaica	PATH (Program of Advancement Through Health and Education)	Ministry of Labor and Social Security	Conditional cash transfer	Conditional cash transfer	Improve outcomes in health and school attendance, reduce child labor and poverty, and act as a social security network for vulnerable and poor families.	Social inclusion	Children/adolescents until they finish high school, adults over age 60, pregnant or nursing women, and poor adults between ages 18 and 59.	No indicated strategies for financial education.		< http://www.mlss.gov.jm/pub/index.php?artid=23 >
45	Governmental	Mexico	Jóvenes con Oportunidades (Programa Oportunidades) (Youth with Opportunities)	Social Development Secretariat (SEDESOL)/Coordinación Nacional del Programa de Desarrollo Humano Oportunidades (Office of the National Coordinator of the 'Opportunities' Human Development Program)	Access to microfinance	Conditional cash transfer and financial education	Encourage youths from extremely poor families to continue their studies until they complete middle and high school, in an effort to prevent them from dropping out, and provide them with seed capital for studies or microenterprises. The Oportunidades program seeks to help reduce extreme poverty and ensure equal opportunity and capacity building by providing cash assistance to extremely poor families in the areas of education, health, food and energy assistance.	Social and financial inclusion	Families whose income does not exceed the welfare limit or families living in extreme poverty. Priority groups: children under age 5, youths under age 21, and pregnant or nursing women.	Link the economic benefit to educational preparation, guide and limit the use of the benefit to investment in capitalizable goods: continue studying, improve housing, acquire health insurance and start a business. In general, Oportunidades promotes the use of savings accounts and implements financial education workshops.		< http://fox.presidencia.gob.mx/cambio/educacion/?contenido=17017&pagina=1 >
46	Governmental	Nicaragua	Red de Protección Social (Social Protection Network)	Fondo de Inversión Social de Emergencia (Emergency Social Investment Fund) (FISE) and Ministry of the Family	Conditional cash transfer	Conditional cash transfer	Combat present and future poverty of the most vulnerable families through conditional cash transfers.	Social inclusion	Families in extreme poverty in rural areas.	Young people ages 14 to 25 attend occupational training, literacy or Differentiated Assistance Model classes.		< http://www.ifpri.org/node/3427 >
47	Governmental	Panama	Red de Oportunidades (Opportunities Network)	Ministry of Social Development (MIDES)/Secretariat of the Social Protection System	Conditional cash transfer	Conditional cash transfer	Encourage families in extreme poverty to use education, health and nutrition services to enhance their capabilities and improve their quality of life.	Social inclusion	Families living below the poverty line, especially pregnant women and children and adolescents under age 18.	Voucher has conditions in the areas of education (minimum attendance requirements for children ages 4 to 17) and health (checkups for pregnant women and those with infants; immunizations and growth and development checkups for children under 5).		< http://www.mides.gob.pa/?page_id=2927 >
48	Governmental	Panama	Bonos Familiares para la Compra de Alimentos (Family Food Vouchers)	Office of the President/Secretaría Nacional de Coordinación y Seguimiento del Plan Alimentario Nutricional (National Secretariat for Coordination and Monitoring of the Nutritional Food Plan) (SENAPAN)	Conditional cash transfer	Conditional cash transfer	Guarantee nutrition and food security in districts with high levels of poverty and malnutrition.	Social inclusion	Families living below the extreme poverty line in the districts of Santa Fe, Mironó, Ñurum, Besikó and Nole Duima.	Voucher has conditions in the areas of education (children over age 6 must enroll in and attend school) and health (immunizations for children under age 5 and medical - sexual and reproductive - checkups for all family members)		< http://panama.nutrinet.org/areas-tematicas/materno-infantil/casos-exitosos/50-bonos-familiares-para-alimentos >
49	Governmental	Paraguay	Tekoporá y Abrazo	Office of the President/Social Action Secretariat	Access to microfinance	Conditional cash transfer and financial literacy	Break the inter-generational transmission of poverty through cash transfers and reinforce social assistance to families in beneficiary households.	Social and financial inclusion	Families living in extreme poverty. Priority groups are children, pregnant women, senior citizens, indigenous communities and people with disabilities.	Incorporating people into the banking system, giving beneficiaries advantages in the areas of transparency, security, effective solutions and personal development: providing credit cards with which they can make withdrawals, check their balance and make purchases.	Financial products via credit cards.	< http://www.sas.gov.py/xhtml/DGPSyDH/dgpsydh_dtekopora.html > < http://www.unicef.org/paraguay/spanish/protection_adolescencia_5073.htm >
50	Governmental	Peru	Promotion of savings with beneficiaries of JUNTOS (National program of direct assistance to the poorest Peruvians)	Office of the President of the Council of Ministers	Access to microfinance	Education and financial inclusion	Among beneficiaries of the JUNTOS Program , promote and foster access to and use of financial services, especially use of their savings accounts and financial savings. The JUNTOS Program seeks to help reduce poverty and break the inter-generational transmission of extreme poverty, creating human capital in poor households, with shared responsibility between the State and the household, by providing incentives for access to and use of health, nutrition and education services.	Social and financial inclusion	Families living in situations of extreme poverty, risk and vulnerability, with pregnant women and children under age 14. Promotion of savings is currently under way in the districts of Coperaque and San Jerónimo.	Training and financial awareness by teaching basic concepts of how the financial system functions and how to encourage saving. Financial accompaniment through reinforcement and by encouraging mothers to meet their co-responsibilities. Incentives for and promotion of saving. All of this through family voucher transfers to representatives of the household.		< http://www.proyectocapital.org/ > < www.juntos.gob.pe >

Nº	Type of organization	Country / Continent	Project / Program	Institution	Type of activity	Approach	Objectives	Type of inclusion prioritized	Target audience	Intervention strategies	Type of material used	Contact information
51	Governmental	Dominican Republic	Solidaridad (Solidarity)	Office of the President/Cabinet for Coordination of Social Policy (Social Subsidy Administrator)	Conditional cash transfer	Conditional cash transfer	Help break the inter-generational transmission of the causes that create or perpetuate poverty, enhancing poor households' investment in education, health and food, and leveraging the accumulation of human capital in the next generation	Social inclusion	Households living in poverty and extreme poverty, with children under age 16, pregnant women, and or heads of households who are unemployed senior citizens.	Encourage responsibility and increase poor households' awareness of health care and nutrition, as well as their rights and obligations as participants in the program.		<solidaridad.gov.do/>
52	Governmental	Uruguay	PANES (Plan de Atención a la Emergencia Social) (Social Emergency Assistance Plan)/ Asignaciones Familiares (Family Allowances)	Asignaciones Familiares (Family Allowances)	Conditional cash transfer	Conditional cash transfer	The initial goal was to provide coverage to approximately half the children and adolescents in Uruguay.	Social inclusion	Households in situation of socio-economic vulnerability; a factor considered separately is whether the head of household or guardian is in the formal or informal labor market.	No indicated strategies for financial education.		<http://www.mides.gub.uy/innovaportal/file/2200/1/plan_de_atencion_nacional_a_la_emergencia_social.pdf>
53	Governmental	Peru	Financial education program for secondary school students in Peru	Superintendencia de Banca, Seguros y AFP (Office of the Superintendent of Banking, Insurance and Private Pension Funds)	Training	Indirect training (by teachers) of secondary school students	The goal is to offer basic financial education material to develop students' abilities to use their personal and family resources appropriately, turning them into future citizens able to make responsible decisions about use of the financial system.	Social and financial inclusion	Between 2007 and 2010, training was provided to 1,768 teachers at 841 schools, who have transmitted their acquired knowledge to 302,328 students in nine regions of the country (Lima, Arequipa, Piura, Huancayo, Trujillo, Moquegua, Tacna, Tumbes and Cajamarca).	Teacher training (January to March) consists of 23 academic hours in 10 sessions during five days. Speakers are SBS staff, and one workshop is led by a MINEDU representative who teaches pedagogical methods for presenting this material in the classroom. Follow-up (April-November): SBS staff visits a sample of schools and interviews students and teachers about their concerns and impressions, to enhance the program. Teachers are asked for reports on teaching the material they learned during the program, students' work, corrected exams, etc. Comments are videotaped. Certification (December): When school year ends, teachers receive a certificate for having participated in the program.	<i>Educational material</i> * Student guide with financial education material contained in the school curriculum, which serves as a reference for students. * Teacher's guide, with methodological guidelines for using the financial education material in the classroom. <i>Additional educational material</i> * Educational comic books in simple language. * "Virtual Classroom" CD, with material used during guidance sessions, as well as additional and supplementary material. Various informative brochures. A "Virtual Classroom" Web site contains information about the program, all educational materials in digital format, videotaped testimonials, and additional resources available to students, teachers and the public.	<http://www.sbs.gob.pe/0/modulos/JER/JER_Interna.aspx?ARE=0&PFL=1&JER=525>
54	Supranational	Latin America	Linking social protection payments with savings	Multilateral Investment Fund, IDB Group	Access to microfinance	Financing for Access to Basic Services, Access to Financing, and Access to Markets and Capabilities programs.	Ensure equal opportunity for access to encourage economic activity.	Financial inclusion	<ul style="list-style-type: none"> * Regulated financial intermediaries authorized to capture deposits. * Groups of financial intermediaries (including networks and federations). * Social protection agencies, financial inclusion programs or other official entities interested in promoting development and implementation of savings products for low-income persons. * Foundations or other organizations specializing in providing technical assistance for financial inclusion. 	<ul style="list-style-type: none"> * Series of projects co-financed by FOMIN & partners. * Focused on developing supply of the following projects: <ul style="list-style-type: none"> - Planned savings for accumulation of assets and/or specific purposes, and/or - Transactional savings for cash flow management. * Types of projects to be co-financed: <ul style="list-style-type: none"> - Pilot projects to test a new business model. - Expansion of business models with existing savings products. * Evaluation of impact of specific projects. 	<ul style="list-style-type: none"> * Microfinance * Financing for small & mid-size businesses and microenterprises * Early-stage financing * Financial services for low-income populations (inclusion in banking system through payments and transfers; microinsurance and technology) 	<marialuisah@iadb.org>
55	Supranational	Latin America	RED 2011: Financial services for development: promoting access in Latin America	Corporación Andina de Fomento (Andean Development Corporation)	Access to microfinance	Inclusion in the financial system	Promote sustainable development and regional integration through efficient mobilization of resources for timely provision of multiple financial services, with high added value, to public- and private-sector clients from shareholder countries.	Financial inclusion	47 financing operations for microfinance are currently implemented in 12 countries in the region: Argentina (1), Bolivia (8), Brazil (1), Colombia (2), Costa Rica (1), Ecuador (2), Mexico (2), Panama (2), Paraguay (1), Peru (9) and Uruguay (1).	<ul style="list-style-type: none"> * Besides financing, interventions include: * Organizational and management development * Facilitating access to ICTs * Consolidation of trade associations * Conversion to regulated institutions * Development of regulatory frameworks * Fostering innovation in products * Promoting mechanisms for disseminating knowledge 	Not applicable.	<www.caf.com>

Nº	Type of organization	Country / Continent	Project / Program	Institution	Type of activity	Approach	Objectives	Type of inclusion prioritized	Target audience	Intervention strategies	Type of material used	Contact information
56	Non-governmental	Peru	ComparaBien.com (Web portal)	ComparaBien.com	Research and dissemination of information	Gather and disseminate information about services provided by the local financial market	Provide impartial, reliable information about what is available in the market. comparabien.com is a company with private capital and independent interests in the markets in which we offer our products. It receives no incentive that causes it to favor any of the options presented. Income is from sales commissions and advertising sales.	Financial inclusion	Services currently target the Peruvian market, but there are plans to extend them to other Latin American countries.	Our products are freely available applications that enable users to compare different products and services easily and intuitively, providing information that is also useful for consumers. Our site contains publicly available information gathered and prepared so users can make fair comparisons based on a series of parameters.	Web page with tools for comparison of the following products: * Savings accounts, CTS and wage accounts * Time deposits * Credit cards * Automobile and other loans * Mortgages * Products for small and mid-size businesses and microenterprises.	<comparabien.com>
57	Governmental	Colombia	Educational material and educator's guides	Banco de la República	Training	Financial education for students in areas related to the Banco de la República	One of the social studies topics in primary and secondary school is the Banco de la República, its functions and their importance for the country's economic development. The Bank therefore considers teaching and disseminating information about those topics to be part of its role.	Social and financial inclusion	Social studies students in primary and secondary school.	Dissemination, through the country's educational system, of basic tools for understanding how the economic system works and the role of the Banco de la República.	Four information sheets about the Central Bank of Venezuela: What is money? What are banks? What is inflation? What is a central bank? The first three are accompanied by teacher guides. Four student guides about economics: The economic system, Money and monetary policy, The role of government and fiscal policy, and Economic globalization. "	< http://www.banrep.gov.co/publicaciones/index4.html >
58	Supranational	Brazil	Protección Social y Transferencias en Efectivo (Social Protection and Cash Transfers)	International Policy Center for Inclusive Growth (IPC-IG) (United Nations)	Research and dissemination of information	Sharing of knowledge, best practices and innovative experiences in social protection.	The goal of our work is to share knowledge, best practices and innovative experiences in social protection in developing countries. IPC-IG's work examines processes and outcomes from social protection and cash transfer programs from the standpoint of South-South learning, addressing the following questions: * What is the impact of social protection programs or policies on poverty, inequality and social exclusion? * What is the best way to evaluate the impact of social protection programs in different contexts? * What social protection programs affect the results of the labor market, especially child labor, and job opportunities for adults? * How do differences in the design and implementation of social protection and cash transfer programs affect their outcomes? * What lessons can be learned from a broader set of initiatives and programs that could contribute to South-South learnings about social protection?	Social inclusion and financial inclusion	IPC-IG has established close relationships with a number of partners, including the governments of Uganda, Ghana, South Africa Kenya, Zambia, Mozambique, Chile, Bolivia, the Dominican Republic, Honduras, Mexico, El Salvador, Paraguay, Venezuela and Brazil. IPC-IG has collaborated with the British Department for International Development (DFID), GTZ, ILO, UNICEF, UNIFEM and other bilateral and multilateral agencies.	First, an impressive amount of knowledge about social protection systems has been produced and shared worldwide. Second, a series of evaluations of projects, programs and social policies has been carried out. Third, IPC-IG has developed innovative training modules, which are used for capacity building among development professionals.	Publications and organization of events for sharing information among public policy makers and multilateral agencies.	< http://www.ipc-undp.org/pages/newsite/menu/socialprotection/whysocialprotection.jsp?active=3 >

FINAL NOTES

Identifying, exploring and organizing a significant range of FE programs and projects enabled us to develop some ideas based on the initiatives identified. Although these ideas cannot be generalized and are not the main purpose of this effort, they are worth mentioning because of the significance of the results in this initial version. The following observations are based on the information assembled in the matrix:

1. Although the search for information was not exhaustive, it identified countries that not only have adopted FE programs for their people, but have also included this issue in public policy, implementing national strategies for financial literacy. These countries include the United Kingdom and Australia.
2. Some FE programs or projects are not autonomous initiatives. They often complement other programs, such as poverty alleviation. In those cases, FE is encouraged as a way of promoting inclusion in the financial system

in places where social and economic inclusion are priorities. Examples include Mexico's Jóvenes con Oportunidades (Youth with Opportunities) program and Colombia's Mujeres Ahorradoras en Acción (Women Savers in Action).

3. With its varied approaches, FE is a global concern. Although many of the programs analyzed are national, several seek a worldwide impact. These include initiatives sponsored by institutions such as Citi Foundation, the Organization for Economic Cooperation and Development (OECD), the World Bank, the FAO, etc.

AN OPEN MATRIX

As noted above, this effort at grouping and organizing FE initiatives worldwide is a first step toward making information about current FE programs publicly available. The matrix has an open structure, so more initiatives can be included based on contributions submitted by interested parties via the Proyecto Capital portal (<<http://www.proyectocapital.org/>>). ●

Jaime Ramos Duffaut / Fernando Calderón Figueroa,
Instituto de Estudios Peruanos - IEP



This publication is possible thanks to the support of the Ford Foundation and the IDRC - International Development Research Centre



Readers may make verbatim copies of this document for noncommercial purposes by any means, provided that this copyright notice appears on all such copies.
