

Impact Evaluation Study of Enrich's "Financial and Empowerment Education Programme"

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Executive Summary

Introduction

As one of Hong Kong's leading organizations for promoting the economic empowerment of migrant domestic workers, Enrich offers a series of workshops on financial education and personal development, as well as a personal financial consultation service to migrant domestic workers. The intervention covers a broad range of topics on financial literacy and is delivered in the service approach of empowerment.

Enrich has been offering financial education sessions since 2007 and therefore it is timely to study the impact of the programme, so that lessons can be learnt for improving its format and content, as well as for exploring the possibility of scaling up in the future to serve more migrants and wider communities in need.

The study officially commenced in September 2016, capturing an intervention group (participants of Enrich's programme) and a control group (non-participants of Enrich's programme). The study recruited 71 participants for the intervention group and 120 for the control group, consisting of Filipinos and Indonesians. Both groups filled in the same set of questionnaires at pre, mid and post for intervention and pre and post for controlled. Research questionnaires were in Bahasa (for Indonesians) and English (for Filipinos).

In addition to the workshops, the study also evaluated Enrich's mentoring programme. To ensure the validity of the data, focused group discussions and in-depth interviews were conducted with selected programme participants, trainers and mentors between two and three months after completion of the full programme.

Evaluation and Results

Improved financial management

Having completed the programme, most of the participants are now able to save more money by reducing their consumption and calculating their income before spending it. They are now more astute with loans – reducing their borrowing, setting up repayment plans, and more consistent in declining instant offers from loan agencies. One participant stated that she now calculates interest charges on her borrowed money, which was used to build a house in the Philippines. She has also made plans to pay this loan back.

Communication with family

On dealing with family relationships, participants now engage their family members in financial planning, discuss savings with their spouse and children, and say 'no' to relatives and friends who try to borrow too much from them. Instead of lending money, participants now provide financial advice or refer a relative to social services.

Knowledge gain on business and investments

Significant changes were also captured on participants' knowledge on starting a business. This was expressed by gathering more information about the business, calculating investment, and starting on a plan as early as possible. Common examples of the businesses mentioned by participants were rice products and small grocery stores.

Only a few of the participants actually invest in stocks and bonds. They do not buy financial bonds because they find them scary, and do not feel they have enough knowledge and information to follow the investments' progress.

Learning more about their rights

The participants are now aware of sick and maternity leave entitlements and know more about the organizations which provide assistance.

Conclusions and Recommendations

Overall, the workshops were well-attended. Participants enthusiastically took part in the activities and regarded the programme highly. Workshop feedback forms from Enrich presented satisfactory results based on their overall rating of the workshop. Participants find the workshops and mentoring sessions beneficial to them and their families. They will readily recommend Enrich's programme to their friends.

Running the workshops in the respective native language of participants facilitated better communication and discussion. Participants are able to express their opinions and questions more comfortably, and the trainers are also able to simplify the concepts in ways understandable to the participants. Context is also very important, which is why Filipino or Tagalog-speaking and Indonesian or Bahasa-speaking trainers are ideal because they are aware of the financial landscape in the Philippines or in Indonesia.

It also worth mentioning that Enrich's empowerment workshops provide an interesting connection between rights, communication, family and well-being to the whole discussion of financial education. Both segments, namely, empowerment education and financial education, blend well in addressing the economic empowerment of migrant domestic workers.

Mentors and mentees also gained significant knowledge from the one-off mentoring session, making it beneficial both to mentors and mentees.

Based on these findings, Enrich has a huge potential to scale up and create a greater impact. Hence, we make the following recommendations:

1. Extend the programme to families back home;
2. Improve the registration system;
3. Continue the research on country-specific financial issues;
4. Provide a solid framework for the monitoring and evaluation of programme participants;
5. Strengthen promotion of the programme to reach a wider scale across Hong Kong;
6. Collaborate more widely with governments and agencies in the sending countries; and
7. Strengthen the intervention on loan-taking, management, and repayment.

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1. Introduction

1.1 About the Programme

There are over 360,000 migrant women working in Hong Kong as domestic workers. Leaving their families and children behind, foreign domestic workers come to Hong Kong to earn a minimum of HK\$4,310 (US\$530) per month to sustain their families and themselves (Government of Hong Kong SAR, 2015). Poverty at home leads to an enormous pressure to send most (if not all) of their money back home, and with very little support to help them save or plan for their future, many domestic workers leave Hong Kong years later with little or no savings and no way of sustaining themselves in the future. Furthermore, many of the migrant women are taken advantage of by unscrupulous recruitment and loan agencies that leave them in a cycle of indebtedness, which they cannot break (Farsight, 2016).

Taking on Enrich's summary of the baseline survey conducted in 2015 with over 500 respondents, it summarizes the continuous need of domestic workers to undergo and attend training linked to financial management and empowerment. Data reveal that:

- 1) 63% of the migrants surveyed are sending between \$1,500 and \$3,000 per month out of their salary of \$4,210¹ – these amounts are often spent on the day-to-day needs such as food, utilities, medicines and school allowances, and on supporting the education of children or siblings.
- 2) Over 70% of respondents are mothers of young children who attend mostly primary and secondary schools and it is understandable that most of their money will go towards this. This is also linked to almost 40% saying that they intend to stay between five and ten years in Hong Kong so that they can ensure their children have completed their schooling when they return home.
- 3) An alarmingly high figure of 40% on the other hand do not know when they will return home, and this shows their lack of planning and ideas on how to tackle it, and over 50% are not able to save anything regularly.
- 4) 60% believe that their first step towards learning and knowing more about managing their finances is through attending lessons, workshops and reading information material about the subject matter.
- 5) With such information from the survey, Enrich seriously needs to strengthen and highlight the importance of planning for the women's future and making specific allocations of their hard-earned money in accordance with their priorities. Having these things in place will allow them to avoid excessive borrowing from finance companies who charge excessive rates of interest.

The importance of financial literacy has been increasingly recognized not only in Hong Kong but also overseas. Financial literacy enhances people's financial knowledge and the skills "necessary to create household budgets, initiate saving plans, and make strategic investment decisions" (Greenspan, 2002, p.40). It is argued that providing education on financial literacy to disadvantaged groups, such as those with low education, new arrivals, ethnic minorities, and the disabled, can reduce their economic risks and improve their well-being (Sebstad & Cohen, 2003). Migrant domestic workers, often faced with acute financial difficulties and with limited resources and support to draw on, are an apparent target group who need the intervention of financial education.

To promote the financial well-being of migrant workers in Hong Kong, Enrich offered a "Financial

¹ In 2016, the salary for migrant domestic workers was \$4,310. In 2017, the salary was raised to \$4,410.

and Empowerment Education Programme” which consisted of Financial Literacy Training Workshops, Empowerment Workshops, and a Mentorship Scheme. The workshops included sessions on budgeting, saving, investing and business development as well as sessions on personal development, assertive communication, and money and family. The Mentorship Scheme provided an opportunity for participants to make personal financial plans under the guidance of experts.

The workshops were run in the language of the domestic worker community. This created a non-intimidating set-up where the workers can feel comfortable in sharing with their peers. Through the process of empowerment, the participants were aligned to support each other to apply what they had learnt (First & Way, 1995). Giving different perspectives helped participants to expand their scopes of efficacy, resilience and social support, so that they can move forward from a powerless situation and refocus on their capabilities to make a personal transformation.

1.2 About the Evaluation

This research carried out an evidence-based scientific evaluation of Enrich’s workshops and program interventions for migrant domestic workers. It looked into the effectiveness of the intervention in achieving three goals, which are: (1) to improve the participants’ ability to maximize their economic opportunities through employment in Hong Kong to support and provide financial security to their families and themselves; (2) to help the participants to understand and fulfill their economic rights and responsibilities while employed in Hong Kong; and (3) to facilitate the participants to set out their financial goals and develop plans for the future. Each of the three outcome areas were examined through actual knowledge and behavioral change, and empowerment measures of efficacy, resilience, and increased social support.

The evaluation study aimed to help Enrich improve and strengthen the curriculum and the delivery model of this intervention, and to provide migrant domestic workers with a high-quality and evidence-based service. Through the study, we also aim to generate convincing and standardized modules of education on financial literacy and empowerment, which can be translated to serve other marginalized groups and communities in Hong Kong, such as families living in poverty, new arrivals, and ethnic minorities.

Objectives of the Evaluation

- 1) To assess the effectiveness of Enrich’s “Financial Education and Empowerment Programme” in the following areas:
 - i. Improving the participants’ ability to maximize economic opportunities through their employment in Hong Kong to support and provide financial security to their families and themselves;
 - ii. Facilitating the participants to set out financial goals and develop plans for the future; and
 - iii. Helping the participants to understand and fulfill their economic rights and responsibilities while employed in Hong Kong.
- 2) To understand the perceptions and experiences of the participants in the workshops, so as to explore factors conducive to the success of the workshops, and to make recommendations for potential enhancements.
- 3) To evaluate the sustainability of the intervention model for migrant domestic workers.

2. Methodology

The evaluation employed a mixed-methods approach, a combination of quantitative (objective outcome evaluation), and qualitative evaluation (subjective outcome evaluation).

2.1. Quantitative Evaluation

2.1.1 Evaluation Design

Due to the difficulty of random assignment of the participants into intervention and control groups, a **quasi-experimental design** was adopted to evaluate changes in the participants in terms of their financial management habits, financial knowledge, confidence in communication, awareness of rights, self-efficacy, parenting skills, and social support.

2.1.2 Sampling

The study recruited 71 individuals in the intervention group and 120 individuals in the control group. We deliberately constructed a larger control group for two reasons. Firstly, without service, the control group is more likely to drop out, resulting in the loss of subjects. A larger control group will allow for attrition, but maintain a sufficient sample size for analysis. Secondly, the size of the intervention group cannot increase due to limited capacity of Enrich's program. Thus, increasing the size of the control group can provide an accurate benchmark for statistical comparison and it is recommended as a method for increasing statistical precision (Riniolo, 1999).

2.1.3 Measurement

In order to examine the effectiveness of the programme, in the survey questionnaires, we used scales testing financial management habits, financial knowledge, self-efficacy, resilience, and social support. In addition, individuals from the intervention group filled in a satisfaction survey after completing every module of the workshop (five in total), and one overall satisfaction survey when they had completed all of the modules. An additional satisfaction survey was handed to those who completed the mentorship scheme. The questionnaires were designed with a 6-point scale of responses, 1 being strongly Disagree (No, no, no) to 6 being Strongly Agree (Yes, yes, yes). Details of the measurements are shown in Table 1 below.

Table 1. Measurement Used in the Evaluation

Measurement	Measured targets
The Financial Literacy Survey Questionnaire (modified) (World Bank, 2009)	Financial management habit
Financial Knowledge Assessment (created by the research team based on Enrich's curriculum)	Financial knowledge
General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995)	Self-efficacy
The Financial Self-Efficacy Scale (Lown, 2011)	Financial self-efficacy
Brief Resilience Scale (Smith <i>et al.</i> , 2008)	Resilience
Social Provision Scale (Cutrona & Russell, 1987)	Social support
Satisfaction Surveys (created by the research team)	Satisfaction with the workshops and the mentorship scheme
Follow-up Survey	Satisfaction with the programme and fulfillment of the programme's objectives

2.1.4 Data Collection and Analyses

The intervention group was asked to fill in the questionnaire before they started their first workshop, when midway through the workshop series, at the end of the last workshop, and at the end of the mentorship scheme. The control group was asked to fill in the same questionnaire at approximately the same times. Some participants who finished the workshops joined the mentorship scheme. These individuals were asked to fill in the mentorship evaluation questionnaires. The intervention group was also invited to participate in a follow-up telephone survey approximately four months after the completion of the programme. Details of the numbers of respondents and questionnaires are shown in Table 2 below.

Table 2. Numbers of Respondents and Questionnaires Collected

	Intervention group	Control group	Total
Workshops attendance	71	120	191
Pre-test survey	71	120	191
Mid-test survey	39	Not required	39
Post-test survey	43	120	175
Workshop satisfaction survey	62	Not required	62
Mentorship survey	24	Not required	24
Follow-up survey	66	Not required	66

Paired-sample t-tests and independent sample t-tests were employed to analyse the effectiveness of the programme. Paired-sample t-tests were used to investigate whether participants had made changes during and after the workshops, whereas independent sample t-tests were used to examine whether the intervention group had improved due to the programme by comparing them with the control group.

2.2 Qualitative Evaluation

2.2.1 Evaluation Design

The qualitative evaluation included participant observations of the workshops, focus groups with participants, and in-depth interviews with the mentors.

2.2.2 Sampling

a. Participant Observation

Our research team attended eight sessions combining both the Filipino and the Indonesian workshops. This allowed us to observe the workshop set-up and a portion of its content and delivery, and the interaction between and among participants and trainers. Field notes were taken to record the details of each workshop.

b. Focus Group

The participants for the focus groups were all migrant domestic workers who attended all of the workshops. These are the same set of participants who completed the pre-, mid-, and post-survey questionnaires. They were grouped according to ethnicity – Filipinos and Indonesians. Overall, seven focus groups were conducted – three with Filipinos (consisting of five participants in each group), two with Indonesians (consisting of five participants in each group) and for the mentoring scheme, two with Filipinos (consisting of four or five participants in each group). During the focus groups, participants were encouraged to express their ideas freely and the process was participant-focused rather than question-focused. The discussion investigated their experiences when they attended the program, perceived changes in their knowledge and behavior, impression of the workshops and organization, motivations and expectations, and

recommendations concerning the programme. The questions asked during the focus group sessions are appended.

c. In-depth Interview

One principal investigator and one research assistant conducted in-depth interviews with a total of five mentors of the mentoring scheme to capture testimonials and narratives and explore their views concerning the program. Telephone interviews were conducted among all of the mentors, and each lasted about 15 minutes. In-depth interviews among the participants were no longer conducted because sufficient data were already captured from the focus group discussions.

d. Auxiliary Interview during the Follow-up Survey

When the research team requested the participants to conduct the follow-up survey, some open-ended questions were also asked to gather additional comments and suggestions.

2.2.3 Data Collection and Analyses

Field notes were taken during participant observation. Focus groups and interviews were recorded and transcribed. The transcriptions and field notes were first used to identify general patterns and emerging themes, and then to explore connections between the different themes. A thematic analysis approach was employed to analyse the qualitative data in this evaluation (Creswell & Clark, 2007).

3. Profile of Respondents in the Evaluation

Based on the demographic data collected, Table 3 shows that the intervention group and the control group are equivalent in most of the demographic variables except three. The intervention group was on average younger than the control group (37.35 *versus* 40.15, $p < 0.10$). The intervention group were more likely to be single, whereas the control group were more likely to be married ($p < 0.10$). The intervention group on average expected to stay in Hong Kong for 3.35 more years, whereas the control group expected to stay for 4.20 more years ($p < 0.10$).

Table 3. Demographic Information¹

Characteristics (N = N ₁ + N ₂) ²	Intervention (N ₁)	Control (N ₂)
Ethnicity (N ₁ = 71, N ₂ = 120)		
Filipino	60.56%	61.67%
Indonesian	39.44%	38.33%
Age (N ₁ = 71, N ₂ = 116) ^{†3}	37.35 (9.21) ⁴	40.15 (9.73)
Education level (N ₁ = 68, N ₂ = 111)		
Primary	5.88%	3.06%
Secondary	44.12%	52.25%
Vocational	10.29%	10.81%
College	39.71%	33.33%
Marital status (N ₁ = 71, N ₂ = 118) [†]		
Single	50.70%	42.97%
Married	22.54%	39.83%
Widowed	16.90%	10.17%
Separated	9.86%	7.63%
No. of children (N ₁ = 56, N ₂ = 103)	1.46 (1.44)	1.60 (1.16)
% supporting family back home (N ₁ = 71, N ₂ = 118)	91.55%	93.22%
No. of dependent adults (N ₁ = 58, N ₂ = 103)	2.47 (1.39)	2.74 (1.79)
No. of dependent children (N ₁ = 64, N ₂ = 109)	1.67 (1.81)	1.82 (1.73)
Years in Hong Kong (N ₁ = 66, N ₂ = 117)	7.80 (6.63)	8.75 (7.03)
Expected future working years in Hong Kong (N ₁ = 52, N ₂ = 91) [†]	3.35 (1.98)	4.20 (3.71)

Notes:

1. The data of this table were collected only from participants who participated in pre-test
2. Because some participants may have declined to answer certain questions, the total number of responses included in the analysis varied from question to question
3. † p < 0.10
4. Results show in the format of mean (standard deviation)

4. Findings

4.1 Quantitative Findings

Overall, at pre-test, compared with the control group, the intervention group and the control group are roughly equivalent in most domains assessed (Table 4), except that the control group seem to have more financial knowledge and better behavior (p < 0.001), whereas the intervention group seemed to have better social support (P < 0.1).

Table 4. Comparison between Intervention and Control Group in Pre-test

Domain	Intervention group mean	Control group mean
Financial knowledge and behavior**	3.70	3.99
General self-efficacy	4.09	4.26
Financial self-efficacy	3.30	3.14
Resilience	3.73	3.68
Social support†	4.20	3.97

Note: p*** < 0.001, p** < 0.01, p* < 0.05, p† < 0.10

Table 5 shows that after participating in the programme, the intervention group made significant improvements in all five domains assessed. They outperformed the control group in terms of Financial knowledge and behavior, General self-efficacy, and Financial self-efficacy. Their resilience and social support did not seem to differ from that of the control group, as are shown in Table 6 below.

Table 5. Comparison between Pre- and Post-test

Domain	Pre-test mean	Post-test mean
Financial knowledge and behavior***	3.89	4.35
General self-efficacy***	4.17	4.47
Financial self-efficacy**	3.14	3.37
Resilience†	3.76	3.89
Social support**	4.08	4.38

Note: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 6. Comparison between Intervention and Control Group in Post-test

Domain	Intervention group mean	Control group mean
Financial knowledge and behavior***	4.63	4.12
General self-efficacy**	4.67	4.29
Financial self-efficacy***	3.72	3.19
Resilience	3.79	3.87
Social support	4.29	4.20

Note: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

In the following sections, we will discuss the details of the programme's influence on each of the domains measured.

4.1.1 Financial Knowledge and Behavior

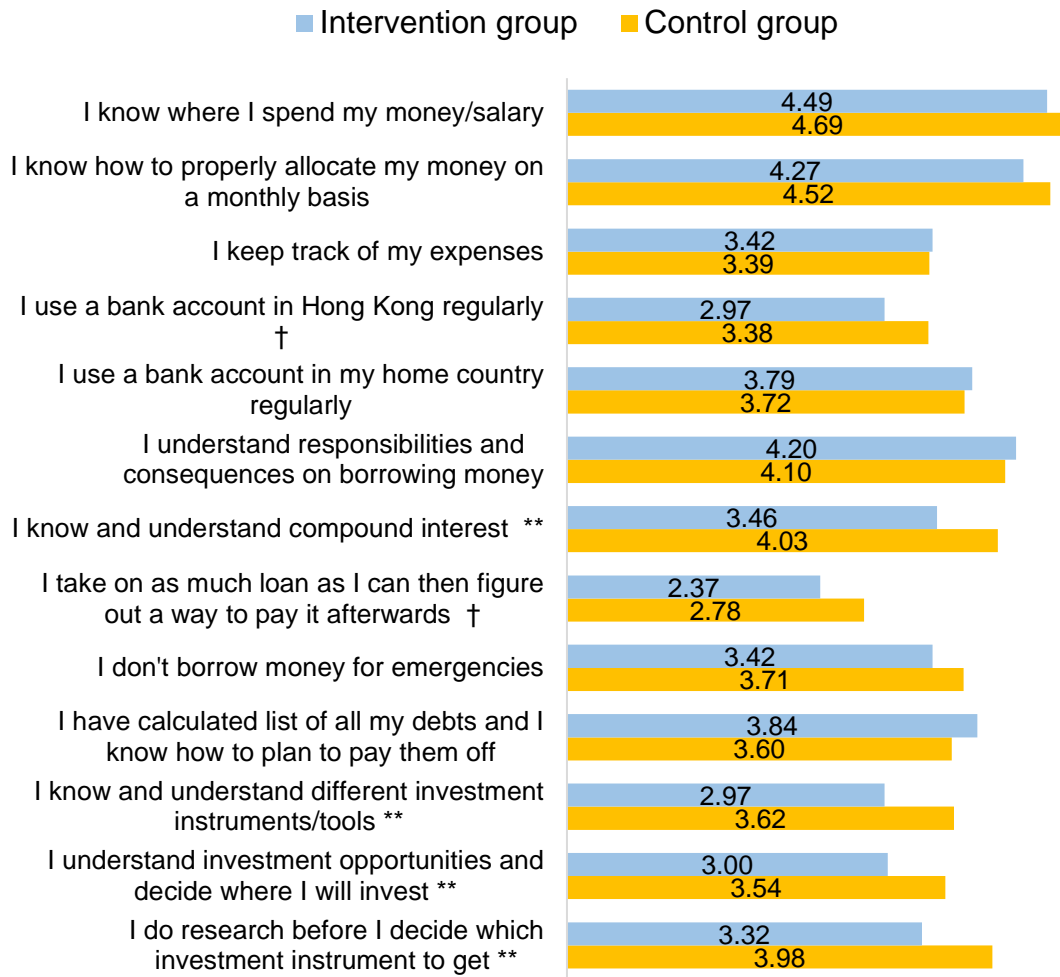
Figure 1 shows the intervention group's and control groups' comparison in terms of financial knowledge and behavior at pre-test. Overall, the control group outperformed the intervention group. On questions about business, findings show significant difference in certain questions thus suggesting that the control group has more knowledge about managing and growing the financial aspect of their business and would know what to do when their business is not doing well. It should be noted that some individuals from both the intervention group and the control group might not own a business; therefore, they might have answered negatively for the business-related questions.

Certain questions about knowledge of their rights and dealing with their family concerning money also produced significant findings. The control group seemed to be well-informed about their rights and were aware of where to go to for help. On family matters, it appears that the control group overtook the intervention group on talking to their family more openly and managing their expectations.

These findings seem to suggest that at pre-test, the intervention group was seeking to enhance financial know-how and therefore its participants decided to enroll on the programme, whereas

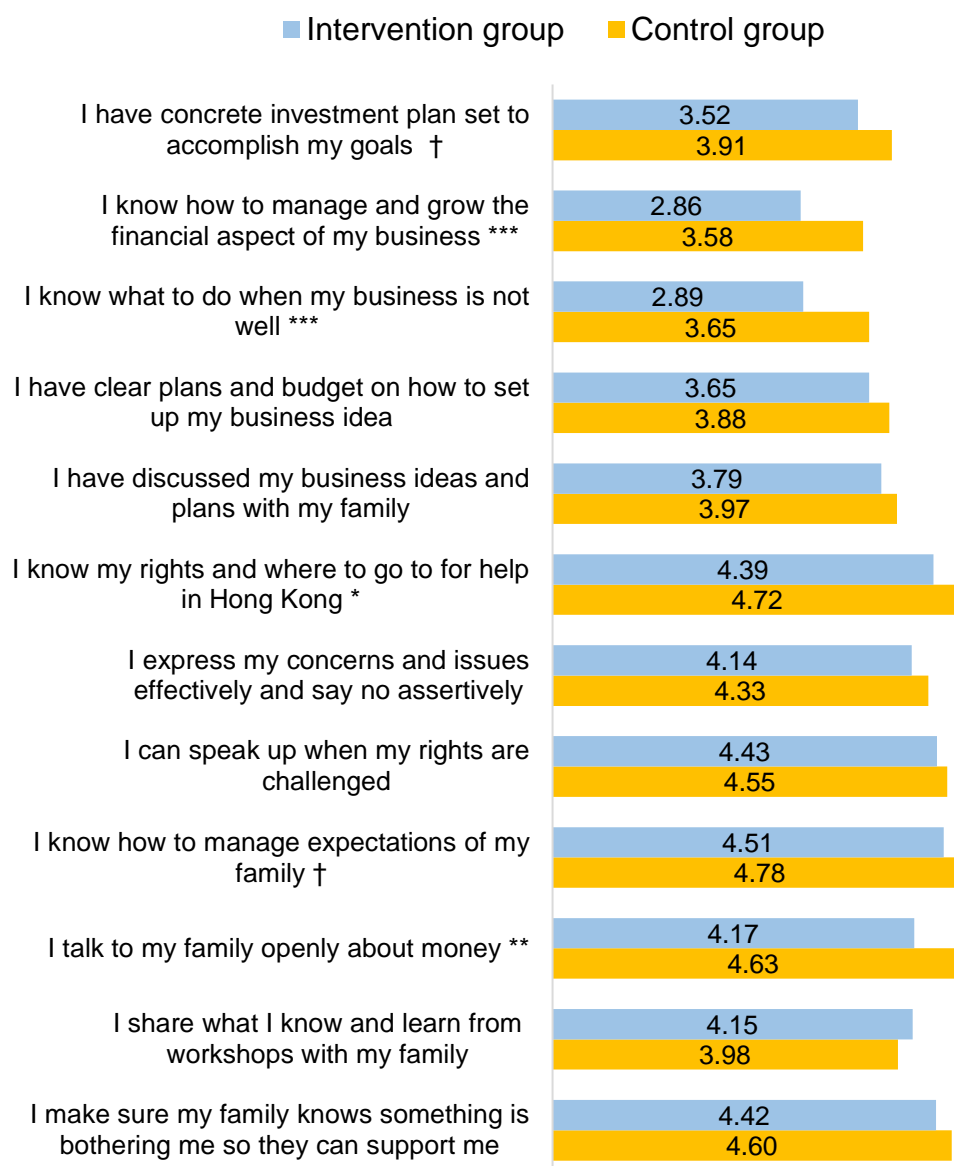
the control group already had basic or advanced knowledge on financial management and were predominantly confident in their financial knowledge and behavior and therefore they were not so highly motivated to enroll on the program. Note that most individuals from the control group knew about Enrich prior to the study.

Figure 1. Intervention and Control Group Comparison on Financial Knowledge and Behavior at Pre-test



Note: † p < 0.10, * p < 0.05, ** p < 0.01, *** p < 0.001

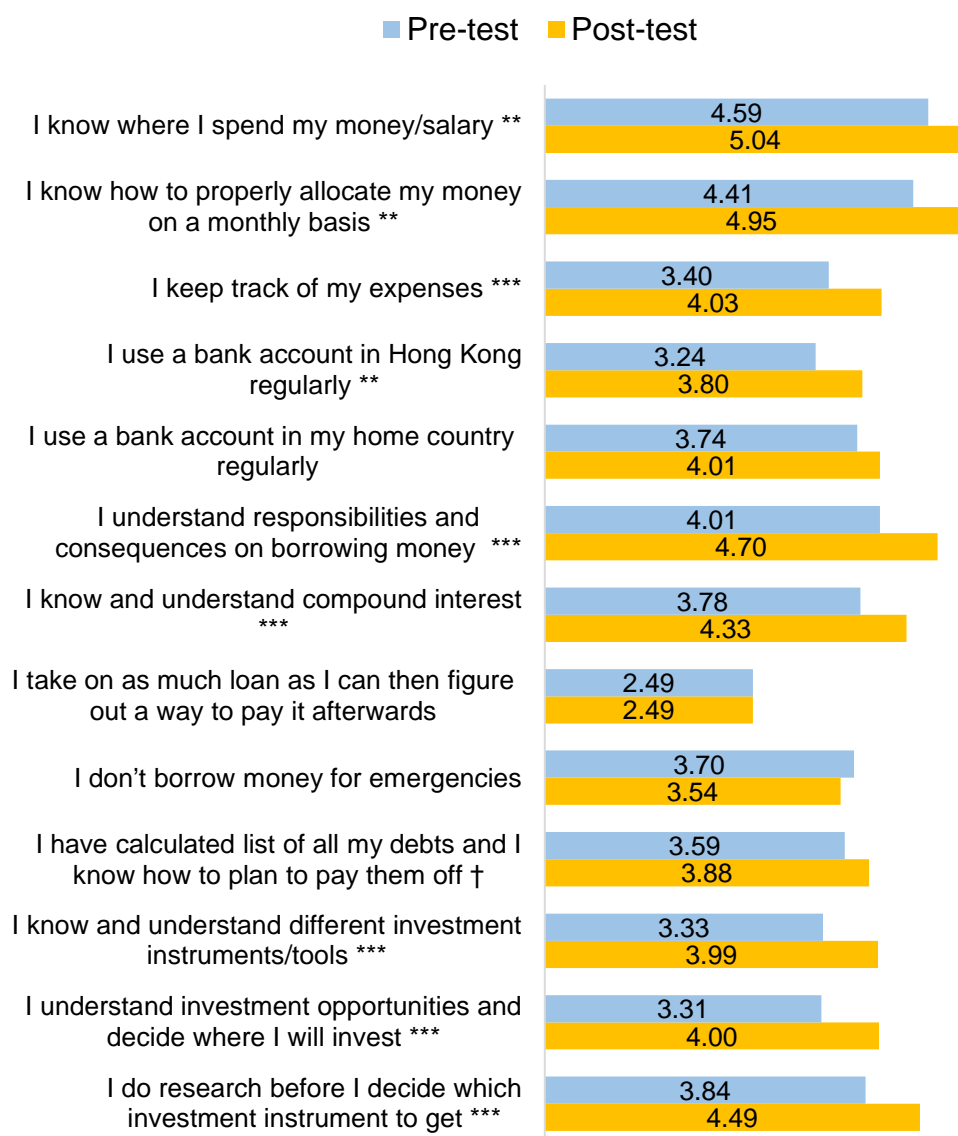
Figure 1. continued



Note: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

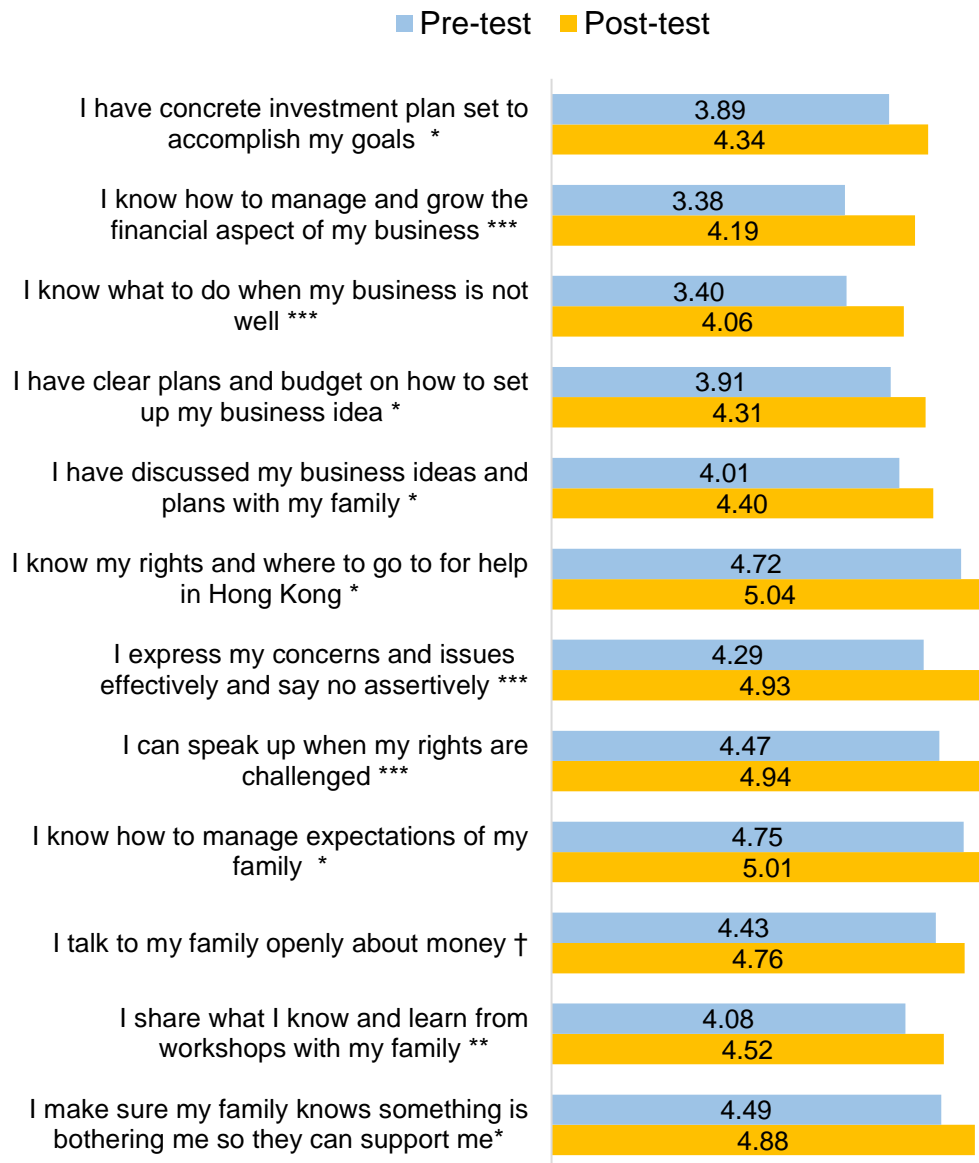
As shown in Figure 2 and Figure 3, after the programme, the intervention group made significant improvements and outperformed the control group, particularly on spending, tracking expenses, allocating income, understanding interest, and making investments. It is observed that the participants excelled in the basic steps of money management and monitoring cash flow.

Figure 2. Pre-and Post-test Comparison on Financial Knowledge and Behavior Scale



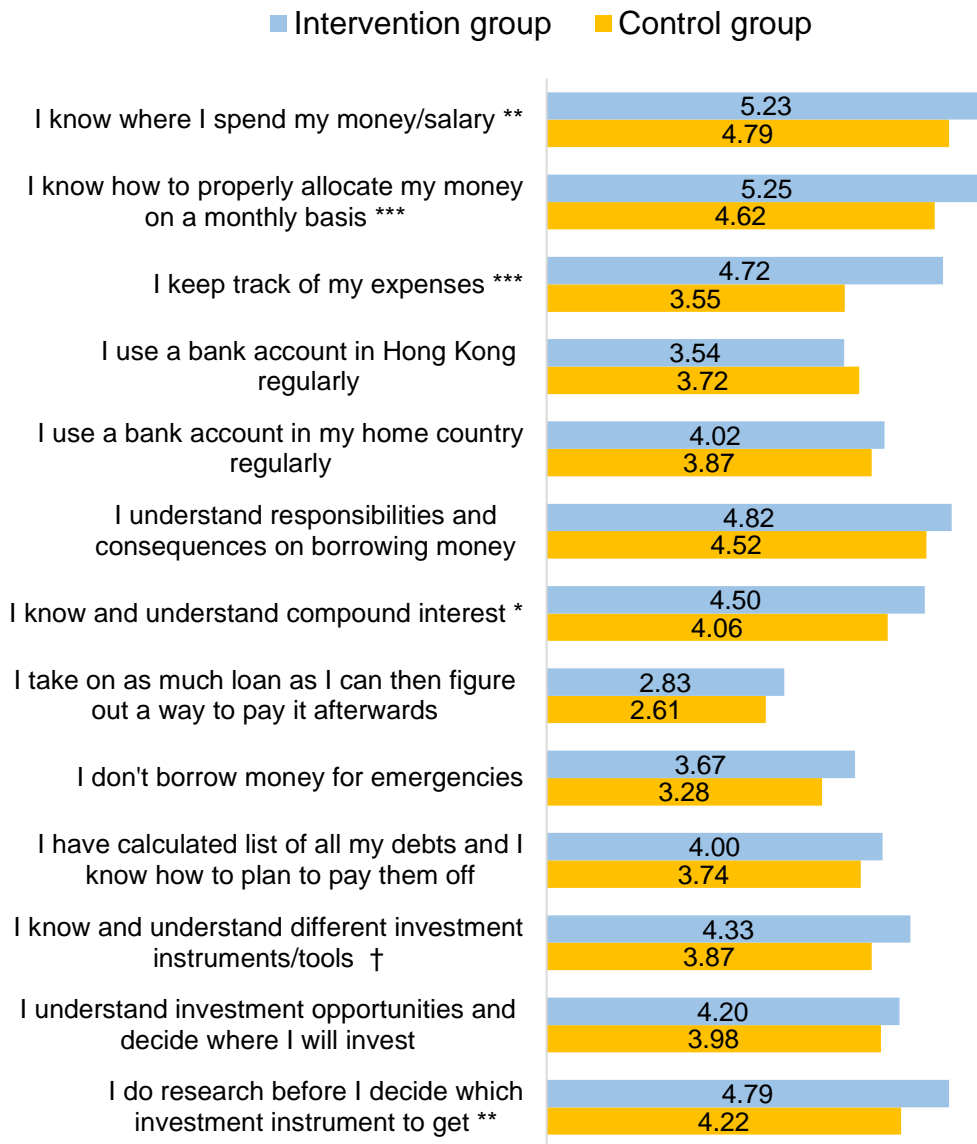
Note: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Figure 2. continued



Note: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Figure 3. Intervention and Control Group Comparison on Financial Knowledge and Behavior at Post-test



Note: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Figure 3. continued



Note: † p < 0.10, * p < 0.05, ** p < 0.01, *** p < 0.001

Most specifically, the intervention group gained more financial knowledge and changed their money attitudes. Compared to pre-test, the intervention group improved significantly at post-test in terms of knowledge and behavior on budgeting and saving, loan-taking and loan-management, starting and managing a business, making investments, asserting rights, and dealing with family. Highlighted below are percentage figures indicating significant differences from pre-test to post-test. The details in Table 7 below were obtained from Percentage agree; these are the top three boxes in the questionnaire.

Table 7-1. Knowledge Gain and Attitude Shift of the Intervention Group

Knowledge	Pre-test (Percentage Agree)	Post-test (Percentage Agree)
I know where I spend my money/salary.	94.4	97.9
I know how to properly allocate my money on expenses and savings on a monthly basis.	87.3	97.9
I completely understand the responsibilities, consequences, and potential risks involved in borrowing money including calculation of interest rates or loans.	50.0	90.9
I know and understand what compound interest is.	88.9	88.9
I know and understand the risks, target returns and liquidity of different investment instruments/tools.	41.4	85.4
I understand the interest rates, fees and returns on different investment opportunities and decide from such where I will put my money.	50.7	82.6
I know how to manage the financial aspect of my business and grow it.	35.2	91.3
I know what to do when my business is not doing well.	60.9	93.5
I know my rights as a migrant domestic workers and I know where to go to for help here in Hong Kong.	87.1	100.0
I know how to manage expectations of my family when it comes to sending money/gifts and I inform them of my real situation in Hong Kong.	78.9	100.0
Behavior	Pre-test (Percentage Agree)	Post-test (Percentage Agree)
I keep track of my expenses by writing them down and/or using the envelope method.	47.9	95.7
I have a bank account in Hong Kong and I use it to withdraw and deposit money regularly.	40.0	50.0
I have a bank account in my home country and I use it to withdraw and deposit money regularly.	62.9	64.4
I take on as much loan as I can then figure out a way to pay it afterwards.	71.8	31.9
I don't borrow money for emergencies.	72.5	56.5

Behavior	Pre-test (Percentage Agree)	Post-test (Percentage Agree)
I have calculated list of all my debts and I know how to plan and prioritize to pay them off.	44.3	76.6
I do research before I decide which investment instrument to get.	56.5	93.7
I have concrete investment plan set to accomplish my goals.	32.4	88.9
I have clear plans and budget on how to set up my business idea.	68.6	91.7
I have discussed my business ideas and plans with my family.	87.3	93.6
I express/communicate my concerns and issues effectively and say no assertively.	90.0	100.0
I can speak up when my rights are challenged.	93.0	97.9
I talk to my family openly about money and include them in my financial planning (if married: family includes partner/husband/children/parents/siblings/extended family; if single: parents/siblings/extended).	78.9	97.9
I share what I know and what I learn from courses and workshops with my family (if married: family includes partner/husband/children/parents/siblings/extended family; if single: parents/siblings/extended).	78.9	95.8
I make sure my family knows if something is bothering me so they can support/find ways to help me.	87.3	100.0

Table 7-2. Knowledge Gain and Attitude Shift of the Control Group

Knowledge	Pre-test (Percentage Agree)	Post-test (Percentage Agree)
I know where I spend my money/salary.	93.3	98.8
I know how to properly allocate my money on expenses and savings on a monthly basis.	88.3	98.8
I completely understand the responsibilities, consequences, and potential risks involved in borrowing money including calculation of interest rates or loans.	73.9	92.7
I know and understand what compound interest is.	70.9	79.3
I know and understand the risks, target returns and liquidity of different investment instruments/tools.	59.8	72.8
I understand the interest rates, fees and returns on different investment opportunities and decide from such where I will put my money.	57.6	79.1
I know how to manage the financial aspect of my business and grow it.	54.2	80.2
I know what to do when my business is not doing well.	56.4	76.7
I know my rights as a migrant domestic workers and I know where to go to for help here in Hong Kong.	98.3	96.4
I know how to manage expectations of my family when it comes to sending money/gifts and I inform them of my real situation in Hong Kong.	95.7	95.1
Behavior	Pre-test (Percentage Agree)	Post-test (Percentage Agree)
I keep track of my expenses by writing them down and/or using the envelope method.	47.5	52.4
I have a bank account in Hong Kong and I use it to withdraw and deposit money regularly.	50.4	56.1
I have a bank account in my home country and I use it to withdraw and deposit money regularly.	67.2	74.4
I take on as much loan as I can then figure out a way to pay it afterwards.	31.0	30.5
I don't borrow money for emergencies.	53.4	73.2

Behavior	Pre-test (Percentage Agree)	Post-test (Percentage Agree)
I have calculated list of all my debts and I know how to plan and prioritize to pay them off.	59.8	63.7
I do research before I decide which investment instrument to get.	74.6	83.7
I have concrete investment plan set to accomplish my goals.	66.7	83.5
I have clear plans and budget on how to set up my business idea.	65.3	83.7
I have discussed my business ideas and plans with my family.	68.7	80.2
I express/communicate my concerns and issues effectively and say no assertively.	91.3	95.3
I can speak up when my rights are challenged.	94.9	97.6
I talk to my family openly about money and include them in my financial planning (if married: family includes partner/husband/children/parents/siblings/extended family; if single: parents/siblings/extended).	93.1	84.1
I share what I know and what I learn from courses and workshops with my family (if married: family includes partner/husband/children/parents/siblings/extended family; if single: parents/siblings/extended).	69.8	80.5
I make sure my family knows if something is bothering me so they can support/find ways to help me.	91.4	89.0

Later, in the focus group, most participants expressed that they gained more knowledge about budgeting their money and monitoring their spending up to their last cent, although they admitted that it was never easy. For some who owe money, they honestly stated that they are still paying off their debts but they are now determined to pay off all consistently and completely. They now feel more confident and capable about paying off their loans because they already know how to plan the repayments properly. They realized that this should be their priority.

4.1.2 General Self-efficacy

At pre-test, the control group reported to have higher self-efficacy than the intervention group. However, such a difference did not reach statistical difference (Figure 4). At post-test, the

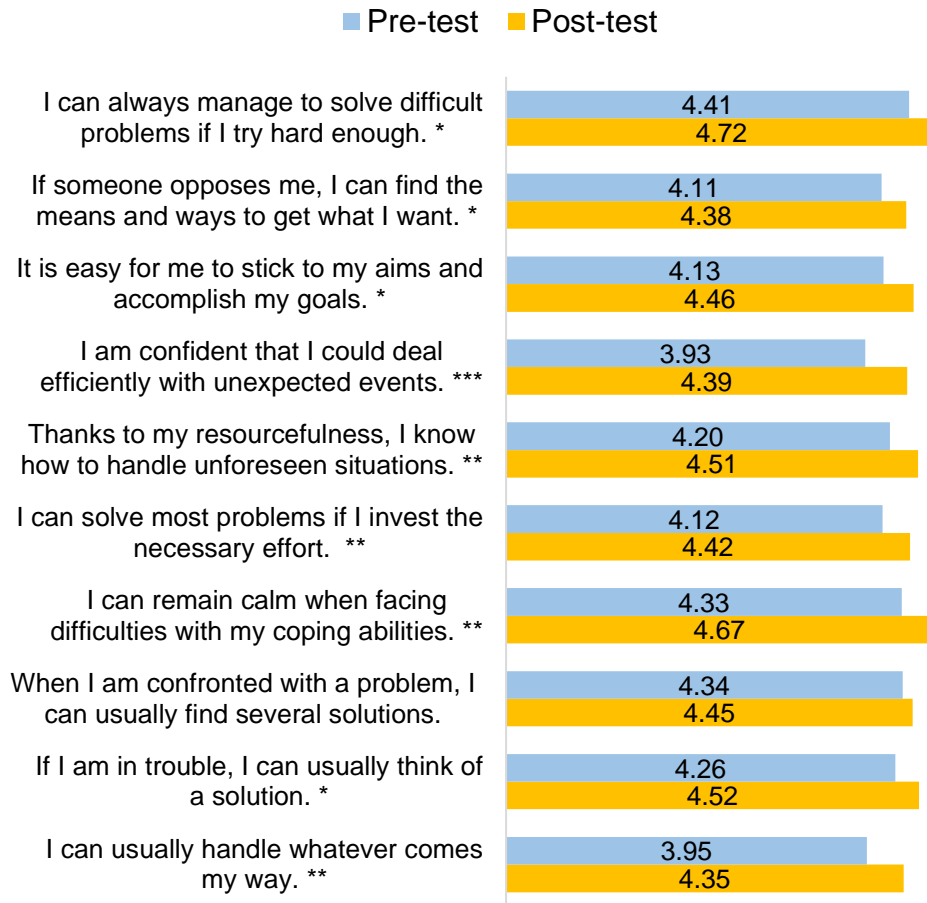
intervention group have made a significant improvement in general self-efficacy and outperformed the control group (Figures 5 & 6). Although these domains were not directly taught in Enrich's five workshops, it is interesting to discover that the participants' ability to rise above difficult situations has significantly improved after completing all of the workshops.

Figure 4. Intervention and Control Group Comparison on General Self-efficacy at Pre-test



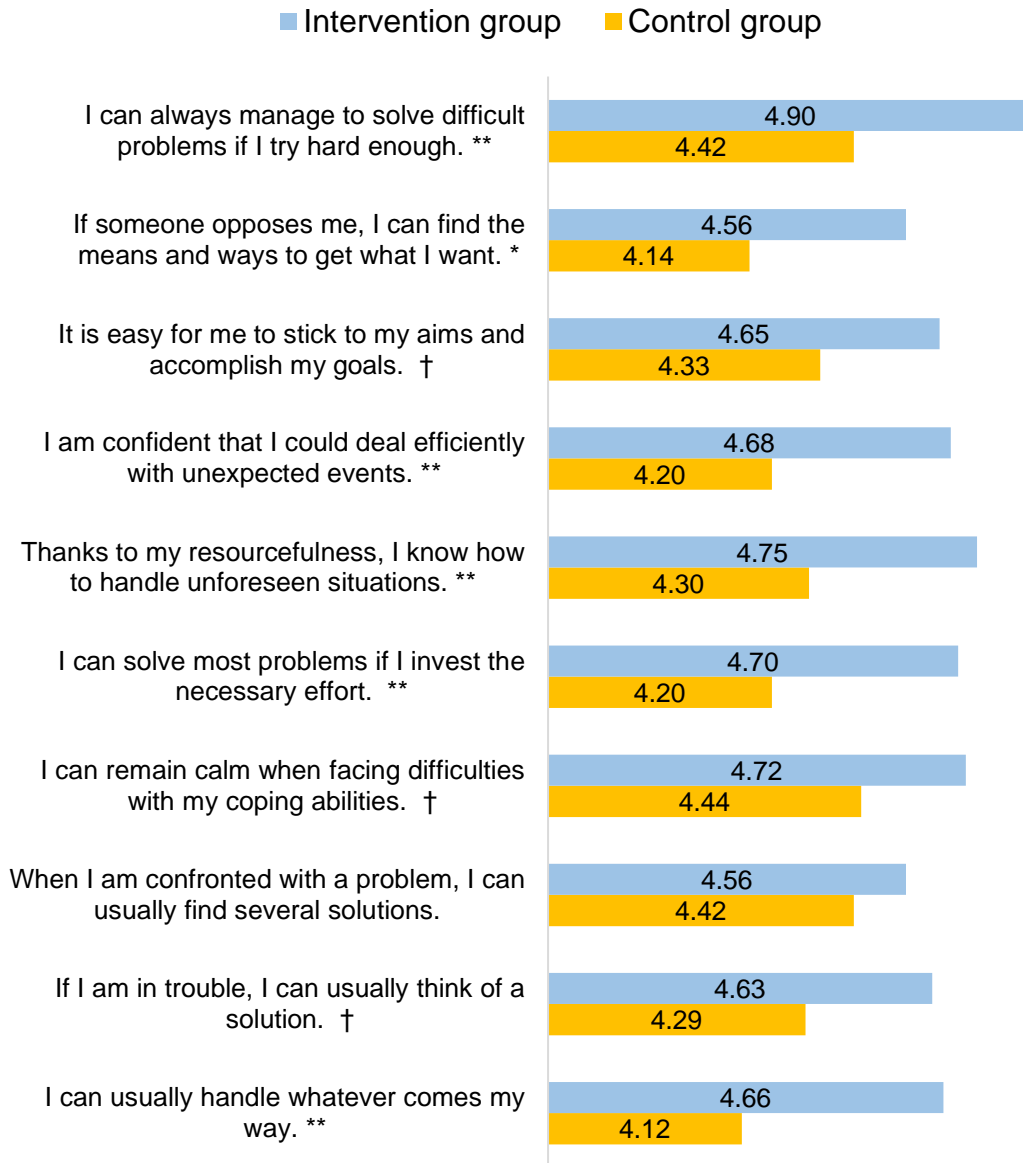
Note: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Figure 5. Pre- and Post-test Comparison on General Self-efficacy



Note: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Figure 6. Intervention and Control Group Comparison on General Self-efficacy at Post-test

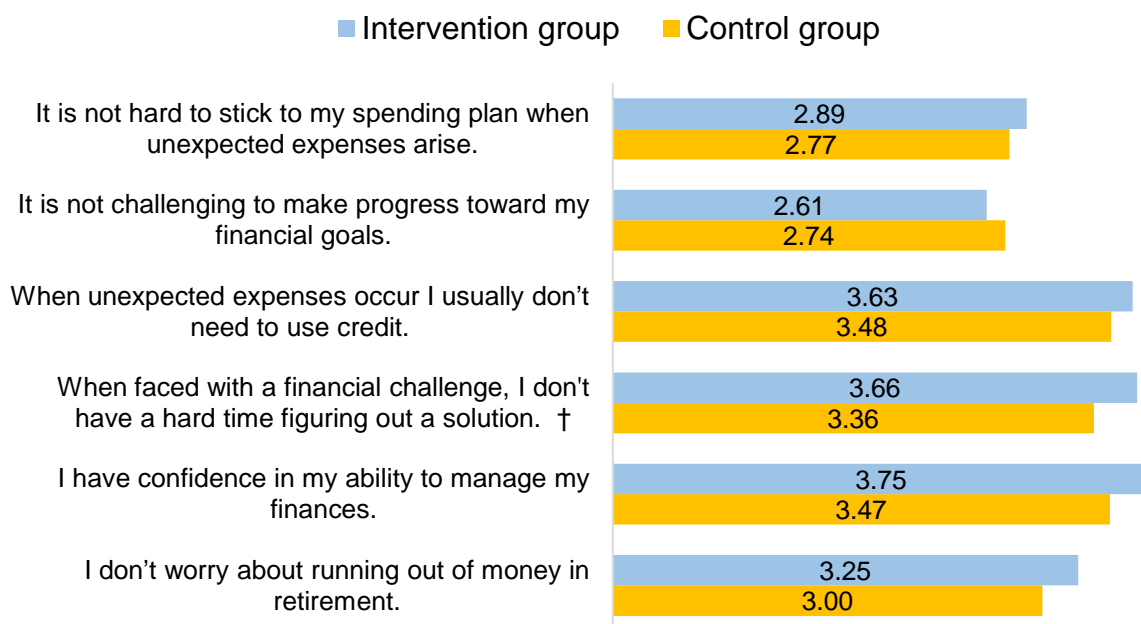


Note: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

4.1.3 Financial Self-efficacy

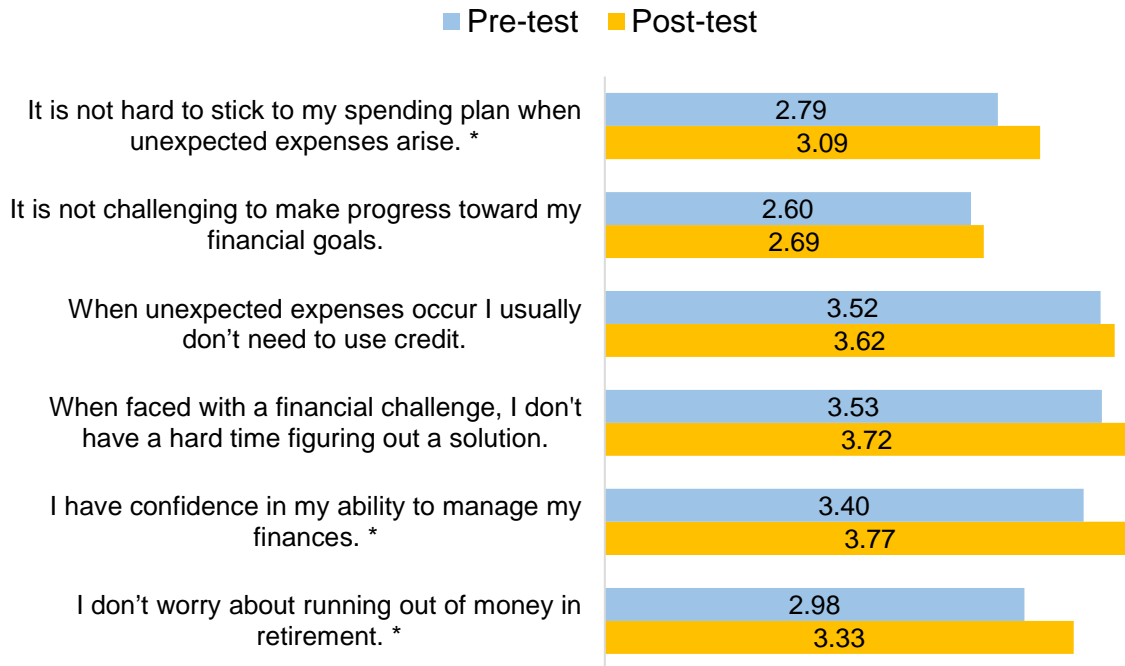
As with general self-efficacy, the intervention group and the control group were roughly equivalent in terms of financial self-efficacy at pre-test (Figure 7). After the programme, the intervention group made significant improvement in their general self-efficacy, and they outperformed the control group (Figures 8 & 9).

Figure 7. Intervention and Control Group Comparison on the Financial Self-efficacy at Pre-test



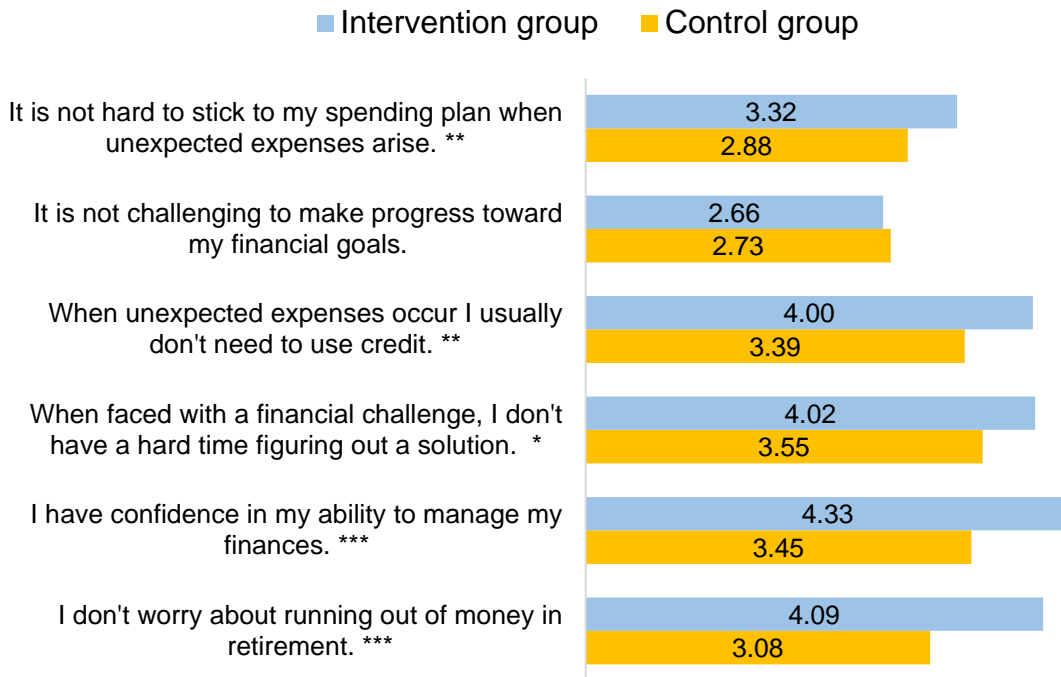
Note: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Figure 8. Pre- and Post-test Comparison on the Financial Self-efficacy



Note: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Figure 9. Intervention and Control Group Comparison on the Financial Self-efficacy at Post-test

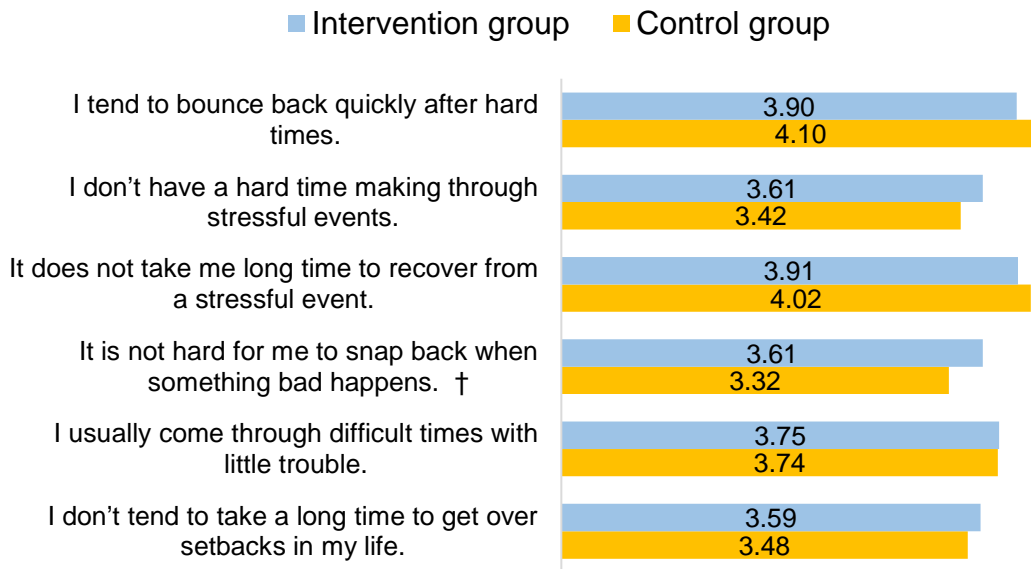


Note: † p < 0.10, * p < 0.05, ** p < 0.01, *** p < 0.001

4.1.4 Resilience

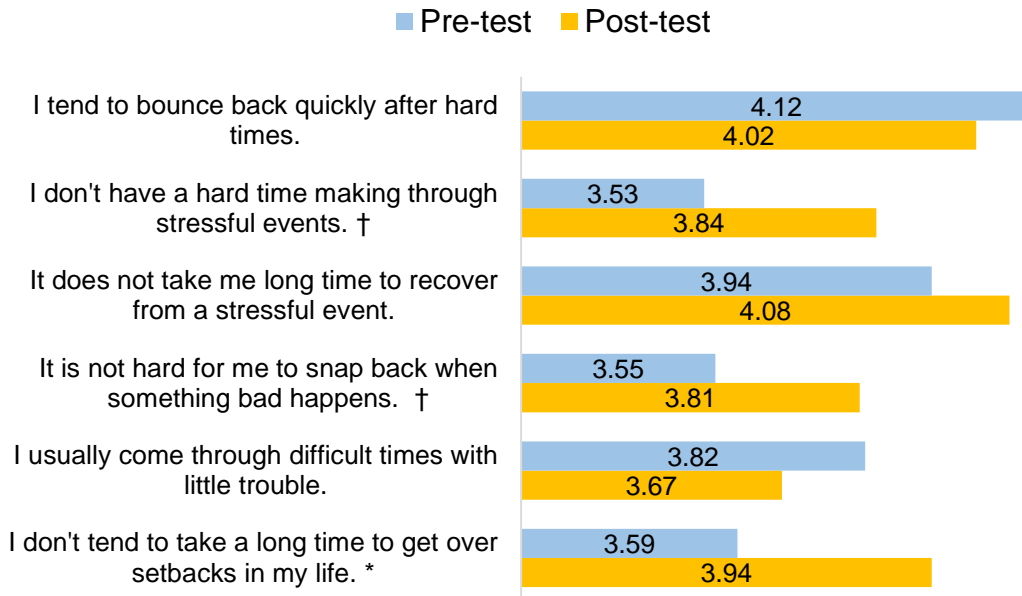
The intervention group and the control group did not differ significantly in terms of resilience at pre-test (Figure 10). At post-test, the intervention group had made considerable improvement in terms of resilience. However, their overall performance in this domain still seemed to be equivalent to that of the control group (Figures 11 & 12). The reason might be that changes in this domain could take a longer period of time, and the participants may need to experience some negative events for them to put what they learnt into practice. Only then, would they be able to judge whether they can recover from difficult situations.

Figure 10. Intervention and Control Group Comparison on Resilience at Pre-test



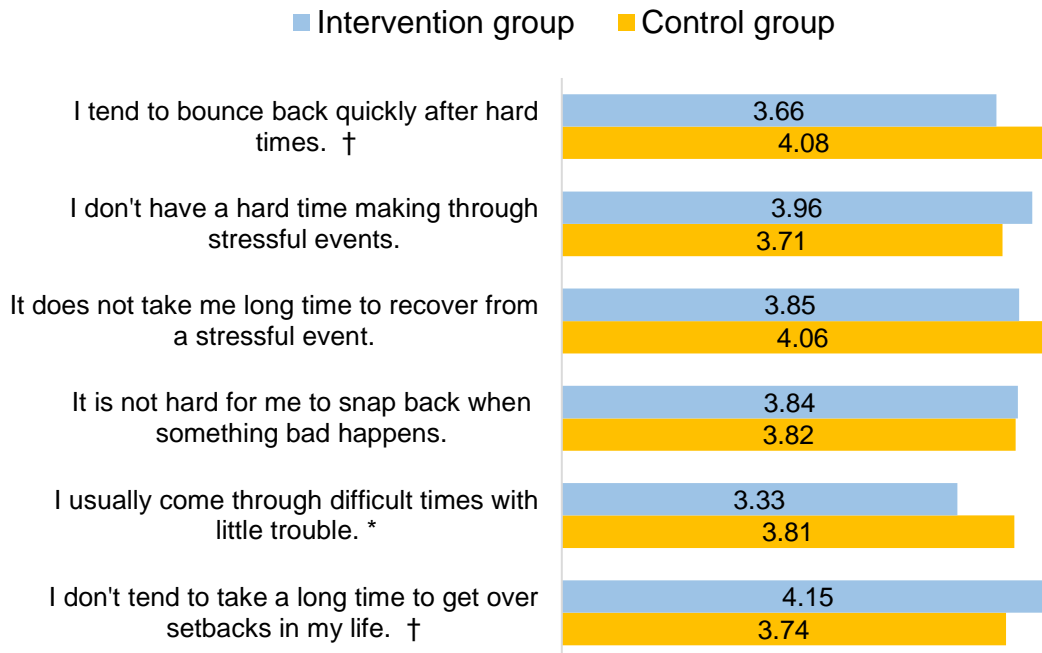
Note: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Figure 11. Pre- and Post-test Comparison on Resilience



Note: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Figure 12. Intervention and Control Group Comparison on Resilience at Post-test

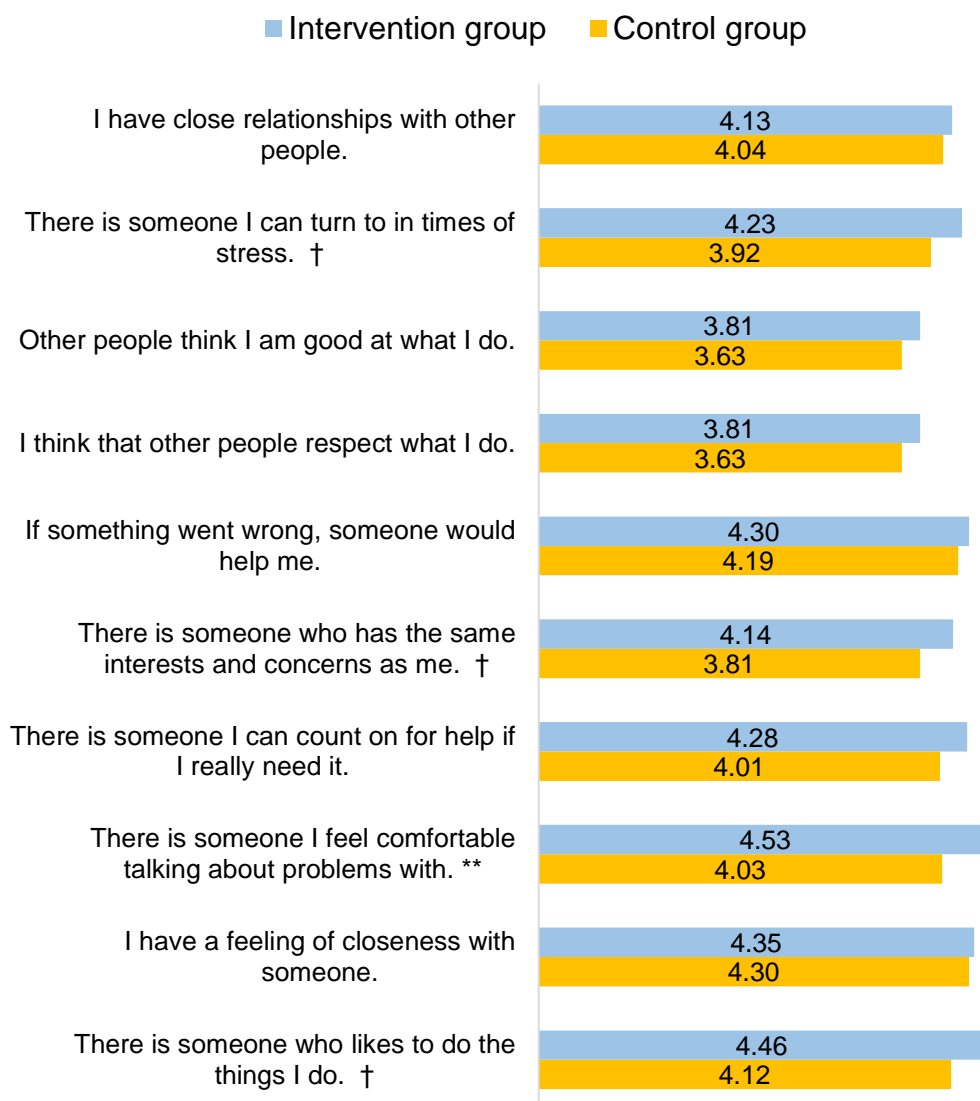


Note: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

4.1.5 Social Support

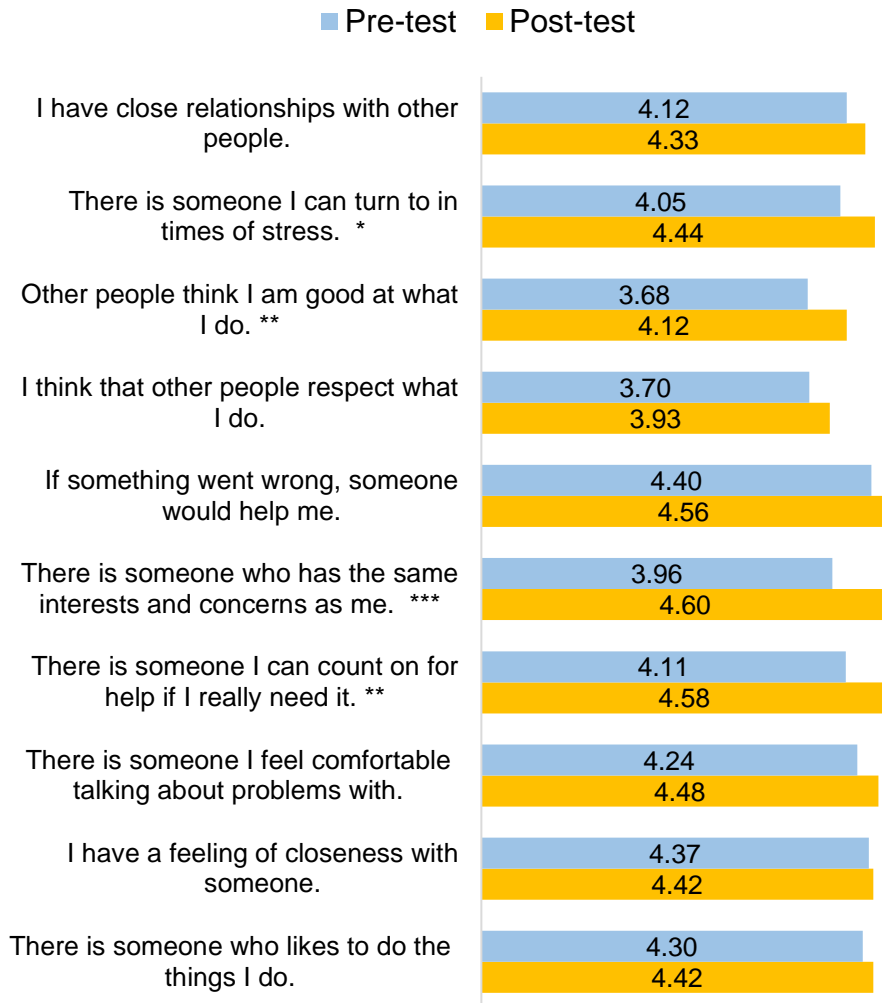
At pre-test, the intervention group reported higher levels of social support (Figure 13). After the programme, their levels of social support have increased (Figure 14). However, the control group also experienced an increase in social support. Thus, at post-test, the two groups' level of social support appeared to be equivalent (Figure 15).

Figure 13. Intervention and Control Group Comparison on Social Support at Pre-test



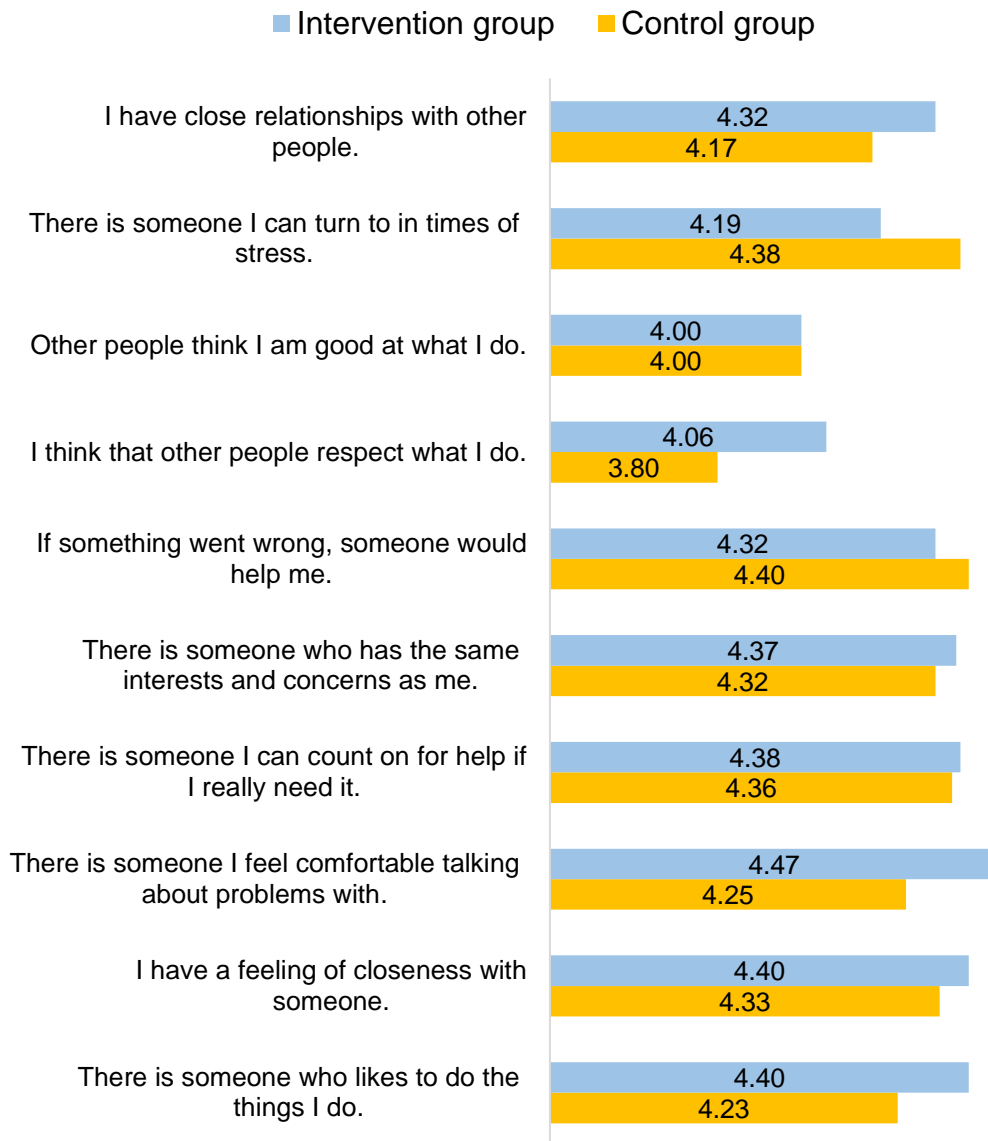
Note: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Figure 14. Pre- and Post-test Comparison on Social Support



Note: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Figure 15. Intervention and Control Group Comparison on Social Support at Post-test



Note: † $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

4.1.6 Follow-up Goal Achievement

Respondents of the follow-up survey revealed that since committing to learning at Enrich, 41 now use a monthly budget, whereas 22 said they sometimes did; only three did not do a budget (Figure 16-1). When examining whether migrant workers saved more money as a result of attending classes at Enrich, a significant 55 of those surveyed expressed that they saved more than before, with only a small portion of people answering that they save the same amount, and two indicating that they do not have savings (Figure 16-2). In terms of spending money, 58 interviewees spend less than before, whereas six spend the same amount, and only two spend more than before (Figure 16-3).

Figure 16-1. Participants' Budget Using after the Programme

2). Since you came to Enrich, do you use a monthly budget? (N=66)

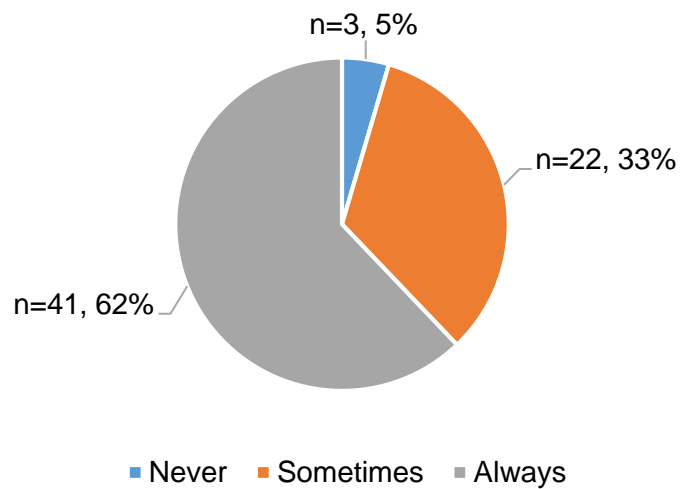
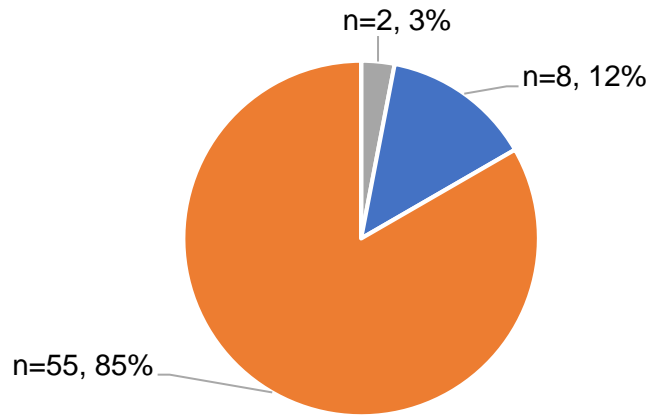


Figure 16-2. Participants' Savings after the Programme

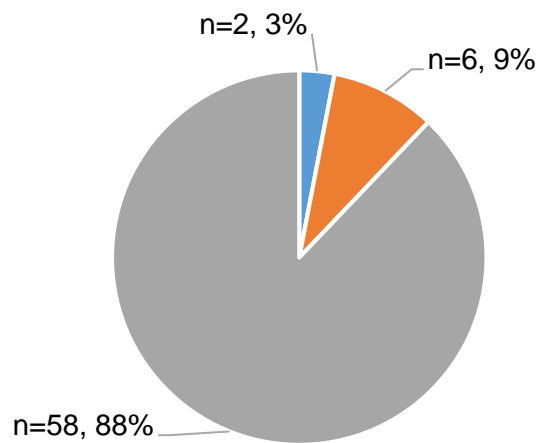
3). Since you came to Enrich, do you save more money or less money? (N=65)



■ Don't Have Savings ■ Save the Same Amount ■ Save More Than before ■ Save Less Than before

Figure 16-3. Participants' Money Spending after the Programme

4). Since you came to Enrich do you spend more money or spend less money? (N=66)

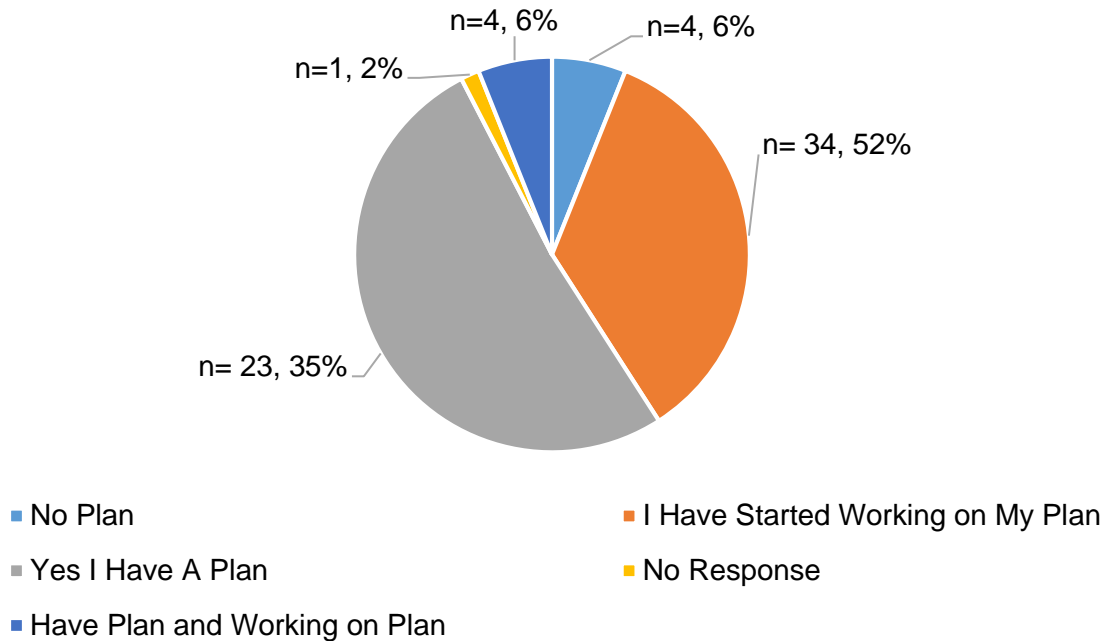


■ Spend More Than before ■ Spend the Same Amount ■ Spend Less Than before

After regular attendance of workshops at Enrich, 34 migrant workers affirmed that they have started a savings plan for a particular goal, such as purchasing/constructing a new home, pursuing further education, and doing business. Twenty-three respondents have already started working on their plan. Throughout the interviews, it was found that four women have both a plan and are working on it, whereas four had no plan and one gave no response (Figure 16-4).

Figure 16-4. Participants' Savings Plan after the Programme

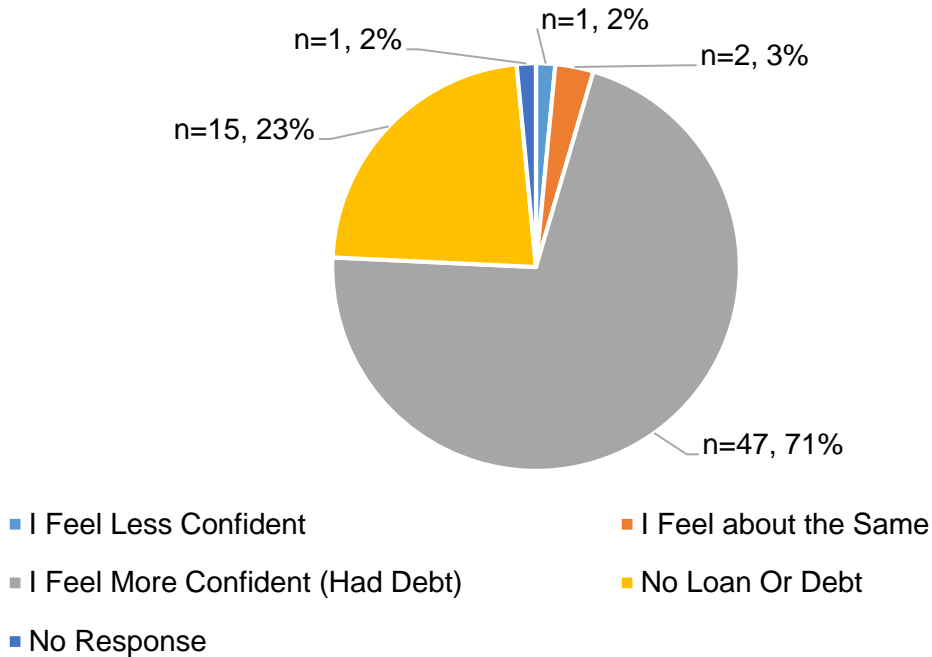
5). Since you came to Enrich, have you started a savings plan for a particular goal? (N=66)



When asked about their debts, the overall consensus was that the migrant workers felt very much more confident than before, with 47 saying that they felt confident, and 15 others with no debt still mentioned that they felt confident, whereas only two felt about the same, and one felt less confident (Figure 16-5). Respondents said that the reasons behind their confidence were that they are now fully educated about money management, more aware of the danger of high interest, and have learned how to say no to being a guarantor.

Figure 16-5. Participants' Confidence on Managing Debts after the Programme

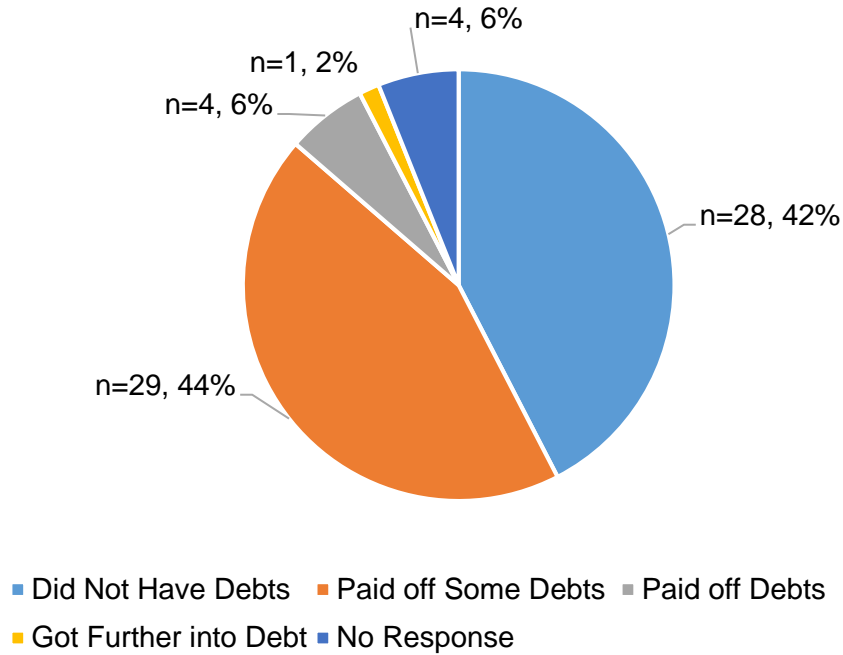
6). If you have debts before you came to Enrich, do you feel more or less confident managing them? (N=66)



In a short span of three months, a significant 29 women were able to pay off some of their debts and four women were able to pay off all their debts. Out of the 66 of those surveyed, 28 did not have debt whereas one went further into debt (Figure 16-6).

Figure 16-6. Participants' Ability to Reduce Debts after the Programme

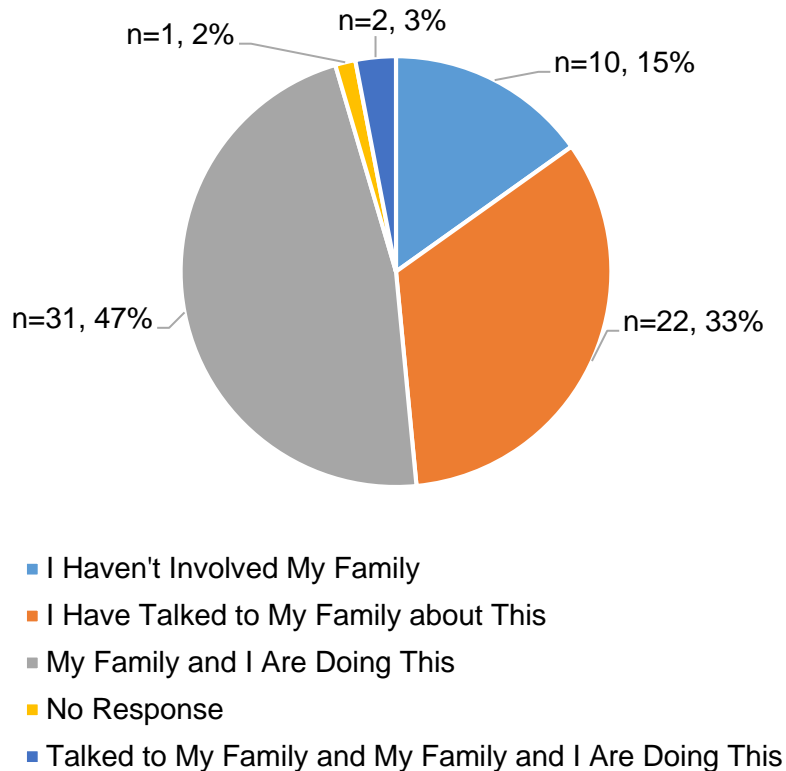
7). If you had debts before you came to Enrich, have you been able to reduce these debts in the past 3 months? (N=66)



Since joining Enrich's classes related to engaging their family in financial planning, 31 women stated that they soon thereafter began working with their family on talking about their financial plans, whereas 22 have talked to their family about this topic and four responded saying they both talked to their families and are doing something about it. Just 10 of those who were asked have not involved their families (Figure 16-7).

Figure 16-7. Participants' Ability to Speak to Their Families about Financial Plans

8). Since you came to Enrich, have you started talking to your family about your financial plans? (N=66)



4.2 Qualitative Findings

4.2.1 Feedback from the Participants

a. Overall reaction

All aspects of the financial and empowerment workshops served as significant opportunities to introduce new concepts or to refresh what participants knew before, allowing participants to acquire more information about money management as a whole and to implement their financial plans within their personal contexts.

According to the comments obtained, the classes allowed the students to gain a greater level of technical awareness related to budgeting, retirement saving, investment, business management, and debt management. A respondent stated that she felt the classes "Changed my life, learned how and safe and manage finances well – able to focus on my goal." In addition to this, "an approachable trainer", in the words of one respondent, enhanced the learning experience.

By attending the classes at Enrich, the women became empowered by learning how to spend

wisely and remit accordingly. Among the seminars attended, one respondent indicated that financial literacy is the most effective way of enhancing confidence and improving savings. Learning how to manage money, family, and how to say no, were of key importance to one respondent. Speaking up was mentioned by a respondent as being the source of good ideas.

In order to move forwards with financial plans, developing the right mindset and becoming more aligned with financial values were crucial, as indicated by the commentary provided by the women. A more motivated attitude towards saving, no matter how challenging, was shared by a respondent. One respondent emphasized that all workshops were useful, opening her eyes, while another realized the value of saving and managing. Strikingly, one respondent stated how, “In 13 years of working in Hong Kong, this is the only time she understood how to manage money, savings and business, to handle family and employers.”

The classes helped to empower participants and were a big help, and, as one respondent expressed, she was now able to manage money and family, meanwhile another respondent mentioned how she learned how to manage money wisely, lessen debt, and to say no when necessary. Overall, as one participant said, the programme is life-changing: *“I feel very different now, in a good way, than to prior joining ENRICH programs.”*

b. Money management: Saving more, spending less, and borrowing less

After participating in the programs, most participants have started to reduce consumption (*i.e.*, buying fewer clothes) and calculate income before spending. One said that she is now “more careful on spending and this twice before doing it now prior to attending Enrich’s programs”. More importantly, these women are not just saving, they are saving for a particular goal: for buying property, for pursuing education, for retirement, or for starting a business after returning home.

“For the longest time I’ve been here in HK, I struggled with managing my salary but from attending Enrich workshops, I learned a lot like being more mindful about spending money even on petty expenses.”

“Once I stop working, I’d like to open a business in fashion (a shop). I’ve started saving around 500 HKD every month so I will have enough as capital.”

“I learned to save and plan for my future especially when the time comes that I will have to return home.”

In addition, participants have started to reduce borrowing and say no to agencies and loan sharks. One participant borrowed money to build a house at her home country but now calculated the interest and makes plans to pay back.

“I learned to say No so I can save for my future too so I have savings when I decide to settle in the Philippines. Now I know how to save and not to remit money per demand.”

c. Making wise investments

Participants expressed that they are now more confident in making investments, because of the additional knowledge and skills gained through the programme. Many of the participants now do research first and probe further before attempting to make any form of investment. They find this important because they now understand that before making an investment, they need to first find out whether a certain type of investment suits them. They are now more wary of scams and risks, and they affirmed that money even through investments does not grow instantly. Apparently, some of them have become victims of investment scams so they would not want to go through such an experience again. While few participants have started to invest in stocks

and bonds, the majority are still conservative and prefer to explore businesses linked to agriculture, such as farming, plant-based or animal-based farming, and food business, or transport, or apartments. For bank products, they usually consider foreign currency accounts, time-deposits or hybrid insurance (insurance + investments) because they thought these offer minimal risk.

“For me, knowing your capabilities play a big role prior to investing. Usually I always want to work within my comfort zone to ensure the proper management of the business.”

d. Setting up in business

Some participants felt more inspired about setting up their own business in their home country. They are now cognizant of the basic steps to follow towards a successful business. Some realized that they need more time to think whether or not they will still pursue a business after considering what they have learned. Careful about acquiring loan in the future, they now weigh their options before actually taking out a loan even for business purpose. From their additional knowledge, they recognized that starting up a business and managing it is not at all easy. They were happy that the workshop enlightened them. For those with existing businesses, they expressed gaining new perspectives and unlearning old tricks.

“I am planning to buy a parcel of land, build an apartment and rent out. This is common business in Indonesia. Enrich helped open my mind to plan my business more carefully because before, I was planning to give the money to my family and let them start the business. Now, I realized that I have to be in control of my own capital.”

e. Involving family, getting support, and speaking up

Most participants started receiving added support from their family members after communicating with them more openly. They now feel less pressured to borrow money and remit this to their family instantly. After gaining additional knowledge and changes in perspective, many of them were keen to share with their family members everything they have learned. They are aware though that it is a gradual process and they cannot expect instant results.

For those who are engaging with family members in conversation about financial plans, husbands and children seemed to be quite supportive of the respondents intending to start their own business, or other financial plans. The tone of this support seemed contributive, cooperative, and understanding.

“I am now able to speak more openly to my mother (as I am closer to her than my father) about financial matter and I’ve been getting a lot more support from her.”

“I communicate better with my husband. He is now more supportive than before and he’s also helping me to better manage the finances. We’ve been very good at waiting to purchase things we need until the salary is received rather than taking the borrowing money route.”

Moreover, the participants learnt to solve money-related conflicts within the family. For example, when the child wants an iPhone, the worker gives the child the options of phone or cash deposit in the bank – the child eventually chooses a deposit and thus a conflict is avoided. Another example is that one worker has two daughters and she helps one of them more – she opens up communications about the assistance to one of the daughters and settles family conflicts.

4.2.2 Feedback from Trainers

a. Best feedback they received from participants

The trainers are inspired by the enlightenment, and relief is reflected in the reaction of participants. They stated that they feel happy and rewarded with participants' expressed realizations saying "Now I know..." They have witnessed first-hand testimonies, and they also feel fulfilled when they witness a shift in learning or a change in mindset among participants. They are equally pleased with the gratitude expressed by participants who extend messages such as "Thank you for the knowledge" or "I'll bring my friends," or sometimes "I will tell my family," or even "Do you have something like this in the Philippines or Indonesia?"

b. Workshop modules and workshop environment

The modules are very useful for the women. The materials are well-put-together, time-bound and goal-oriented. They spell out the objectives, the key points for discussion, and take-away. On the one hand, participants enjoy a safe space in which to participate, express and learn. On the other hand, the trainers are able to give neutral and trustworthy advice. The trainers observed that every workshop is an open environment, alive, productive, supportive and humbling. They are often reminded of their own lives.

c. Knowledge, expertise and commitment

The trainers believe that to qualify as an Enrich trainer, it is important to have a professional background, but a genuine sense of empathy and a passion are also vital. A trainer should be pro-active enough to know more about the trends, needs and issues of migrant domestic workers. He or she should be naturally helpful and willing to reach out. Social skills matter too, especially in balancing ways of making participants feel better about themselves, relating to them, putting oneself in their shoes; furthermore, speaking their language and being familiar with their culture are essential.

4.2.3 Feedback Regarding the Mentoring Sessions

Mentees expressed that although most of them have learnt the basic knowledge and skills in the workshops, they still enjoyed the mentoring scheme, as it served as a check-in phase, or a review. For one participant, discussion about retirement plans has been very helpful. They have focused on short-, medium- and long-term goals. There were even having discussions about small businesses with the family. They delved into more detailed computations based on the goal they would like to focus on. Some of them expressed that communicating their concerns in English could be limiting. Others, however, took this as an opportunity to sharpen their English language skills. Furthermore, they felt that this was a mutual learning experience, and while they learnt from their mentors, they also let their mentors learn more about migrant workers.

"My mentor learned a lot from me because as an employer she realized that her helper needs this kind of intervention too. I have a big plan of putting up my own resort. I also learned to control my remittances so I am able to save now. I intend to continue to attend more trainings like this."

Mentors also acknowledge that they have learnt from their mentees. As one mentor commented emotionally:

"I learned a lot from my mentee – her confidence; she was smiling all the time and she's happy in the midst of her situation. They earn so little but still they were able to manage."

Mentors thought that the mentees already have sufficient knowledge about the basic concepts of budgeting and saving and saving for goals but that they also need guidance on applying

these concepts especially when discussing working towards their goals. Some of them find their roles rather different, in the sense that they have to reinforce the message to them. Most of them find their mentees on the right track, well-organised and disciplined. Mentors praise the quality of the mentees in the Enrich workshops, and speak highly of the programme:

“I found my mentee is very prudent and pays attention on everything she spends so it is a very good point. Partly is from her character, partly are from Enrich sessions help her. I think she is confident to fulfill these goals, at least not to add more financial burden by asking for loan because she is more aware of the interest behind and she borrowed from the local financial firms.”

“I think it is very good, any kind of education would be good to increase their confidence.”

When they signed up to be a mentor, the mentors had different goals. Some were as simple as to help a vulnerable group, others desired to practice their own skills. To different extents, mentors were happy that they have achieved their goals.

“My goal is very simple, one thing is to practise more on consulting, indicating on someone’s need, which is also good for my job. Another thing is it gives me another perspective from the mentee side about what they think, about what kind of challenges they may face because as I have said, I have a domestic helper at home, it is very important. Before the workshop, I think respect is very important but of course, my domestic helper have [sic] her own difficulty. So having this chance to have a general understanding at the beginning from the coordinator gives me a broader perspective, and I can try to understand more and become more communicative.”

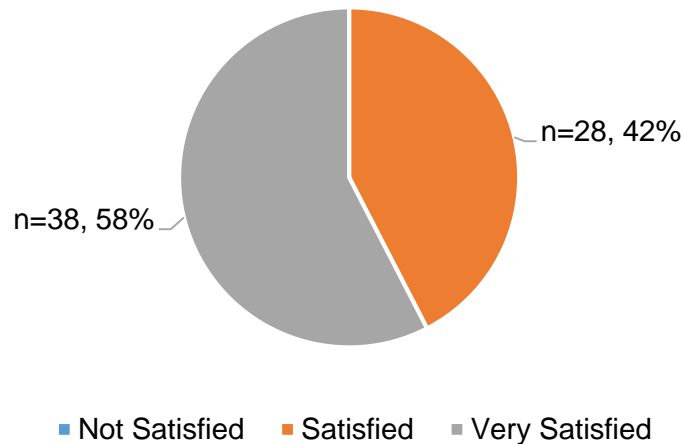
“I think my vision is to help her in the long term. I think she has learned the cost and the money she needs to save, but whether she will save or not, I don’t know. I think I have achieved my goal partially.”

4.3 Satisfaction

Overall, participants were satisfied with the programme. Out of 66 who were surveyed, 38 were very satisfied with the service received from Enrich, and 28 indicated that they were satisfied with the service.

Figure 17. Participants' Satisfaction with Enrich's Service

1). Overall, how satisfied were you with the service you received from Enrich? (N=66)



4.3.1 Satisfaction Survey of Workshops

In summary, a majority of the intervention group rated each workshop as being very satisfactory. The bases for this summary are the feedback forms that participants fill out at the end of every workshop. They rated their satisfaction based on an over-all assessment of content, methodology, facilitators, and organization of the workshop. On a scale of 1 to 5, 1 being the lowest and 5 being the highest, we obtained the percentage equivalent for each score and recorded the top two boxes in the scale, Agree + Strong Agree (Percentage Agree) corresponding to scores 4 and 5, respectively.

Table 8. Workshop Satisfaction Survey

Money Wise Migrants	Growing My Money	Money and Family	Setting Up My Business	Speak Up
96%	77%	95%	83%	96%

4.3.2 Mentoring Session

Below is the result of the feedback from 13 mentors and 15 mentees during a one-off mentoring session held on April 23rd 2017. Ideally, the mentors and the mentees should be paired one to one. For this particular session, one mentor was paired with two mentees.

a. Mentees' Feedback

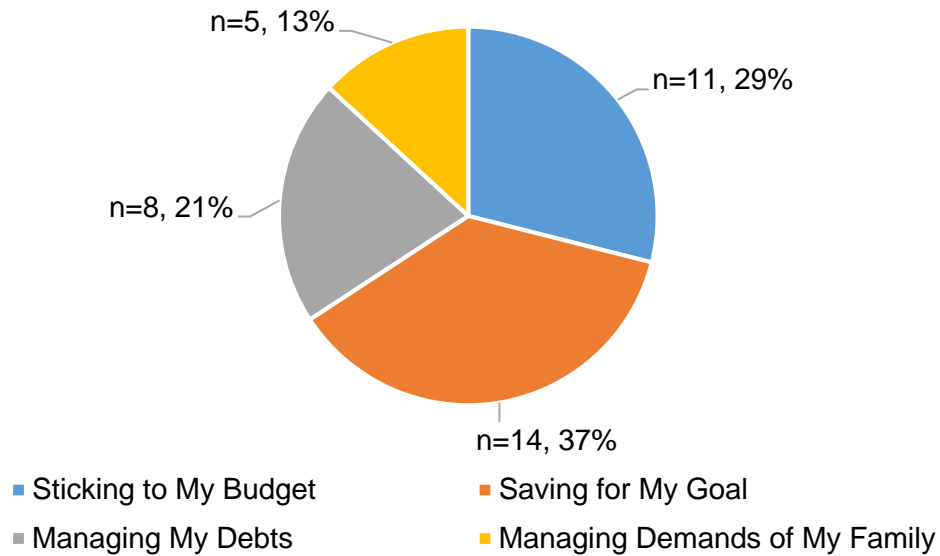
As reported by the mentees, the topics discussed appeared to be relatively equal with the greatest focus on "saving for my goal" and the least focus on "managing demands of my family" (Figure 18-1). The overall assessment of mentees is highly satisfactory (Figure 18-2). Mentees

found the experience helpful, and would like to see it expanded to benefit more women.

Figure 18-1. Mainly Discussed Topics

The topics discussed appear to be relatively equal, with the greatest focus on “saving for my goal” and the least focus on “managing demands of my family”.

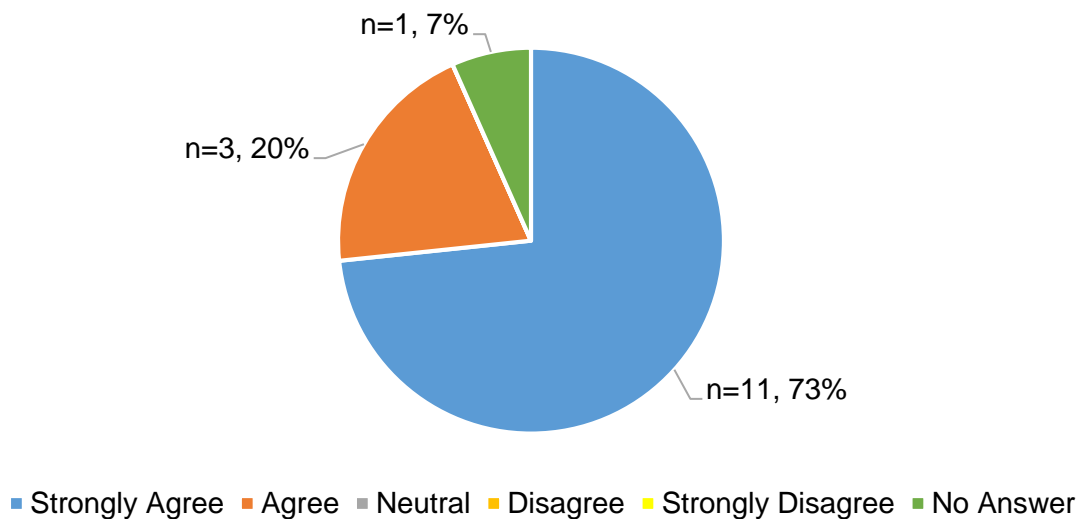
Which main topic did your mentoring session focus on? (N=38)



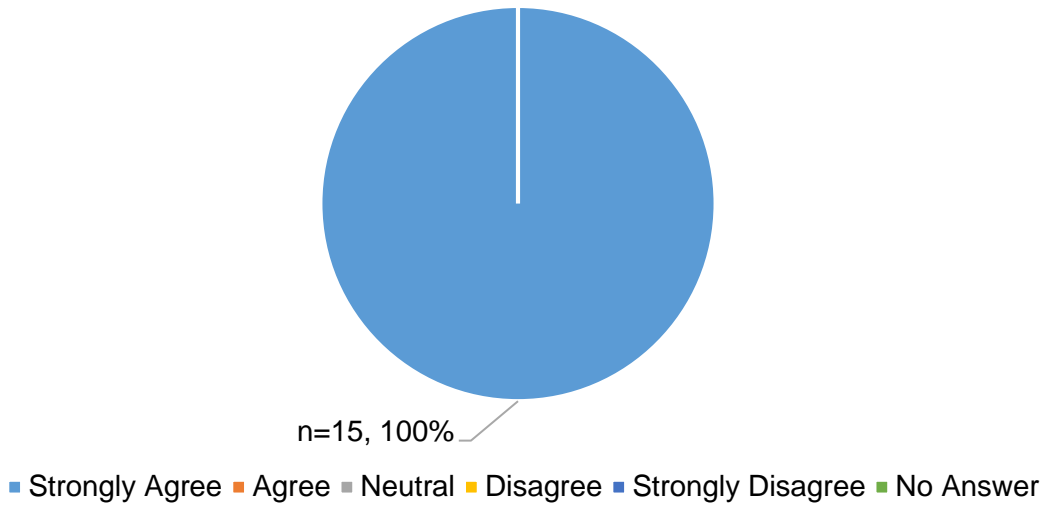
Note: Some mentees ticked more than one of the topics that were discussed during the session, so N was more than 15.

Figure 18-2. Mentees’ Feedback on Numerical Rating of Experience

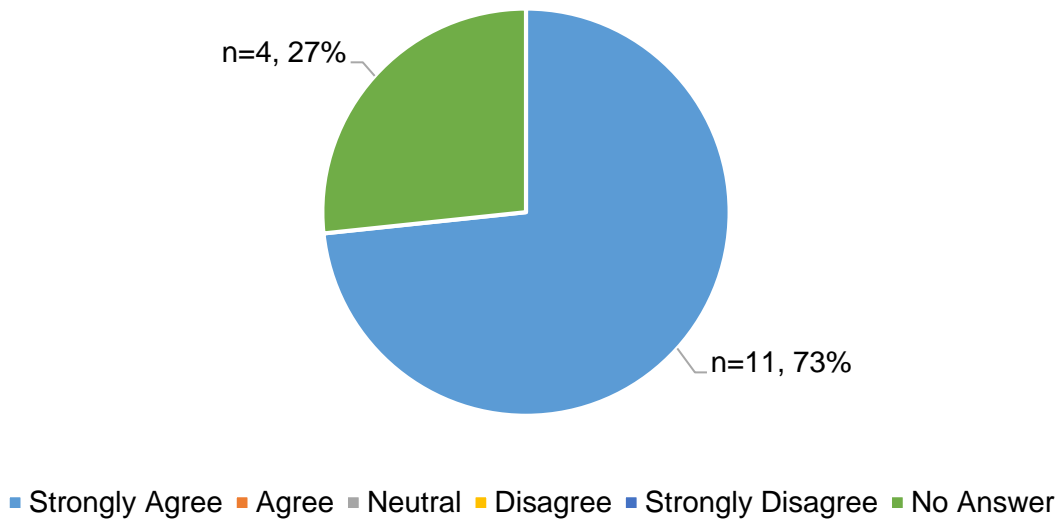
I have achieved the objectives I have as a mentee (N=15)



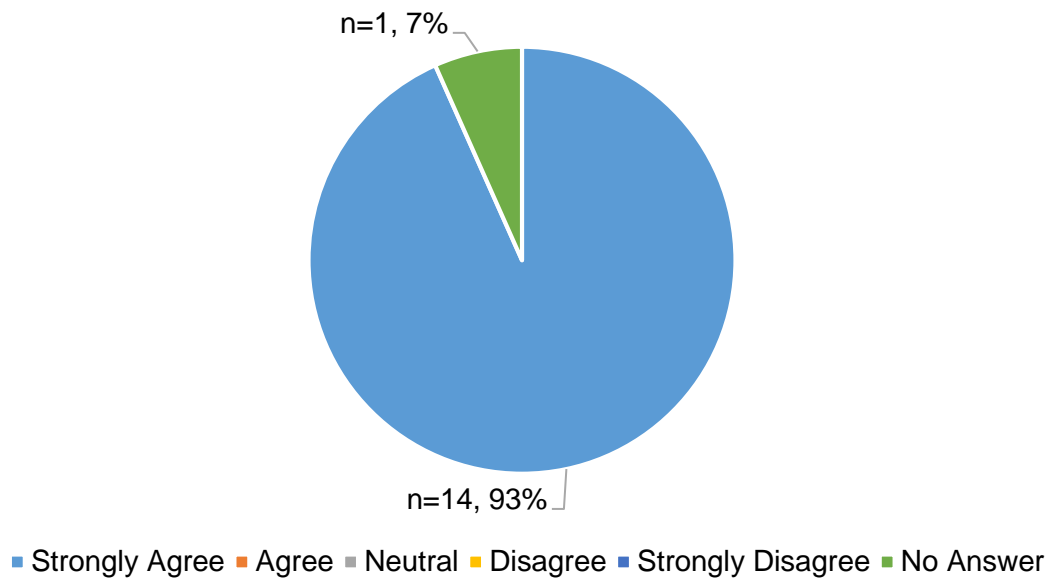
My mentor has helped me to make good progress on my goals
(N=15)



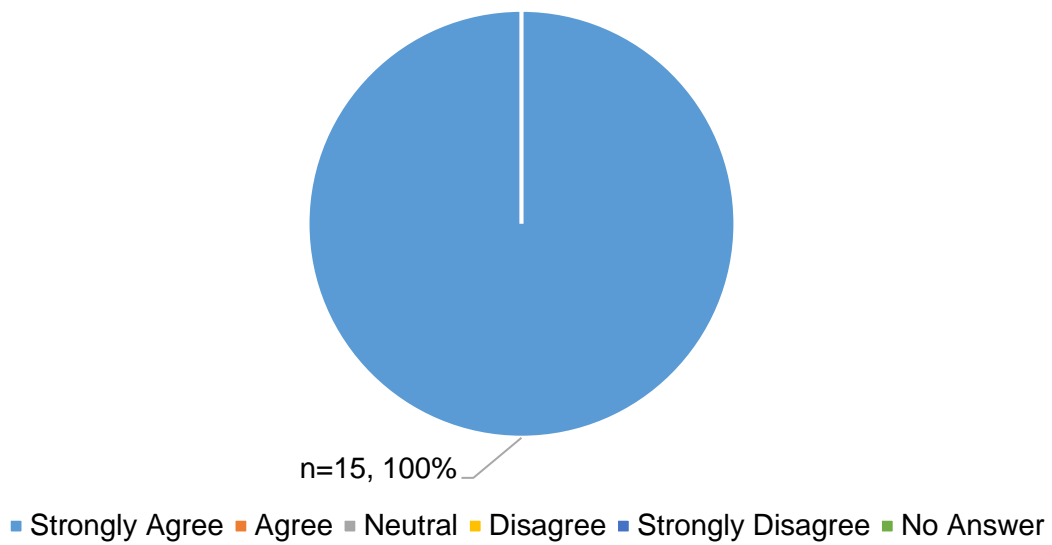
I feel that my budgeting and/or financial management have been improved (N=15)



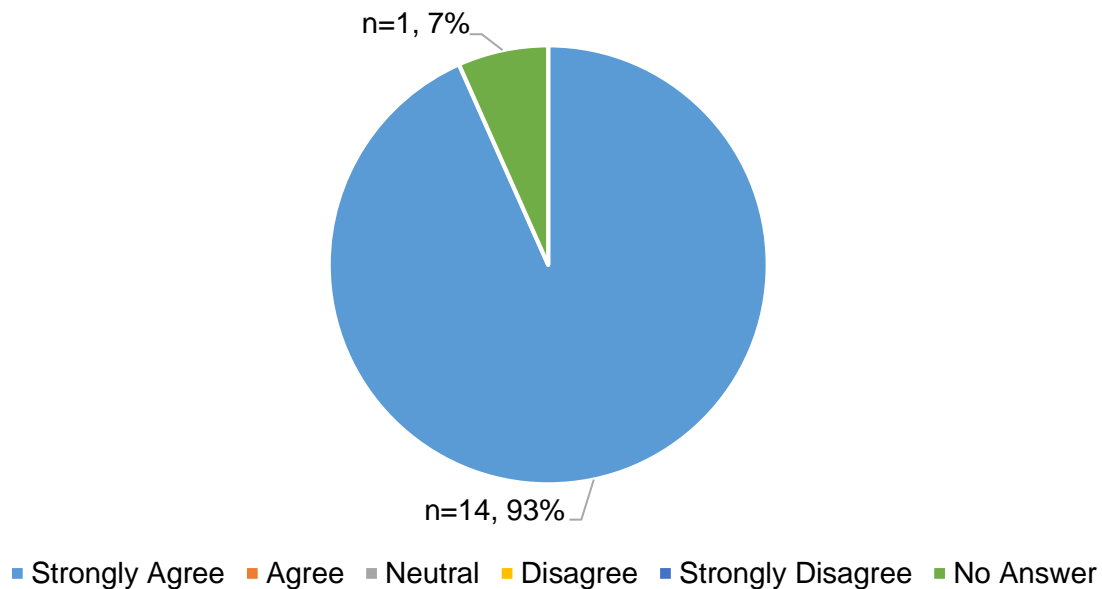
I would recommend this programme to a friend (N=15)



I felt comfortable talking to my mentor (N=15)



Please rate your overall experience on the mentoring programme to date
(N=15)

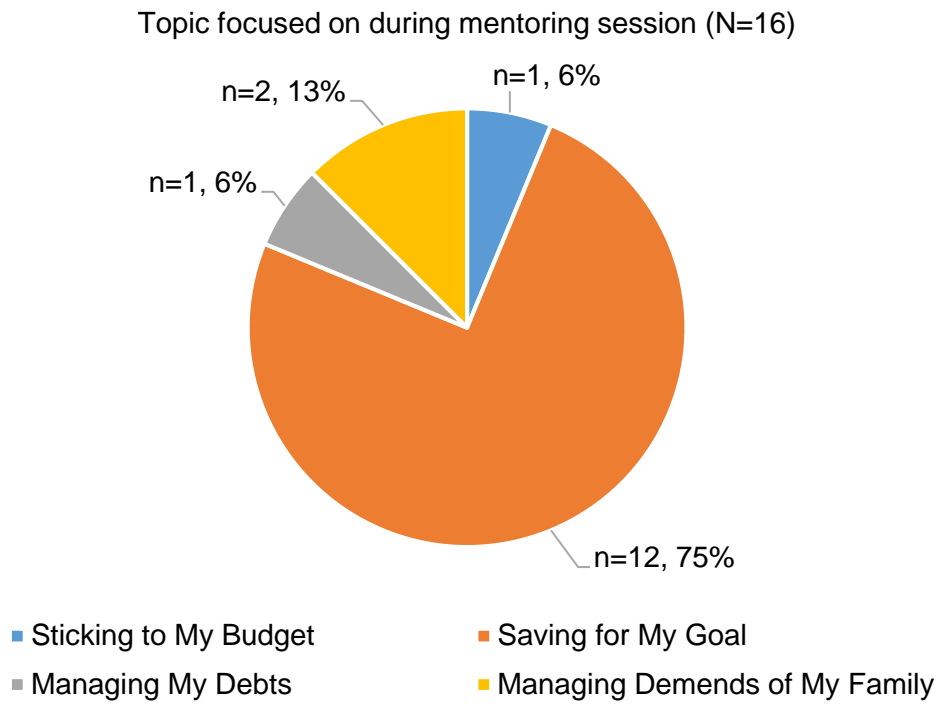


b. Mentors' Feedback

The mentors are also overall satisfied with the mentoring experience. They felt that they have had positive influences on their mentees (Figure 19). Furthermore, they found that these sessions were a great opportunity and expressed a desire to take part in them again in the future because they found the program insightful, thoughtful, and a learning experience for themselves.

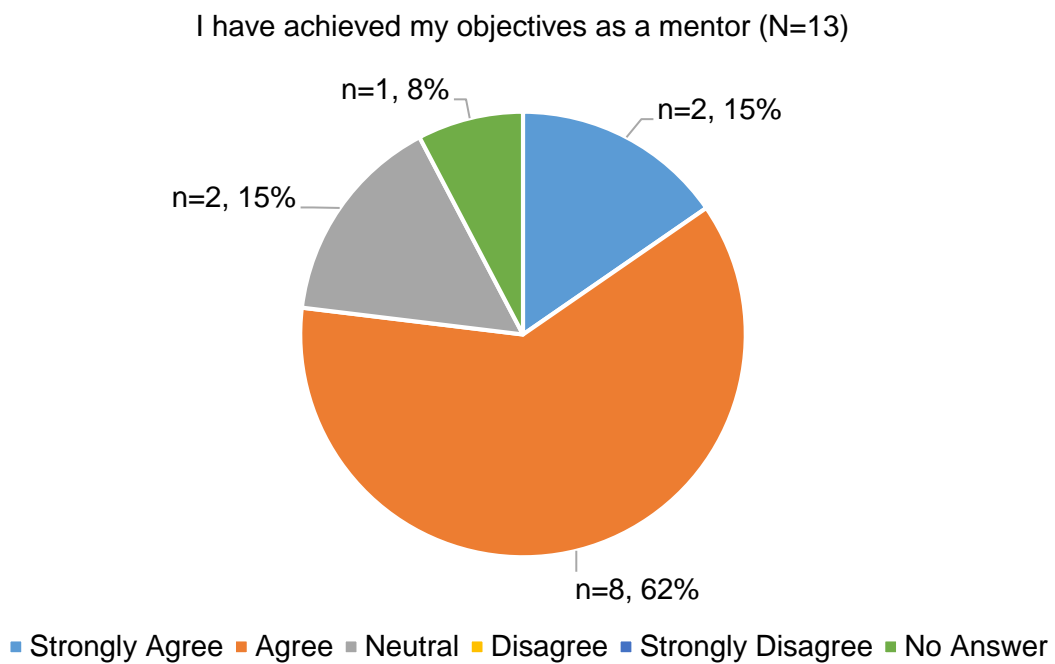
When asked to suggest improvements for the mentoring session, two mentors requested longer mentoring sessions and another asked for longer training sessions. It was also suggested that mentees could be asked to write up their goals and expenses prior to the session.

Figure 19-1. Mainly Discussed Topics

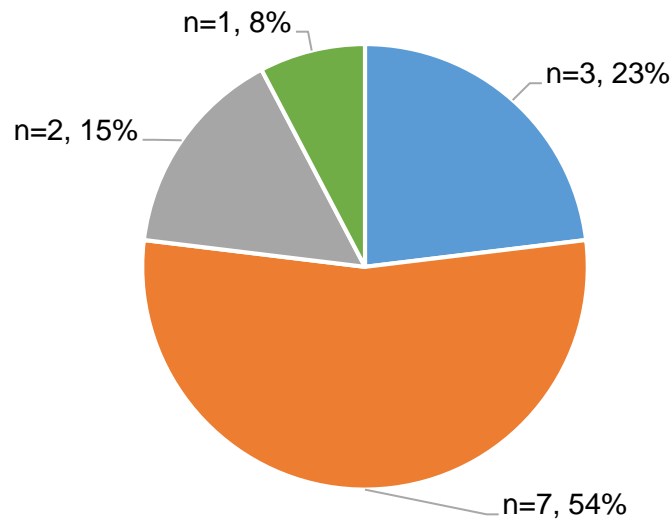


Note: Mentors could choose more than 1 topic.

Figure 19-2. Numerical Rating of Mentor's Experience

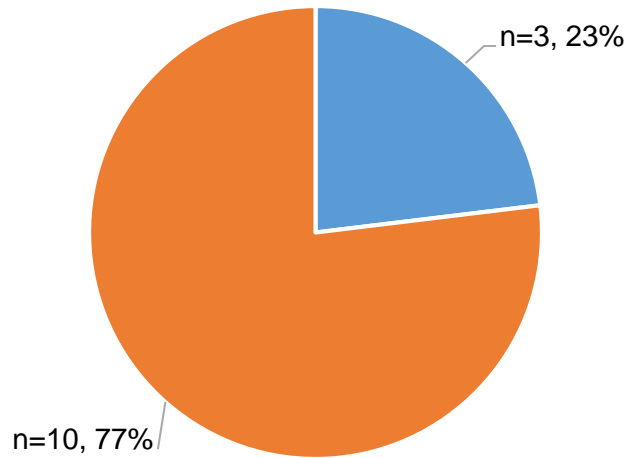


I made positive difference to my mentee (N=13)



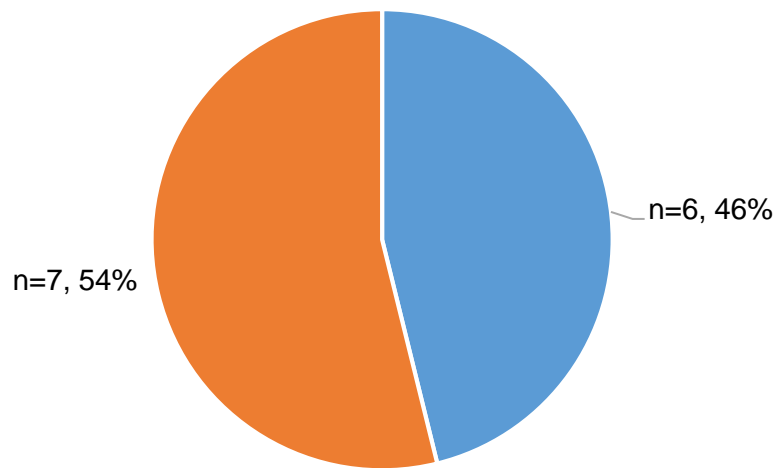
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree ■ No Answer

Enrich briefing and materials adequately prepared me for my role as a mentor (N=13)



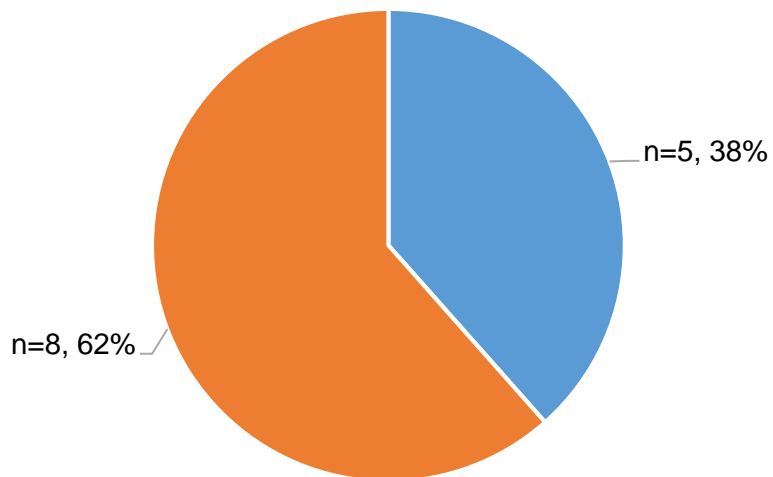
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree ■ No Answer

I would recommend this programme to a colleague/friend (N=13)



■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree ■ No Answer

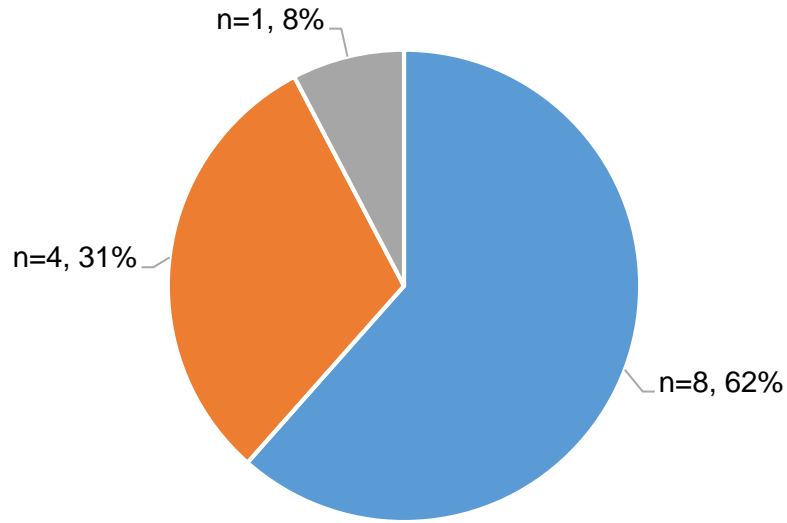
Mentor's overall experience of the mentoring session (N=13)



■ Highly Satisfied ■ Satisfied ■ Neutral ■ Dissatisfied ■ Highly Dissatisfied ■ No Answer

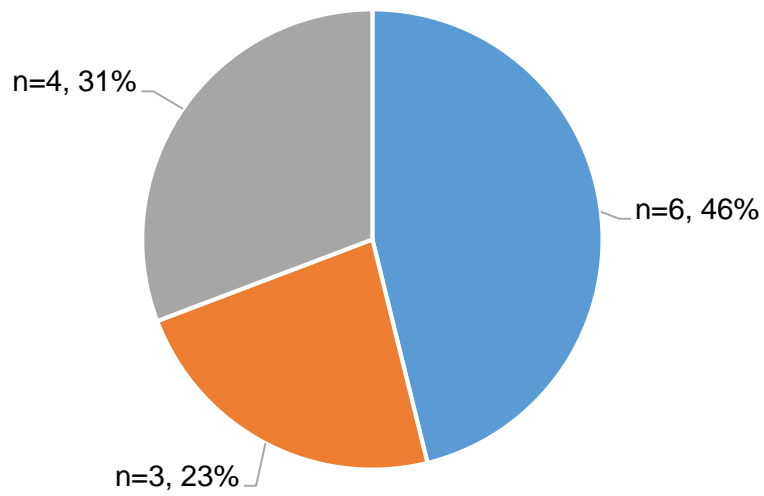
Figure 19-3. Confidence

Mentor's overall experience of the mentoring session (N=13)



- More Confident after the Session
- Confident Enough
- No Answer
- Less Confident Than before

Mentor's overall experience of the mentoring session (N=13)



- More Confident after the Session
- Confident Enough
- No Answer
- Less Confident Than before

Mentees' confidence in practicing what was learned (N=13)

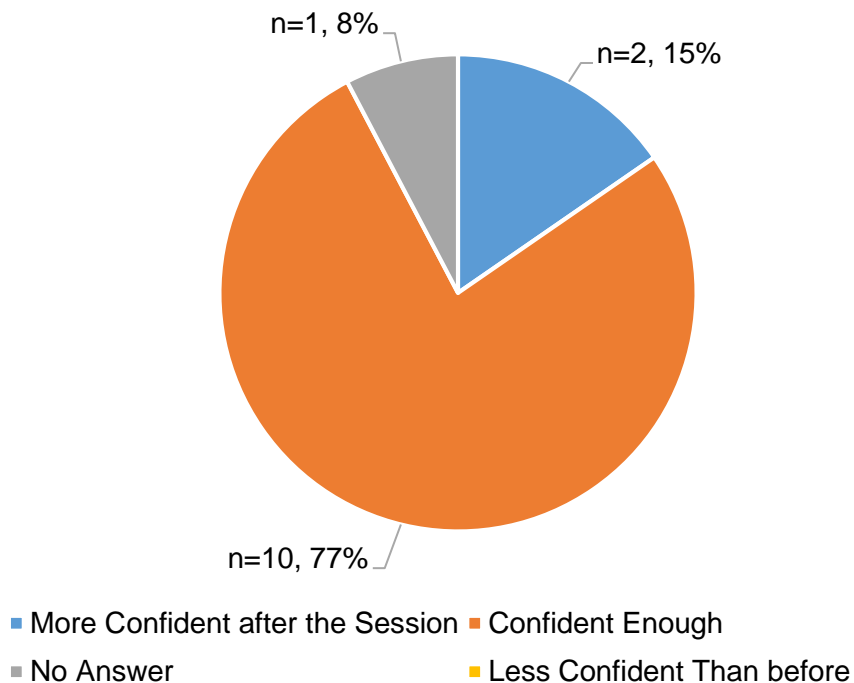
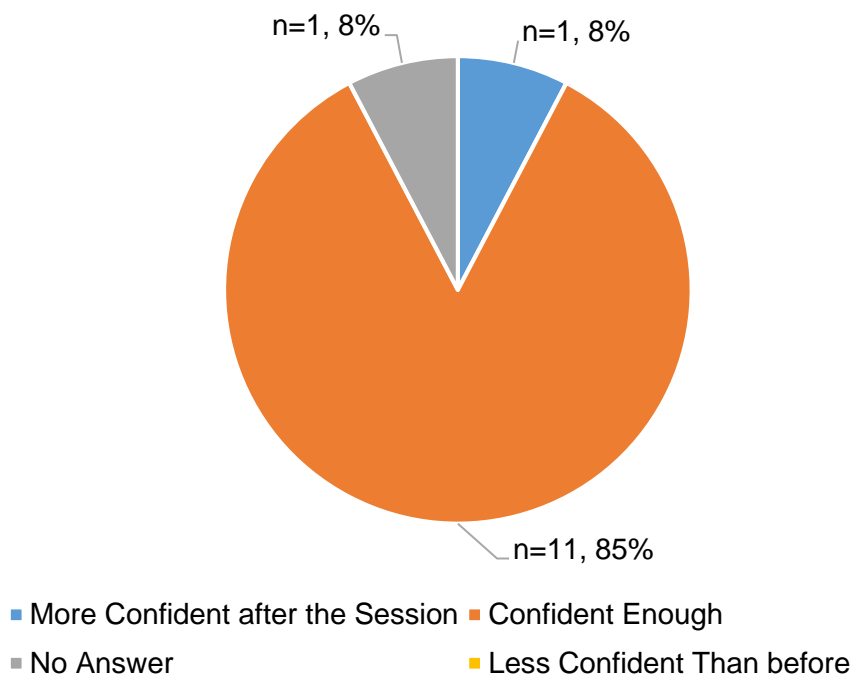


Figure 19-4. Skills and Knowledge

Mentees' skills in budgeting (N=13)



Mentees' knowledge in budgeting (N=13)

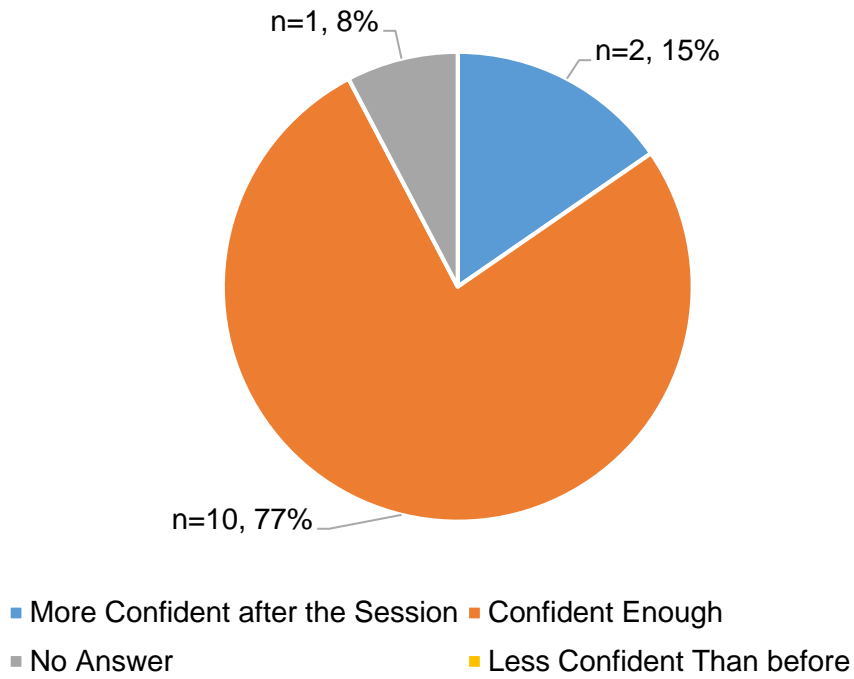


Figure 19-5. Motivation

Mentees' motivation in practising what was learned (N=13)

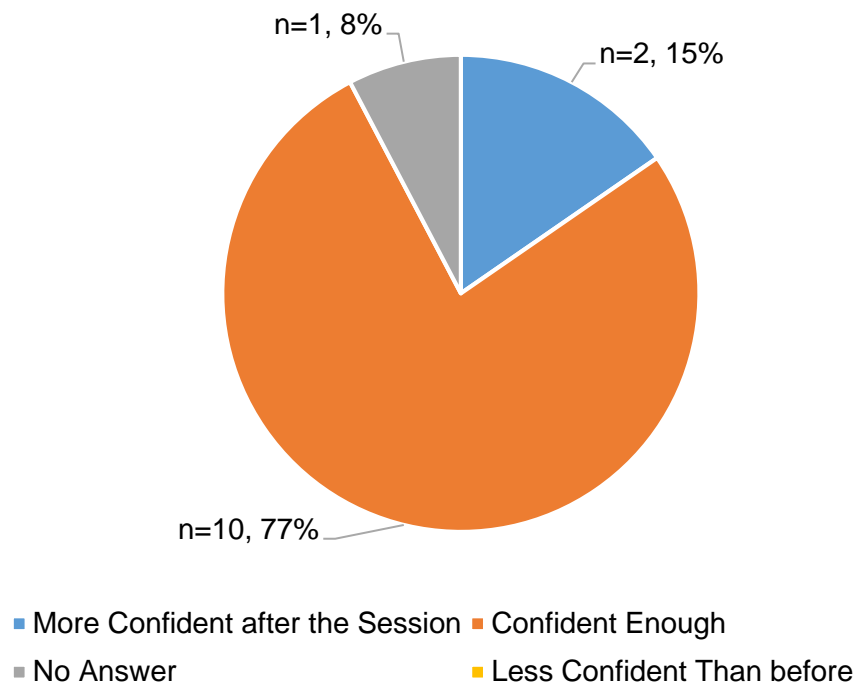
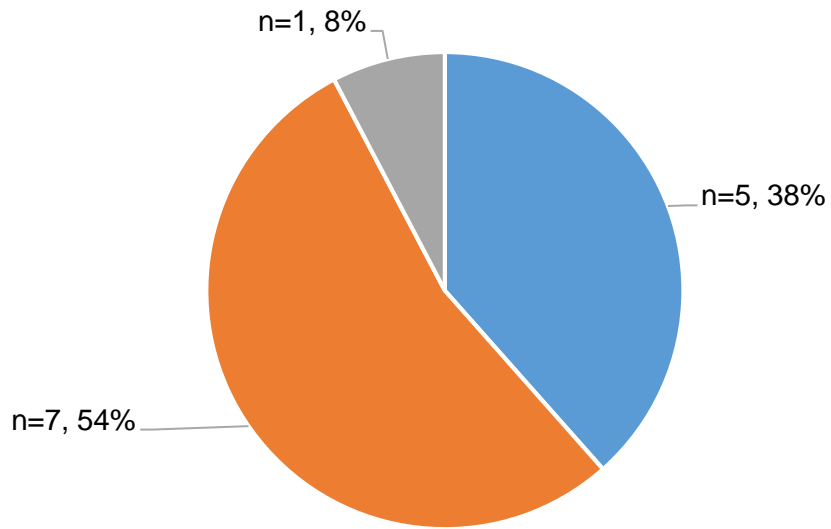


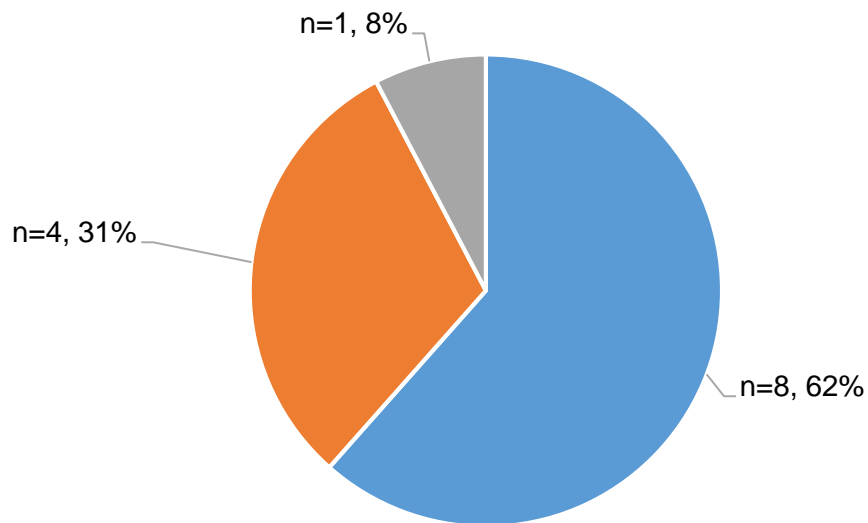
Figure 19-6. Attitude

Mentees know how to prioritize expenses (N=13)



- More Confident after the Session
- Confident Enough
- No Answer
- Less Confident Than before

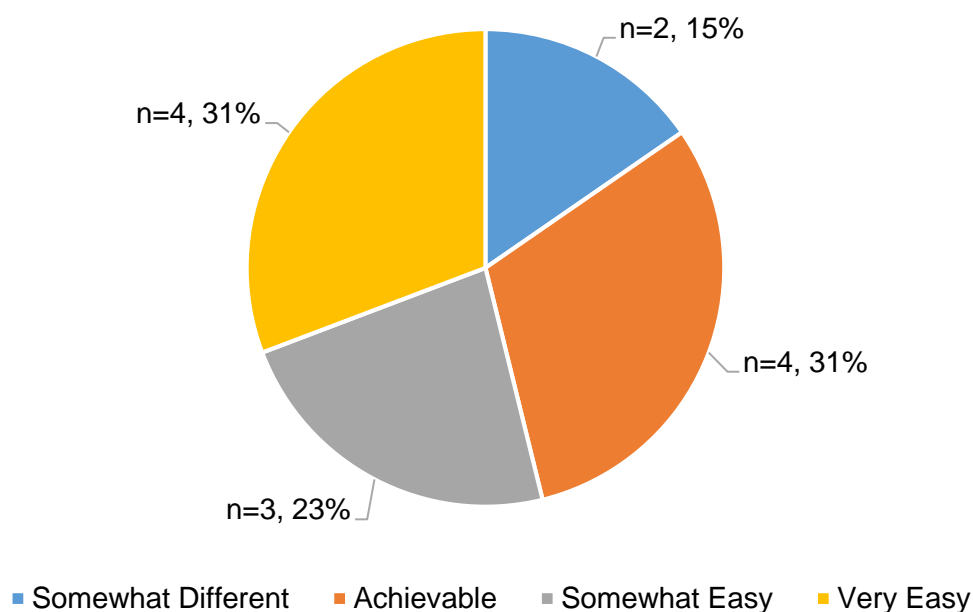
Mentees know how to prioritize goals (N=13)



- More Confident after the Session
- Confident Enough
- No Answer
- Less Confident Than before

Figure 19-7. Reaching Goals

Mentee's plans to achieving goals are (N=13)



5. Conclusion and Recommendations

5.1 Conclusion

Overall, the five core workshops were well-attended, participated, and praised by the participants. The workshop feedback forms from Enrich presented satisfactory results based on their overall rating of the workshop. Participants, trainers, and mentees find the programme beneficial to each of them and to the families of migrant domestic workers. They will definitely recommend Enrich's programme to their friends – participants for workers and volunteers for mentors.

Running the workshops in the native language of participants allowed better communication and discussion. Participants are able to express their opinions and questions more comfortably while trainers are also able to simplify the concepts in ways understandable to the participants. Context is also very important, which is why Filipino or Tagalog-speaking and Indonesian or Bahasa-speaking trainers are ideal because they are aware of the financial landscape in the Philippines or in Indonesia.

It is also worth mentioning that Enrich's empowerment workshops provide interesting links of rights, communication, family and well-being to the whole discussion of financial education. Both segments – empowerment education and financial education – combine well in addressing the economic empowerment of migrant domestic workers. Mentors and mentees also gained significant knowledge from the one-off mentoring session, making it beneficial to both participants.

It is interesting to discover in this programme that the introduction of a gradual learning process in the participants that is unbiased, specialized, and sustainable. We conclude that Enrich's financial and empowerment education programme is effective and that it has great potential to grow and scale up.

5.2 Recommendations

Based on findings, Enrich has a huge potential to scale up and create more impact. Hence, the following recommendations:

- 1) **Extend the programme to families back home** – Develop a similar education platform for families of participants back home. This would enable both the worker and family members to synchronize their financial plans, monitor spending of remittances, and encourage responsible money management between family members.
- 2) **Improved registration system** – Management of workshop registration to actual delivery of workshop to participants. If Enrich aims to sustain an effective, highly satisfactory workshop, it should consider a more systematic way of registering participants to avoid oversubscription or undersubscription.
- 3) **Continuing research on country-specific financial issues** – It is very important that, as a charity providing financial and empowerment education, Enrich does continuous research into financial information relevant to the participants, ideally specific to their context in their home countries. In this way, participants take away more options which are available and accessible to them.
- 4) **A solid framework for the monitoring and evaluation of programme participants** – In order to ensure that Enrich is making a highly successful impact on its participants, a framework for monitoring and evaluation should be in place. This can also provide a systematic scheme for measuring the effectiveness of the programme.
- 5) **Strengthen promotion of the programme to reach wider scale across Hong Kong** – Aside from online channels, Enrich should also explore reaching out to migrant domestic workers across Hong Kong. As face-to-face encounters work well with the women and the most effective strategy is word of mouth, it may be effective to strengthen this kind of promotion and recruitment.
- 6) **Wider collaboration with governments and agencies in the sending countries** – All the participants will probably return to their home countries. It would be helpful if Enrich forges stronger partnerships with government agencies and NGOs of the respective countries.
- 7) **Strengthen intervention on loan-taking and debt management** – This issue stands out as crucial to many of the migrant domestic workers we have seen in the programme. Enrich can capitalize on this aspect to reach out to more women and target this financial difficulty, challenge the industry, and take on a pro-active stance of preventing loan crises.

5.3 Final Remarks

This study demonstrates both the importance and impact of tailored financial and empowerment education programmes upon migrant domestic workers in Hong Kong. Participants who completed Enrich's programmes showed statistically significant increases both in financial knowledge and behavior. This is in line with previous research demonstrating that financial literacy education to disadvantaged groups can reduce their economic dangers and boost well-being (Sebstad & Cohen, 2003). As the leading registered Hong Kong charity providing such education, this report strongly recommends sustaining and scaling up these programmes to reach more migrant domestic workers.

Participants reported increasing their savings rate, being able to better allocate money, and reducing borrowing, and they are now able to understand the responsibilities and risks of borrowing money, including calculation of interest rates on loans. This knowledge and behavior change is vital given that many migrant domestic workers arrive in Hong Kong with debt due to recruitment and illegal agency fees. Many therefore need to borrow money, particularly with family pressures back home, and are charged excessive annual rates of interest upon loans in Hong Kong. Being equipped with such financial tools and knowledge can thus prevent migrant

domestic workers from entering into a cycle of debt. Furthermore, increasing their savings rate will better help the migrant domestic workers to plan their eventual return to their home country; a recent study by Farsight showed that currently only 6% of migrant domestic workers returning home felt they had saved enough money and 10% return with no money at all. This impact upon participants was also evident to the trainers immediately after each workshop; the trainers had commented on the noticeable shift in learning and mindset after participants had completed their workshops.

Crucially, because many migrant domestic workers fall victim to investment scams, participants who completed the workshops now report doing research before investing and report being more aware of the risks, returns and liquidity associated with different investment tools. However, this impact upon migrant domestic workers completing Enrich's programmes extends far beyond the workshops. Aside from the significant increases in financial knowledge and behavior, participants report that this impact extended to both their friends and family, through involving family members back in the Philippines and Indonesia in financial discussions. Many were able to consolidate what they had learnt, and felt that the programme had been life-changing, empowering them to accomplish long-term life goals, including building a home or paying off all debts, and were inspired to pursue further education such as university. Encouragingly, indicators that were not directly linked to workshops showed statistically significant improvements between pre- and post-test for migrant workers who completed Enrich's programs, specifically the one on financial and general self-efficacy, suggesting that the workshops had a holistic impact. Others expressed that it was the only time during their working life in Hong Kong that they had learnt how to manage their own finances, and how to discuss such matters with their family and employers.

There is currently little specific research into the impact of financial and empowerment education on marginalized groups, such as migrant domestic workers. This current research therefore aims to fill this gap in the literature, by demonstrating the statistically significant increases in the financial knowledge and behavior of migrant domestic workers completing a series of workshops with Enrich. As such, this research strongly suggests that Enrich should not only scale up its workshops in Hong Kong and in its partner countries, but it also reflects the benefit of such financial and empowerment education programmes in meeting the needs of migrant domestic workers, to ensure that their migration journey is valuable, meaningful and beneficial to themselves, their families and their communities.

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7. Appendices

Appendix 1. Survey Questionnaires

Appendix 1-1. Pre-, Mid- and Post-test Questionnaire

DEMOGRAPHICS: Date: _____

1. What is your age? _____
2. How many years have you been working in Hong Kong? _____ (If less than a year, please write "0")
3. How many more years do you think you will be working in Hong Kong? _____
4. Civil Status (check one only) a. Single b. Married c. Widowed d. Separated
5. Highest education (check one only) a. College b. Vocational c. Secondary d. Primary
6. How many children do you have? _____
7. Do you support family back home? Yes No
8. If yes, how many adults do you support? _____
9. How many children (your children and/or other children) do you support? _____

Financial Knowledge and Behavior

Please indicate how much each statement describes your situation by using this scale from 1-6 below. For example, if you feel a statement is VERY TRUE you would say YES, YES, YES. If you feel a statement CLEARLY does not describe your relationships, you would answer NO, NO, NO. There is no right or wrong answer for each item. Please answer according to your own situation.

BUDGETING AND SAVING		No, no, no	No, no	No	Yes	Yes, yes	Yes, yes, yes
K1A	I know where I spend my money/salary.	1	2	3	4	5	6
K1B	I know how to properly allocate my money on expenses and savings on a monthly basis.	1	2	3	4	5	6
B1A	I keep track of my expenses by writing them down and/or using the envelope method.	1	2	3	4	5	6
B1B	I have a bank account in Hong Kong and I use it to withdraw and deposit money regularly.	1	2	3	4	5	6
B1C	I have a bank account in my home country and I use it to withdraw and deposit money regularly.	1	2	3	4	5	6
DEBT AND DEBT MANAGEMENT		No, no, no	No, no	No	Yes	Yes, yes	Yes, yes, yes
K2A	I completely understand the responsibilities, consequences, and potential risks involved in borrowing money including calculation of interest rates on loans.	1	2	3	4	5	6

K2B	I know and understand what compounded interest is.	1	2	3	4	5	6
B2A	I take on as much loan as I can then figure out a way to pay it afterwards.	1	2	3	4	5	6
B2B*	I borrow money for emergencies.	1	2	3	4	5	6
B2C	I have a calculated list of all my debts and I know how to plan and prioritize to pay them off.	1	2	3	4	5	6
INVESTMENTS		No, no, no	No, no	No	Yes	Yes, yes	Yes, yes, yes
K3A	I know and understand the risks, target returns and liquidity of different investment instruments/tools.	1	2	3	4	5	6
K3B	I understand the interest rates, fees and returns on different investment opportunities and decide from such where I will put my money.	1	2	3	4	5	6
B3A	I do research before I decide which investment instrument to get.	1	2	3	4	5	6
B3B	I have a concrete investment plan set to accomplish my goals.	1	2	3	4	5	6
BUSINESS		No, no, no	No, no	No	Yes	Yes, yes	Yes, yes, yes
K4A	I know how to manage the financial aspect of my business and grow it.	1	2	3	4	5	6
K4B	I know what to do when my business is not doing well.	1	2	3	4	5	6
B4A	I have clear plans and budget on how to set up my business idea.	1	2	3	4	5	6
B4B	I have discussed my business ideas and plans with my family.	1	2	3	4	5	6
SPEAK UP		No, no, no	No, no	No	Yes	Yes, yes	Yes, yes, yes
K5A	I know my rights as a migrant domestic worker and I know where to go to for help here in Hong Kong.	1	2	3	4	5	6
B5A	I express/communicate my concerns and issues effectively and say No assertively.	1	2	3	4	5	6
B5B	I can speak up when my rights are challenged.	1	2	3	4	5	6

MONEY AND FAMILY		No, no, no	No, no	No	Yes	Yes, yes	Yes, yes, yes
K6A	I know how to manage expectations of my family when it comes to sending money/gifts and I inform them of my real situation in Hong Kong.	1	2	3	4	5	6
B6A	I talk to my family openly about money and include them in my financial planning (if married: family includes partner/husband/children/parents/siblings/extended family; if single: parents/siblings/extended family).	1	2	3	4	5	6
B6B	I share what I know and what I learn from courses and workshops with my family (if married: family includes partner/husband/children/parents/siblings/extended family; if single: parents/siblings/extended family).	1	2	3	4	5	6
B6C	I make sure my family knows if something is bothering me so they can support/find ways to help me.	1	2	3	4	5	6

* This item has been reversedly scored

General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995)

Below are ten statements about yourself which may or may not be true. Using the 1-6 scale below, please indicate your agreement with each item by encircling the number that matches your rating. There is no right or wrong answer for each item. Please answer according to your own situation.

		No, no, no	No, no	No	Yes	Yes, yes	Yes, yes, yes
1	I can always manage to solve difficult problems if I try hard enough.						
2	If someone opposes me, I can find the means and ways to get what I want.						
3	It is easy for me to stick to my aims and accomplish my goals.						
4	I am confident that I could deal efficiently with unexpected events.						
5	Thanks to my resourcefulness, I know how to handle unforeseen situations.						
6	I can solve most problems if I invest the necessary effort.						

		No, no, no	No, no	No	Yes	Yes, yes	Yes, yes, yes
7	I can remain calm when facing difficulties because I can rely on my coping abilities.						
8	When I am confronted with a problem, I can usually find several solutions.						
9	If I am in trouble, I can usually think of a solution.						
10	I can usually handle whatever comes my way.						

The Financial Self-Efficacy Scale (Lown, 2011)

Below are six statements about yourself which may or may not be true. Using the 1-6 scale below, please indicate your agreement with each item by encircling the number that matches your rating. There is no right or wrong answer for each item. Please answer according to your own situation.

		No, no, no	No, no	No	Yes	Yes, yes	Yes, yes, yes
1*	It is hard to stick to my spending plan when unexpected expenses arise.						
2*	It is challenging to make progress toward my financial goals.						
3*	When unexpected expenses occur I usually have to use credit.						
4*	When faced with a financial challenge, I have a hard time figuring out a solution.						
5*	I lack confidence in my ability to manage my finances.						
6*	I worry about running out of money in retirement.						

* Items have been reversedly scored

Brief Resilience Scale (Smith et al., 2008)

Please indicate how much each statement describes your situation by using this scale from 1-6 below. For example, if you feel a statement is VERY TRUE you would say YES, YES, YES. If you feel a statement CLEARLY does not describe your relationships, you would answer NO, NO, NO. There is no right or wrong answer for each item. Please answer according to your own situation.

		No, no, no	No, no	No	Yes	Yes, yes	Yes, yes, yes
1	I tend to bounce back quickly after hard times.						
2*	I have a hard time making it through stressful events.						
3	It does not take me long to recover from a stressful event.						
4*	It is hard for me to snap back when something bad happens.						
5	I usually come through difficult times with little trouble.						
6*	I tend to take a long time to get over set-backs in my life.						

* Items have been reversedly scored

Social Provisions Scale (Cutrona & Russell, 1987)

You will answer questions about your relationship with other people. Please indicate how much each statement describes your situation by using this scale from 1-6 below. For example, if you feel a statement is VERY TRUE you would say YES, YES, YES. If you feel a statement CLEARLY does not describe your relationships, you would answer NO, NO, NO.

Using the 1-6 scale below, please indicate your agreement with each item by encircling the number that matches your rating. There is no right or wrong answer for each item. Please answer according to your own situation.

		No, no, no	No, no	No	Yes	Yes, yes	Yes, yes, yes
1*	I do not have close relationships with other people.						
2*	There is no one I can turn to in times of stress.						
3*	Other people do not think I am good at what I do.						
4*	I do not think that other people respect what I do.						

Can you share why you – feel more confident | feel the same/nothing changed | less confident?

7. If you had debts before you came to Enrich, have you been able to reduce these debts in the past 3 months? Yes_____ No_____

Can you share why you – have not paid debts | paid some | paid all | gotten deeper into debt?

8. Since you came to Enrich, have you started talking to your family about your financial plans?

- a. Not relevant b. I haven't involved my family c. I have talked to my family about this d. My family and I are doing this

Can you share why – not relevant | you haven't involved your family | you have talked to your family about this | your family and you are not doing this?

Caller notes:

Appendix 2. Questions of Focus Groups and Interviews

Appendix 2-1. Focus Group Discussion Questions

Questions for workshop participants

1. Which Enrich program/course/courses have you attended?
2. What do you consider the most important lesson you learned from attending Enrich course/courses?
3. What were you not satisfied about the workshops?
4. How confident are you that you completely understand the responsibilities, consequences and potential risks involved in borrowing money including calculation of interest rates on loans? How is it different from before attending Enrich's workshops?
5. How confident are you now to properly allocate your money on expenses and savings on a monthly basis? How is it different from before attending Enrich's workshops?
6. Tell us about your savings rate after attending the training:
 - Started to save regularly Increased existing savings
 - Decreased savings Savings stayed the same
7. If you decreased your savings, please explain why.
8. How about your debts? How confident are you that you have calculated list of all your debts and know how to plan and prioritize to pay them off? How is it different from before attending Enrich's workshops?
9. For your loans, have you paid them off? Has the loan amount has increased due to non-payment? Has it decreased? If yes, what have you done to decrease the loan amount?
10. Did you make or change plans after you attended the Enrich course? (pls specify which course)
11. Can you say that you are in a better position now to manage your finances after the training/s?
 - Yes No Please explain.

12. After attending the training do you have better control with the way you spend your money? Yes No
13. What are the obstacles you encounter in managing your finances and how do you work around them?
14. Do you think that training on money management would be useful for your families back home? Yes No Please explain:
15. On investments, how confident are you that you know and understand the interest rates, fees and returns on different investment opportunities and decide from such where to put money
16. Do you do research now before getting into any investments? Why?
17. Tell us about your plans and budget to set up a business
18. Why do you say you are now completely aware of your rights and aware of where to seek help in Hong Kong
19. Are you able to express or communicate your concerns and issues more effectively now to your families? How?

Questions for Mentees

1. Why did you sign up for mentoring session?
2. Was there something you learned differently from the mentoring? If yes, what are these? If no, why not/none?
3. What did you learn from your mentor?
4. Do you think the mentoring session has been helpful to you?
5. Do you think the mechanics for the mentoring session are clear enough?
6. Is the timing enough?
7. Would you have suggestions to improve the programme?
8. Would you recommend this to your friends?

Questions for Trainers

1. What was the best and worst feedback you received from your participants?
2. What challenges did you encounter pre-workshop, during the session and post-session?
3. What do you think can be done to address them next time?
4. Are there any changes you introduced while running a particular session/activity? What and why?
5. Is there any particular part/segment of the workshop that you are uncomfortable with? What and why?
6. What do you like best about being a trainer at Enrich?
7. What do you think is your most valuable contribution to your participants/Enrich?

Appendix 2-2. Interview Questions

Interview Questions for Mentors

1. After your session with your mentee, what can you say of her confidence now in practicing what she learned especially managing her finances?
2. How confident are you in terms of your mentee's ability to achieve her goals?
3. What kind of obstacles did your mentee cite in following the tips and advice from the MoneyWise Migrants workshops to budget, save, and plan, if any?

4. Do you have any advice to give other Enrich participants who may face the same issues?
5. Do you think you have achieved your goal as a mentee? If yes, how? If no, why not?
6. What do you think you have done differently to your mentee?
7. Do you think you think the Enrich briefing materials adequately prepared you for your mentor role? If yes, how? If no, can you tell what was missing?
8. On a scale of 1-5, 1 being lowest and 5 being highest, please rate your overall experience in the mentoring session.
9. What do you think is your most valuable take away from the mentoring session?
10. Do you have any more suggestions or recommendations to Enrich to improve the mentoring programme?