



Monitoring and evaluation report for the
Expanded Public Works Programme (EPWP) Financial Literacy Initiative
2024-2025

Year two of a three-year initiative between the Department of Public Works and Infrastructure and the Financial Sector Conduct Authority

Report prepared by

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Executive summary: Year two of the EPWP Financial Literacy Project

The Financial Sector Conduct Authority (FSCA) continues to play a pivotal role in empowering vulnerable South Africans with essential financial literacy skills. In partnership with the Department of Public Works and Infrastructure (DPWI) through its Expanded Public Works Programme (EPWP), the FSCA supports a nationwide initiative to equip EPWP participants with the knowledge needed for long-term financial independence. While short-term employment provides income, financial literacy is key to breaking the cycle of poverty.

This initiative is part of a three-year (1 April 2023 – 31 March 2026) Memorandum of Agreement (MOA) between the FSCA and DPWI, with funding from the Financial Services Consumer Education Foundation (FSCEF). The project is built on a high-impact, low-cost model that leverages existing resources to maximise its reach. Workshops are organised by the DPWI who also provides the facilitators. The FSCA plays a central role by providing the content, workshop materials, and facilitator training.

The project continues to meet its roll-out goals. By 31 December 2024, a total of 322 workshops had been completed, reaching 12 202 participants. Combined with the 11 467 participants reached during the 2023/2024 financial year, the initiative has now benefited **23 669** individuals. The project remains on track to achieve its target of 30 000 participants by 31 March 2026.

This report prepared by Confluence (Pty) Ltd, presents the findings from the monitoring and evaluation (M&E) of the EPWP Financial Literacy Initiative. The project was assessed using the Organisation for Economic Co-operation and Development Assistance Committee (OECD DAC) evaluation framework to measure its relevance, coherence, effectiveness, efficiency, impact, and sustainability.

Table 1: Summary of the project results

Relevance ✓ Met	Customised learning material, delivered appropriately to EPWP participants. The content is relevant and resonates with the EPWP audience. While challenges exist, instruction methods are appropriate and generate value.
Coherence ✓ Met	Learning that integrates into the participant's overall financial reality. The workshops provide budgeting and financial tools to help EPWP participants deal with their limited financial resources and avoid the trap of unnecessary debt.
Effectiveness ✓ Met	Learners develop the right knowledge and attitude. The training is effective: Participants can discuss and weigh the importance of topics to them and then correctly display improved financial knowledge.
Efficiency ✓ Met	Efficient usage of resources through the partnerships with the DPWI and NPOs. The programme leverages available resources, even though necessary trade-offs are apparent.
Impact ✓ Met	Learners understand the importance of financial literacy. Facilitators believe the project is making a difference, and participants see value in controlling financial stress and managing their finances through budgeting tools.
Sustainability ✓ Met	Measurable longer-term effects. The tracking study respondents show a decrease in the use of budgeting tools compared to their previous year peers. While this issue is concerning, on an overall basis the tracking study respondents show that they have acquired strong and sustainable financial behaviours.
Met ✓	
In our capacity as the M&E service provider, Confluence confirms that the EPWP Financial Literacy Initiative has met the OECD DAC criteria of relevance, coherence effectiveness, efficiency, impact, and sustainability.	

About this document

This document is comprised of four sections:

1. The first section, *Overview and Context*, outlines the project's objectives, stakeholders, and the roll-out plan.
2. The second section, *Monitoring and Roll-Out Approach*, details the methodology, sample, fieldwork methods, and the approach towards analysis. It begins by presenting the Theory of Change that supports the project, and the evaluation criteria utilised.
3. The third section, *Findings*, provides the results of our evaluation based on each criterion: relevance, coherence, effectiveness, efficiency, impact, and sustainability.
4. The final section, *Recommendations and Conclusions*, offers our conclusions and recommendations.

1 Overview and context

The **Expanded Public Works Programme (EPWP)** is a **Department of Public Works and Infrastructure (DPWI)** initiative in South Africa, aimed at providing temporary employment opportunities to individuals in underprivileged communities. The EPWP is part of South Africa's broader poverty alleviation strategy and aims to address high unemployment rates, particularly among vulnerable groups such as youth, women, and people with disabilities. The **Financial Sector Conduct Authority (FSCA)** plays a crucial role in supporting financial literacy workshops to **EPWP** participants. The FSCA's involvement is part of its broader mandate to provide financial consumers with financial education.

Since 2016, the financial literacy project has been defined by multiple agreements between the DPWI and FSCA, with the most recent covering the 2024 to 2026 financial years. This report assesses the second year of the project which ends on 31 March 2025.

The financial literacy workshops focus on practical financial education, covering topics like budgeting, saving, debt management, and planning for the future. These skills are vital for EPWP participants, who may struggle with financial decision-making due to limited income. By improving their financial literacy, the FSCA empowers participants to make informed choices, thereby **maximising the impact of their stipends** and helping to improve their overall financial well-being.

The DPWI, through the EPWP, aims to boost employment and prosperity in communities, while the FSCA focuses on enhancing financial literacy across South Africa. This project combines the resources and goals of both stakeholders for mutual benefit. **The programme operates on the ethos of achieving the maximum impact with limited resources.**

The aim and objectives of the project

The project aims to create awareness of the importance of financial literacy and to impart knowledge and skills to participants in EPWP programmes to better manage their money.

The objectives of the national project are to:

- Conduct 200 workshops and reach 10 000 EPWP participants in the year ending 31 March 2025.
- Conduct a total of 600 workshops and reach 30 000 EPWP participants by 31 March 2026.

1.1 Stakeholders

The project stakeholders have **remained consistent** during this second year of the roll out. Stakeholders have **relatively well-defined project roles** and blend their individual strengths to optimise the project:

The Financial Sector Conduct Authority (FSCA)

As the project owner, the FSCA conceptualised the workshop content and flow, provided printed copies of learning material and trained the DPWI facilitators. The FSCA conducts site visits to assess implementation of the workshops in all provinces.

Department of Public Works and Infrastructure (DPWI)

As the co-ordinating implementation partner, the DPWI planned all workshops, provided DPWI staff who acted as facilitators, coordinated access and provision of venues across all provinces. Participants were all sourced from EPWP.

Non-Profit Organisations (NPOs) who run community initiatives in collaboration with the DPWI

As DPWI partners, NPOs collaborate with EPWP and are responsible for providing access to participants and suitable venues.

The Financial Services Consumer Education Foundation (FSCEF)

As the project funder, the FSCEF provided financial support for the project and conducts site visits to witness implementation of the project.

Confluence (Pty) Ltd (Confluence)

As the monitoring and evaluating (M&E) service provider, Confluence was responsible for designing the M&E method, observing workshops, gathering and analysing data and producing this report.

1.2 Project roll-out

The planning process

Each DPWI provincial office has a training structure which **coordinates and plans workshops**. They interact with NPOs, DPWI head office and other government structures employing EPWP participants.

Quarterly workshop targets are set, and each province submits their plan to DPWI head office. The workshop schedules are communicated to the FSCA and they in turn **plan the delivery of training, collateral material and conduct site visits**.

Each province has its own mix of NPOs and EPWP employers, which dictate the rate and timing of workshops. Plans gather momentum from the beginning of the training year in April, and training peaks in November.

Workshop content

The FSCSA draws from its *MyMoney Learning Series* to provide content for the workshops. The content is structured around the following three themes and subthemes:

Table 2: Workshop content topics and sub-topics

Theme	Topic	Subtopic
Theme 1 Financially Smart	Good Financial Habits	Save for Unexpected Expenses
		How to budget
		Be in control of your finances
Theme 2 Financial Safeguards	Financial Assistance	Financial Advisors
		Getting financial advice
	Savings	Savings vs Investment
		Informal savings
	Retirement	Claim unclaimed pension fund benefits
	Insurance	Short- and long-term insurance (Specifically funeral insurance)
Theme 3 Financial Protection	Safeguard your finances	Safeguard your finances (Rights and responsibilities)
	Scams	Scams
	Financial stress	Financial stress

The basic content structure has been retained from the previous year, although **emphasis on different topics has evolved**. Previously we recommended that the Long-term insurance section focussed only on the funeral component, and that unclaimed benefits be carefully contextualised for this EPWP audience.

Facilitators draw from this content structure and **adapt** presentations based on their assessment of each workshop audience.

Workshop Rollout

The DPWI releases a quarterly workshop progress report. The third quarter results show that as of 31 December 2024, the project **training targets for the 2024/2025 training year have already been achieved**. These targets were 200 workshops and 10 000 participants.

As of 31 December 2024, 12 202 EPWP participants have been trained through 322 workshops. This will increase as workshops take place in Quarter four (4) from 1 January 2025 to 31 March 2025.

Table 3: Distribution of workshops and participants trained in quarter one to three of 2024

Province	Number of Workshops 1 April 2024- 31 Decembe 2024	Number of Participants Trained 1 April 2024- 31 December 2024
Eastern Cape	28	879
Free State	14	669
Gauteng	47	1 549
KwaZulu-Natal	17	553
Limpopo	51	2 425
Mpumalanga	65	1 913
North West	27	1 390
Northern Cape	40	1 743
Western Cape	33	1 081
TOTAL	322	12 202

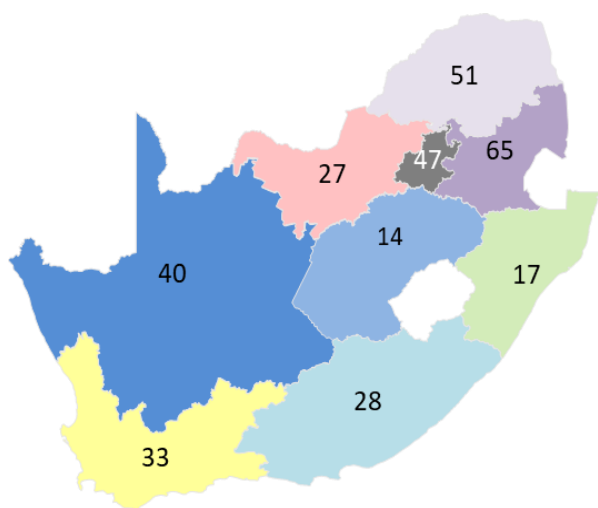


Figure 1: Workshops per province

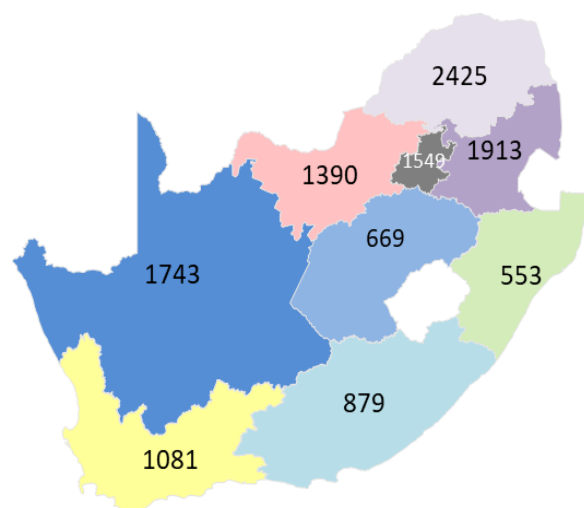


Figure 2: Participants per province

Workshop Structure

The workshops are designed with interactive exercises conducted in small groups, though the venue size influences the amount of group work and exercises that can be incorporated. Each session is supposed to take two hours, but three hours is usually required.

Since facilitators typically do not know the participants' level of financial literacy, the first part of the session focuses on gauging baseline knowledge. **This allows the content and delivery methods to be adjusted accordingly.** If appropriate for the specific group, facilitators can delve deeper into particular financial literacy topics based on participants' needs.



The structure of the workshop is recommended, not compulsory, and facilitators are encouraged to adapt it as circumstances allow. After introductions, the session begins with the **Financial Stress Quiz**, followed by a budgeting exercise that helps participants distinguish between needs and wants. The final section focuses on **financial protection**, covering insurance and how to avoid scams.

Each section is accompanied by an FSCA booklet containing exercises and supporting activities. These are generally distributed at the beginning of the session, along with collateral such as an FSCA bag, pen and notebook.

Figure 3: Typical training booklets and collateral

Facilitator Training

Training facilitators for the EPWP financial literacy programme is an essential part of ensuring workshop success. The FSCA provides training to all facilitators, ensuring they are prepared to deliver the content effectively and engage participants in a meaningful way.

Facilitators for the programme are primarily DPWI staff, with additional support from volunteers within the DPWI structures. They are responsible for guiding participants through the workshops, offering insights, and adapting the content to meet the specific needs of different groups.

In 2023/2024 the FSCA conducted **structured face-to-face** training sessions at their offices in Pretoria. This training involved a combination of refresher courses for experienced facilitators and separate, individual training for new facilitators.

The group of facilitators has largely remained the same and so, in the current year, the training approach was more ad hoc. When asked to rate the quality of the training they received, **54%** of facilitators rated it as **good**, with the remaining **46%** rating it as **excellent**. Facilitators were generally comfortable with this year's training approach but missed the physical group training of the previous year. **Most asked for another face-to-face refresher** in the next training year, partly to renew their skills but mainly to have the opportunity to interact and learn from their peers in other provinces.

2 The monitoring and evaluation approach

2.1 The monitoring and evaluation objectives

The monitoring and evaluation objectives have remained consistent in the second year of this cycle.

The objectives for both years have been to:

- **Utilise and apply** the evaluation criteria of the Organisation for Economic Cooperation and Development (OECD) Development Assistance Committee (DAC), which includes relevance, coherence, effectiveness, efficiency, sustainability, and impact.
- **Apply** the existing Theory of Change model.
- **Measure** *participant's attitude and knowledge* using a self-completion questionnaire.
- **Evaluate** project implementation logistics through professional observation and key informant interviews.
- **Track** a subset of individuals using a tracking study.

2.2 The method

Our M&E approach was based around the following activities:

- Financial literacy workshop observations
- Participant perception survey
- Key informant interviews
- A tracking study of selected participants
- A facilitator perception survey

The facilitator perception study was included because of our learnings from last year. As a core component of the programme, we wanted to codify and quantify their inputs.









Workshop observations

Last year we were only able to visit six of the nine provinces and could not include North West, Mpumalanga and Free State provinces in our M&E. This was partly due to their workshops being completed before our appointment, and partly due to communication challenges.

This year we have managed to include both the North West and Mpumalanga provinces due to improvements in workshop scheduling and communication. Unfortunately, the Free State remains elusive.

We attended and evaluated the following selected workshops:

Table 4: Details of workshops attended and evaluated for this study

Province	Place	NPO	Dates and facilitator
	Gauteng Johannesburg	Helen Joseph Hospital Health Maintenance	Wednesday 21 st August 2024 Ms Julia Mulima
	North West Zeerust	Ramotshere Moiloa Local Municipality Waste Management	Monday 23 rd September 2024 Mr Jimmy Mbhokota and NW team
	Eastern Cape Mt Ayliff	eMaxesibeni Women In Advocacy	Wednesday 16 th October 2024 Mr Sanelisiwe Funani
	Northern Cape Norvalspont	Umsobomvu Infrastructure Maintenance	Thursday 17 th October 2024 Mr Meshak Moduka
	Limpopo Giyani	Greater Letaba Municipality Infrastructure Maintenance	Monday 21 st October 2024 Ms Tsakani Maringa
	Western Cape Vredendal	Safeguarding	Saturday 2 nd November 2024 Mr Bulelani Mgodeli and Mr Thamsanqua Ngqula
	Mpumalanga Barberton	Infrastructure development	Thursday 21 st November 2024 Ms Fela Mashabane and Mr Bongani Matlombe
	KwaZulu-Natal Bethany (Bergville)	Okhahlamba Local Municipality Community Work Programme	Thursday 13 th February 2025 Mr Thabani Mazibuko and Ms Nompumelelo Blose

For consistency we used the same senior evaluator and the same basic workshop evaluation rubric as last year. The core issues we focussed on were:

Infrastructure:	Was the venue suitable. Was the set up appropriate.
Timings:	Did the session start and end on time. Were there appropriate breaks.
Participants:	Were participants engaged. Were they drawn from EPWP programmes.
Customisation:	Were facilitators able to customise content and delivery to different audiences.

Participant perception study

To ensure efficiency in collecting participant data, we developed a **concise, two-page instrument** designed to measure financial literacy both before and after the workshop. This instrument was kept short and simple to **avoid taking up too much workshop time** and to reduce administrative burden, which had been a challenge in previous years when longer questionnaires were used. **We did not utilise any digital collection methods:** the combination of unpredictable venues, varying literacy levels of participants and data connectivity issues simply make this approach unworkable in the field.

The two-page format allowed for a **quick, straightforward assessment** while capturing the necessary data for both pre- and post-workshop measurements. The instrument was handed out at the end of the session, ensuring it was completed without disrupting the flow of the workshop. This approach helped to **streamline data collection**, making it more manageable and less time-consuming for both facilitators and participants.

The financial literacy instrument was **translated into vernacular** languages specific to each province to ensure accessibility. Facilitators recommended appropriate languages, and translated versions, along with the English version of the questions, were provided. Facilitators verified the translations for accuracy, and back-translations into English were done as a final check. **This approach ensured clarity, cultural relevance, and inclusivity in data collection.**

Last year's instrument proved its ability to capture participant views, and **we kept the basic format and flow** moving into this year's data collection. After our own instrument analysis and feedback from facilitators, we did make some **small changes to phrasing of some items**. The most significant change was the **inclusion of new items** to explore participants relationship with **funeral policies**. These items were developed together with the FSCA.

The results from this study are used to inform and illustrate our discussions of the OECD evaluation criteria of **Relevance, Coherence, Effectiveness, Efficiency, Impact and Sustainability** and are detailed in **sections 3.1 to 3.5** of this report. An example of one of the translated questionnaires appears in **Annexure B**.

Survey administration

Questionnaires were given out at the end of the session. In some cases, facilitators explained each question and allowed participants to choose their responses, while in others, they **assisted illiterate participants with completing the forms**. We observed this process and are confident that facilitators did not influence the outcomes. The benefits of including illiterate participants outweighed the potential risks of data contamination.

Facilitators would batch questionnaires, and we would use a low-cost courier to collect from their provincial offices. We captured **2 709** questionnaires this year, up from **2 045** in the previous year.

More importantly, we also extended our data to eight of the nine provinces, an improvement from last year's six.

Table 5 provides an overview of this year's research sample. More demographics are detailed in **Annexure A**.

Table 5: Research sample by province and gender

Province	Female	Male	No answer	Grand Total
Eastern Cape	203	115	40	358
Gauteng	265	89	20	374
KwaZulu-Natal	201	98	18	317
Limpopo	216	53	56	325
Mpumulanga	240	41	19	300
Northern Cape	164	65	21	250
North West	248	100	27	375
Western Cape	272	102	36	410
Grand Total	1 809	663	237	2 709

Key informant interviews

Where they were present, we spoke to the DPWI or NPO representative at each workshop to gain their specific local insights.

Tracking study

We conducted a tracking study with a random sample of **530** participants. We targeted a median time elapsed of three months after the workshop. The interviews were held on the phone, in vernacular or English or by using a WhatsApp survey engine where necessary.

This study forms the basis of the section on the remaining OECD criteria of **Sustainability** and is detailed in **section 3.6**.

Analytical approach

To give a full picture of participant experiences and programme outcomes, **we use a blended analytical approach**, combining quantitative data from the perception studies with qualitative insights from observations and interview records. We highlight any statistically significant differences across demographic groups that provide meaningful insights into the programme's impact. We also look at the qualitative data to add depth to the numbers, helping to explain the findings and uncover any details that might not show up in the surveys alone.

Limitations to the monitoring and evaluation approach

The structure and nature of the project resulted in some potential limitations:

- **Sampling:** The project moves fast, and workshop schedules are not available until approved by the relevant DPWI structures, leaving us a short window to select and attend workshops and collect data. This means that data collection takes place on a convenience, not a statistical basis.
- **Misalignment between our appointment and the training and reporting calendar**

We were appointed after the start of the new training year, and we need to report before the completion of training workshops on 31 March 2025. This means we base our M&E on a smaller section of the year. However, we can attend sufficient workshops and collect enough data to report appropriately.

Despite these limitations, we are confident that our evaluation of this project follows best practice, and our observations are valid and reliable.

2.3 Theory of Change

This is the Theory of Change that guides this project:

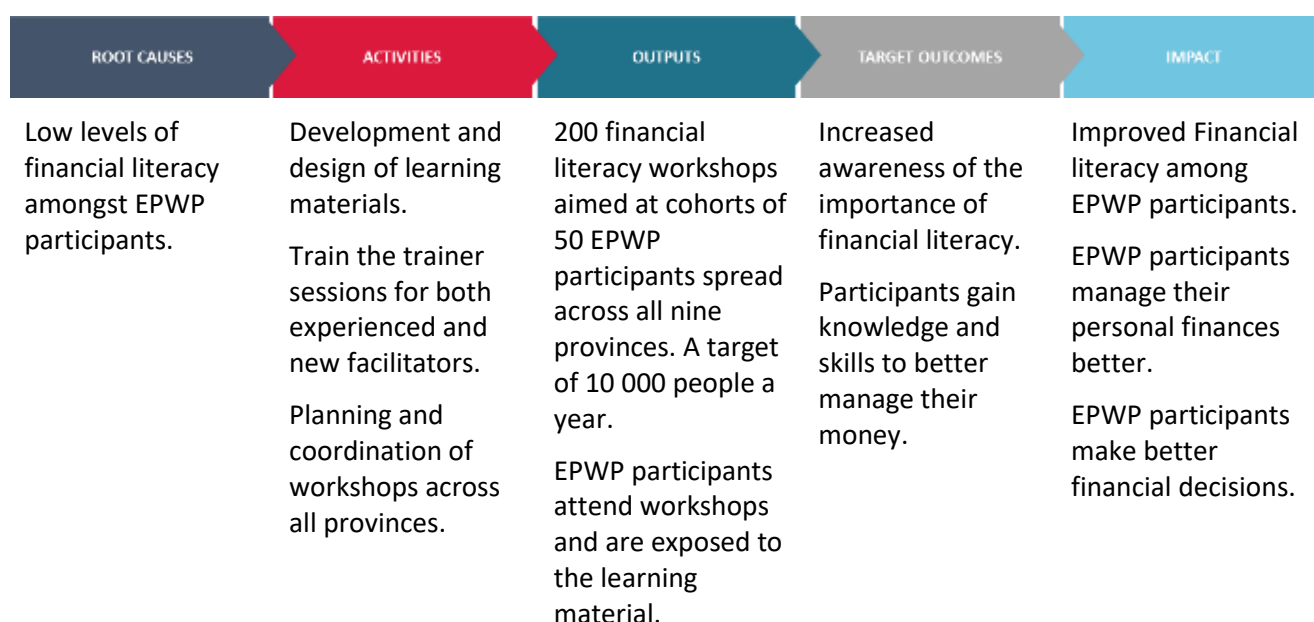


Figure 4: Theory of Change

2.4 OECD evaluation criteria

The generic OECD evaluation criteria are:



Figure 5: Graphic of OECD evaluation criteria model

The OECD emphasises that each project has a different context, which will influence how the criteria are defined and applied.

For this project, we **continue to define these criteria** as:

Relevance:	Is the intervention doing the right things? Customised learning material, delivered appropriately to EPWP participants.
Coherence:	How well does the intervention fit? Learning that integrates into the participant's overall financial reality.
Effectiveness:	Is the intervention achieving its objectives? Learners develop the right knowledge and attitudes.
Efficiency:	How well are resources being used? Efficient usage of resources through the partnerships with the DPWI and NPOs.
Impact:	What difference does the intervention make? Participants understand the importance of financial literacy and are able to better manage their personal finances.
Sustainability:	Will the benefits last? Measurable longer-term effects.

3 Findings

3.1 Relevance

Customised learning material, delivered appropriately to EPWP participants.

Do participants find the content relevant and helpful? Does it resonate with them, and do they see value in the workshops?

Is the content relevant?

We made the following **content related recommendations** after assessing the 2023/2024 year:

Table 6: Content related recommendations from 2023/2024

Content issues 2023/2024	Recommendation	Progress in 2024/2025?
Content: The insurance section is too broad for this audience.	Refocus this section on funeral policies only. A separate funeral policy booklet should be considered which goes into detail around the structure and claiming procedures around these policies and the common misconceptions about who is entitled to claim when multiple policies exist.	Yes
Content: Discussions around saving and investment options often went beyond the capacity for this audience to afford the use of advanced products.	Refocus this section on basic savings principles, the concept of accumulation and savings as a stress reducer.	Yes
Content: Discussions around potential unclaimed benefits simply raise participant hopes unnecessarily.	Refocus this section on how this is often the basis of a scam, and that valid unclaimed benefits only arise from very specific situations.	Yes

Our workshop observations confirm that facilitators have applied these recommendations., Facilitators are now more likely to discuss aspects of funeral policies and decrease the emphasis on other insurance policies.

Discussions around savings have moved away from long term investments, which are difficult for this target group to maintain given their lower income streams. **More emphasis is now centred on basic saving concepts** and the idea of savings as a tool to improve financial stability.

How participants respond to the topic of unclaimed benefits **remains a concern** - participants continue to overestimate the likelihood that they are due any benefit. Facilitators do well to emphasise how illegal tracer scams work and how to contact the FSCA if there is a real possibility of an unclaimed benefit being due.

As a measure of **content relevance**, we ask participants if they could apply what they have learnt.

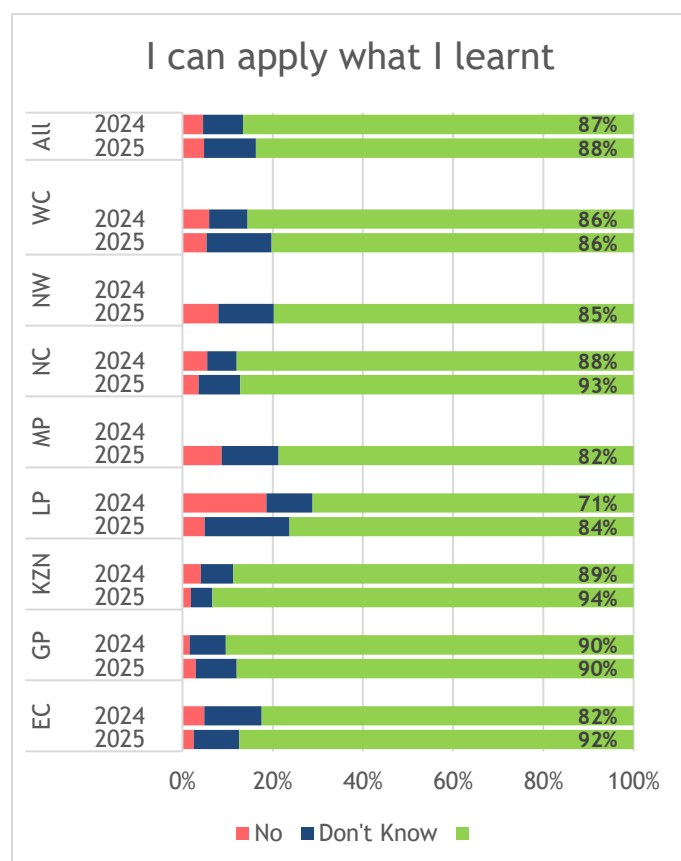


Figure 6: I can apply what I learnt – 2 year

In the 2024 year, **87%** of participants (n=2045) believed they could apply what they had learnt.

The comparative question in 2025 saw this proportion increasing slightly to **88%** (n=2708).

Underlying changes at provincial levels are interesting. The Western Cape and Gauteng have remained consistent on this measure, while the Northern Cape, KwaZulu-Natal and Eastern Cape all show improvements. **Limpopo have shown a particular improvement from 71% to 84%** although they still track below the average.

Both North West and Mpumalanga show reasonable albeit below average ratings in their first year of inclusion.

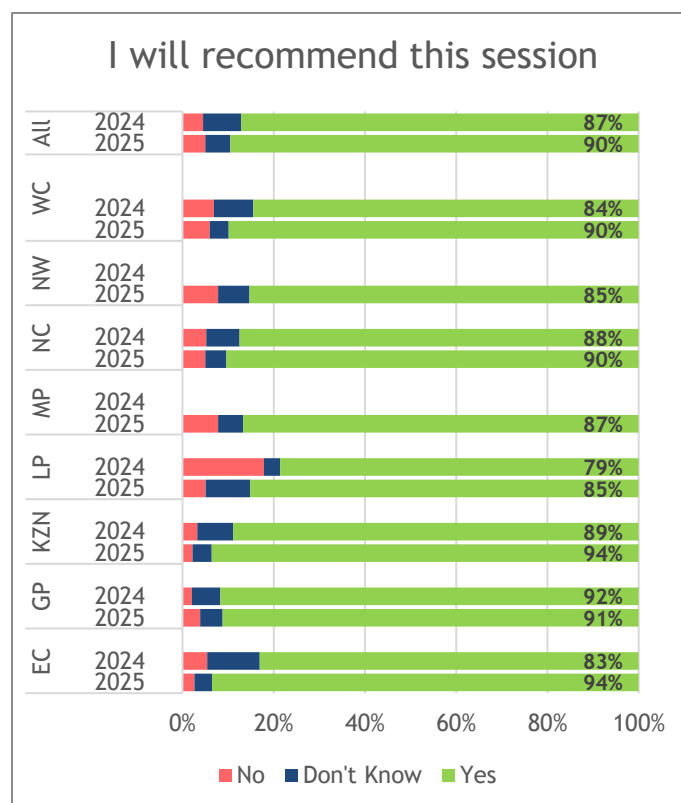


Figure 7: I will recommend this session – 2 year

We check if participants found enough value to recommend the session to a friend.

This measure has improved from **87%** in 2024(n=2045) to this year's **90%** (n=2708).

Gauteng declined slightly from 92% to 91%, still staying ahead of the average rating. Western Cape, Limpopo, KwaZulu-Natal and Eastern Cape all showed significant improvements.

"I enjoyed your session, continue to do more workshops so that people could learn more about their finances. There's a lot we need to learn about our financial states." - Female, NW

Overall, participants continue to find the course content on **financial stress, being in control of your finances and budgeting** particularly engaging and relevant to them. Awareness around **funeral policies** is also increasing. The links between these content areas are discussed in the **Effectiveness** section of this report.

After the workshops, we discussed **funeral policies** with some participants. For most, these policies are their **only** formal financial products besides a bank account. While they valued the insights into policy rules and limitations, they would explain how family and social issues complicate their use. The insight is that cultural issues should be integrated into discussions around funeral policy issues.

Is the method of instruction appropriate

The course content is presented in two broad areas:

- **Budgeting:** This usually starts off with the financial stress exercise which supports a general discussion about being in control of your finances. Key points such as understanding stress and differentiating between needs and wants to lead the way to a groupwork budgeting exercise. These exercises are characterised by good engagement, and a fun and positive learning experience as each group shares their budget with the rest of the workshop.
- **General topics:** Facilitators will deal with the nature of the FSCA, consumer rights and responsibilities, financial advisors and financial products (like funeral policies) and scams. **The challenge is that after the excitement of the budgeting exercise**, these general topics are often presented as more of a one-way dialogue and engagement declines.

The better facilitators use some of the general topics as an introduction and then use the budget exercise presentations to close on a high. Workshops which start with the budgeting exercise often run out of steam and participants leave with lower energy after being lectured on the general topics.

Interactive activities like the budgeting exercise are highly effective for engagement. They foster collaboration and enhance understanding, though transitioning to traditional lectures can be challenging. Facilitators should integrate general topics into these activities to maintain energy and engagement.

Booklets are valuable but availability and consistency are problematic. Facilitators are more likely to refer to them as a resource, rather than encouraging engagement with the content during the workshop. Participants love the physicality of the booklets, finding them a useful and tangible part of the workshop learning process.

Workshops are conducted in the dominant local language, with multiple languages used when necessary. This approach ensures comprehension, though occasional language mismatches occur, especially where provincial and language borders do not align. English serves as a common second language to mitigate this.

Facilitators' proficiency in the local language is essential. Some areas, like the Northern Cape and Western Cape, have facilitators who do not speak Afrikaans, which can hinder communication with these communities. Ensuring facilitators have the necessary language skills is crucial for workshop success.

"The material is very relevant, especially financial stress as it speaks to their experiences"

Facilitator >5 years' experience

Face-to-face workshops provide advantages over online methods, especially for EPWP participants. These sessions offer personal interaction, immediate feedback, and adaptability from facilitators. Additionally, they foster community and support among participants, which is crucial in economically depressed areas.

Workshop timings vary by facilitator, some are simply too long especially given the lack of catering. This reduces the value of the learning experience as weary audiences lose engagement, Facilitators must balance thoroughness with brevity to keep participants' attention.


We made the following recommendation around the Financial Stress exercise last year:

Table 7: Financial stress content related recommendations from 2023/2024

Delivery and facilitation issues	Recommendation	Progress
Sensitive topics: the financial stress exercise can lead to unintended consequences if participants share their ratings unwillingly.	Coach facilitators on how this exercise can lead to discomfort amongst participants and how personal stress ratings should be treated with due care. The exercise itself is extremely valuable, and its usage should be encouraged.	Yes

During our workshop observations we noted how facilitators have adjusted the way in which participants discuss the stress results, using only voluntary disclosure, or simply not revealing who the most stressed group is.

Finding: Relevance

Met	
The content is relevant and resonates with this EPWP audience. While challenges exist, instruction methods are appropriate and generate value. We are confident that it has met the OECD relevance criteria.	

3.2 Coherence

How well does the intervention fit? Learning that integrates into the participant's overall financial reality.

Financial literacy workshops are essential for EPWP participants, many who are from economically depressed areas.

The workshops centre around the ethos of doing what you can with what you have even when your income is only a small stipend or grant. These workshops equip participants with vital skills to manage these limited resources, sometimes even introducing budgeting for the first time. Learning to budget helps participants meet basic needs and set aside funds, avoiding financial pitfalls.

Some participants have a tangible sense of despair at having so little, facilitators work hard to move them to proactively managing their financial reality.

Debt is a common issue. Participants learn to avoid high-interest loans and make prudent financial choices. This is crucial for those who have experienced the negative impacts of debt, such as the retention of identity and bank cards by creditors.

The workshops also foster a **sense of community and support**, with participants sharing experiences and learning from each other. This communal learning environment is invaluable, especially in areas where economic hardship is prevalent.

“The programme needs to come closer to the people to understand why they do things that they do when it comes to money management because some participants feel that the training is not tailored to those who are struggling financially as encourage them to save but they have nothing to save.”

Facilitator, 2-5 years' experience

Participants are confident about making financial decisions and generally plan their spending. The workshop emphasis on distinguishing between true needs and wants and fixed and variable costs provided a new framework for participants to plan within. Participants shared their own tips on living frugally and how self-discipline could overcome the desire to spend on unnecessary items.

“Budget: This lesson taught me a lot about sticking to a budget and always try to save as much as I can for an emergency purpose. And also to avoid loans” - Female, KwaZulu-Natal, Completed Tertiary Education, 31-40

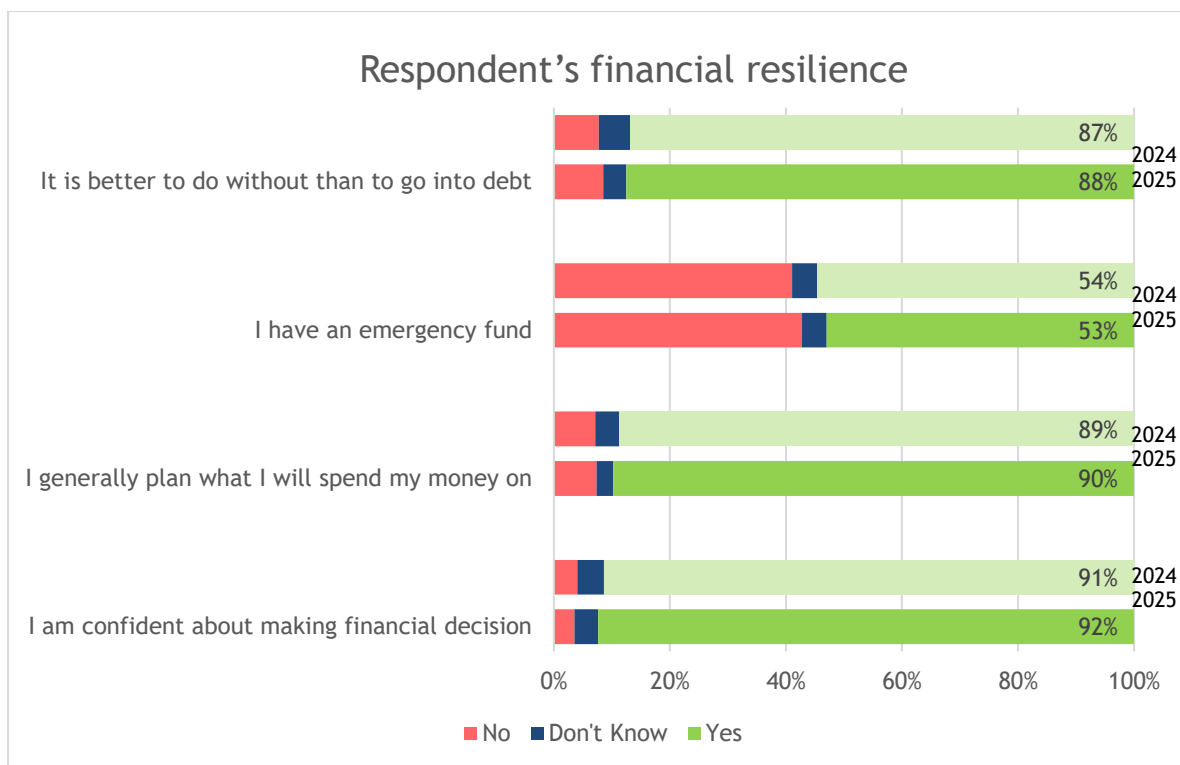


Figure 8: Respondent's financial resilience

Emergency funds are hard to establish. Participants with lower levels of education (primary school 65% and some high school 64%) were more likely to claim that they have one. Thereafter, despite increasing levels of education, only half of each group said that they had emergency savings. **Age does play a role**, with younger groups less likely, and older groups more likely to have an emergency fund. **Males and Females did not differ** on this measure. These findings are consistent with our first year (2023-2024) results.

On a provincial level Gauteng, Western Cape and Northern Cape are less likely to have emergency savings with the Western Cape at a low of **39%**.

Northern Cape participants battled with the choice between **going without and going into debt** and were more likely to reject this idea than other provinces.

In summary, financial literacy workshops provide EPWP participants with the tools to manage finances effectively, avoid debt, and achieve financial resilience, essential for their immediate well-being and long-term stability.

Finding: Coherence

Met



The workshops provide budgeting and financial tools to help EPWP participant's deal with their limited financial resources and avoid the trap of unnecessary debt. The OECD criteria for coherence are met.

3.3 Effectiveness

What difference does the intervention make? Do participants develop the right knowledge and attitude?

The training's effectiveness is measured by:

- Asking participants, "What was the **most important** thing you learned?" and categorising their responses into the three main content areas: Being Financially Smart, Having Financial Safeguards, and Ensuring Financial Protection.
- Assessing if **knowledge transfer** occurred by comparing results between concepts covered in the workshop and those that were not, in a single post workshop questionnaire.

3.3.1 What was the most important thing that you learnt?

The overall sentiment of the comments is **positive**. Many comments express appreciation for the lessons learned about budgeting, saving money, and managing finances. There is a general sense of **empowerment and optimism** as individuals discuss how they plan to apply these financial principles to improve their lives.

We analysed **2 402** open ended comments from the **2 709** participants surveyed. Of these, **1 119 (41%)** of participants answered in their own **vernacular** languages, which we translated into English. Many participants chose to provide detailed and thoughtful comments and from these over **4 000** mentions of themes emerged. We then classified these into the core content areas. An important caveat is that participants are asked to focus on what they thought was the most important issue. This does mean that more specific topics like funeral insurance have a lower chance of being mentioned.

In **2024**, the Financially Smart theme dominated with 81% of mentions, followed by the Financial Protection theme with 14%, and the Financial Safeguard theme with 5% of mentions.

In **2025**, facilitators have clearly expanded their focus on the topic areas with resulting changes to how participants view the relative importance of topics:

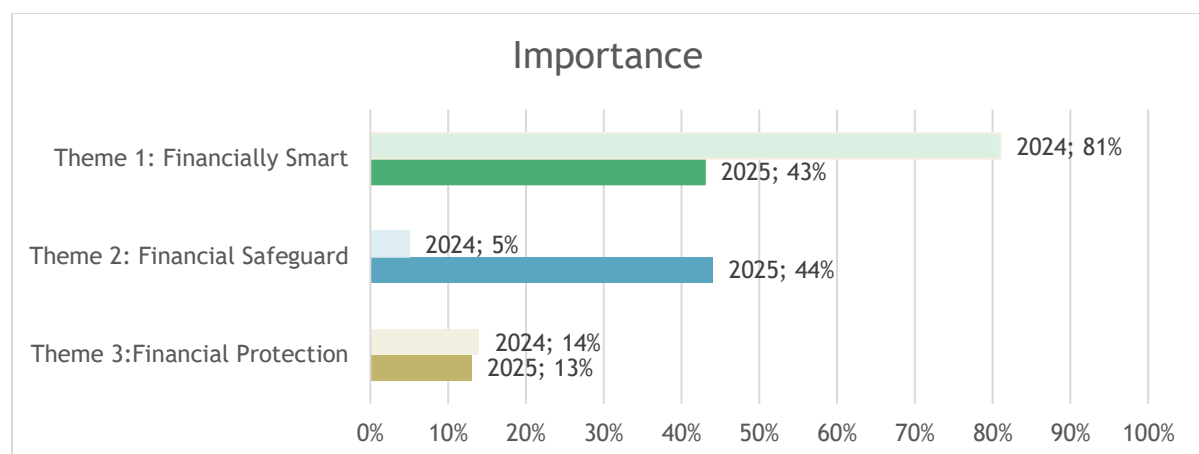


Figure 9: Importance of themes

Overall, there is now more balance between the themes, indicating that facilitators are now **covering more areas**. There is now similar emphasis on the Financially Smart and Financial Safeguard themes, with the Protection theme trailing as before.

Table 8 shows the relative emphasis placed on themes by participants of each province. Red indicates less than the average emphasis, while green indicates more emphasis on this topic area.

Table 8: Importance of themes by province

	EC	GP	KZN	LP	MP	NC	NW	WC	Total 2025	Total 2024
Financially Smart										
Save for Unexpected Expenses	43%	41%	53%	27%	38%	51%	48%	47%	43%	81%
How to budget										
Be in control of your finances										
Financial Safeguard										
Financial Advisors										
Getting financial advice										
Savings vs Investment										
Informal savings	49%	41%	45%	59%	45%	37%	44%	37%	44%	5%
Claim unclaimed pension fund benefits										
Short- and long-term insurance (Specifically funeral insurance)										
Financial Protection										
Safeguard your finances (Rights and responsibilities)	8%	18%	1%	14%	18%	11%	8%	17%	13%	14%
Scams										
Financial stress										

Emphasis varies by province, with KwaZulu-Natal participants not mentioning areas in Financial Protection but placing above average emphasis on the Financially Smart theme. Limpopo participants placed particular emphasis on the safeguard theme. We expect that these differences are a combination of individual province realities, and how the facilitators may have led the sessions.

Gender differences showed females mentioning budgeting more, while males were more likely to discuss financial stress and other topics like scams.

Age groups differed in focus:

- Younger groups (15-20, 21-25) prioritised Financial Education.
- Middle-age groups (31-50) focused more on Financial Planning and Savings.
- Money Management and Spending remained constant cross ages.

“I have learned on how to use my income and how to budget it and save some money for emergency” - Female, Northern Cape, Some High School, 15-20

[illegible]

“The most important thing I learnt is that I should always have a budget plan in order to save money for emergency purposes so that I can be able to pay all of my debts/bills in future” - Male, Limpopo, Completed High School, 26-30

Budgeting: The most frequently mentioned important learning was the significance of budgeting. **65%** of participants referred to budgeting concepts like the need to create and stick to a budget to manage their finances effectively.

Financial Planning: Another critical lesson learned was the importance of financial planning. Responses emphasised planning for the future and setting clear financial goals to avoid financial stress.

Savings: Understanding the importance of saving money, differentiating between needs and wants, and the fundamental principles of saving were also highlighted as key learnings.

Investments: Learning about investments was noted as an essential aspect of financial literacy, with participants appreciating the introduction to or deepening their understanding of this topic.

Subtopics were also important. Like last year, Gauteng participants were most likely to mention scams with 25% of their comments including this issue. Northern Cape (16%) and Mpumalanga (15%) were more likely to specifically mention financial stress.

3.3.2 Did knowledge transfer take place?

For comparability, we used a similar proxy for knowledge improvement by comparing the proportion of correct answers for concepts that **were not** discussed (a **pre-workshop** measure) and concepts that **were** discussed (a **post-workshop** measure).

These questions help us to create a baseline measure of participants financial knowledge:

Table 9: Percentage correct answers when testing financial concepts

Concepts not discussed	% Correct	% Correct
	2023/24	2024/25
	44%	45%
When saving money, you want the highest return (interest rate) possible.	14%	18%
Having a bad credit rating will make it more difficult to get a job.	64%	63%
My payslip will have different information on it to those of my coworkers.	54%	55%

The premeasure rating was 45%, statistically similar to last year.

Participants repeated similar errors to the previous year:

Scams: Not all participants understood that high interest rate offers could be fraudulent and that risk and reward should be compared and evaluated.

Credit Ratings: There was a lack of awareness regarding the significance of good credit ratings in securing employment.

Payslips: Participants did not always recognise that payslips reflect individual confidential information despite receiving similar stipends.

“I would like to thank this organisation on how it made me see money, it make [made] me see money in a different way, all thanks to you” - Male, Western Cape, 21-25

“I learned how to save and budget your money, the sooner you start budgeting the better, the different types of scams and how one can be scammed, coping with financial stress” – Female, Eastern Cape, 31-40

Having established this proxy baseline, we assessed themes specifically addressed in the workshops:

Table 10: Percentage correct answers when testing financial concepts

Themes discussed in workshop	% Correct 2023/4	By Theme	% Correct 2024/5	By Theme
Financially Smart		82%		82%
<i>I must have financial goals to be in control of my finances*</i>	94%			
Clear financial goals will help me manage my money			94%	
<i>I must budget regardless of how much I earn</i>	93%			
The sooner you start budgeting the better			94%	
My wants are more important than my needs	58%		61%	
<i>I must plan for unexpected expenses</i>	84%		79%	
I should save for unexpected expenses				
Financial Safeguards		84%		60%
I should only deal with financial advisors authorised by the FSCA	84%		86%	
I should shop around before I buy funeral cover			54%	
If I cancel a funeral policy after 30 days, I will get my money back			56%	
I can have more than one funeral policy on myself or a relative			68%	
There is no limit on the total payout value of funeral policies for a person			38%	
Financial Protection		85%		86%
An insurance contract must be complete before I sign it	87%		88%	
I always have the right to complain	91%		94%	
If I am asked to pay a fee to get a job, then it is probably a scam	76%		78%	

**Italics indicate the 2024 phrasing of an item which was updated based on our instrument review after last year's project.*

Results for the **Financially Smart** theme are consistent with last year. (both 82%).

Comparing only the similar item in the **Financial Safeguard** theme across years, there is a small (statistically significant) increase in participants knowledge about only dealing with FSCA approved financial advisors. (86% vs 84%).

This year we expanded the number of items in this theme to reflect a need we identified in last year's report - a focus on funeral cover and some of its intricacies. After bank accounts, funeral policies are the most likely financial product that this EPWP group will have. Together with the FSCA we developed an additional four items dealing with funeral cover, dealing with cancellation issues, the number of policies that can be in place and the limits on payouts when all policies come into play.

The funeral policy results showed **lower** understanding and supported the need to include this topic in more detail. Participants know that they can have more than one policy on a relative (68%), but not that payouts are capped (38%). Only 56% of participants understand that funeral policy refunds cannot take place if the policy is cancelled after 30 days. Surprisingly, the concept that the funeral cover market is very competitive with many options available did not resonate. Only 54% of participants agreed that they should shop around before committing to a policy.

Combining old and new items in the **Financial Safeguard** theme shows that knowledge has dropped from 84% to 60%. Given the new focus areas, this should be regarded as a progression rather than a setback.

Finally, the **Financial Protection** theme shows a small improvement from 85% to 86%

“The importance of an investment and how important it is to have a funeral policy lastly on how to control the financial stress” - Female, Western Cape, Completed Tertiary Education, 21-25

Figure 11 shows a combined importance and knowledge graph, comparing changes over the past two years:

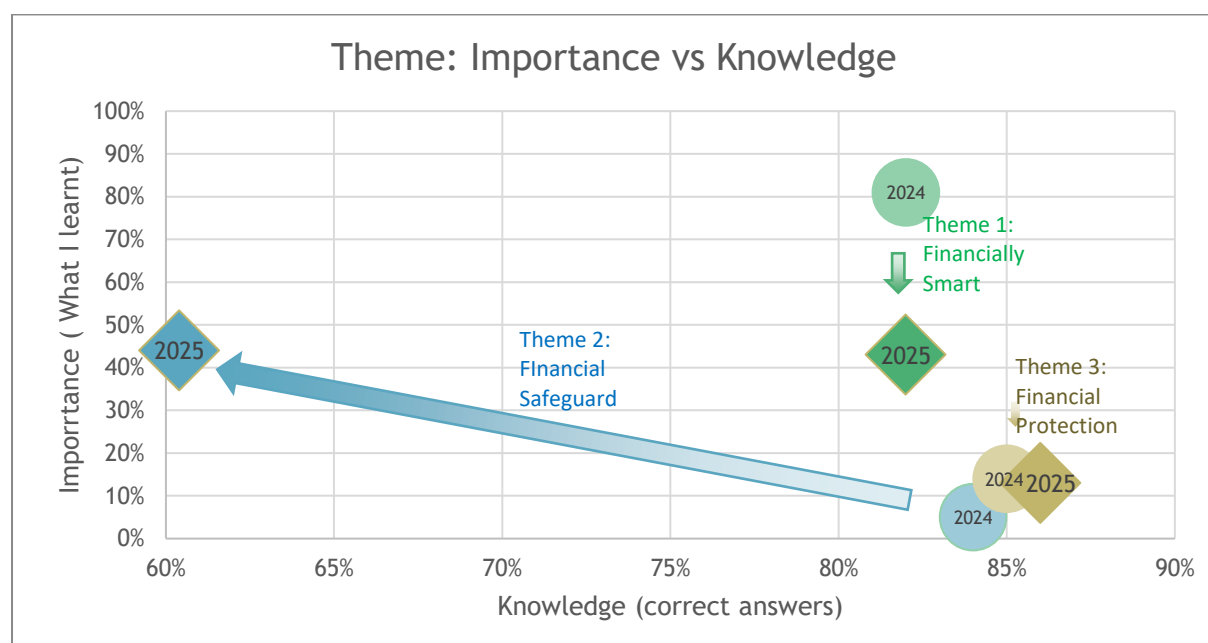


Figure 11: A comparison of importance of theme and knowledge gained in that theme

In summary, the theme of **Financially Smart** has declined in relative importance but has stayed consist in knowledge retention.

Financial Safeguard has increased in importance and has declined in knowledge retention.

Financial protection is consistent in terms of importance and has increased in terms of knowledge.

“(I learned)...the difference between an investment, financial advisors and how to manage the money through the bank” - Female, Gauteng, Completed High School, 26-30

“I have learnt how to handle stress in different ways and on how to budget” - Female, Northern Cape, Completed High School, 15-20

Overall, we are confident that the changes in emphasis that participants allocate to topics, combined with overall performance reflect a healthy and successful evolution of the project from year to year.

Finding: Effectiveness

Met



The training is effective: Participants can discuss and weigh the importance of topics to them and then answer knowledge-based questions to display improved financial knowledge

The project meets the OECD effectiveness criteria.

3.4 Efficiency

How well are resources being used?

Overall project efficiency is gained through leveraging available resources. The DPWI provides the facilitators as part of the agreement with the FSCA, and venues are mostly provided by the participating NGOs and district DPWI offices. The ethos of this programme is to do as much as possible with limited resources.

These efficiency related recommendations were made last year:

Table 11: Efficiency related recommendations from 2023/2024

Delivery and facilitation issues	Recommendation	Progress
Set up: The workshop works best when participants can share their experiences in small groups – and sit in small groups. Few of the spaces were big enough to allow this seating arrangement, most were set up with rows of chairs facing the facilitator.	Run smaller, more frequent workshops when venues are challenging in terms of available spaces. The ideal workshop size is around 30 participants, allowing for 5 or 6 groups for discussions and exercises.	Yes
Workshop timing: the workshop is not aligned to the EPWP timing.	Include the workshops as part of the participant onboarding to the programme. This gives time for participants to apply the knowledge while they have income.	No
Booklet shortages: there were not enough booklets, and semi-legible photocopies were used as a back-up plan. The booklet is not designed for black and white printing.	Print enough booklets for the project or redesign the material so that it can be printed in black and white.	Yes
Booklet language: All booklets used were only provided in English, despite the workshops mainly running in vernacular languages.	Ideally, the FSCA should embark on a programme of translating booklets to the other official languages. This can be rolled out in stages based on the relative number of potential participants for each language.	Yes
Participant acknowledgement: Certificates of participation were well received but not all provinces or sectors do this.	Where possible, these should be built into workshop preparation so that they can be distributed at the end of the workshop, when they will have the maximum effect.	Yes
Expectations: Some participants anticipated food. A small number thought this was a money earning opportunity.	Provide clear communication to the NPOs around how to position the programme. Provision of food would enable the learning process.	Yes

The workshops we assessed all had **reasonable venues** and numbers averaged at 35 per group - a manageable and efficient size. Facilitators adapt quickly to layouts. Participants accept that many venues have inadequate or poorly maintained toilet facilities.

The timing of the workshops in terms of the EPWP onboarding cycle is still a concern. Logistically, it is difficult to integrate the training as part of the onboarding process as a trade-off occurs between efficiently planning workshop rollouts and matching onboarding timings. Ultimately it is more effective for facilitators to **optimise the logistics of the roll out** rather than try to match workshops to the **onboarding cycle**. We are satisfied that the compromise of exposing EPWP participants to a workshop at some point in their tenure is a better option and drives more overall training numbers.

Availability of booklets and accompanying collateral remain the biggest effectiveness challenge. **77%** of facilitators rate the booklets as good, with the remaining **23%** rating them as excellent. The overall course content is rated similarly.

The concern is that most facilitators (**over 90%**) only had material for **some of their groups**. Only one facilitator managed to supply all their groups with material. This also means that some facilitators **change** the workshop content and approach **based on what is available**.

Participants appreciate and value the FSCA collateral (an FSCA bag, pen, diary and water bottle or combinations of these) but shortages here are less of an issue as participants would not be aware of what they are missing.

Progress has been made on the issue of vernacular **language booklets** with Tswana and isiZulu versions now available. Unfortunately, distribution of these is not yet optimal and we did not see these in workshops we attended.

Facilitators also question the range and variety of the booklets, with some recommending a simpler condensed single booklet specifically aimed at EPWP participants.

Where a venue allows, facilitators sometimes use an English PowerPoint presentation. These could be translated to aid learning, especially as each facilitator only works in two or three languages in a province.

“The booklets are very useful and provide real value. However, stock runs out and this affects the consistency of delivery to participants i.e., facilitators revert to offering info [information] on the basis of the available booklets/material.”

Facilitator >5 years' experience

“Considering the nature of participants in the EPWP, designing a booklet that specifically speaks to EPWP participants would be ideal. Financial restraints that come with providing booklets covering all the topics should be acknowledged but one booklet covering the various topics relevant to EPWP can assist in cutting costs.”

Facilitator >5 years' experience

The issue of **catering expectations** has improved, with fewer comments from participants around the lack of food at the workshops. Expectations have been better managed and very few participants now expect some form of food. That doesn't stop them from asking about it though.

A new efficiency issue arises from the **registers** that document workshop attendance. The core register is a DPWI / FSCA document which participants must complete to enable project tracking and auditing.

In one Gauteng workshop, participants had to fill in **four** registers. The hospital venue (Helen Joseph) required a register for their own training programmes, another provincial agency which had aided in set up required their document, and finally a visitor register for hospital security. Participants get confused and checking that they have completed all registers takes up valuable workshop time.

"Please bring us lunch next time, the session is too long, we ended up losing appetite of the session because of the hungriness" - Female, Mpumalanga, Completed Tertiary Education, 31-40

"... For me when I go into the workshop the main purpose is to change the mindset of the participants with regard to managing their money related issues in a day-to-day basis, being aware of the possible scams attached to their lives and their little money/income that they can be exposed to..." -

Facilitator, >5 years' experience

Finding: Efficiency

Met



The programme leverages available resources, even though necessary trade-offs are apparent. It meets the OECD criteria for efficiency.

3.5 Impact

What difference does the intervention make: Participants understand the importance of financial literacy and commit to applying the tools.

The **root cause** stimulating this project is the low level of financial literacy amongst EPWP participants. To assess progress, the **Theory of Change** model guiding our approach conceptualised the intended **impact** of the project as being:

- An increase in the financial literacy of EPWP participants.
- More EPWP participants managing their personal finances better.
- More EPWP participants making better financial decisions.

3.5.1 What do facilitators think?

As the engine of the project, facilitators were asked what impact the workshops have on participants:

Facilitators rated these concepts:

Level of participation at **80%**, mostly high to very high.

Impact of the course was rated at **88%**, mostly positive to very positive.

Improvement of financial literacy at **88%**, mostly moderate to significant.

“... We go to the workshop with the aim of changing participants' mindset that they can't budget because they don't get paid enough. We make them realize that they can change their lives and live better if they manage their finances well.” -
Facilitator, >5 years' experience

Overall, facilitators are positive that the project makes a real difference in the lives of EPWP participants.

3.5.2 What do participants think?

We asked participants to rate a set of questions to gauge how they saw the impact of the workshops.

The impact metrics **build on last year's results**, with some **welcome** statistically significant **improvements**.

Overall, more participants enjoyed the session, learned something new and felt that they could recommend the session to friends.

The largest improvement was financial stress management, improving from 83% to 88%, with Eastern Cape, Gauteng, KwaZulu-Natal, Western Cape and Northern Cape all tracking above the average. North West is consistent with the average and Limpopo and Mpumalanga report lower ratings.

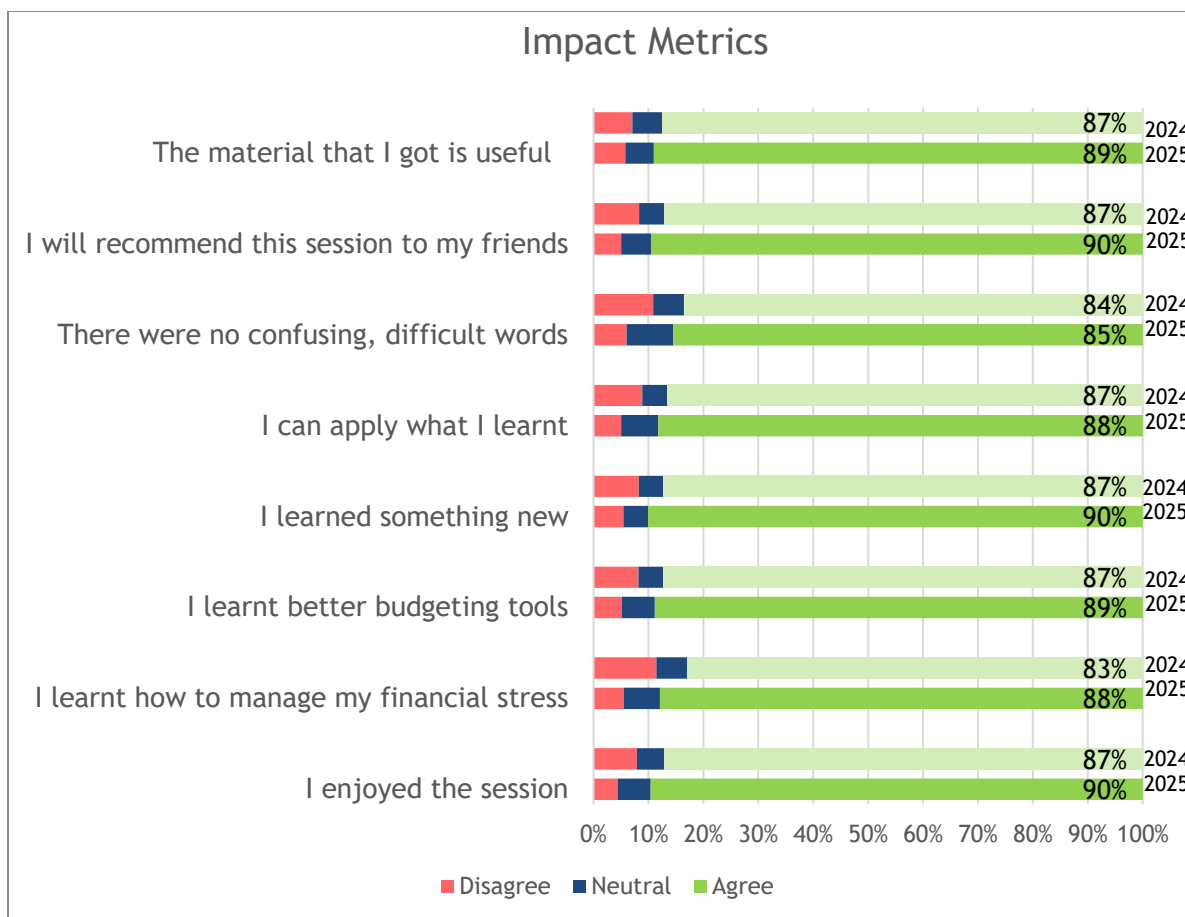


Figure 12: Impact metrics from respondents' perceptions of the workshop

Mpumalanga participants rated lower on managing their financial stress and on the presence of confusing and difficult words. **Females rated each of the impact metrics higher** than male participants.

Younger age groups and those with **higher levels of education** were also generally more **positive**.

The **inclusion of the Mpumalanga and North West participants** in this year's study tended to lower these metrics, masking some improvements from other provinces.

“... I have to learned how to save money and also how to make a budget so that you can be financial stress free” - Female, Limpopo, Completed High School, 31-40

Finding: Impact

Met



Facilitators believe the project is making a difference, and participants see value in controlling financial stress and managing their finances through budgeting tools. The project meets the OECD criteria for impact.

Will the benefits last: measurement of longer-term effects. We conducted a tracking study to assess if the financial literacy benefits of the workshops were sustainable.

We conducted a tracking study to assess the **sustainability** of the financial literacy workshops. We evaluate whether **participants remember the concepts** they were exposed to and **if they apply them to their finances**.

Respondents are **randomly selected** from the DPWI database of EPWP participants, with specific controls for the time elapsed since they received the training and their province of origin. The **median time since training took place is three months**.

60% of respondents reported a **regular income** since the workshop took place. This income could be from stipends, grants or other earnings. An additional **22%** had a **mix of regular and sporadic income**. 7% had not received any money since the workshops took place and the remaining respondents chose not to answer the question.

Using their own words: We started by asking respondents what they thought of the workshops through an open-ended written response. This gave them the opportunity to recall and reflect on their training and its key components.



95% of respondents could recall the training and most (**92%**) were very positive about the experience. Only 3% expressed negative comments related either to what they thought was a lack of depth of the content or delivery.

“It was exactly what I needed especially because I tend to spend most of my money at once” - Female, Free State, 31-40

“What a great way to get information, I went home and started working on my finances immediately” - Female, Free State, 51-60

Spontaneous and prompted recall of workshop themes

Spontaneous awareness measures what respondents can recall without any prompts, indicating how well the **training has been retained**. To assess this, we tested whether they could remember key workshop themes on their own or required a prompt. This distinction helps gauge both the lasting impact of the training and the depth of participants' knowledge retention.

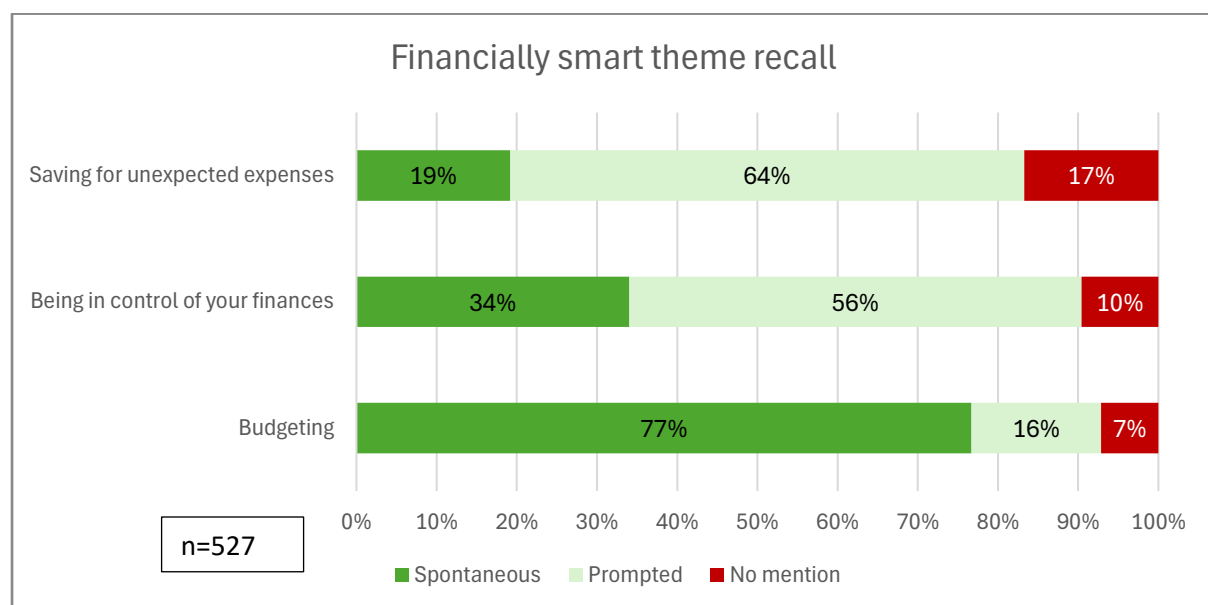


Figure 14: Financially smart theme recall

Budgeting is the core part of the workshop and respondents displayed high (77%) spontaneous recall of **this concept**. Only 7% of respondents could not recall being exposed to budgeting.

In 2024 only 6% of respondents spontaneously remembered the concept of **being in control of your finances**. This year facilitators have used that terminology more extensively and spontaneous recall of control has increased to **34%**.

Spontaneous recall of the concept of **Saving for unexpected expenses** remains unchanged at 19%

“They taught me how to write a budget” - Female, Mpumalanga, 26-30

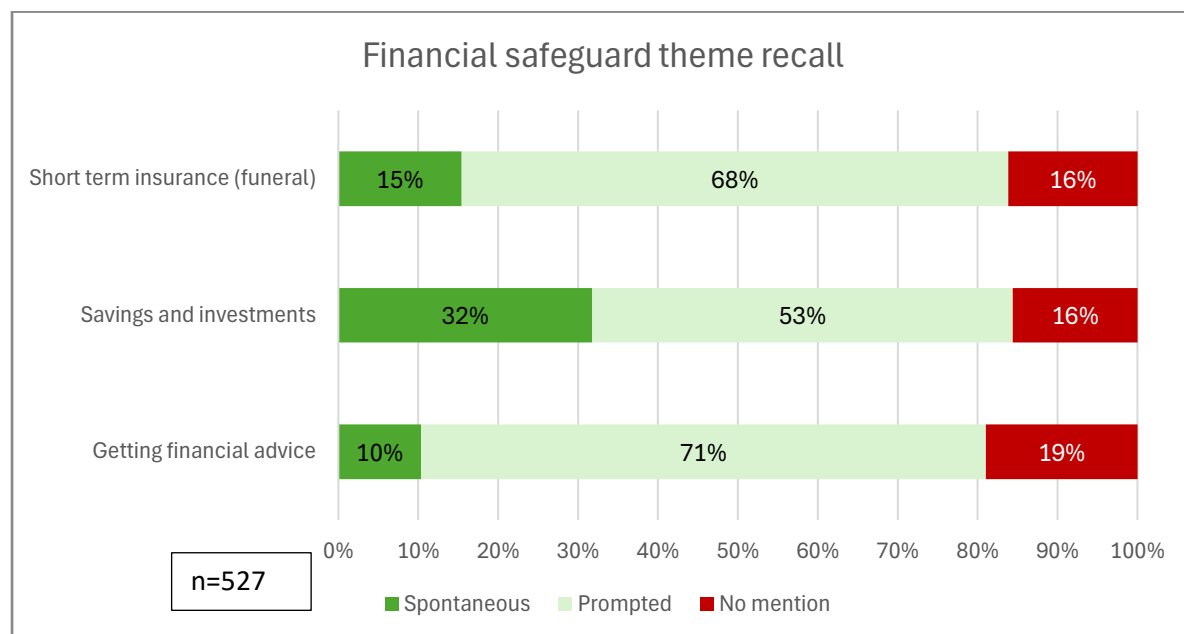


Figure 15: Financial safeguard theme recall

Awareness of **funeral insurance (15%)** shows positive increases in both spontaneous (previously **3%**) and prompted awareness (previously **62%**). This reflects positively on facilitators taking more time and effort around the details of funeral policies.

The other measures in this theme, also show good improvement with **32%** spontaneous awareness of savings and investments, up from **25%** previously.

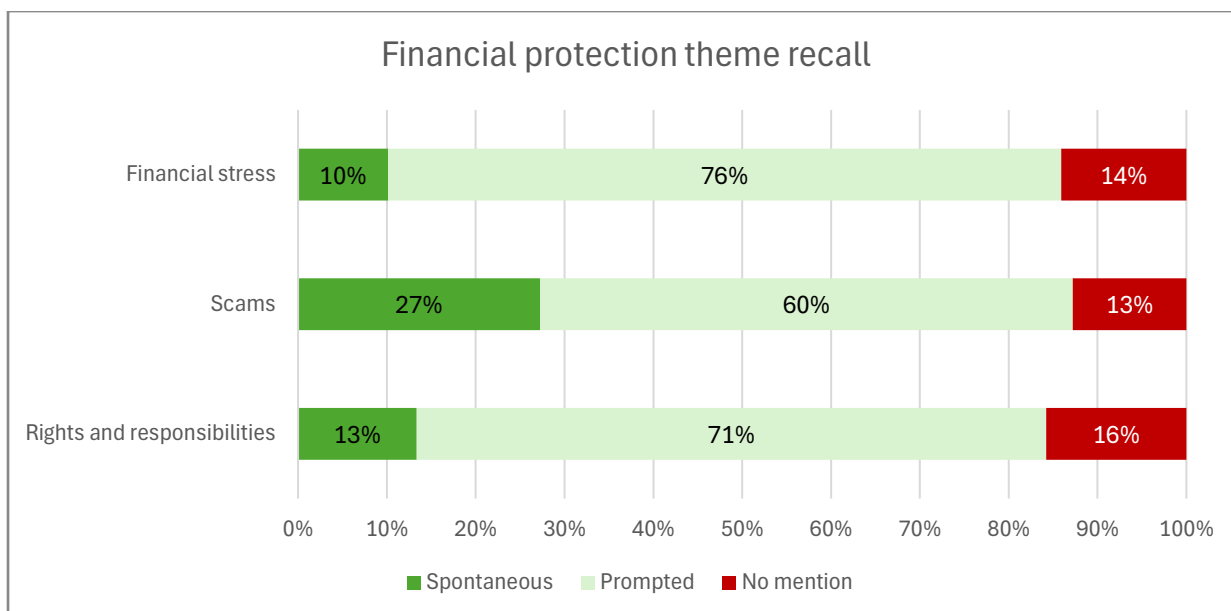


Figure 16: Financial protection theme recall

Scams have decreased in spontaneous awareness from **39% to 27%** but prompted awareness has improved, meaning an overall decline in the number of respondents who couldn't remember the theme at all. Prompted awareness of the concepts of financial stress and rights and responsibilities have both improved.

Financial literacy behaviour

When compared to the previous year, tracked financial behaviours continue to show evidence of sustainable and positive financial behaviour.

The proportion of respondents who claim to have an emergency fund has improved from **53% to 60%**. This also compares well to the **53%** of participants in the main study who claimed to have an emergency fund at the time of the workshop.

Slightly more (**92% vs 91%**) believe they are confident about making informed financial decisions and there is a small improvement in those who believe they are in control of their finances (**86% vs 85%**).

On the negative side, the proportion of those who agree that it is better to go without than to go into debt has declined from **100% to 89%**. This may partly be explained by facilitators trying to make a distinction between good and bad debt, but we have no direct evidence for this. This does match closely to the **88%** of participants who agreed with this statement at the time of the workshop.

"I would like say that; I'm struggling to start my own budget; but I'm still trying, and I wish I could manage my financial one day." - Female, Gauteng, 21-25

"I must accept the little money I get and budget it." - Male, Limpopo, 41-50

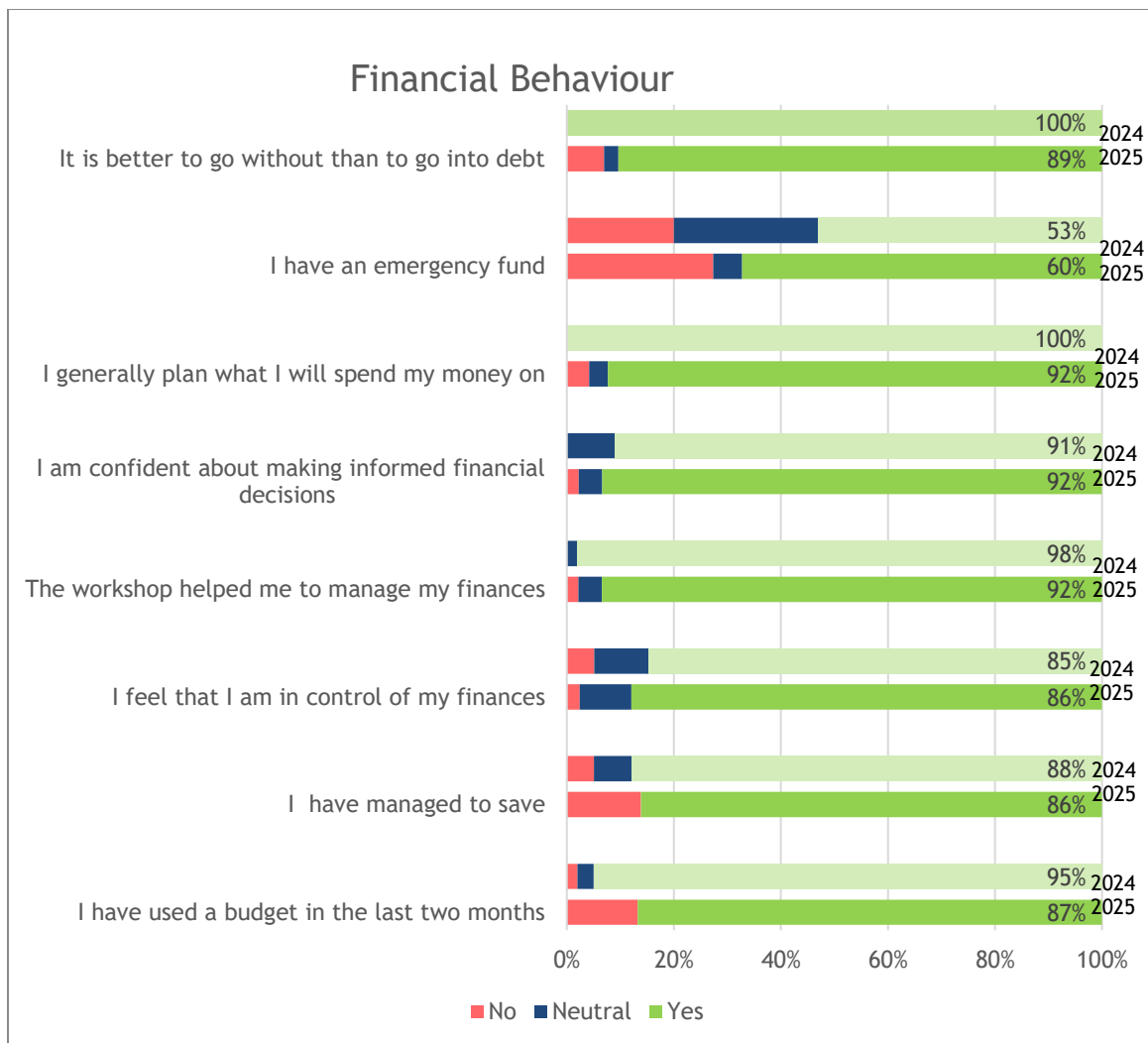


Figure 17: Financial behaviour

More concerning is the decline in those who have used a budget in the past two months- from **95% to 87%**. **Budgeting is the core workshop tool used to demonstrate financial control** and declines here are disappointing. Digging deeper, we see that the issue resides in the **Western Cape (84%)**, **Gauteng (79%)**, and **Northern Cape (66%)** where respondents are less likely to have recently used a budget. **Females (89%)** are also more likely to have used a budget than **Males (80%)**.

“My thoughts of training is so helpful to me and gain more knowledge how to save money join policies and stokvel and put more effort to not spend too much money in unnecessary things.” - Female, Gauteng, 31-40

To see the **effect of time**, we contrasted spontaneous recall of budgeting against time elapsed since the workshop took place. **There is no time related decrease** in recall and recall does not vary significantly around the average of 77%. This provides evidence that this concept has become embedded in the workshop audience.

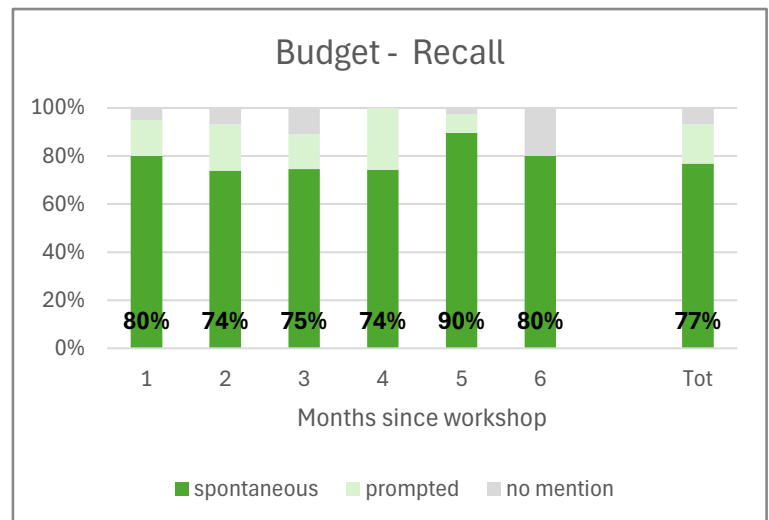


Figure 18: Recall of budget sub theme over time

“The training was very insightful and helpful to me. It's [it] educated me on financial literacy.” - Female, Western Cape, 21-25

“It was like meeting up with people who want you to do better.” - Female, Gauteng, 26-30

Finding: Sustainability

Met



While the decrease in budget usage is concerning, the tracking study respondents show that they have strong acquired strong and sustainable financial behaviours. The project meets the OECD criteria for sustainability.

4 Conclusions and Recommendations

These are our observations and recommendations. They have been grouped into areas concerning content, facilitation, and M&E alignment.

Table 12: Observations and recommendations

Observation	Recommendation
Content issues	
Availability: Not all workshops have booklets and supporting collateral.	Closer co-ordination between the DPWI and FSCA to ensure sufficient stocks for the training period. It is clear from the past two years that the DPWI's goal is to exceed the 10 000 a year target and plans to accommodate this for year three (3) 2025/2026 must be made now.
Content: Stock availability leads to a range of bookshops per workshop.	Consider a single consolidated booklet/workbook that contains the core exercises and topics specifically written at EPWP level. This will also simplify booklet delivery logistics.
Language: isiZulu and Tswana booklets are now available, but distribution appears weak.	Focus on improving distribution to specific language areas where possible.
Facilitation issues	
Training: Facilitators did not receive any face-to-face training in this project year.	A face-to-face session should be scheduled early in Year 3 to enable facilitators to share their own experiences.
Budgeting usage: The decrease in the number of participants using a budget in the past two months (from 95% to 87%) is concerning.	Facilitators must continue to emphasise the core role of the budgeting in achieving financial control, especially to male participants.
M&E issues	
Free State participation: Our extended efforts to involve the Free State have not been successful.	DPWI needs to assist to get the Free State on board.
Workshop scheduling: We have worked hard to obtain schedules as soon as we can, but travel plans often must be made at the last minute, driving project cost and affecting our sampling strategy.	Preliminary DPWI schedules should be shared with the FSCA and the M&E provider timeously to allow for smooth logistics planning.

Ideally, we would want to select specific workshops to attend based on covering a range of participants across the provinces. We have seen an improvement in this second year, but scheduling issues undermine this sampling strategy. We have overcome this through flexibility and luck, rather than good planning.

M&E successes have outweighed the scheduling challenges:

We were pleased to welcome both the **North West and Mpumalanga** provinces to the M&E process, and we have established good relationships with their training teams. Our relationships with the other provinces are also strong and positive. Our final goal is to include the **Free State** which will give us full coverage of all provinces.

We have extended the **reach** of the tracking study, and it now provides better provincial level representation.

Our instruments and approach have **delivered consistent data** which allows accurate comparison between years.

Project highlights

An improvement in participants perception that they can **apply what they have learnt**, and an increase in the number of participants who would **recommend** the workshops to friends and family.

Improvements in **Financial Resilience** metrics such as planning and confidence about making financial decisions.

An **increase** in the number of tracking study participants who have an **emergency fund**.

A **broader focus on funeral insurance policies**, accompanied by a shift in how participants rank the importance of the Financially Smart and Financial Safeguard themes. This did lead to lower performance on the new funeral insurance items although performance on comparative items in the Safeguard theme improved.

A general improvement in the **Impact metrics**, especially the improvement in how participants perceived their **ability to manage financial stress**.

Recall of the budgeting concept amongst tracking study respondents remains consistent across a six-month window. There is a concern about the decline in budget usage in tracking study participants and this can be addressed through facilitators in year three workshops.

In conclusion, the project's **quantitative** goal is to train 30 000 participants by 31 March 2026.

This goal is comfortably on track:

Targets	Year one Actual 2023/2024	Year two Actual 2024/2025	Cumulative target	Actual achieved
Workshops: 200	330	332	400	662
Participants 10 000	11 467	12 202	20 000	23 669

Behaviourally, the project set out to:

“To create awareness of the importance of financial literacy and to impart knowledge and skills to participants in EPW programmes to better manage their money.”

Given our analysis in this report, we are confident that participants display increased knowledge and skills, both after the workshops and sustainably when tracked three months later.

Year two of the project has built on the success of year one and has set up a strong platform for the remaining year of the three-year project agreement between the DPWI and the FSCA.

“Best training ever; am one of those who usual don't save or plan ahead with my finance but this year I am saving money n [and] using it wise” - Female, Mpumalanga, 26-30

Met



In our capacity as the M&E partner, Confluence confirms that the EPWP Financial Literacy Initiative has met the OECD DAC criteria of relevance, coherence, effectiveness, efficiency, impact, and sustainability.

5 Annexure

5.1 Annexure A: Results of the participant survey

Table 13: Respondent demographics

Gender by Province	Province								Total	%
Gender	EC	GP	KZN	LP	MP	NC	NW	WC		
Female	203	265	201	216	240	164	248	272	1 809	67%
Male	115	89	98	53	41	65	100	102	663	24%
Blank	40	20	18	56	19	21	27	36	237	9%
Total	358	374	317	325	300	250	375	410	2 709	100%
	13%	14%	12%	12%	11%	9%	14%	15%	100%	

Age by province	Age							Total	%
	15-20	21-25	26-30	31-40	41-50	51-60	>60		
Province									
EC	9	38	80	118	65	22	2	358	13%
GP	3	50	90	149	50	18		374	14%
KZN	5	46	82	125	43	6	2	317	12%
LP	1	12	38	106	79	54	3	325	12%
MP	3	13	33	104	74	55	6	300	11%
NC	17	52	51	61	36	15	2	250	9%
NW	7	45	64	116	83	39	3	375	14%
WC	26	75	93	107	55	32	3	410	15%
	71	331	531	886	485	241	21	2 709	100%
%	3%	12%	20%	33%	18%	9%	1%	100%	

Education

Education by Age	Prefer not to say	Some Primary School	Completed Primary School	Some High School	Completed High School	Some Tertiary Education	Completed Tertiary Education	Total	
15-20	3	1	3	14	45	4	1	71	3%
21-25	8	9	10	85	172	30	17	331	12%
26-30	17	13	13	150	217	74	47	531	20%
31-40	33	29	34	278	348	114	50	886	33%
41-50	19	25	32	181	159	51	18	485	18%
51-60	19	52	16	77	58	10	9	241	9%
>60	10	2	4	1	1	1	1	21	1%
Blank	5	4	15	12	3	3	3	143	5%
Total	202	144	114	804	1012	287	146	2 709	100
	5%	4%	30%	37%	11%	5%	7%	100%	

Table 14: A selection of open-ended responses

Responses from What I Learnt

Working with Money	<i>I learnt the importance of managing my finances and taking control. I also learnt the significance of saving money for emergencies. I learnt the importance of insuring my assets and unexpected. I learnt on how to spot scammers and be vigilant - Female, Komani (Eastern Cape), Completed High School, 26-30</i>
	<i>I've learnt on how to budget. The importance of saving and financial stability - Gqeberha (Eastern Cape)</i>
	<i>I learned on how to manage my money and also set up a budget before spending my money. Also learned on how to start saving up my money and learned something new - Gqeberha (Eastern Cape)</i>
	<i>How to manage financial stability, for example when you earn your income or salary it is very important to increase it by doing a side hustle - Female, DID Springs (Gauteng), Some Tertiary Education, 31-40</i>
	<i>The most important thing I learnt is that I should always have a budget plan in order to save money for emergency purposes so that I can be able to pay all of my debts/bills in future - Male, Thabazimbi (Limpopo), Completed High School, 26-30</i>
	<i>I learned to use the amount of money I earn - Thabazimbi (Limpopo)</i>
	<i>Budget: This lesson taught me a lot about sticking to a budget and always try to save as much as I can for an emergency purpose. And also to avoid loans - Female, Norwood Hall (KwaZulu-Natal), Completed Tertiary Education, 31-40</i>
	<i>It is important to invest money - Female, Umlazi (KwaZulu-Natal), Completed High School, 26-30</i>
	<i>I learned about the importance of saving money and making sure that you always have money available to cover yourself in the event of an emergency - Female, Mbubazi (KwaZulu-Natal), Completed High School, 26-30</i>
	<i>The importance of an investment and how important it is to have a funeral policy lastly on how to control the financial stress - Female, Ruitersbos (Western Cape), Completed Tertiary Education, 21-25</i>
	<i>I have learned on how to use my income and how to budget it and save some money for emergency - Female, Upington (Northern Cape), Some High School, 15-20</i>

	<i>Expenditure must not exceed income</i> - Male, Freedom park (North West), Completed High School, 26-30
	<i>Budgeting and how to invest for the future</i> - Male, Chris Hani Baragwanath (Gauteng), Some High School, 26-30
	<i>The difference between an investment, financial advisors and how to manage the money through the bank</i> - Female, Leratong (Gauteng), Completed High School, 26-30
	<i>To be aware of scammers and to always ask when investing. To always save money and have an emergency fund</i> - Female, Blesbok (Gauteng), Completed Tertiary Education, 21-25

Managing financial stress

It's important to have a budget and you must stick with it, you must know the different between your needs and wants how to save money and have to be take control of your money. The different tips of scams and to cope with financial stress - Female, Gqeberha (Eastern Cape), Completed High School, 31-40

I'm trying helped me on how to save my money according to my salary and how to budget. I learnt how to manage my financial stress - Female, East London (Eastern Cape), Completed Tertiary Education, 31-40

The most important thing that I learnt was to know how to do my budget and how to manage my financial stress - Female, Norvalspont (Northern Cape), Completed High School, 26-30

I have learned to prioritise my needs over my wants and what to do when an online financial stress - Male, Rustenburg (North West), Some Tertiary Education, 31-40

I have to learn how to save money and also how to make a budget so that you can be to be financial stress free - Female, Bela-Bela (Limpopo), Completed High School, 31-40

To know how to budget and control my debts, and be stress free - Female, Bela-Bela (Limpopo), Some Tertiary Education, 31-40

I have learn how do I save money and how to budget, pay my bills and be stress free - Female, Bela-Bela (Limpopo), Completed Primary School, 31-40

I learn in this section about the needs in my life how to recognise stress and how to budget about the money I have in the month end and I have to have surplus each and every months - Female, George (Western Cape), Completed High School ,31-40

Coping with financial stress and budgeting - Male, Kimberly (Northern Cape), Completed High School, 26-30

I've learnt how to budget better, and how to manage my financial stress - Female, Kimberly (Northern Cape), Completed High School, 26-30

I have learnt how to handle stress in different ways and on how to budget - Female, Kimberly (Northern Cape), Completed High School, 15-20

How to budget and manage my financial to avoid more stress - Female, Kimberly (Northern Cape), Some Tertiary Education, 41-50

Budget and sign of financial stress - Female, Kimberly (Northern Cape), Completed Primary School, 51-60

I learnt about financial stress, FSCA and how to manage my budget (money) - Female, Siyathemba (Mpumalanga), Completed High School, 41-50

I have learned about financial stress and how to manage it. How to draw a budget plan every month to avoid overspending my monthly income - Female, Blyde (Mpumalanga), Some Tertiary Education, 21-25

I learnt about financial problems and financial stress and budget plan and so on. Savings unclaimed benefits and needs and wants - Female, Thabazimbi (Limpopo), Completed High School, 26-30

I have learned to manage my financial life. I have learned that I must be careful with money and distinguish between needs and wants to avoid stress. I learned to save money - Female, Thabazimbi (Limpopo), Completed Primary School, 31-40

I learn about financial stress and how to avoid it I also learn how to budget and also about scams - Female, Mdladla (Mpumalanga), Completed High School, 51-60

I learnt how to budget properly. I learnt how to manage my financial stress. I also learnt about insurance - Female, Edyardini (Western Cape), Completed High School, 15-20

	<p><i>I have learn how to save and budget with my income and how to spend money and also to have insurance and also learn how to manage my financial stress - Female, Knysna (Western Cape), Completed High School, 31-40</i></p>
Other Learnings	<p><i>The important thing I learned about is insurance is very important to people and to be prepared for life - Male, DID Springs (Gauteng), Completed High School, 26-30</i></p> <p><i>Budget and don't compete with other people - Female, Maubane (North West), Completed High School, 41-50</i></p> <p><i>Financial management and consumer rights protection under FSCA - Male, Koster (North West), Completed High School, 31-40</i></p> <p><i>The importance of paying UIF - Female, Mbubazi (KwaZulu-Natal), Some Tertiary Education, 31-40</i></p> <p><i>Do not sign a blank page, how to save money/budget - Female, Maclear (Eastern Cape), Completed High School, 21-25</i></p> <p><i>I learned to like working with money - Male, Louwville (Western Cape), 21-25</i></p> <p><i>I have learnt about various languages, dialect and linguistic styles, which helps me communicate with people from different backgrounds - Female, Blesbok (Gauteng), Some High School, 21-25</i></p>

Responses from final comments

Thank You	<p><i>I thank my municipality for choosing Sister Tsakani to teach me about the importance of money management and debt - Female, Eldorado (Limpopo), Some High School, 51-60</i></p> <p><i>The session was useful to me. I learn things I was not aware of, thank you - Female, Senwabarwana (Limpopo), Completed Tertiary Education, 41-50</i></p> <p><i>Thanks for the information - Female, Block C (Mpumalanga), Completed High School, 31-40</i></p> <p><i>Thank you, this will be a new beginning, thank you very much for their help and advice - Female, Beaufort-West (Western Cape), Some High School, 41-50</i></p> <p><i>No comments just a thank u [you] - Female, Bheki Mlangeni Hospital (Gauteng), Some Tertiary Education, 31-40</i></p>
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Thank you for feeding us with better knowledge for the future. I thank you - Male, Bheki Mlangeni Hospital (Gauteng), Completed High School, 31-40

Thank you for workshopping us We learn a lot about how to budget and use our money and have some savings. - Female, Maubane (North West), Completed High School, 26-30

Thank you for your services - Male, Thabazimbi (Limpopo), Some High School, 21-25

Thank you because we have received information that we did not know and it has benefited us a lot, thank you - Female, Ithala GR (KwaZulu-Natal), Completed High School, 26-30

Thank you for the information you gave and shared to use. It really taught [taught] me and made me to be more wiser and responsible in financial stress & investments - Female, Ruitersbos (Western Cape), Completed Tertiary Education, 21-25

Thank you for the training - Female, Humansdorp (Eastern Cape), Some Tertiary Education, 31-40

Thank you very much for the extensive education in making a budget plan. and knowing how to distinguish between needs and wants - Female, Gunjaneni (KwaZulu-Natal), Some Tertiary Education, 26-30

Thank you, well taught - Female, Gunjaneni (KwaZulu-Natal), Some High School, 31-40

I don't have any comments for you, but thank you for showing us what to do with our money and how to save it - Male, Lambertsbay (Western Cape), 21-25

I would like to thank this organisation on how it made me see money, it make me see money in a different way, all thanks to you - Male, Edyardini (Western Cape), Completed High School, 21-25

Just a note of thanks for enlightening my understanding and teaching us about finances - Female, Knysna (Western Cape), Some Tertiary Education, 26-30

Good Session

I was enjoying the programme and I learn more about how to budget. I'm very happy now - Female, Norvalspont (Northern Cape), Completed High School, 31-40

Facilitators are actually good and well educated - Male, Vredendal (Western Cape), Completed Tertiary Education, 51-60

It was a good session, we needed this because it around festive [time] - Female, Springs (Gauteng), Completed High School, 31-40

I have learnt a lot about how to handle finance even if you earn less - Female, Springs (Gauteng), Some Tertiary Education, 31-40

Mr Rowen was very energetic while giving us this information, he showed love about what he was talking about, I really enjoyed his session - Male, DID Springs (Gauteng), Some Tertiary Education, 26-30

The session is very practical and informative - Female, DID Springs (Gauteng), Completed High School, 21-25

Good compliment for Mr. Rowen. His good /excellent teacher - Female, DID Springs (Gauteng), Completed High School, 26-30

The facilitator was very understandable because he was making examples on each statement - Female, Maubane (North West), Some High School, 26-30

You are doing a good job, keep it up - Female, Maubane (North West), Some High School, 15-20

I like to say I learn a lot of things like saving and unclaimed benefits - Female, Thabazimbi (Limpopo), Some High School, 26-30

It is important to be taught by our teachers and this cycle is endless - Male, Norwood Hall (KwaZulu-Natal), Some Primary School, 21-25

This session taught us a lot and we thank you about the learning and information - Female, Koster (North West), Completed High School, 31-40

It was a good course to learn about budgeting - Female, Mbubazi (KwaZulu-Natal), Some Tertiary Education, 31-40

Our teacher was very kind and polite - Female, Mbubazi (KwaZulu-Natal), Completed High School, 26-30

This was very insightful. The facilitators were very kind and "Tams" was very engaging - Male, Ruitersbos (Western Cape), Completed High School, 21-25

The workshop was more professional and we gained more things about financial - Female, Ruitersbos (Western Cape), Completed Tertiary Education, 31-40

The presentation was great and you explain it so well and it was nice to be hear
- Female, Upington (Northern Cape), Some Tertiary Education, 41-50

Good cooperation of all our colleagues who stand together - Upington (Northern Cape), Some High School, 41-50

The staff is very nice and friendly - Female, Vredenburg (Western Cape), Some High School, 26-30

I enjoyed the training and the facilitator was very good at it - Female, Mdladla (Mpumalanga), Some Tertiary Education, 31-40

The financial literacy project was very helpful and I appreciate it, it was very interesting - Hopetown (Northern Cape), , 15-20

Session was useful - Male, Gunjaneni (KwaZulu-Natal), Completed High School, 26-30

Good presentation and gained more knowledge on finances - Female, Leratong (Gauteng), Completed High School, 26-30

Teacher was active and flexible and kept the class alive - Male, Machadadorp (Mpumalanga), Some Tertiary Education, 41-50

The workshop definitely gave me more information - Female, Knysna (Western Cape), Completed High School, 21-25

I did enjoy my workshop even if it takes time - Female, Madidi (North West), Some Tertiary Education, 31-40

Would like
some more

Would have loved to have more time on the course and I believe next time we should be offered courses that work relate - Female, Springs (Gauteng), Some Tertiary Education, 31-40

I would like to attend more training about financial education - Male, Springs (Gauteng), Completed High School, 31-40

Will appreciate if you can do more often - Female, DID Springs (Gauteng), Some Tertiary Education, 41-50

Please continue to teaching others about the programme - Female, DID Springs (Gauteng), Completed High School, 21-25

Thank you for the training, it is really helpful, can there be more of these trainings and have enough time as in more days - Female, DID Springs (Gauteng), Completed High School, 31-40

Do these classes more often - Female, DID Springs (Gauteng), Some Tertiary Education, 26-30

More time needed so that we can learn more knowledge on our finances. Our community needs to be taught about FSCA benefits even our beneficiaries need this. It was very informative indeed - Female, Maubane (North West), Some Tertiary Education, 41-50

A very interesting session. Please conduct them again, and thank a lot - Male, Thabazimbi (Limpopo), Completed High School, 41-50

We still need more of this training, is helpfully - Male, Ithala GR (KwaZulu-Natal), Completed High School, 41-50

I still want more training like this one - Female, Matibidi (Mpumalanga), Completed High School, 31-40

I want to learn more about saving money - Female, Norvalspoor (Northern Cape), Some Primary School, 51-60

I enjoyed your session, continue to do more workshops so that people could learn more about their finances. There's a lot we need to learn about our financial states - Female, Edyardini (Western Cape), Some High School, 31-40

Course needs
attention

Next time come with some takeaway anyway I have a good time with this learning skills - Female, Mdladla (Mpumalanga), Completed High School, 31-40

u [You] must cater for us next time - Female, Mdladla (Mpumalanga), Some Primary School, 41-50

Our things are not working in EPWP, please increase the money because our problems are not here - Humansdorp (Eastern Cape), Completed High School, 26-30

We are asking for an increase in money. We are EPWP. It is very small. We asked if they would send it - Male, Humansdorp (Eastern Cape), Completed High School, 31-40

Please bring us lunch next time, the session is too long, we ended up losing appetite [appetite] of the session because of the hungryness - Female, Morgenzon (Mpumalanga), Completed Tertiary Education, 31-40

The workshop was interesting. Next time please try to organize some meals otherwise I have learnt a lot about a budget - Female, Knysna (Western Cape), Some Tertiary Education, 31-40

Have online sessions - Female, Rustenberg (North West), Completed High School, 26-30

Training venue must be inside - Female, Rustenberg (North West), Some High School, 31-40

Make us certificates - Female, Rustenberg (North West), Completed High School, 31-40

5.2 Annexure B: Example instrument (English isiXhosa)

Note- when printed this form fits on one page with two faces

Thank you for your time. Enkosi ngexesha lakho

Date: _____

Place _____

























What was the most important thing that you learnt in this session?

Yeyiphi eyona nto ibalulekileyo oyifundileyo kule seshini?

Check your knowledge	Yes	No	Don't know
When saving money, you want the highest interest rate possible. <i>Xa ugcina imali, ufuna eyona nzala iphezulu inokwenzeka.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having a bad credit rating will make it more difficult to get a job. <i>Ukuba netyala elibi kuya kwenza kube nzima ukufumana umsebenzi.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My payslip will have different information on it to those of my coworkers. <i>I-payslip yam iya kuba nolwazi olwahlukileyo ngayo kwabo bandisebenza nabo.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear financial goals will help me manage my money. <i>Linjongo ezicacileyo zemali ziya kundinceda ukuba ndilawule imali yam.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sooner you start budgeting the better. <i>Ngokukhawuleza uqalisa ukwenza uhlahlo lwabiwo-mali kokukhona ngcono.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My wants are more important than my needs. <i>Limfuno zam zibaluleke ngaphezu kweemfuno zam.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I should save for unexpected expenses. <i>Kufuneka ndigcinele iindleko ezingalindelekanga.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I should only deal with FSCA authorised financial advisors. <i>Kufuneka ndijongane kuphela nabacebisi bezezimali abagunyazisiweyo beFSCA.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I should shop around before I buy funeral cover. <i>Kufuneka ndithenge apha phambi kokuba ndithenge i-funeral cover.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I cancel a funeral policy after 30 days, I will get my money back. <i>Ukuba ndirhoxisa ipolisi yokungcwaba emva kweentsuku ezingama-30, ndiya kuyifumana imali yam.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I can have more than one funeral policy on myself or a relative. <i>Ndinokuba nepolisi yomngcwabo engaphezu kwesinye kum okanye isalamane.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is no limit on the total payout value of funeral policies for a person. <i>Akukho mda kwixabiso lilonke lentlawulo yeepolisi zokungcwaba zomntu.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An insurance contract must be complete before I sign it. <i>Ikhontrakthi ye-inshorensi kufuneka igqitywe phambi kokuba ndiyisayine.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I always have the right to complain. <i>Ndisoloko ndinelungelo lokukhalaza.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I am asked to pay a fee to get a job then it is probably a scam. <i>ukuba ndihlawule imali ukuze ndifumane umsebenzi mhlawumbi bubuqhophololo.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tell us what you thought of the session. *Sixelele ukuba ubucinga ntoni ngeseshoni.*

I enjoyed the session. <i>Ndayonwabela iseshoni.</i>			
I learnt how to manage my financial stress. <i>Ndafunda indlela yokulawula uxinzelelo lwam lwemali.</i>			
I learnt better budgeting tools. <i>Ndifunde izixhobo ezingcono zohlahlo lwabiwo-mali.</i>			
I learned something new. <i>Ndifunde into entsha.</i>			
I can apply what I learnt. <i>Ndinokukusebenzisa oko ndikufundayo.</i>			
There were no confusing, difficult words. <i>Kwakungekho magama adidayo nanzima.</i>			
I will recommend this session to my friends. <i>Ndiza kucebisa le seshoni kubahlobo bam.</i>			
The material that I got is useful. <i>Izinto endizifumeneyo ziluncedo.</i>			

Your attitude towards money	Yes	No	Don't know
I am confident about making financial decisions. <i>Ndiqinisekile ngokwenza izigqibo zemali.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I generally plan what I will spend my money on. <i>Ndiyicwangcisa ngokubanzi into endiza kuchitha kuyo imali yam.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have an emergency fund. <i>Ndinengxowa-mali yexesha likaxakeka.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is better to do without than to go into debt. <i>Kungcono ukwenza ngaphandle kunokuba ungene ematyaleni.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About you

Age	15 – 20 <input type="checkbox"/>	21-25 <input type="checkbox"/>	26 – 30 <input type="checkbox"/>	31 -40 <input type="checkbox"/>	41-50 <input type="checkbox"/>	51-60 <input type="checkbox"/>	Above 60 <input type="checkbox"/>	
Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>	Other <input type="checkbox"/>	Prefer not to say <input type="checkbox"/>				
Education	Some primary school	<input type="checkbox"/>	Finished high school	<input type="checkbox"/>				
	Finished primary school	<input type="checkbox"/>	Certificate course	<input type="checkbox"/>				
	Some high school	<input type="checkbox"/>	National Diploma or degree	<input type="checkbox"/>				
Race	Asian / Indian <input type="checkbox"/>	Black	Mixed Race <input type="checkbox"/>	White <input type="checkbox"/>	Prefer not to say <input type="checkbox"/>			

Keep in touch

We have more learning opportunities for you. Tick these boxes, and give us your details, if you want to:

☐ Be invited to other financial literacy projects and programs ☐ Take part in financial literacy focus groups

Cellphone Email address:

Any other comments for us? *Ziziphi ezinye izimvo zethu?*

5.3 Annexure C: Results of the tracking study

Gender by Province	Gender			
Province	Female	Male	Grand Total	
Eastern Cape	56	24	81	15%
Free State	24	1	25	5%
Gauteng	91	31	122	23%
KwaZulu-Natal	10	2	12	2%
Limpopo	54	10	64	12%
Mpumalanga	59	8	67	13%
North West	30	12	42	8%
Northern Cape	40	15	55	10%
Western Cape	40	19	59	11%
Grand Total	404	122	527	100%
	77%	23%	100%	

Age by Province	15-20	21-25	26-30	31-40	41-50	51-60	>60	Grand Total	
Eastern Cape	5	5	20	27	13	11		81	15%
Free State			4	15	4	2		25	5%
Gauteng	6	30	24	33	14	12	3	122	23%
KwaZulu-Natal			1	3	6	2		12	2%
Limpopo	2	7	8	26	12	9		64	12%
Mpumalanga	2	6	14	25	14	4	2	67	13%
North West	1	6	11	13	8	3		42	8%
Northern Cape	2	7	7	21	12	5	1	55	10%
Western Cape	4	14	11	12	12	5	1	59	11%
Grand Total	22	75	100	175	95	53	7	527	100%
	4%	14%	19%	33%	18%	10%	1%	100%	