



# Financial Literacy for Participants of the Expanded Public Works Programme (EPWP) -Monitoring & Evaluation- Report



March 2026

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## Executive Summary

The Financial Sector Conduct Authority (FSCA), in partnership with the Department of Public Works and Infrastructure (DPWI), implemented financial literacy workshops for Expanded Public Works Programme (EPWP) participants across all provinces in 2025/26.

African Response conducted Monitoring and Evaluation (M&E) to assess financial knowledge gains, intended behavioural shifts, and systemic impact. This M&E process was carried out in 4 provinces (Gauteng, Limpopo, Eastern Cape and KwaZulu-Natal). A total of 410 participants were surveyed through pre- and post-workshop assessments, supported by facilitator interviews, focus groups, and observer reports. The evaluation applied FSCA's Theory of Change (ToC) and the Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD DAC) criteria to assess relevance, effectiveness, efficiency, coherence, impact, and sustainability.

A total of 410 workshops were completed during the first 3 quarters of 2025/26, which surpassed the target of 200. A total of 14 138 participants were trained during this period, which also exceeded the target set at 10 000.

### Knowledge and Behavioural Shifts

The workshops achieved significant improvements in financial knowledge and behavioural intent, most improving by at least 20% (which was the target).

- **Budgeting:** Commitment to budgeting rose dramatically, with 99% of participants post-workshop reporting they would budget regularly, compared to 67% pre-workshop (32% increase). Attitudes also shifted, with nearly all participants agreeing that budgeting is essential regardless of income.
- **Emergency Savings:** Understanding that one must plan for unexpected expenses increased from 72% to 95% (23% increase), indicating that participants recognised the need to plan for financial shocks.
- **Financial Control:** Perceptions of being in control of finances improved from 74% pre-workshop to 99% post-workshop (25%), linked to setting financial goals and prioritising needs over wants.
- **Scam Awareness:** Confidence in identifying scams rose to 96% from 78% (18% increase) showing strong gains in fraud prevention knowledge.

### Findings by OECD DAC Dimensions

- **Relevance:** Content directly addressed participant needs, with budgeting and scam awareness emerging as the most valued topics.
- **Effectiveness:** Clear knowledge gains were achieved across all measured areas, with strong behavioural intent to apply learnings.
- **Efficiency:** Venues were accessible although some were deemed not to be suitable, e.g. under a carport, next to a morgue, under the trees. Late starts were sometimes experienced due to transport issues. There were shortages of accessible materials which reduced efficiency. One of the main challenges was lack of catering and refreshments at the workshops which impacted participant attitudes, concentration

levels and willingness to spend more time at the workshops. Despite these challenges, workshops delivered substantial learning outcomes.

- **Coherence:** Integration of surveys, interviews, focus groups, and observer checklists ensured a consistent and credible evaluation framework aligned with FSCA's Theory of Change.
- **Impact:** Early signs of empowerment and resilience were evident, with participants reporting confidence in applying learnings and sharing knowledge with peers. True long-term impact requires longitudinal tracking.
- **Sustainability:** Proxy indicators (continued budgeting, scam awareness) suggest potential for lasting behavioural change. Institutionalisation within EPWP and community structures will be critical to sustain outcomes.

## **Main Recommendations**

### **1. Curriculum Enhancement:**

- Add modules on savings vs investments, entrepreneurship, and debt management to reflect participant demand.

### **2. Delivery Improvements:**

- Strengthen logistical planning to avoid delays and ensure consistency across provinces.
- There is a strong need to provide learning material to every participant (shortages were reported).
- Consider providing material in different languages to enhance learning and longevity of use of the material.
- Digital copies of material is an option to be investigated (although this would be dependent on participants having sufficient data to download brochures).
- Ensure that venues are conducive to learning atmospheres – visit venues before-hand.

### **3. Basic refreshments are required at workshops to enhance participant engagement and wellbeing.**

- Provide follow-up content by way of WhatsApp audios or content and holding refresher sessions and encouraging the formation of peer accountability groups.
- Consider enhancing the FSCA Bazingabiz App to provide follow-up support content and tools although cognisance should be taken of data cost issues.
- Use WhatsApp audio or text surveys to track long-term behavioural change.

### **4. Sustainability and Upscaling:**

- Institutionalise financial literacy within EPWP and community programmes.
- Peer accountability circles via WhatsApp groups could be used to sustain behavioural change.
- Consider longitudinal surveys to truly measure impact of the workshops and assess behaviour change.

The FSCA financial literacy workshops achieved substantial knowledge gains and behavioural shifts among EPWP participants, particularly in budgeting, saving, and scam awareness. To sustain and upscale impact, the programme must embed financial literacy into EPWP structures, reinforce learning through accessible materials and digital tools, and expand content to meet participant demand for entrepreneurship and investment knowledge.

## 1. Introduction and Background

The FSCA, through the Consumer Education Department (CED), is mandated to provide both current and potential financial customers with financial education programmes and otherwise promote financial literacy and the ability of current and potential financial customers to make sound financial decisions. In 2016, the FSCA entered into an agreement with the Department of Public Works and Infrastructure (DPWI), and since then, the FSCA has been working in collaboration with the DPWI to provide consumer financial education and financial literacy training workshops for the Expanded Public Works Programme (EPWP), involving trainers and participants.

The EPWP is an initiative of the DPWI, which is a government programme that aims to provide disadvantaged and unemployed people with work opportunities and income support through the labour-intensive delivery of public and community assets and services. It is aimed at poverty alleviation through economic development by creating short-term employment opportunities.

The FSCA signed a three-year (April 2023 to March 2026) Memorandum of Agreement (MOA) with the DPWI to provide “financial literacy training” in the form of structured training sessions designed by the FSCA. 30 000 Participants (10 000 per annum) were to be reached via this programme.

The FSCA appointed African Response to conduct Monitoring and Evaluation (M&E) of its financial literacy workshops tailored for the EPWP participants during the 2025/26 year (particularly for the 4<sup>th</sup> quarter of 2025/26)

The M&E function was based on online questionnaires (pre- and post-workshop) that were completed at the workshops by interviewers, and measured programme performance, intended behavioural outcomes, and systemic impact, ensuring that lessons inform recommendations for future financial education programmes targeting this cohort. Observations at each workshop were also done by M&E observers, one-on-one interviews were conducted with facilitators and focus groups were conducted with participants after the workshops.

The Monitoring and Evaluation report includes

- Analysing the outputs, outcomes and impact against the objectives, along with the successes, challenges and recommendations on the lessons learnt, future feasibility and further upscaling.
- Reporting the total number of participants reached and demographics.
- Analysing the knowledge increase of participants based on the pre- and post-evaluation results.

This document presents the final report, which includes input from the FSCA team.

## 2. Aims and Objectives of the project

### 2.1 The aim of the project was:

- To educate EPWP participants about the importance of financial literacy and equip them with the knowledge and skills needed to better manage their finances and become more financially resilient.

### 2.2 The objectives of the project were:

- to increase financial literacy knowledge in the post-assessment scores by at least 20%
- to reach at least 10 000 EPWP participants in the 2025/26 year
- to hold 200 workshops in the 2025/26 year across all provinces in South Africa

### 2.3 The purpose of this evaluation was:

- to assess the effectiveness, relevance, and efficiency of FSCA's financial literacy intervention for EPWP participants;
- to measure knowledge improvement and intended behavioural change through pre- and post-workshop assessments;
- to identify barriers, enablers, and lessons that can inform replication or upscaling of these interventions;
- to provide FSCA with evidence-based recommendations for improving programme design, delivery, and sustainability in future consumer education initiatives.

## 3. Project Scope and Implementation Plan

### 3.1 Target audience

For the purposes of this evaluation, the primary target audience was 400 EPWP participants across 4 provinces: Gauteng, KwaZulu-Natal, Eastern Cape and Limpopo – specifically focusing on workshops conducted in the 4<sup>th</sup> quarter of 2025/26.

### 3.2 Project Implementation

410 Workshops were held during Q1 – Q3 2025/26 with **14 138** EPWP participants attending in total.

- Trained facilitators conducted the training.
- The duration of each workshop was 2 – 3 hours (inclusive of comfort breaks and completion of the pre- and post-workshop interviews).
- The plan was for African Response to conduct M&E across 20 workshops in 4 provinces (i.e. 5 workshops per province). The 4 provinces: Gauteng, KwaZulu-Natal, Eastern Cape and Limpopo. This would involve face-to-face pre- and post-workshop

interviews at workshops – 100 pre-and post-interviews in each of the 4 provinces (total of 400 interviews). However, due to delays in commencement of workshops in the 4<sup>th</sup> quarter of 2025 (i.e. January to March 2026), some interviews were done retrospectively (post-workshop) with participants who attended workshops in quarters 2 and 3 of the 2025/26 year. This resulted in 168 pre- and post- interviews being conducted at workshops and 242 post-workshop interviews being conducted with participants from Q2 and Q3 2025/6 across the 4 provinces. The total sample achieved was 410 participants.

- The advantage of this approach was that participants who attended EPWP workshops across 3 quarters were recorded giving a more complete view. The decision was made to exclude participants from the 1<sup>st</sup> quarter of 2025/26 due to the potential challenge of them remembering the workshops and content.
- In Gauteng, Limpopo and Eastern Cape, face-to-face pre- and post-interviews were conducted at workshops (4<sup>th</sup> quarter 2025/26) as well as some interviews being conducted telephonically (among participants in the 2<sup>nd</sup> and 3<sup>rd</sup> quarters of 2025/26). Due to a delay in workshop scheduling in KwaZulu-Natal for the 4<sup>th</sup> quarter 2025/26, all the interviews in this province were done telephonically among participants from the 2<sup>nd</sup> and 3<sup>rd</sup> quarter 2025/26.
- For the 168 participants who completed a pre- and post-workshop interview, these were conducted face-to-face and were recorded on digital devices. For the 242 post-workshop interviews, these were conducted telephonically.
- In addition, 8 one-on-one in-depth interviews were conducted with facilitators across the different provinces to evaluate their perceptions and experiences. These interviews were conducted by trained research moderators at a time that was convenient to the facilitators and were conducted via a Teams or WhatsApp meeting.
- 7 Mini-focus groups were also held with participants across provinces to elicit any nuances that may not have come out in the pre- and post-workshop surveys. These focus groups were not held directly after the workshops given the time pressures but were conducted at a time that was convenient to participants via a Teams or WhatsApp meeting.
- In addition, 6 observations were conducted by M&E Observers at workshops.
- The table below indicates the details of interviews across the 4 provinces where M&E was conducted.

Table 1: **M&E Workshop details**

	<b>Gauteng</b>	<b>Limpopo</b>	<b>Eastern Cape</b>	<b>KwaZulu-Natal</b>
<b>Towns at which M&amp;E was conducted at workshops</b>	<i>Pretoria</i> <i>Alberton</i>	<i>Lebowakgomo</i> <i>Greater Tzaneen</i> <i>Steilloop</i> <i>Giyani</i>	<i>Stutterheim</i> <i>Ngqamakhwe</i>	<i>None</i>
<b>Number of pre- and post-workshop interviews conducted at workshops (per province)</b>	73	57	38	None
<b>Total number of pre- and post-workshop interviews conducted at workshops</b>	<b>168</b>			
<b>Number of 2<sup>nd</sup> and 3<sup>rd</sup> quarter 2025/26 post-interviews (per province)</b>	60	60	62	60
<b>Total number of 2<sup>nd</sup> and 3<sup>rd</sup> quarter post-interviews</b>	<b>242</b>			
<b>Total number of participants interviewed</b>	<b>410</b>			

- Table 2 shows the number of workshops and attendance figures for Q1 – Q3 2025/26.

Table 2: **Number of workshops and attendance for Q1 – Q3 2025/26**

Province	Quarter 1 2025/26		Quarter 2 2025/26		Quarter 3 2025/26	
	No. of workshops	No. of participants	No. of workshops	No. of participants	No. of workshops	No. of participants
Eastern Cape	4	191	31	742	21	607
Free State	4	104	23	795	5	202
Gauteng	0	0	14	422	25	957
KwaZulu-Natal	0	0	9	228	25	898
Limpopo	9	508	26	977	18	629
Mpumalanga	28	992	23	670	9	406
North West	6	184	18	959	15	669
Northern Cape	6	219	16	430	19	873
Western Cape	19	280	23	788	14	408
<b>TOTAL</b>	<b>76</b>	<b>2478</b>	<b>183</b>	<b>6011</b>	<b>151</b>	<b>5649</b>

**Note: Q4 data was not available at the time of writing the M&E report.**

- By the end of Q3 (2025/26), the targets for both number of workshops and number of participants were surpassed:
  - Number of workshops: Target: 200; Achieved: 410
  - Number of participants: Target: 10 000; Achieved: 14 138

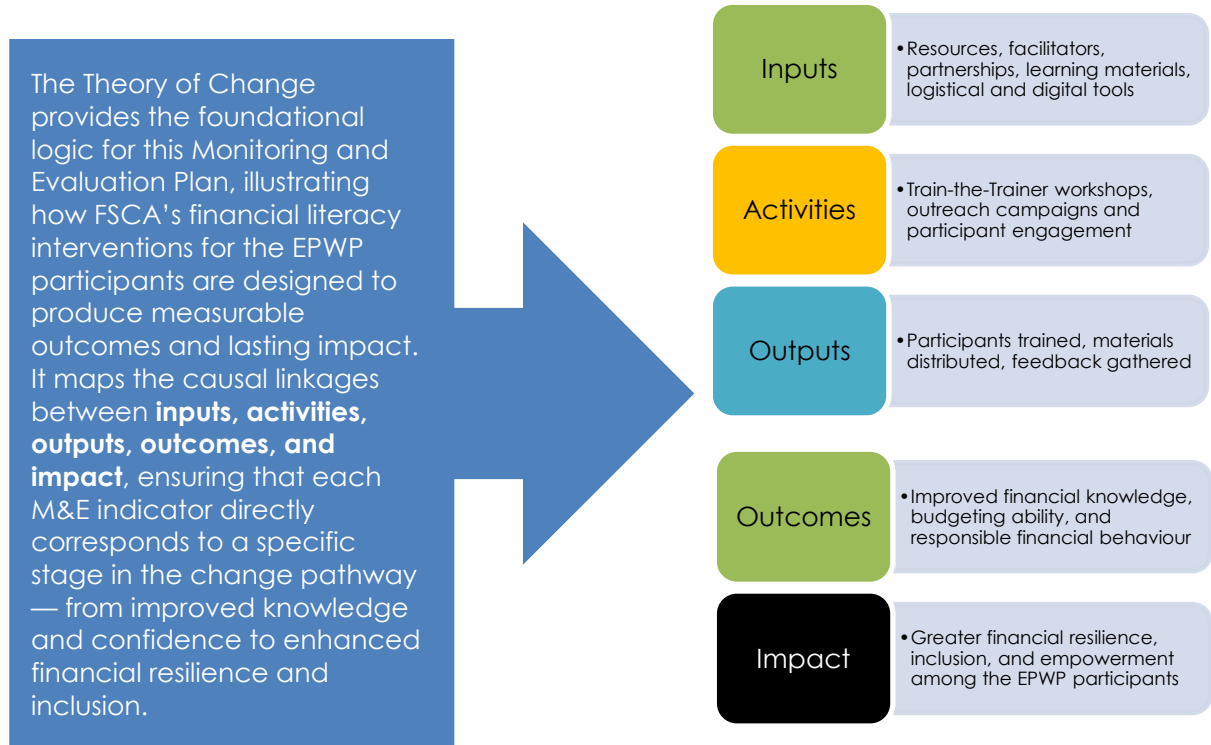
## 4. Evaluation Approach and Methodology

### 4.1 Overview

African Response analysed the pre- and post-workshop surveys (total of 410). In addition, 8 facilitators were interviewed one-on-one and 7 mini focus groups were held with participants sometime after the workshops to gain any further qualitative information to enhance the findings. Observations of M&E observers were also done at 6 workshop venues. The evaluation aligns with FSCA's Theory of Change and the OECD-DAC criteria (Relevance, Effectiveness, Efficiency, Coherence, Impact, Sustainability).

## 4.2 Theory of change framework

Figure 1: Theory of Change Framework



### 4.3 Logical Framework Matrix (Logframe)

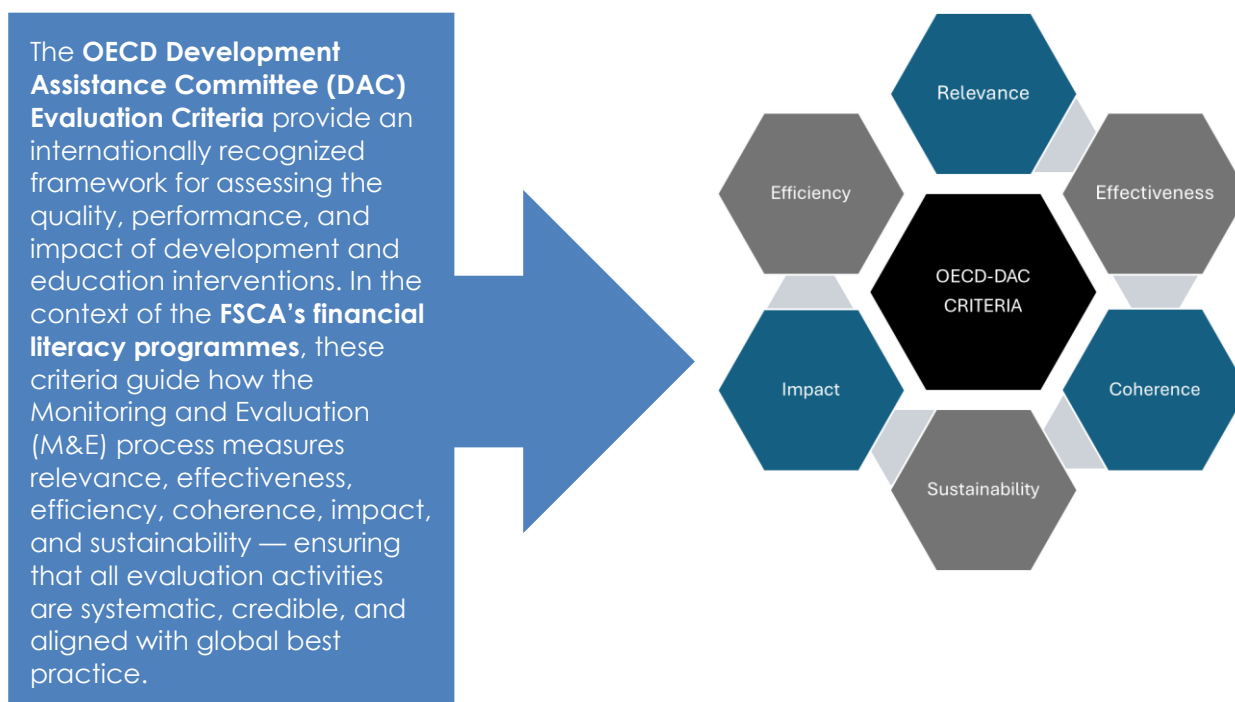
The Logical Framework translates the Theory of Change into measurable components, defining clear indicators and evidence sources for each level of the results chain.

Table 3: **Logical Framework Matrix**

Level	Description	Key Indicators	Means of Verification	Assumptions
<b>Impact</b>	Greater financial inclusion and resilience among EPWP participants	% increase in participants demonstrating sustained financial confidence and responsible behaviour	Pre- and post-assessments	Participants remain accessible for follow-up; external conditions stable
<b>Outcomes</b>	Improved financial literacy, budgeting, saving and understanding of scams.	% of participants showing improved post-test scores; % reporting increased budgeting and saving skills; % reporting increased understanding of scams	Pre- and post-assessments with participants, in-depth interviews with facilitators and focus groups with participants.	Consistent facilitation quality
<b>Outputs</b>	Participants trained, materials distributed, workshops completed	Number of workshops; participant attendance; quantity of learning materials distributed	Workshop registers, attendance sheets, training logs	Adequate resources and logistics
<b>Activities</b>	Implementation of workshops, outreach, and M&E processes	Number of workshops planned vs. conducted; data collection sessions	Activity reports; M&E field records	Timely coordination with partner organizations
<b>Inputs</b>	Financial, human, and material resources	Budget allocations; trained facilitators; accessible materials	Financial reports, procurement records, training rosters	Funding and resource availability maintained

## 4.4 OECD-DAC Evaluation Criteria and Their Application in the FSCA M&E Plan

Figure 2: OECD-DAC Evaluation Criteria



### OECD-DAC Criteria in detail:

#### 4.4.1 Relevance

Assesses the degree to which FSCA's financial education initiatives address the *actual needs, priorities, and financial literacy challenges* of EPWP participants.

**Application:** Ensuring that workshop content, materials, and delivery methods are accessible and contextually appropriate for the EPWP participants, reflecting inclusivity and equity.

#### 4.4.2 Effectiveness

Evaluates how successfully FSCA's interventions achieve their *intended objectives and learning outcomes*. It focuses on whether participants demonstrate measurable improvements in financial knowledge, skills, and confidence.

**Application:** Comparing pre- and post-training assessments to quantify learning gains and attitudinal shifts. Also, interviewing a number of participants and facilitators one-on-one to get any further information.

#### 4.4.3 Efficiency

Efficiency in this evaluation refers to the extent to which the workshops optimised time management to deliver financial literacy content effectively to EPWP participants. For the EPWP workshops, the content covered: budgeting, scams, how to save for unexpected

expenses and how to manage and control money better from the FSCA MyMoney Learning Series. It assesses whether the programme was implemented in a way that maximised learning outcomes within the limited time available.

**Application:** Assessing whether the workshops demonstrated efficiency through disciplined time management – structuring of sessions to cover core content within limited hours.

#### 4.4.4 Coherence

Coherence in this evaluation refers to how well the various components of the FSCA financial literacy workshops for EPWP participants worked together to deliver a consistent and integrated learning experience. It considers whether the content, facilitation, logistics, and supporting tools complemented one another to strengthen outcomes for participants.

**Application:** The structured use of pre- and post-surveys, in-depth one-on-one interviews and M&E checklists ensured that monitoring and evaluation activities were embedded into the programme design.

#### 4.4.5 Impact

Measures both *intended and unintended long-term effects* of FSCA's interventions on individuals and the broader financial ecosystem. It assesses how financial literacy improvements contribute to consumer empowerment, responsible product use, and inclusion within the formal financial system.

**Application:** True impact can only be measured via longitudinal studies, but certain proxy questions were included in the evaluation to assess future financial behaviour intent.

#### 4.4.6 Sustainability

Assesses the *likelihood that positive outcomes will continue* after programme completion - including institutionalisation, ongoing stakeholder support, and community-level ownership.

**Application:** Evaluating whether participants maintain improved financial habits.

#### NOTE:

- *Full longitudinal studies are the most robust means of assessing sustainability; however, such an approach falls outside the current scope of this FSCA evaluation cycle. At this stage, sustainability will be assessed indirectly through proxy indicators – such as evidence of continued financial practice among participants, post-training engagement with partner organisations, and the extent to which delivery partners integrate the FSCA material into their ongoing programmes. These early signals will inform recommendations for potential follow-up or longitudinal tracking in future phases.*

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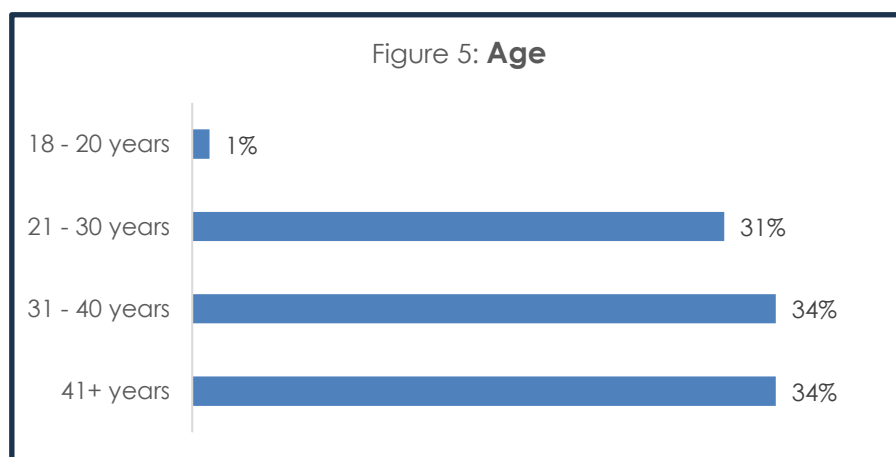
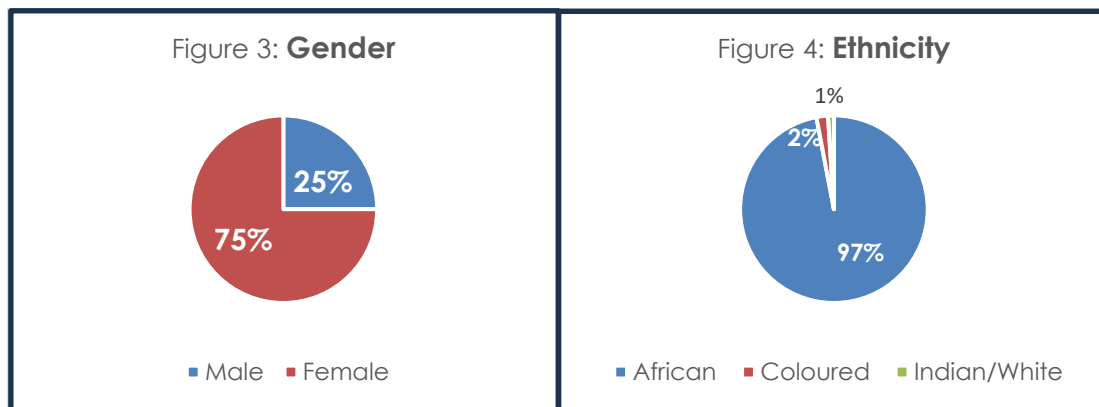
### 4.5 Sampling and Data Collection

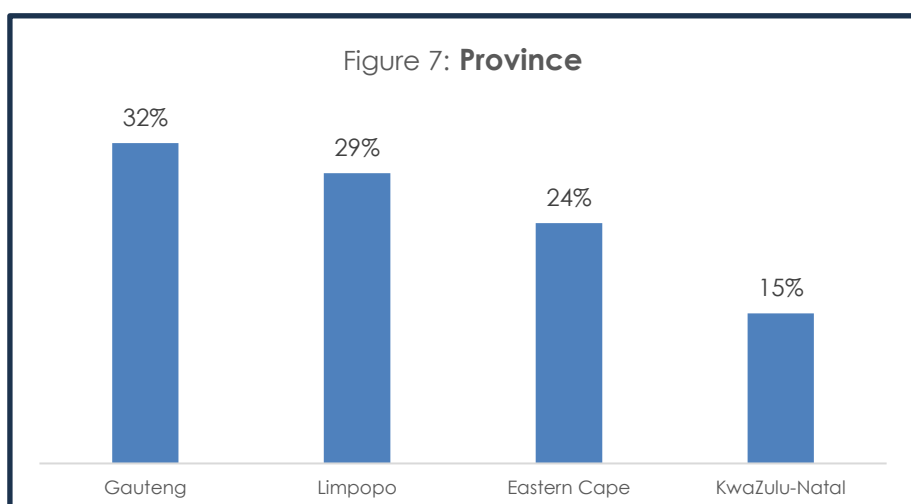
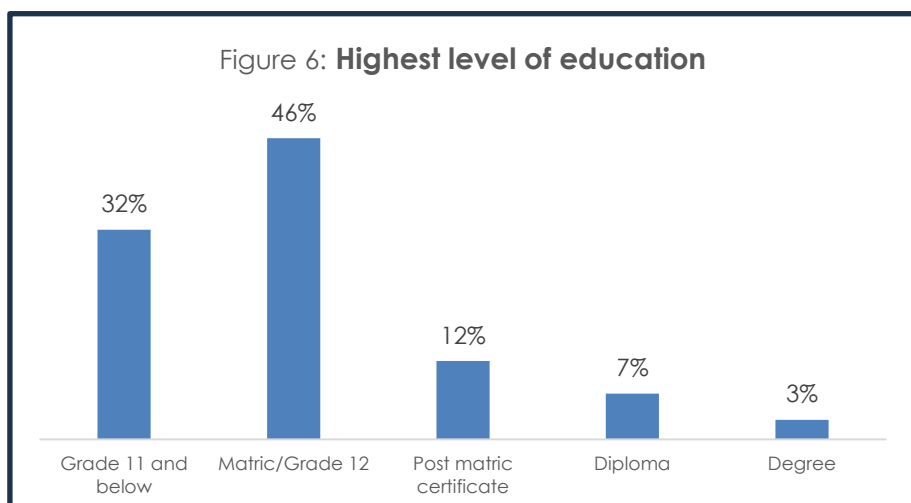
- **Sample Coverage:** For the purposes of this report, the focus is on M&E (both pre- and post-workshop interviews) being conducted at workshops during the 4<sup>th</sup> quarter 2025/26 (January to March 2026) in Gauteng, Limpopo and Eastern Cape, and only

post-workshop interviews being conducted in KwaZulu-Natal for participants who attended workshops during the 2<sup>nd</sup> and 3<sup>rd</sup> quarters (2025/26).

- **Sampling Design:** In addition to the pre- and post-workshop interviews, in-depth interviews were conducted with 8 facilitators, and 7 mini focus groups were held with participants (each being attended by 2 – 3 participants). Also, 6 observations were done by African Response M&E Observers to monitor various elements of the workshops.
- **Quantitative Tools:** Results of the pre- and post-workshop surveys were analysed and form the quantitative part of this evaluation.
- **Qualitative Tools:** The in-depth interviews with facilitators and participants as well as the M&E Observer reports form the basis for the qualitative part of the evaluation.

#### 4.5.1 Sample Profile (based on post-workshop sample)





#### 4.6 Data Analysis

- **Quantitative:** Descriptive and inferential statistics to measure improvement in financial literacy scores.

**NOTE:** The minimum percentage difference between the two samples (pre- and post-workshop) that would be considered to be statistically significant at a 95% confidence level is approximately 10%. Significant differences are indicated with an arrow ↑

- Certain questions in the pre- and post-workshop surveys were Likert scaled questions using a 5-point scale where:
  - 1 = Strongly Disagree
  - 2 = Disagree
  - 3 = Neither agree nor disagree
  - 4 = Agree
  - 5 = Strongly Agree

For the purposes of analysis, codes 1 and 2 have been combined as 'Disagree' and codes 4 and 5 have been combined as 'Agree'.

- Due to timing constraints and avoiding keeping participants longer than necessary, only certain questions were asked pre- and post-workshop, with the majority of questions included at the post-workshop stage to assess learning.
- **Qualitative:** Thematic coding to extract insights around learning experiences, barriers, and satisfaction.
- **Triangulation:** Integration of quantitative and qualitative findings for a holistic view of programme impact.

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#### 4.7 Limitations of the Study

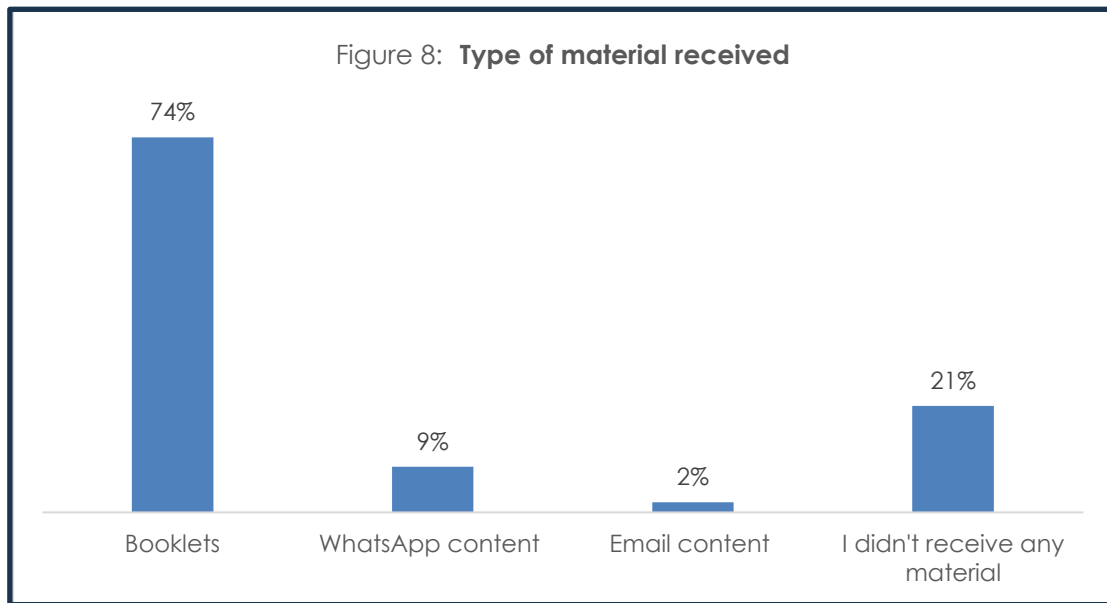
Every evaluation process operates within practical and contextual constraints. Some of the key limitations of this evaluation were:

- Challenges relating to the provision of material for EPWP participants.
- Some logistical issues relating to late starting and finishing times – mostly due to transport issues.
- Short workshop sessions (2 – 3 hours) – sometimes making it difficult for all content to be covered effectively.
- Due to workshops in some provinces having been completed before African Response commenced the M&E process, pre-workshop interviews were fewer than planned.

## 5. Results of pre- and post-workshop evaluations

### 5.1 Type of training material received

About two-thirds of participants received content booklets, with about one in five not receiving any type of material. Facilitators reported that there was insufficient material overall and at times, they would need to copy the content for participants. Provision of material is a vital enabler for the success of workshops and this is an issue that needs attention and resolution going forward.



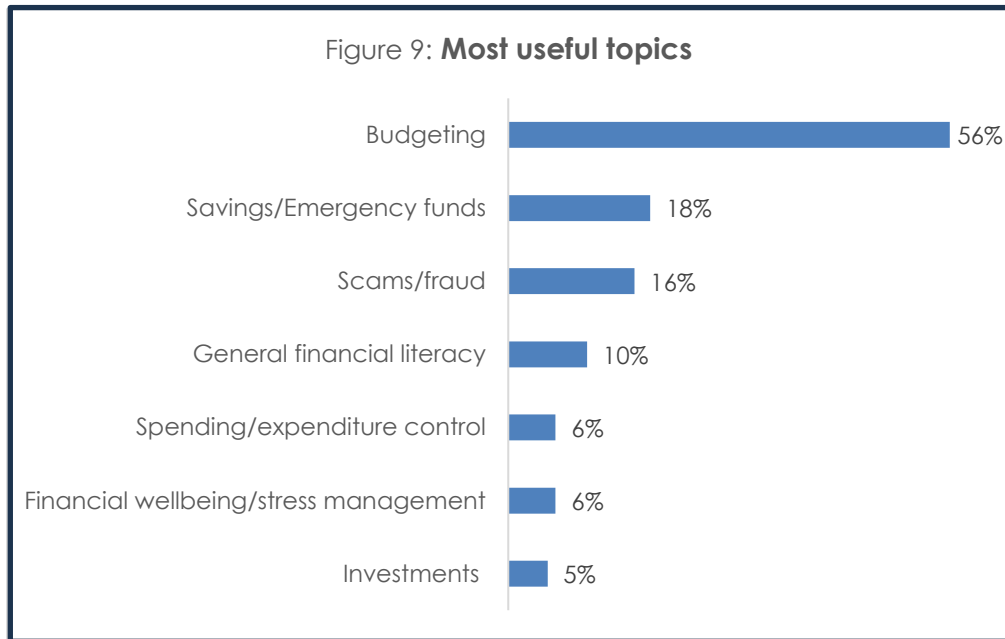
### 5.2 Topics perceived to be most useful

Participants were asked on a spontaneous level (with no prompting), which workshop topics they felt were most useful to them. Multiple mentions were possible.

The dominance of budgeting (56%) as the most useful topic is significant - it shows that for the majority of attendees, the ability to plan, track, and control their money is the single most pressing skill.

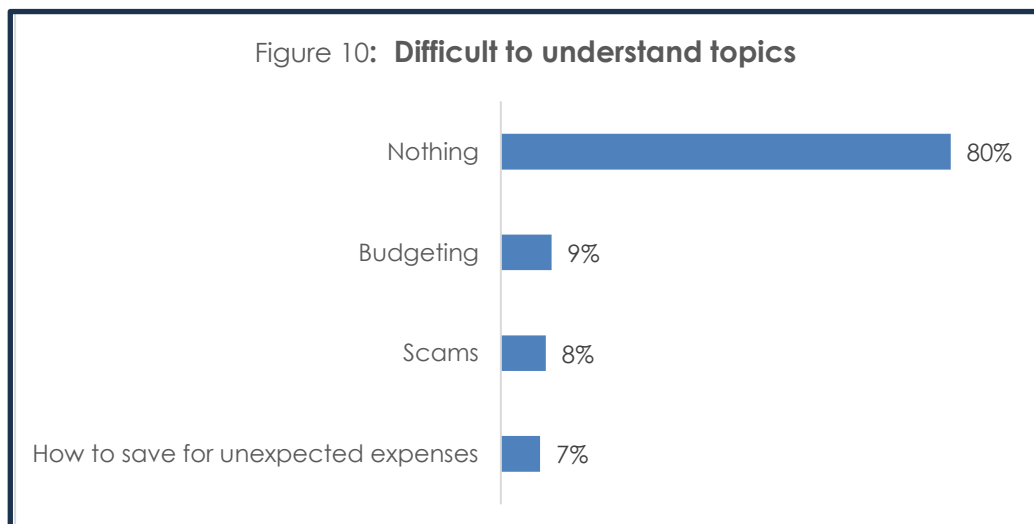
The next tier of usefulness - savings/emergency funds (18%) and scams/fraud (16%) - highlights two complementary concerns: building resilience through savings and protecting that money from exploitation. Together, they suggest that participants are not only thinking about how to manage day-to-day expenses but also how to safeguard their financial stability against shocks and risks.

Topics like general financial literacy (10%), spending control (6%), financial wellbeing/stress management (6%), and investments (5%) are still important but less immediately relevant. This distribution suggests that while participants value broader knowledge and long-term planning, their most urgent needs are practical, short-term skills that directly affect their daily lives.



### 5.3 Difficult to understand topics

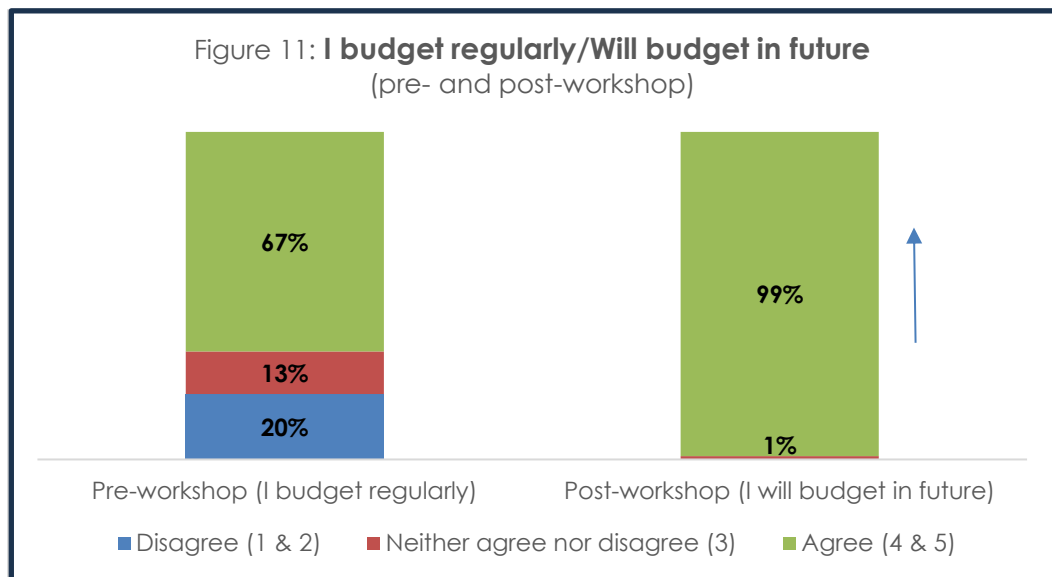
This graph is quite revealing because it shows that vast majority of participants (80%) did not find any topics difficult to understand. That's a strong indicator that the workshops were pitched at the right level, with facilitators explaining concepts clearly. It reinforces the positive feedback participants gave about facilitators being patient, multilingual, and approachable.



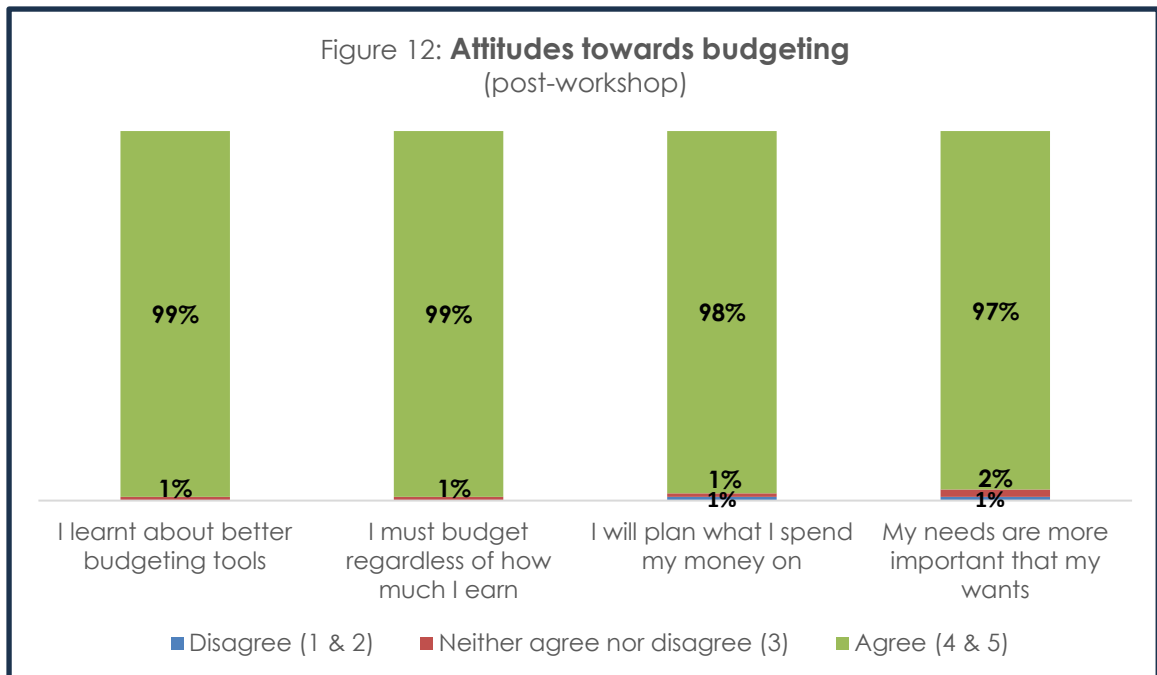
### 5.4 Budgeting

Before the intervention, while 67% reported budgeting regularly, a significant minority either disagreed (20%) or were neutral (13%), indicating that budgeting was not a universal practice. After the workshop, however, the shift is dramatic: 99% of participants expressed commitment to budgeting in the future, with disagreement disappearing entirely and

neutrality reduced to just 1%. This suggests that the workshop not only reinforced existing positive behaviours but also successfully converted sceptics and undecided participants into committed budgeters.

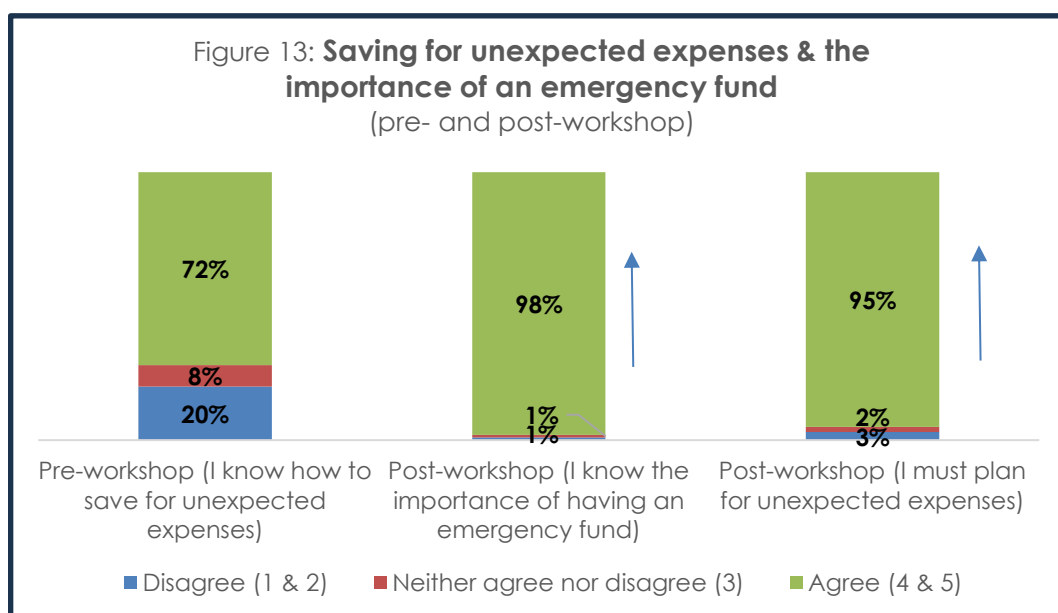


The graph below illustrates the depth of attitudinal change achieved through the workshop, showing not just awareness but conviction across multiple dimensions of budgeting. Nearly all participants (97–99%) agreed with statements about learning better tools, the necessity of budgeting regardless of income, planning expenditures, and prioritizing needs over wants. The near absence of disagreement or neutrality highlights a strong consensus, suggesting that the workshop effectively reframed budgeting as both essential and actionable. Importantly, the data reflects a shift from passive acknowledgment to active commitment: participants are not only more knowledgeable but also more resolved to apply budgeting principles in practice. This unanimity underscores the workshop's success in embedding financial responsibility as a shared value, demonstrating that well-structured interventions can foster both skill acquisition and mindset transformation.



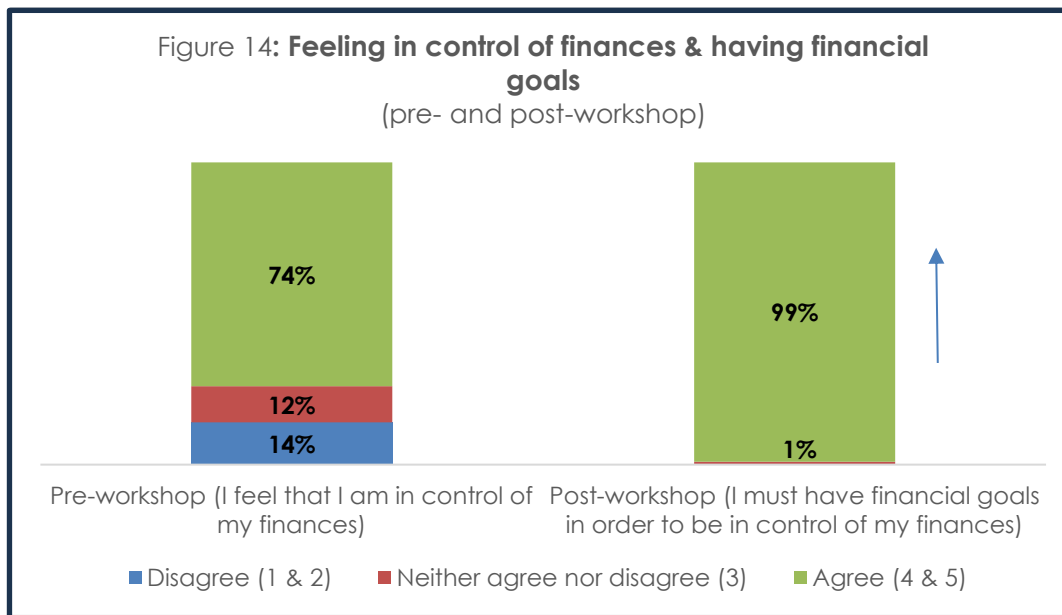
### 5.5 Saving for unexpected expenses/having an emergency fund

There was a significant shift in participants' financial awareness and attitudes after the workshop. Before attending, while a majority (72%) already agreed they knew how to save for unexpected expenses, there was still a notable portion - nearly 30% - who either disagreed or were uncertain. Post-workshop, however, the data shows near-universal consensus: 98% agreed on the importance of an emergency fund, and 95% recognized the need to actively plan for unexpected expenses. The near elimination of disagreement and uncertainty suggests that the workshop not only reinforced existing knowledge but also transformed vague awareness into concrete conviction. In essence, the workshop bridged the gap between knowing and truly valuing financial preparedness, underscoring its effectiveness in shifting mindsets toward proactive resilience.

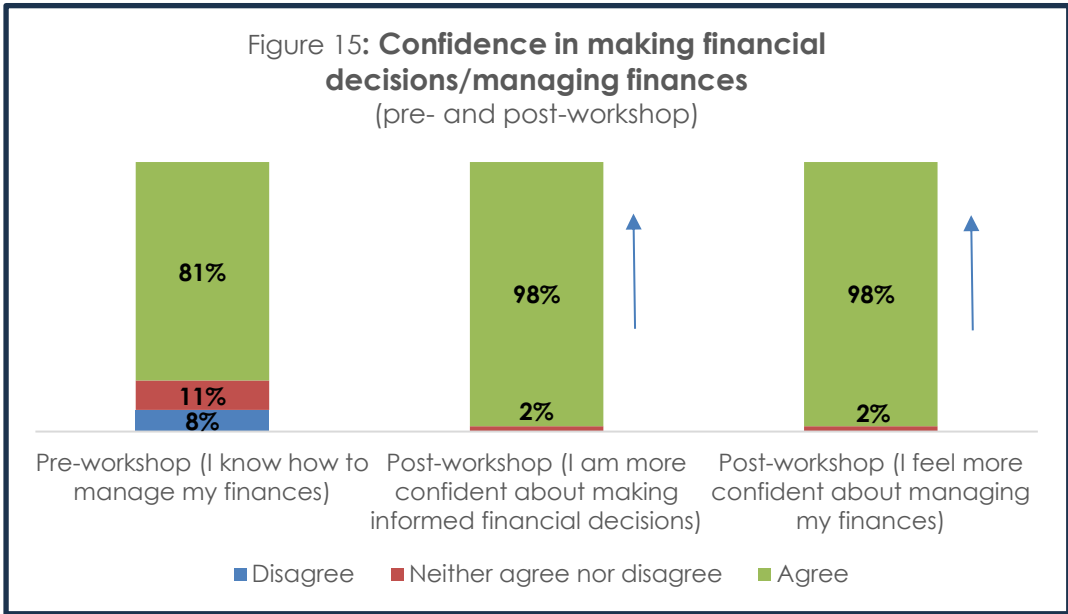


## 5.6 Feeling in control of finances

There was a powerful transformation in participants' perceptions of financial control and goal setting. Before the workshop, while most respondents (74%) felt in control of their finances, a significant minority expressed uncertainty or disagreement, suggesting gaps in confidence or clarity. After the workshop, however, nearly all participants (99%) agreed that having financial goals is essential to maintaining control. This shift reveals that the workshop not only reinforced the idea of financial ownership but also reframed control as something actively built through intentional goal setting. In other words, participants moved from a passive sense of control to a proactive understanding that financial stability requires structured planning, underscoring the workshop's success in embedding a more strategic mindset.

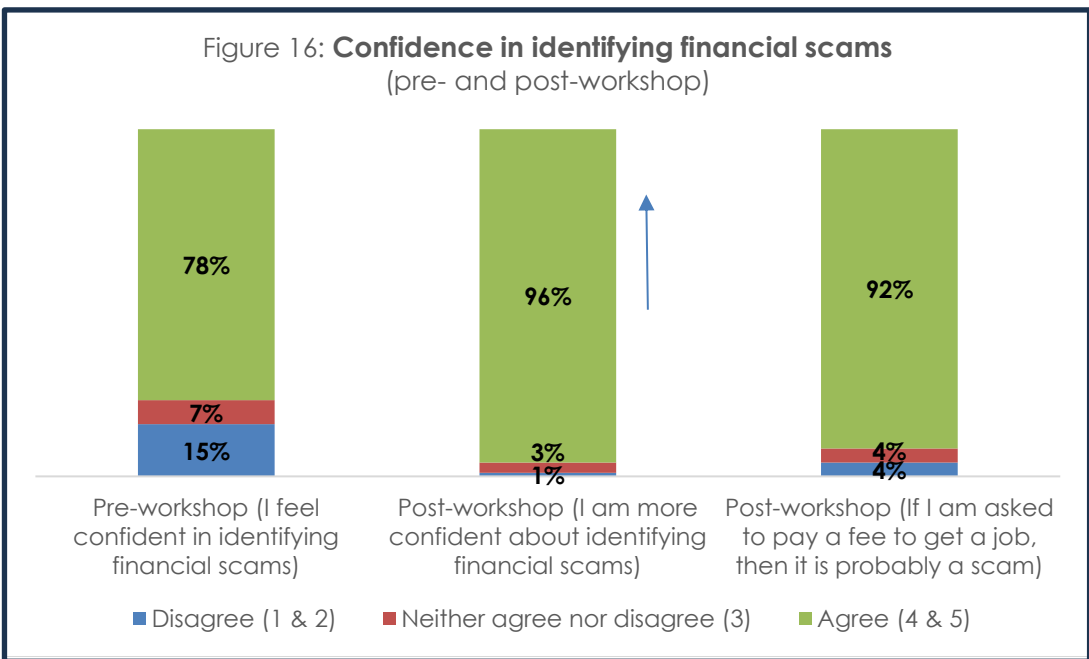


Pre-workshop, most participants felt reasonably confident about managing their finances, although there was still about one in five (19%) who were not confident or ambivalent. Post-workshop, however, the near-total agreement that financial goals are essential reframes control as not just a feeling but a disciplined practice. This underscores the workshop's success in embedding a mindset where financial stability is seen as the outcome of deliberate planning rather than chance.



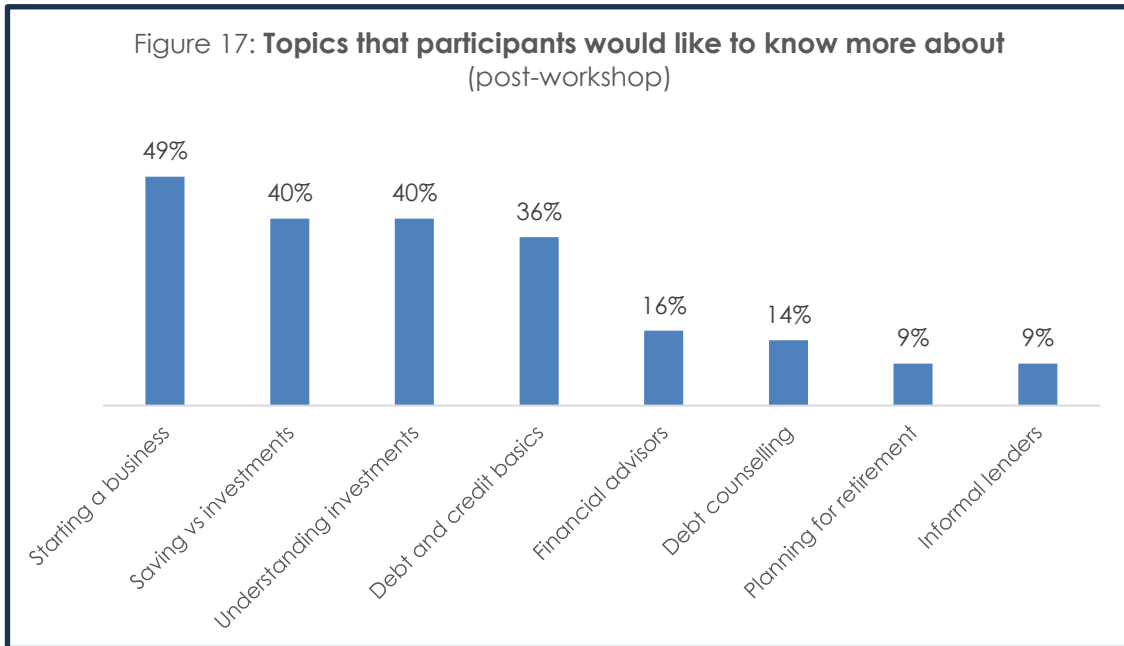
### 5.7 Financial Scams

There was a clear strengthening of participants' confidence and practical awareness in spotting financial scams after the workshop. Initially, while most respondents (78%) felt confident, there was still a notable minority who doubted their ability or remained unsure. Post-workshop, confidence surged to 96%, showing that the training effectively equipped participants with sharper detection skills. Importantly, the final measure - recognizing that paying a fee for a job is likely a scam—reveals not just abstract confidence but applied knowledge of a specific red flag. The reduction in uncertainty and disagreement across all measures suggests that the workshop didn't merely boost self-assurance; it translated that assurance into actionable vigilance, empowering participants to protect themselves against real-world financial fraud.

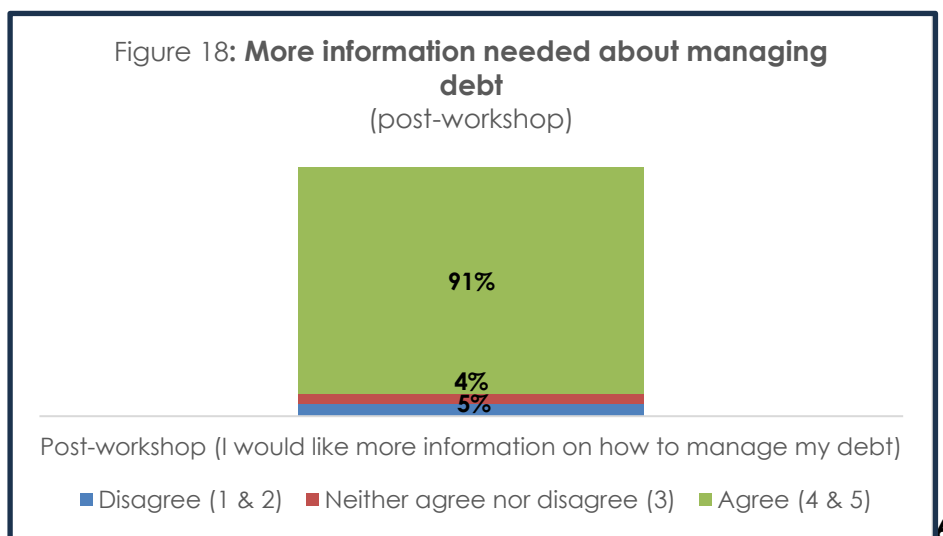


### 5.8 Desired topics

Participants' strongest learning priorities lie in entrepreneurship and investment literacy, with nearly half wanting more on starting a business and 40% focused on savings and investments. These two themes were also mentioned by facilitators as desired topics. Debt management remains a secondary but notable concern, while retirement planning and advisory services rank lowest. Future programming should emphasize practical business and investment skills, supported by debt basics as a stabilizing foundation.



Although the topic of managing debt is not covered in any detail in the material presented at the workshops, when prompted, almost all participants stated that they needed more information about this topic (91%). This topic would clearly be a valuable curriculum addition to future workshops.



## 5.9 Workshop evaluation

Workshop participants overwhelmingly valued the experience—nearly all agreed they learned something new, enjoyed the session, felt able to share openly, and found the language accessible.

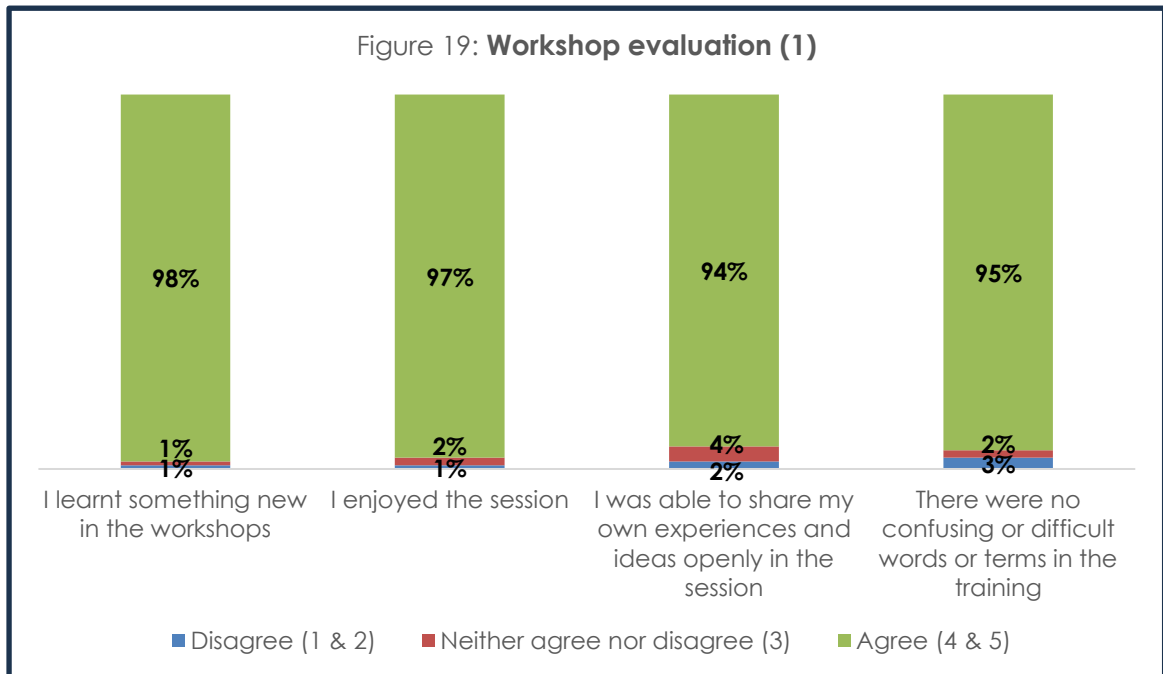
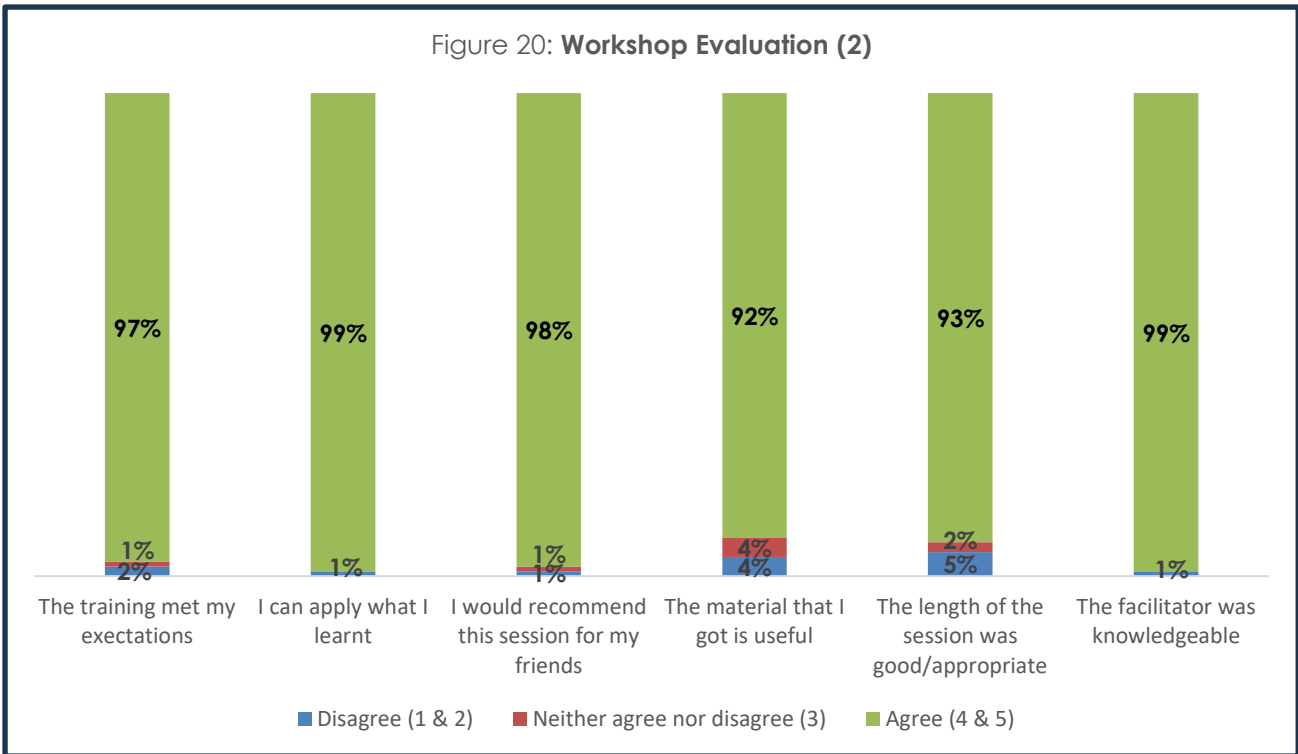


Figure 20 reiterates the positive sentiments about the workshops, showing near universal satisfaction across multiple dimensions. The fact that 99% of participants felt they could apply what they learned and rated the facilitator as knowledgeable speaks to both the practical relevance of the content and the credibility of its delivery. Similarly, the very high agreement that the training met expectations (97%) and that participants would recommend it to friends (98%) underscores trust and enthusiasm for the program. While slightly lower scores on the usefulness of materials (92%) and session length (93%) suggest areas for finetuning, these are still overwhelmingly positive and highlight only minor opportunities for improvement. Overall, the data conveys that the workshop not only met but exceeded participant expectations, equipping them with actionable knowledge and fostering confidence in both the content and facilitation.

Figure 20: Workshop Evaluation (2)



## 6. Results of interviews with Facilitators

Eight one-on-one interviews were conducted with facilitators of the workshops. These interviews were done online via a Teams meeting or via a WhatsApp call. A spread of facilitators from different provinces were interviewed: 2 x Limpopo, 1 x Eastern Cape, 1 x Gauteng, 1 x Mpumalanga, 1 x Western Cape, 1 x KwaZulu-Natal, 1 x Free State.

### 6.1 Venue challenges and accessibility

Across provinces, facilitators highlighted difficulties with some venues. While some municipal halls or boardrooms were adequate, many workshops took place in unsuitable spaces such as churches, carports, verandas, or outdoor areas under trees. There was even mention of one of the venues being next to a morgue. Common issues included lack of tables, insufficient chairs, poor ventilation, or no electricity. Facilitators improvised with flip charts, borrowed equipment or rearranged seating to cope. Despite these challenges, venues were usually located close to participants' homes, making them accessible.

Comments by facilitators:

- “Some of the venues... they just don't have resources. We have to improvise.”
- “I was once in one venue where the windows did not close. There was a lot of cold wind coming in.”
- “We had to train on the veranda of a hall, while something else was happening inside.”
- “It is even possible to find yourself sometimes having to do the facilitation under a carport.”

## 6.2 Refreshments and participant expectations

A recurring theme was the absence of refreshments. Facilitators noted that participants often complained of hunger, fatigue, or lack of water, which shortened attention spans and sometimes forced sessions to be reduced from a timing perspective. Participants expected at least water or light snacks, and their dissatisfaction sometimes disrupted sessions. Facilitators emphasised that even minimal provision (fruit, water or sweets) would significantly improve concentration and morale. Some facilitators personally bought water to keep participants engaged.

Comments by facilitators:

- *“They moan a lot. When they are hungry they will say, ‘You have to finish, we are hungry.’”*
- *“You can imagine having to keep people in a venue for three hours whereas it’s very hot and you don’t even have water.”*
- *“Throughout the three hours there is no water, nothing whatsoever.”*
- *“I wish our participants could be provided with food, or at least water.”*

## 6.3 Training Materials: shortages and language barriers

Facilitators across provinces reported shortages of official FSCA materials. Many had to make photocopies, which diminished quality and credibility. Another issue in some workshops was language: most materials were only in English, while participants often spoke isiXhosa, isiZulu, Sepedi, Venda, Tsonga, or Afrikaans. Facilitators improvised by translating orally but stressed the need for multilingual materials.

Comments by facilitators:

- *“We end up making copies... half of them get originals, the rest will be copies.”*
- *“Our material is finished. We don’t have material, but I do print a budget sample.”*
- *“They gave us material that can only accommodate 1,000 people... my target was 2,500.”*
- *“The material is mostly in English. If it is in their language, it gives them courage.”*

## 6.4. Session duration and timing

Workshops were officially allocated two hours, but facilitators often felt this was insufficient given registration, evaluations, and participant questions. Late starts due to miscommunication or venue issues further compressed time. Hunger and fatigue also limited longer sessions. Two hours was often too short to cover all modules meaningfully, especially when participants wanted deeper engagement. Facilitators recommended either extending sessions with refreshments or splitting content into multiple shorter workshops.

Comments by facilitators:

- *“We have changed from the four or five hours... to two hours due to lack of refreshments.”*
- *“Two hours is not working... participants want to ask questions; they want to know more.”*
- *“If they haven’t had training before, two hours will not be enough.”*

## 6.5 Content relevance and engagement

Participants were most engaged with practical topics such as budgeting, scams and financial stress. They often related these to personal experiences, especially scams. Facilitators emphasised tailoring content to participants' realities. Topics like retirement annuities and the FSCA's regulatory role were less engaging or seen as irrelevant. Interactive exercises (needs vs. wants, stress tests, budgets) boosted engagement.

Comments by facilitators:

- *"The budgeting one. When we talk about the needs and wants, they love that a lot."*
- *"Scams. People pay extra attention there."*
- *"Financial stress... they realize a lot of the mistakes they are doing."*

## 6.6 Participant attitudes and challenges

Facilitators noted mixed attitudes. Some participants were enthusiastic, while others expressed frustration - particularly about being taught budgeting when earning very little, so facilitators often had to reframe budgeting and savings as relevant even for small incomes. Short-term EPWP contracts also reduced motivation, as participants felt financial planning was irrelevant to their situation.

Comments by facilitators:

- *"They will say, 'You are going to teach us about budgeting, yet we don't earn enough money.'"*
- *"They really want to know more about scams... but when you talk about saving, they say, 'Are we the right audience?'"*
- *"Generally, it's positive... they are always appreciating the information."*

## 6.7 Suggestions for Improvement

Facilitators across provinces offered practical recommendations: provide refreshments, ensure sufficient and multilingual materials, improve venue support, and offer regular refresher training for facilitators. Some suggested digital tools (apps, charts, YouTube content), though others cautioned that rural participants may lack access to digital content.

Comments by facilitators:

- *"FSCA should provide refreshments, first of all. And also... customize materials to be in different official languages."*
- *"Perhaps if we can have a chart with pictures - make it practical."*
- *"Even just a fruit and two sweets... it doesn't have to be bottled water."*
- *"Digital presentations could work... unlike with paper where sometimes a person loses it."*

## 7. Results of interviews with Participants

### 7.1 Venue and setup

Venues were generally clean and adequately arranged, but participants highlighted several logistical challenges. While in some venues, participants appreciated the airy, spacious areas, other participants struggled to locate the correct room or hall at the venue. In some venues, participants reported that toilets were blocked and there was water leakage. Overall, there was a lack of consistency in accessibility and basic amenities.

Comments by participants:

- *“The place was clear and airy. It was right, with chairs and tables so you were able to sit.”*
- *“The hall had water leaking. It was leaking near the door.”*
- *“The toilet was blocked and some of us ladies... think of the infection and everything.”*
- *“We were well-received. Everything was arranged for us when we arrived.”*

### 7.2 Learning materials and language accessibility

Learning materials were highly valued, though their format varied across provinces. Some participants received loose papers which they found to be impractical (this could be in cases where the facilitator had to copy content due to lack of sufficient content booklets). In some workshops, participants were given bags, pens and water bottles, but this was inconsistent across workshops and provinces.

Participants highlighted the importance of providing workshop materials in local languages to ensure inclusivity and comprehension beyond the session. While facilitators often translated and explained content during workshops, participants felt that written materials should also be available in the dominant language of the province. This would allow attendees to revisit the information at home without confusion and ensure that those less comfortable with English could fully benefit. The suggestion reflects a broader need for tailoring materials to local contexts, reinforcing accessibility and long-term impact.

Comments by participants:

- *“Going forward, papers can become a mess... I'd prefer a book so people don't lose them.”*
- *“We got diaries, booklets and pens. They are very useful because we can use them after the training as a refresher.”*
- *“They should write the manuals in the language of that province. That would help so that even when someone has left the workshop, they have it in Xhosa.”*

### 7.3 Refreshments

The absence of refreshments was a recurring concern. Participants repeatedly mentioned the lack of water and catering, emphasising that during the sessions there was a need for hydration, and snacks to sustain energy. The consensus was that refreshments are not a luxury but a necessity for maintaining focus and wellbeing.

Comments by participants:

- *"We did not have water, such a basic requirement."*
- *"It's much better if maybe we are going to have breaks, maybe a stretch break with water and then come back."*
- *"Make sure there's water. Make sure there's a fruit."*

#### **7.4 Facilitators**

Facilitators were consistently praised for their clarity, patience, and ability to engage participants. They were commended for multilingual delivery, ensuring inclusivity, and for creating approachable atmospheres. However, some participants suggested facilitators should be more assertive to manage side conversations. Overall, facilitators were seen as a major strength of the workshops.

Comments by participants:

- *"10 out of 10, because everything was explained well."*
- *"She opened our eyes to how to handle money, how to track it."*
- *"She was too sweet... I would have loved for her to be slightly assertive."*
- *"She helped us relieve our stresses. She spoke in such a way I felt she was talking about me directly."*
- *"He explained everything in Zulu so it was clear to everyone."*

#### **7.5 Content & Topics**

Budgeting, distinguishing needs from wants, saving, and avoiding scams were the most memorable and impactful topics. Participants consistently reported applying these lessons in their daily lives. Requests for additional topics included credit scores, debt counselling, financial advisors, and more detail on informal lenders. Overall, the workshops were seen as practical and directly relevant to participants' financial realities.

Comments by participants:

- *"You must do a budget before you go collect your money because money is so difficult."*
- *"I learnt about needs such as water, electricity and food, and wants like branded clothes."*
- *"We did not know how to work with money; we just thought money was for eating as soon as it arrived. They changed that mindset."*

#### **7.6 Engagement & atmosphere**

Participants generally felt comfortable engaging, asking questions, and sharing personal experiences. Facilitators created safe, inclusive environments, often using group exercises and multilingual explanations. Suggestions included microphones for soft-spoken participants and structured comfort breaks. Engagement was high, but sustaining energy required better planning.

Comments by participants:

- *"We were engaging well and I was not afraid or shy to ask questions."*
- *"The suggestion for engagement is to have a microphone so even a person who speaks softly naturally can be heard by everyone."*
- *"It's much better if maybe we are going to have breaks, maybe a stretch break with water and then come back."*

## **7.7 Impact and application**

The workshops had an impact on participants' financial behaviour intent. Many reported that they would adopt better budgeting practices, would start saving and would be more cautious with loan sharks. The workshops were consistently described as "eye-openers" that shifted mindsets and made participants more likely to change behaviour in a positive way.

Comments by participants:

- *"Now, when I receive my pay, I will take a piece of paper and write down a plan for the things I need. Then I will no longer have stress about where the money went."*
- *"It has had a big impact because now you want to know, 'Okay, I've got 50 Rand but then I can't just go and spend it on McDonald's. You become very cautious in terms of how you are using as small as it is - it's big at the same time."*

## **7.8 Communication and outreach**

Participants stressed the importance of better communication and outreach to attract more attendees. Suggestions included clearer invitations with specific venue details, posters (at place of work) that highlight workshop topics, and digital circulation via WhatsApp groups and social media. Local radio was also recommended to build trust and awareness.

Comments by participants:

- *"They should show the topics on posters, so people are already interested."*
- *"They can even go to FM radio so that everyone knows."*
- *"Yes, in WhatsApp groups, because for example, the groups we have, they can put it in those groups."*

## **7.9 Suggestions for Improvement**

Participants offered constructive suggestions to enhance future workshops. They emphasized the need for better venue logistics (clear directions, microphones, screens), provision of refreshments, and expansion of content to cover credit scores, informal lending, and financial advisors. They also suggested more interactive formats, such as quizzes and group exercises, to deepen learning. These recommendations reflect a desire for workshops that are not only informative but also more accessible, engaging, and practical.

Comments by participants

- *"I suggest if they could have a black or white board or a screen so that even those at the back can see clearly."*

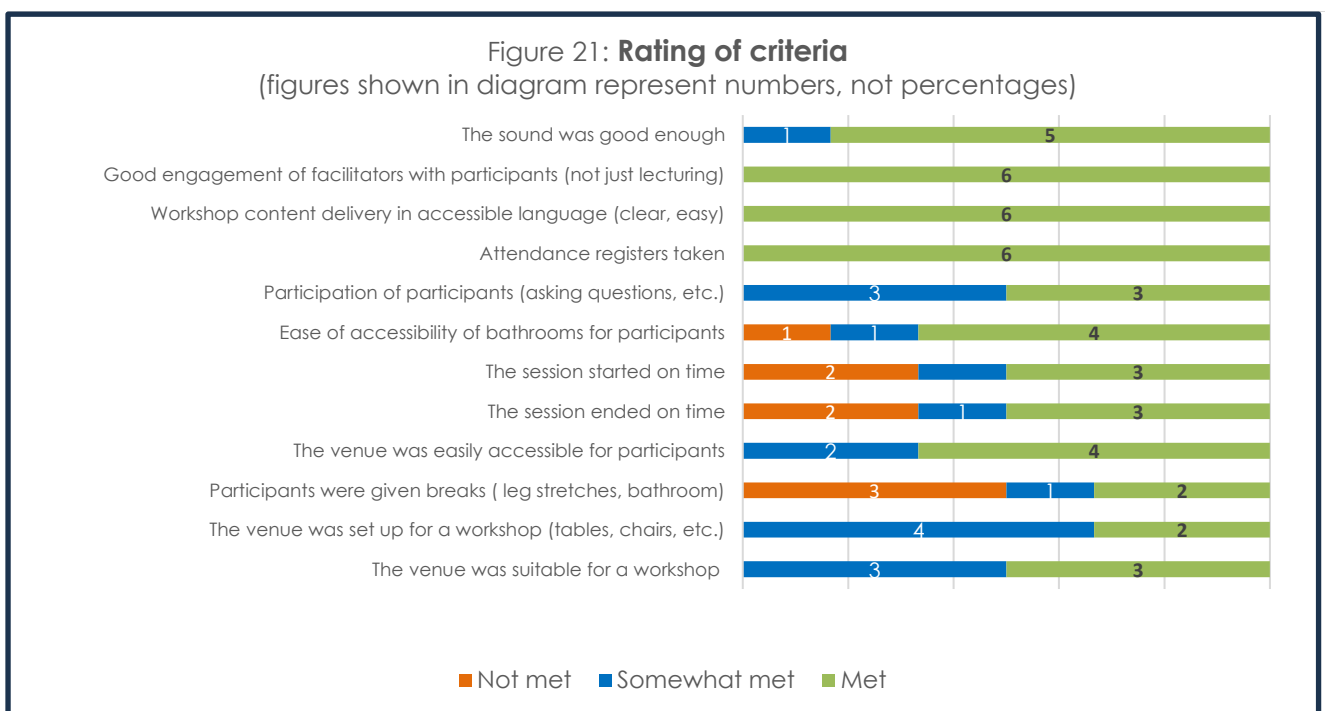
- “Next time they must have a roving microphone because I have a feeling some people at the back did not hear properly.”
- “I wished they spent more time on loan sharks... most of us are victims of the unregistered ones.”
- “We need to be challenged more by making us write more tests and for FSCA to put us in groups so we can be tested on our learning.”
- “Maybe next time in a hall. I think that will be the best place.”

## 8. M&E Observations

M&E Observers completed a checklist of various criteria at 6 of the venues.

Each criterion was rated as: ‘met’, ‘somewhat met’ or ‘not met’.

The results were as follows:



For those criteria ‘not met’, observers were asked to elaborate.

Table 4: **Criteria not met**

<b>Criteria 'not met'</b>	<b>Observer comments</b>
Ease of accessibility of bathrooms for participants	<ul style="list-style-type: none"> <li>• <i>"They were not given time to go to the bathroom."</i></li> </ul>
The session started/ended on time	<ul style="list-style-type: none"> <li>• <i>"No it was delayed by 20mins because of late comers."</i></li> <li>• <i>"The session started late and participants took a longer break."</i></li> <li>• <i>"The session ended 45 mins later than the agreed time."</i></li> </ul>
Participants were given breaks (leg stretches, bathroom)	<ul style="list-style-type: none"> <li>• <i>"They were not given time to stretch"</i></li> <li>• <i>"They were offered a break at 11:50 am but they refused it because they wanted to finish in time."</i></li> </ul>

## 9. Conclusions and Recommendations

### 9.1 Conclusions and Recommendations based on Key Objectives

#### Objective 1: Increase financial literacy knowledge by at least 20%

##### Conclusions:

- The programme exceeded this target, with knowledge gains well above 20% in most areas.
  - **Budgeting:** Commitment to budgeting rose dramatically, with 99% of participants post-workshop reporting they would budget regularly, compared to 67% pre-workshop (32% increase). Attitudes also shifted, with nearly all participants agreeing that budgeting is essential regardless of income.
  - **Emergency Savings:** Understanding that one must plan for unexpected expenses increased from 72% to 95% (23% increase), indicating that participants recognised the need to plan for financial shocks.
  - **Financial Control:** Perceptions of being in control of finances improved from 74% pre-workshop to 99% post-workshop (25% increase), linked to setting financial goals and prioritising needs over wants.
  - **Scam Awareness:** Confidence in identifying scams rose to 96% from 78% (18% increase) showing strong gains in fraud prevention knowledge.

##### Recommendations:

- Retain emphasis on practical topics like budgeting and saving, which yield strong results.
- Consider topics that participants mentioned as desired topics: how to start a business and savings and investments.

#### Objective 2: Reach at least 10,000 EPWP participants in the 2025/26 year

##### Conclusions:

- The target of 10 000 participants was surpassed after Q3 2025/26, with an achievement of 14 138 EPWP participants trained by that time.

##### Recommendations:

- Maintain this success rate in the following years of the programme to ensure that the reach of EPWP participants is sustained and even enhanced.

#### Objective 3: Hold 200 workshops in the 2025/26 year across all provinces

##### Conclusions:

- Workshops were successfully conducted across all provinces, reaching a total of 410 workshops by end of Q3 2025/26 – more than doubling the target number of workshops.

## Recommendations:

- Continue with this success and even build on it to ensure far and wide reach of EPWP participants.

## 9.2 Conclusions and Recommendations Based on OECD DAC Dimensions

### 9.2.1 Relevance

**Conclusions:** The workshops were highly relevant to the EPWP participants' lived realities. Budgeting, saving for emergencies, and scam awareness directly addressed pressing financial literacy gaps. The strong resonance of these topics shows that the programme aligned well with participant priorities.

## Recommendations:

- Continue prioritising practical, everyday topics that participants can immediately apply.
- Reframe complex content into relatable scenarios (e.g., everyday borrowing, store credit, or loan shark examples) to ensure relevance.
- Conduct periodic needs assessments to keep content aligned with evolving participant priorities.

### 9.2.2 Effectiveness

**Conclusions:** The programme achieved substantial knowledge gains, with improvements exceeding the 20% target in most areas. Behavioural intent indicators - such as budgeting and saving - suggest participants are likely to apply learnings. Participants indicated that they would like to know about other key topics such as how to start a business and savings and investments.

## Recommendations:

- Strengthen learning outcomes by ensuring that the sessions include practical, real-life situations and solutions. This could be done through role play, case studies, storytelling etc.
- Consider how to include the desired extra topics while still maintaining a sound level of learning on the core topics. Does this mean more time is needed? What are the implications of keeping participants for longer?

### 9.2.3 Efficiency

**Conclusions:** Workshops were generally efficient in delivering content within limited timeframes, and venues were accessible, although some venues were deemed to be less suitable (e.g. those on verandas, under car ports, under trees). Some late starts due to transport issues and shortages of accessible materials reduced efficiency. There is also a desire to get material in home languages, rather than just in English. The short duration (2–3 hours) constrained coverage of all topics, particularly complex ones. The issue of refreshments falls under efficiency as it influences productivity at the workshops.

## Recommendations:

- Improve logistical coordination to minimise delays.
- Ensure that venues are suitable for workshops by perhaps visiting them before-hand.
- Ensure sufficient accessible materials so that all participants get their own copy of the course content and facilitators are not inconvenienced by having to copy material.
- Assess the feasibility of providing learning material in different home languages to promote better understanding.
- Consider providing refreshments, even if these are basic (such as water and sweets) – this will improve the sentiments of participants and could allow longer workshop sessions.

### 9.2.4 Coherence

**Conclusions:** The programme demonstrated strong coherence by integrating pre/post surveys, facilitator interviews, participant focus groups, and observer checklists. This multi-layered evaluation ensured consistency and credibility. The alignment between FSCA's Theory of Change (ToC) and the evaluation framework reinforced coherence.

## Recommendations:

- Maintain integration of quantitative and qualitative tools for a holistic view.
- Strengthen coherence by embedding follow-up mechanisms (e.g., WhatsApp surveys and/or quizzes, refresher workshops and peer accountability groups)
- Ensure that content, facilitation, and logistics are consistently aligned across provinces to avoid uneven participant experiences.

### 9.2.5 Impact

**Conclusions:** Early signs of empowerment and resilience were evident: participants reported confidence in budgeting, saving, and identifying scams. Some shared knowledge with peers, suggesting ripple effects. However, true impact - such as sustained behavioural change and improved financial resilience - requires longitudinal tracking.

## Recommendations:

- Establish longitudinal studies to measure sustained behavioural change over time.
- Track proxy indicators such as continued budgeting, savings behaviour, and avoidance of scams – this could be done via WhatsApp surveys.
- Encourage peer to peer learning to amplify impact beyond workshop participants.

### 9.2.6 Sustainability

**Conclusions:** Proxy indicators suggest potential for lasting change, particularly in budgeting and scam awareness. However, sustainability depends on institutionalisation and ongoing reinforcement. Without structured follow-up, gains may diminish over time.

## Recommendations:

- Institutionalise financial literacy modules within community organisations, schools, and vocational centres.
- Expand train the trainer initiatives to build local capacity for ongoing delivery.
- Provide refresher sessions to reinforce learning.
- Develop peer accountability circles to sustain behavioural change through community support.

### 9.3 Recommendations to Upscale the Programme

- **Curriculum Expansion and Deepening**
  - **Add new modules** on savings vs investments, entrepreneurship, and debt management, reflecting participant demand.
  - **Contextualise learning:** use real-life scenarios (e.g., loan shark practices, store credit, informal lending) to make abstract concepts tangible.
  - **Develop modular toolkits:** short, reusable learning units that can be integrated into different programmes and reused across provinces.
- **Delivery Innovations**
  - **Accessible materials:** ensure content is available for all participants.
  - **Language of material:** consider providing material in different languages.
  - **Venue suitability:** assess the suitability of venues before-hand.
  - **Digital reinforcement:** consider providing key elements of content in a digital format – this would save resources in terms of printing material and allow participants to have access to the content via digital devices (although cognisance must be taken of data costs). WhatsApp survey/quizzes, short voice messages/content to reinforce learning after workshops.
  - **Refreshments:** give careful thought to the provision of basic refreshments at the workshops to drive positive perceptions of the FSCA, alleviate participant wear-out during the sessions and keep them engaged.
  - **Peer accountability circles:** encourage participants to form small groups that meet regularly to discuss budgeting, saving, and debt management practices.
- **Monitoring, Evaluation, and Longitudinal Tracking**
  - **Follow-up surveys:** use WhatsApp-based tools to collect data on sustained behavioural change.
  - **Longitudinal studies:** track participants over 12–24 months to measure lasting impact on budgeting, saving, and avoidance of scams.
  - **Community feedback loops:** integrate participant feedback into curriculum updates to ensure ongoing relevance.

# Annexures

## Annexure A: Pre- and Post-survey questionnaire



### Project: FSCA Financial Literacy for the Expanded Public Works Programme (EPWP)

Date: 21 January 2026

Version: 3

#### Measuring Instrument for Pre- and Post-Questionnaire with participants

- Pre- and post-workshop assessments with participants will take place at 20 workshops/sessions in 4 provinces.
- Interviews will be conducted by trained African Response interviewers using a CAPI methodology (Computer Aided Personal Interviews) – face-to-face interviews will be conducted and the responses will be directly captured using mobile devices).
- Approximately 20 interviews will be conducted in each of the workshops.
- Pre- and post-workshop interviews will be conducted with the same participants.

#### SECTION A: Introduction

Good morning/afternoon. My name is ..... and I represent a company called African Response. We have been asked by the Financial Sector Conduct Authority (FSCA) to have a short conversation with you before and after the workshop today. What we want to talk to you about is your knowledge about financial matters and your reactions to the workshops. All information that you tell us is confidential. When we write our report, we will use all the information we get from everyone we talk to so your particular information as an individual will not be shared. The assessment before the workshop will take 5 – 15 minutes and the assessment after the workshop will take about 15 – 20 minutes. Your input will really help us to improve future programmes.

S1. Are you willing to talk to us before and after the workshop?

Yes	1	Continue
No	2	Close

S2. Workshop area/location:

Province:.....

Venue:.....

#### SECTION B: Pre-workshop assessment

**Q1.** Thank you again for agreeing to participate in this assessment. Before you attend the workshop, I'd like to ask you a few questions. Please tell me how much you agree or disagree with these statements on a scale from 1 to 5 where 1 means "strongly disagree" and 5 means "strongly agree". **INTERVIEWER: Read out each option and make sure that the respondent understands the scale**

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I budget regularly	1	2	3	4	5
I know how to save for unexpected expenses/have an emergency fund	1	2	3	4	5
I feel that I am in control of my finances	1	2	3	4	5
I feel confident in identifying financial scams	1	2	3	4	5
I know how to manage my finances	1	2	3	4	5

**SECTION C: Post-workshop assessment**

**Q2.** Now that you have attended the workshop, please tell me how much you agree or disagree with these statements on a scale from 1 to 5 where 1 means "strongly disagree" and 5 means "strongly agree". **INTERVIEWER: Read out each option and ensure that the respondent understands the scale**

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
The workshop met my expectations	1	2	3	4	5
I can apply what I learnt	1	2	3	4	5
I would recommend this session to my friends	1	2	3	4	5
The material that I got is useful	1	2	3	4	5
The length of the session was good/appropriate	1	2	3	4	5
The facilitator was knowledgeable	1	2	3	4	5

**Q3.** What type of material did you get to take away with you? **INTERVIEWER: Do not prompt. Let respondent tell you which material they received. Multiple mention possible**

Client to please assist with the correct options to include here

Booklets	3
I did not get any material to take away	4

**Q4.** Now that you have attended the workshop, please tell me which of the topics that were covered you felt were most useful to you? **Interviewer: Do not prompt. Open-ended.**

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**Q5a.** And were there any topics covered that you found difficult to understand or you would have liked them to be explained better? **INTERVIEWER: Do not prompt. Let respondent spontaneously respond.**

Scams	1
How to save for unexpected expenses	2
How to budget	3
Other (specify)	4

**Q5b.** And what topics would you like to know more about next time? **INTERVIEWER: Read list. Multiple mention possible.**

Starting a business	1
Informal lenders	2
Debt Counselling and review	3
Planning for retirement	4
Understanding investments	5
Saving vs investments	6
Financial advisors	7
Other (specify)	8

**Q6.** Now could you tell me how much you agree or disagree with these statements on a scale from 1 to 5 where 1 means “strongly disagree” and 5 means “strongly agree”. **INTERVIEWER: Read out each option and make sure that respondent understands the scale.**

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I must plan for unexpected expenses	1	2	3	4	5
My needs are more important than my wants	1	2	3	4	5
If I am asked to pay a fee to get a job, then it is probably a scam	1	2	3	4	5
I must budget regardless of how much I earn	1	2	3	4	5
I must have financial goals in order to be in control of my finances	1	2	3	4	5
I learnt something new in the workshops	1	2	3	4	5
I am more confident about making informed financial decisions	1	2	3	4	5
I learnt about better budgeting tools	1	2	3	4	5
I feel more confident about identifying financial scams	1	2	3	4	5
I enjoyed the session	1	2	3	4	5
I was able to share my own experiences and ideas openly in the session	1	2	3	4	5
There were no confusing or difficult words or terms in the training	1	2	3	4	5

I will budget in future	1	2	3	4	5
I feel more confident about managing my finances	1	2	3	4	5
I know the importance of having an emergency fund	1	2	3	4	5
I will plan what I spend my money on	1	2	3	4	5
I would like more information on how to manage my debt	1	2	3	4	5

**Q7.** Is there anything else you would like to mention before we close off this interview?

**INTERVIEWER: Do not prompt. Open end**

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**Q8.** Which of the following age groups apply to you? **INTERVIEWER: read out**

18 – 20 years	1
21 – 30 years	2
31 – 40 years	3
41 – 50 years	4
51+years	5

**Q9.** Gender **INTERVIEWER: Record**

Female	1	Continue (INTERVIEWER: please get a spread of both male and female)
Male	2	

**Q10.** Race **INTERVIEWER: Record**

Black	1
Coloured	2
Indian	3
White	4

**Q11.** What is your highest education?

Grade 11 and below	1
Grade 12	2
Post matric certificate	3
Diploma	4
Degree	5

**THANK RESPONDENT AND CLOSE INTERVIEW**

## Annexure B: Interview Guide for Facilitators



### Project: FSCA Financial Literacy for the Expanded Public Works Programme (EPWP) Interviews with Facilitators

Date: 21 January 2026

Version: 3

#### Measuring Instrument for In-depth interviews with Facilitators

- Interviews with facilitators will take place online within 2 weeks after completion of the workshops.
- These will be one-on-one interviews.
- Interviews will be conducted by trained African Response moderators.
- 8 interviews will be conducted (with 2 facilitators within each of the 4 provinces).

#### SECTION A: Introduction

Good morning/afternoon. My name is ..... and I represent a company called African Response. We have been asked by the Financial Sector Conduct Authority (FSCA) to have a short conversation with you regarding the EPWP workshops that you facilitated recently. It is an informal discussion where we want to get your views about how the workshops went and any suggestions for future workshops. All information that you share with us is confidential and only collective insights will be reported on.

The interview will be about 15 – 20 minutes. Your input will really help us to improve future programmes.

S1. Are you willing to talk to us?

Yes	1	Continue
No	2	Close

S2. In which province/s did you facilitate the workshops?

Gauteng	1
KwaZulu-Natal	2
Eastern Cape	3
Limpopo	4

#### SECTION B: Interview

1. Let's start off by talking about some of the logistics of the workshops.

- At which venues did you facilitate workshops?
- How were the venues?
- Were they easy for the participants to find and get access to?

- Was the venue set up well? Tables, chairs, etc?
- Were you satisfied with the training material that you needed to use? Tell me more about this material and how it was delivered.
- Did the session start and end on time?
- What material were the participants given to take away? Do you think it was adequate.
- Was the 2-hours assigned to the workshop sufficient? Why?
- Could participants hear you well when you presented? If not, why?

**2. Let's talk about the content and the topics that were covered.**

- Which of the topics that you covered do you think were most relevant to the participants? Why?
- Which topics seemed to be more challenging for participants to grasp? Why? How could this be made easier in future?
- Are there any topics that you feel should be included that were not included and that would benefit these EPWP participants? Why those topics?
- Were any language barriers experienced during content delivery?

**3. Thanks for your valuable input so far. Let's now touch on the level of engagement at the workshops.**

- How engaged were participants at the workshop? Did they ask questions? Did they share their own views and their own experiences? Where they comfortable doing so?
- Do you have any suggestions for taking engagement to the next level in future workshops with EPWP participants? For instance, what about digital presentation where participants can use an app to get all the presentation content?

**4. We are almost complete. Just one or two last questions:**

- Are there any operational or logistics elements that you feel should change? Why?
- Are there any final thoughts that you would like to raise before we close this interview?

**THANK YOU SO MUCH FOR YOUR TIME**

## Annexure C: Interview Guide for Participants



### Project: FSCA Financial Literacy for the Expanded Public Works Programme (EPWP) Discussion Guide for participants

Date: 21 January 2026

Version: 3

#### Measuring Instrument for Focus Groups with EPWP participants

- **Focus groups with EPWP participants (4 – 6 participants per group) – 1 focus group in each of the 4 provinces. The focus groups will take place face-to-face after the workshops, Focus groups will be conducted by trained African Response moderators.**

#### SECTION A: Introduction

Good morning/afternoon. My name is ..... and I represent a company called African Response. We have been asked by the Financial Sector Conduct Authority (FSCA) to have a short conversation with you regarding the EPWP workshops that you attended recently. It is an informal discussion where we want to get your views about how the workshops went and any suggestions for future workshops. A few other participants will also be in the discussion with you. All information that you share with us is confidential and or report will contain collective insights.

The discussion should not take more than about 45 minutes and your input will really help us to improve future programmes.

**S1.** Are you willing to have a short discussion with us?

Yes	1	Continue
No	2	Close

**S2.** In which province/s did you attend the workshop?

Gauteng	1
KwaZulu-Natal	2
Eastern Cape	3
Limpopo	4

#### SECTION B: Interview

**5. Let's start off by talking about the organisation of the workshop.**

- How was the venue?
- Was it easy for you to find and get access to?
- Was the venue set up well? Tables, chairs, etc?

- Did you receive any learning material? What was it? Were you satisfied with the learning material? Was it useful? Have you referred back to the material since the workshop?
- Did the session start and end on time?
- Where the facilitators easy to hear? How was the sound?
- How would you rate the facilitator? Please give a rating out of 10 where 1 means 'terrible' and 10 means 'excellent'. Why? How would you rate the knowledge of your facilitator? Why? **Moderator: Please get ratings from each person in the group.**
- Is there anything else you would like to mention about the venue, the set-up, the workshop material, etc?

**6. Let's talk about the content and the topics that were covered?**

- What aspect about the content that was covered at the workshop is top-of-mind/that you remember the most? Why?
- Which of the topics that were covered do you think were most relevant to you? Why? How will they assist you with your finances?
- Were there any topics that you found difficult to understand? Why? How could this be made easier in future?
- Are there any other topics that you would have liked to be covered? Why? (Prompt: What about: informal lenders (mashonisa), understanding investments, savings vs investments, financial advisors, debt counselling and review?)

**7. Thanks for your valuable input so far. Let's now touch on the level of engagement at the workshop**

- How engaged were you at the workshop? Were you encouraged to ask questions? Did you feel comfortable to ask questions? Did you share your own views and experiences when you felt it was appropriate?
- Do you have any other suggestions about how you think engagement between and participants like yourself could be better at future workshops?

**8. Before we end off the discussion, I want to ask you about the impact that this workshop may have had on you.**

- Thinking about what you heard and learnt at the workshop, do you think you will make any changes to the way that you manage your finances? How? Please explain.
- **Some last questions...**
- Would you recommend this workshop to friends or family? Why?
- Would you attend another workshop like this in the future? Why?
- Are there any final thoughts that you would like to raise before we close this interview?

**THANK YOU SO MUCH FOR YOUR TIME**

## Annexure D: Observer Checklist

**FSCA**

**EPWP Workshops**

**Checklist for interviewer/s**

**Venue:**

**Date:**

**Facilitator:**

Checklist	Criteria met	Somewhat met	Not met
Was the venue suitable for a workshop?			
Was the venue easily accessible for EPWP participants?			
Was the venue set up for a workshop (tables, chairs, etc)			
Did the session start on time?			
Did the session end on time?			
Ease of accessibility of bathrooms for participants			
Participants could hear the facilitators clearly			
Workshop content delivery in accessible language (clear, easy to understand, etc)			
Good engagement of facilitators with participants (not just lecturing)			
Participation of participants (asking questions, etc)			
Participants were given breaks (e.g., Leg stretches, bathroom breaks, etc)			
Attendance registers taken			
How many participants were at this session?			

**If any item on the list is ‘not met’, please give further details and input.**