



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

Report prepared by
Confluence (Pty) Ltd
April 2024

Approved by C. Laubscher
24/04/2024





Contents

Executive summary	5
About this document	6
1 Overview and context	7
1.1 Stakeholders	8
1.2 Project roll-out	9
2 The monitoring and evaluation approach.....	11
2.1 The monitoring and evaluation objectives	11
2.2 The method.....	11
2.3 Theory of Change	14
2.4 OECD evaluation criteria	15
3 Findings	16
3.1 Relevance	16
3.2 Coherence	18
3.3 Effectiveness	20
3.4 Efficiency	25
3.5 Impact	28
3.6 Sustainability.....	30
4 Conclusions and Recommendations	35
5 Annexure	38
5.1 Annexure A: Results of the participant survey	38
5.2 Annexure B: Example instrument (English isiZulu)	47
5.3 Annexure C: Results of the tracking study	49

Tables

Table 1 Summary of the project results.....	5
Table 2 Workshop content topics and sub-topics	10
Table 3 Workshops attended and evaluated	12
Table 4 Theory of Change	14
Table 5 Percentage correct answers when testing financial concepts.....	22
Table 6 Percentage correct answers when testing financial concepts.....	22
Table 7 Observations and recommendations.....	36
Table 8 Respondent demographics	38
Table 9 A selection of responses to what is the most important thing that you learned	39

Figures

Figure 1 Participants per province	9
Figure 2 Workshops per province	9
Figure 3 I will recommend this session	16
Figure 4 I can apply what I learnt.....	16
Figure 5 Respondent's financial resilience.....	19
Figure 6 Most important thing I learnt: all languages	20
Figure 7 Most important thing I learnt: English.....	21
Figure 8 A comparison of importance of theme and knowledge gained in that theme	23
Figure 9 Impact metrics from respondents' perceptions of the workshop.....	28
Figure 10 What respondents thought of the workshop	30
Figure 11 Financially smart theme recall	31
Figure 12 Financial safeguard theme recall	32
Figure 13 Financial Protection theme recall	32
Figure 14 Overall financial behaviour	33

Executive summary

The Department of Public Works and Infrastructure (DPWI), through its subsidiary called the Expanded Public Works Programme (EPWP), creates short-term labour-intensive work opportunities for impoverished South Africans. Income alone is not enough to alleviate poverty – financial literacy is a key requirement for financial self-sufficiency. This project, a partnership between the DPWI and the Financial Sector Conduct Authority (FSCA), plugs the gap by providing financial education to EPWP participants. The FSCA component is funded by the Financial Services Consumer Education Foundation (FSCEF).

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. The project aims to capacitate EPWP participants by increasing their financial knowledge and financial literacy skills. The FSCA’s objective is to conduct 600 workshops to reach 30000 participants by 31 March 2026. For 2023/2024 financial year, the project reached 11467 participants through 330 workshops, exceeding the targets set for this period.

The project ethos is of high-impact, low-cost interventions run using existing resources. These workshops are organised by the DPWI and facilitated by volunteer employees from various stakeholders such as municipalities. The FSCA provides the content, workshop materials and facilitator training, the DPWI selects and organises the facilitators to be trained by the FSCA.

This report, prepared by Confluence (Pty) Ltd, reflects our findings of the monitoring and evaluation of the EPWP Financial Literacy Initiative. We evaluated the project using the Organisation for Economic Co-operation and Development Assistance Committee evaluation framework (OECD DAC).

The programme has met the criteria, and we are confident that it delivers significant value to participants, the DPWI, the FSCA and the FSCEF. However, we do recommend some adjustments which are detailed in the recommendations section.

Table 1 Summary of the project results

Relevance	Customised learning material, delivered appropriately to EPWP participants.
✓ Met	The material is flexible, and most facilitators can select appropriate material and exercises to match the knowledge level of the participants in the room.
Coherence	Learning that integrates into the participant’s overall financial reality.
✓ Met	The learning integrates into the participant’s financial and life realities. It provides tools to help manage tight budgets and avoid unnecessary debt.
Effectiveness	Learners develop the right knowledge and attitude.
✓ Met	Both financial knowledge and attitude towards finances improved after the workshops.
Efficiency	Efficient usage of resources through the partnerships with the DPWI and NPOs.
✓ Met	The programme uses flexible and creative ways to overcome resource limitations.
Impact	Learners understand the importance of financial literacy.
✓ Met	Participants understand the importance of financial literacy and see the benefits of using the tools to manage their finances and control financial stress.
Sustainability	Measurable longer-term effects
✓ Met	The tracking study shows that participants absorbed and retained the concepts, and have integrated budgeting into their financial behaviour.

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.

About this document

This document has four parts:

1. The first part, *overview and context*, explains the project's objectives, stakeholders and the roll-out plan.
2. The second part, the *monitoring and roll out approach*, discusses the methodology, sample, fieldwork methods and approach towards analysis. This starts by laying out the Theory of Change that underpins the project, and evaluation criteria used.
3. The third part, *findings*, presents the results of our evaluation of each of the criteria: relevance, coherence, effectiveness, efficiency, impact and sustainability.
4. The final part, *recommendations and conclusions*, includes our conclusions and recommendations.

1 Overview and context

Improving financial literacy levels of the Expanded Public Works Programme participants.

The FSCA has collaborated with the DPWI since 2016, providing support for financial literacy workshops aimed at EPWP participants. A successful pilot study during 2016 led to full implementation of the financial literacy workshops across all provinces in 2017. Since then, the project has been characterised by multi-year agreements between the DPWI and the FSCA – the latest of which covers the three financial years from 2023 to 2026.

These financial literacy workshops form part of the overall participant journey on the EPWP and are aimed at maximising the impact of the stipends which participants receive. Through budgetary constraints, these stipends are lower than comparative permanent jobs in either the public or private sectors. While the EPWP provides much needed income to poorer communities, the positive effect of these stipends can be quickly diluted through poor financial literacy and subsequent financial behaviour.

The Financial Sector Conduct Authority (FSCA), through its Consumer Education Department (CED) provides support for workshops aimed at maximising the effect of these stipends by improving EPWP participants' financial literacy.

These workshops take place across all nine provinces and are aimed at two broad groups - EPWP participants managed directly by the DPWI and participants of Non-Profit Organisation (NPO) programmes funded by the DPWI.

The DPWI through its Expanded Public Works Programme, is tasked with raising employment and prosperity in communities while the FSCA's educational mandate is to improve the financial literacy of South Africans. The project blends the resources and mandates of the stakeholders for the benefit of all parties.

The ethos of the programme is doing as much as possible with little.

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 2024
- Conduct a total of 600 workshops and reach 30 000 EPWP participants by 31 March 2026

The participants are sourced from all provinces.

1.1 Stakeholders

These are the project stakeholders, and their roles:

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.

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) partner, 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 financial literacy workshops have been part of the EPWP since 2016. This is the first year of a new three-year agreement. The workshops scheduled by DPWI provincial teams were conducted from 1 April 2023 to 31 March 2024.

Facilitators

Most facilitators are DPWI staff whose main role is to facilitate and train on all other DPWI programmes. A second group of facilitators comprised of volunteers from DPWI structures.

Initial facilitator training

The FSCA conducted training for all facilitators. This training consisted of:

1. Two refresher training courses during July and August 2023. Training targeted 51 experienced and **previously** trained facilitators who have participated in previous years of the EPWP financial literacy programme. These courses took place over three days and were focussed on the content for the current year's version of the programme.
2. 30 **new** facilitators were trained through a four-day in-depth facilitation skills and financial literacy course in September 2023.

Workshop roll-out

Workshop participants sign a register, which includes their identity (ID) numbers and contact details. This data is included into the DPWI database. The registers are photographed and independently verified.

From 1 April 2023 to 31 March 2024, the facilitators conducted 330 workshops, across nine provinces and reached 11467 participants who received financial literacy training.

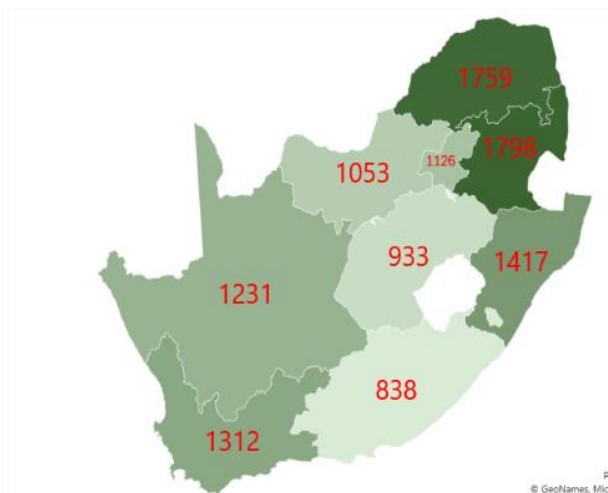


Figure 1 Participants per province

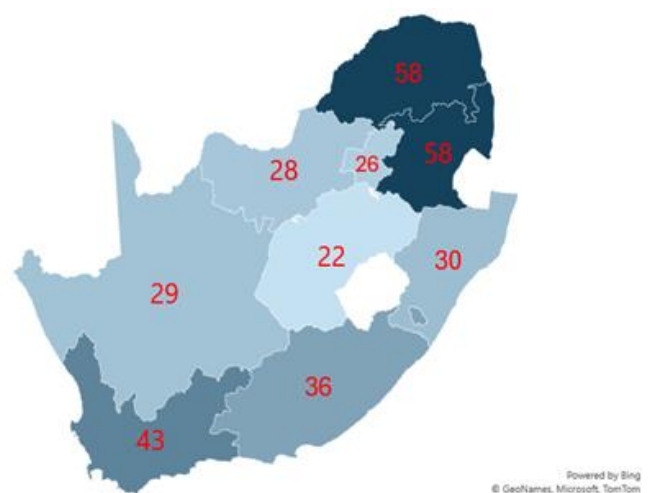


Figure 2 Workshops per province

Workshop content

The content was drawn from the FSCA *MyMoney Learning Series* which can be found at www.fscamymoney.co.za. The learning material is designed to provide customised workshops and based on previous iterations of the project, the FSCA structured the workshop content around the following three themes and subthemes:

Theme	Topic	Sub Topic
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

Table 2 Workshop content topics and sub-topics

Workshop structure

The material is designed with interactive exercises run in small groups. The venues influenced the amount of groupwork and interactive exercises that could be used.

The session runs for two hours.

Facilitators generally do not know how financially literate their participants are. The first part of the session is aimed at discovering baseline knowledge so the content and method can be adjusted to meet the audience.

After introductions, the Financial Stress quiz paves the way for a budgeting exercise that explores needs versus wants. The final section looked at financial protection – both through insurance, and how to avoid being a victim of scams.

Each section has a supporting booklet, with exercises and supporting activities. These were handed out before each section started.

The number of participants in each workshop varied according to the nature of the organising NPO or the local DPWI office, from 110 to ten participants. The average was 25-30 participants.

2 The monitoring and evaluation approach

2.1 The monitoring and evaluation objectives

To assess the project, a set of monitoring and evaluation objectives were created together with the FSCA team. The objectives were 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.
- **Review** and update 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

The method was designed to deliver a reliable but cost-effective project assessment.

The activities included:

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

Facilitator workshops

We attended and assessed one of the refresher courses and the course for new facilitators. We connected with the facilitators, explained the importance of their support in the M&E process, and gathered useful feedback on the questionnaire and data collection processes from facilitators.

The feedback significantly improved our data collection methods, and survey instruments.

Workshop observations

We visited six provinces and observed ten workshops.

We used these observation criteria to assess the workshops:

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.

For consistency in evaluation, we used the same senior evaluator to observe each workshop.

These are the workshops we attended and evaluated:







Province	Workshops	Districts	Dates and facilitator
	National Youth Service - Joe Gqabi WSLM Cleaning Campaign	Maletswai Aliwal North	Wednesday 20 th September Thursday 21 st September Mr Sanelisiwe Funani
	Breakthrough Centre Ubuhlebethu 1203 Organization	Katlehong Dobsonville	Monday 16 th October Monday 30 th October Mr Tshifhiwa Nkhumeleni and Gauteng facilitation team
	FTLM Waste Management	Burgersfort Fetakgomo Municipality	Thursday 2 nd November Ms Phuti Ngoasheng
	Mawela Community development	Vryheid	Tuesday 7 th November morning and afternoon sessions Mr Nkosinathi Mbanjwa
	IG_Maintenance of Internal Roads & Stormwater	Keimoes	Tuesday 22 nd November Ms Sandra Mocumi
	Prince Albert Advice and Development Centre	Murraysburg	Tuesday 6 th February Morning and afternoon sessions Ms Babalwa Nkasela and Mr Thembekile Piki

Table 3 Workshops attended and evaluated

To track and verify overall workshop activity, we matched a sample of attendance registers against the DPWI database of participants. No significant anomalies were detected, and we are confident of the final overall reported numbers of workshops and participants.

Participant perception study

The purpose of the participant perception study was to facilitate the collection of both qualitative and quantitative data to enable project assessment. For cost and efficiency reasons, we would usually try to collect at least some of this data using digital platforms. We would also aim to collect distinct pre-workshop and post-workshop measures to accurately assess knowledge transfer during a workshop.

However, after our discussions with facilitators, we abandoned any attempt to collect data digitally. The combination of unpredictable venues, varying literacy levels of participants and connectivity issues simply make this approach unworkable in the field. Facilitators also told us how administering questionnaires both before and after the sessions (in previous years) had taken up too much workshop time and had been extremely administratively challenging. In a group discussion, facilitators pleaded that questionnaires should also be translated to enable accurate opinions and to respect the language diversity of participants.

Learning from this we designed a **short, single instrument** which could generate both a pre and post measure of financial literacy. The instrument fitted onto both sides of a single page and was handed out at the end of the session. An example of the instrument used is included in the annexures.

Facilitators recommended which languages should be used for which workshops and translated copies were provided. The translated questionnaires also included an English version of the questions.

We asked facilitators to check the translated versions for correct language and meaning before they were used in workshops. We also backtranslated the vernacular back to English as a final check.

The instrument was divided into six sections:

1. **An initial open-ended question** asked participants to tell us what the most important thing they had learnt was.
2. **Learners acquired and baseline knowledge:** twelve yes or no questions – three focused on topics not covered in the workshop, a further three focused on each of the themes of being **Financially Smart**, understanding **Financial Protection** and ensuring **Financial Safeguards**.
3. **Session assessment** eight rating scale questions using smiley faces to indicate agreement (☹ ☺ ☺).
4. **Learners attitude towards finances:** four yes-or-no questions.
5. **Basic demographic questions:** age, gender, education levels and race.
6. **Final comment:** an open-ended question to allow participants to provide any last thoughts.

Survey administration

Questionnaires were handed out by the facilitators at the end of the session. In some cases, facilitators would explain each question and then allow participants to make their own choices. In other cases, facilitators would help to fill in questionnaires for those who were not literate. We observed instances of this process and are satisfied that the facilitators did not influence the outcomes. The risks of potential data contamination were outweighed by the benefits of including illiterate participants who could not participate unassisted.

We collected questionnaires from the DPWI offices, and then captured and translated the data. We gathered responses from **2045** participants across six provinces.

Key informant interviews

To understand if the financial literacy programme resonates with the EPWP, we spoke to the workshop facilitators and DPWI or NPO representative after the workshop.

Tracking study

We wanted to understand if the learning still resonated three and six months after the training. We spoke to a random sample of 100 respondents to see if they remembered and could apply what they learnt in the workshops. The interviews were held on the phone, in vernacular or English.

Analytical approach

We use a blended analytical approach, combining quantitative insights from the perception study with qualitative observations and interview records. We report on differences across demographic variables if they are statistically significant and interesting.

Limitations to the monitoring and evaluation approach

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

- **Convenience sampling:** Workshop schedules were only available once approved by the relevant DPWI structures. This meant that the workshops selected for observation and the data collection were sampled on a convenience, not a statistical basis.
- **Misalignment between our appointment and the start of workshops:** 15 workshops which were conducted during quarter 1 (April to June) and are part of this project, took place before our appointment. We could not observe these workshops and could not collect data from these participants. We are confident that the workshops did take place as we have compared a sample of attendance registers and records in the DPWI participant database.

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:



Table 4 Theory of Change

2.4 OECD evaluation criteria

The generic OECD evaluation criteria are:



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

For this project, we 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

Overall, 87% of participants who completed the pre- and post-questionnaire (N=2045) thought they could apply what they had learnt, and a similar number would recommend the session to their friends. These proportions were comparable across the provinces except for Limpopo where proportions were lower.

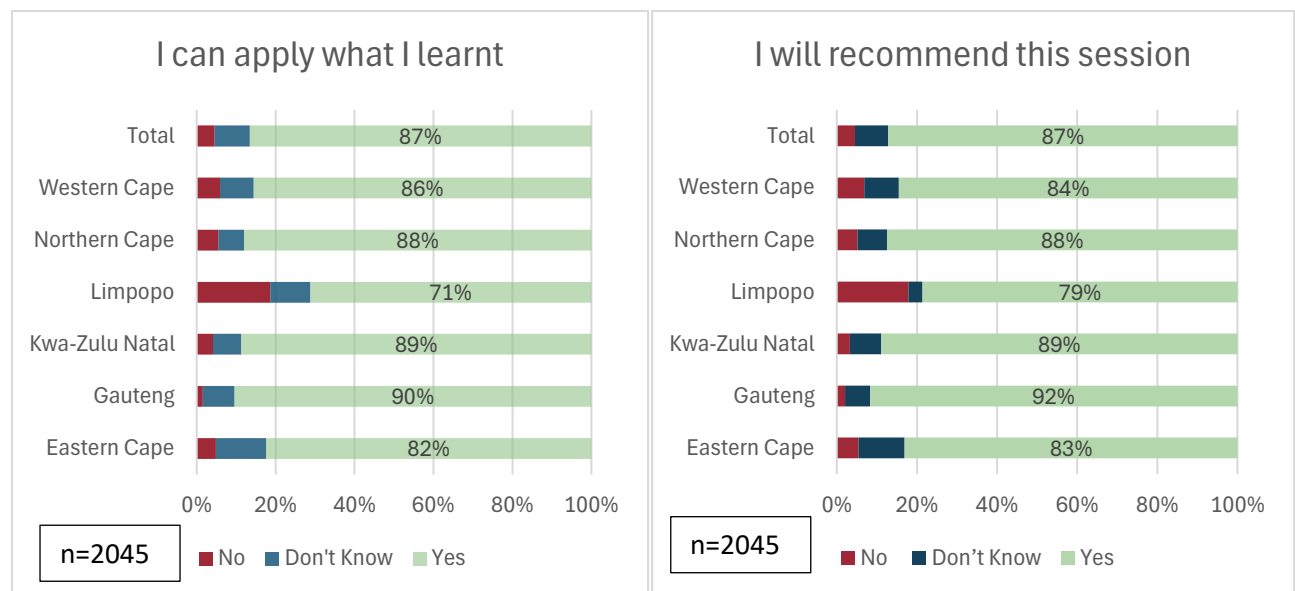


Figure 4 I can apply what I learnt

Figure 3 I will recommend this session

Through observation, the course content around **budgeting, financial stress and scams** resonated well with participants. These are analysed in more detail in the **Effectiveness** portion of this report.

Scams generated lively discussions and participation. Probing participants in informal discussions after the workshops revealed how desperate some are to believe that the scams could change their financial position- ironically even after acknowledging that something too good to be true is rarely legitimate.

Three areas of content need to be reviewed for future workshops:

1. The **insurance** section did not resonate with participants. The audience engaged with the section on funeral insurance and schemes – but could not relate to other insurance products such as home contents or car insurance– they are regarded as an unaffordable luxury. The funeral insurance section needs to be broadened- participants are familiar with the products but asked more advanced questions such as who gets to claim and what happens if someone is insured under multiple policies.
2. Similarly, facilitators who strayed too far into more detailed **savings and investment** options quickly lost the majority of the participants. Bringing it back to the concept of saving as a surplus and as a stress reducer was enough to regain audience engagement.

3. Finally, discussions around **unclaimed benefits** simply raised unnecessary expectations. The more skilled facilitators either left this out or made the point that there are very specific circumstances in which this would be relevant. Overall, this topic generated more confusion and false optimism than value.

Thank you for the session it helps me a lot to see money different and save for future purposes.

Female, EC, 26-30

I had a lovely workshop and my mind is open now and I am willing to go forward and learn more. Thanks.

Male, EC, 41-50

Is the method of instruction appropriate

Facilitation style: Relatively short workshops meant that group discussions had to be managed carefully. Most facilitators did manage to generate participation and engagement, but in some cases the combination of a cramped venue and a larger group led to a more lecturing style.

The financial stress exercise helps participants to assess their level of stress and serves as a gateway to the concept of budgeting. Usually this flowed well, but there were occasions when there were unintended consequences. Participants are frequently from the same communities and are highly conscious of their role and place in those groups. Some facilitators put participants on the spot and asked them for their score – leading to unnecessary embarrassment and disengagement. This is an area to be addressed in future facilitator training.

Language of facilitation: Appropriately, workshops were run in the local language with English used as a second common denominator. In Gauteng, multiple facilitators were used for each workshop as participant languages varied within workshops.

Language of supporting material: While IsiZulu and Setswana supporting booklets were made available, only English copies were observed in workshops.

Smaller groups are more effective but more expensive: Larger groups and shorter workshops stretch project budgets to reach more participants. Here facilitation inevitably reverts to a lecture, and participants are passive observers. Many adult learners zone out and disengage. With smaller groups, and participative exercises, there was deep engagement, and participants could have more fun – a key ingredient of effective learning.

Booklets to reinforce learning: The booklets are an important part of the learning material. Participants both refer to them after the course and share the knowledge by passing the booklets to family members. Colour booklets were never left behind, but occasionally photocopies were.

Certificates of completion matter: Participants valued their certificates of completion if they received them.

Finding: Relevance

Met



While challenges with learning material and trade-offs are noted, the project is doing the right things, generally providing appropriate material, delivered as well as trade-offs allow. 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.

That saving is
important no matter
how small the money is

Female, EC, 21-25, some high
school

EPWP participants are selected based on need. They have generally struggled to find work in economically depressed areas. Younger participants display some optimism about their financial prospects, older people are more reserved as they face their financial realities. Some older participants were encountering the concept of budgeting for the first time.

Some participants manage to integrate the EPWP programme into other opportunities. Many of the participants in Keimoes were planning to move to seasonal grape harvesting once their EPWP stipend came to an end. Those who qualified for social grants were eager to supplement these with other sources of income.

The concept of managing with what you have, even if it is a little, resonated strongly with participants.

In this session I learnt you must
be careful on how you use your
money and the budget is very
important in life

Female, GP, 41-50, some high school

I had a choice between going to
prison for theft or going to the
mashonisa...

Male, WC, 51-60, some high school

Participants demonstrate good financial behaviours- 89% generally plan what they will spend their money on while 91% are confident about making financial decisions. (n=2045 participants)

The question of debt was frequently discussed in workshops and participants would share their experiences of mashonisas and the retention of their identity and bank cards to repay debts. Most (87%) agreed that it is simply better to go without than to go into debt.

Despite this, almost half of the sample do not have any form of emergency savings, increasing their vulnerability to debt that they cannot afford.

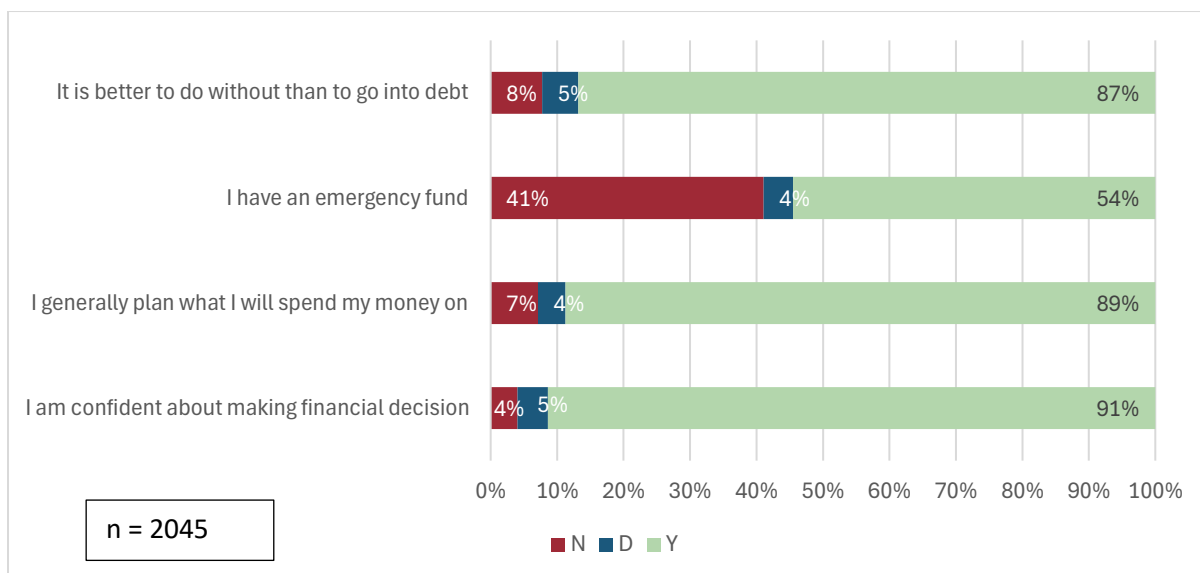


Figure 5 Respondent’s financial resilience

Statistically, Northern Cape and Gauteng participants were less likely to have an emergency fund. Youth were more vulnerable with participants under 25 less likely to have an emergency fund. Age groups above this were consistent with the overall average of 54%. Women and men did not differ on this measure.

Participants shared how the programme could make a difference to the way they handle their finances:

Thank you for giving us the opportunities to learn more about financial problems and tell us how to control financial stress. Female, NC, 26-30, some tertiary education.

I learned a lot about the benefits and value of the program in my finances.
Female, KZN, 31-40, Some high school

Finding: Coherence

Met



The learning integrates into the participant’s financial and life realities. It provides tools to enable the management of tight budgets and avoid 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 effectiveness of the training is measured in the following ways:

1. We asked participants “*What was the most important thing that you learnt?*” in an open-ended way. These responses were analysed and grouped according to the main three topic areas of the workshop: Being Financially Smart; Having Financial Safeguards and Ensuring Financial Protection.
2. We compared results for a set of concepts that were not covered in the workshop, versus those that were. This allows us to gauge the level of knowledge transfer that took place.

What was the most important thing that you learnt?

This captures the mindset of participants after the workshop. As we ask them to tell us, in their own words, we get a much richer set of constructs than if we gave them a list of topics to choose from.

Of the 2045 participants we surveyed, 1880 gave us open ended comments we could analyse. Many respondents mentioned more than one concept. Some responses were functional lists of things that were remembered, others were detailed, thoughtful and rich.



Figure 6 Most important thing I learnt: all languages

The concepts of **money**, **budgeting** and **learning** are evident. Important supporting concepts such as needs and wants are also present. Active words such as ngifunde / ndifunde / geleer (I read / learn), njani / kanjani (how), kumele (must) and spaar (saving) show engagement, understanding and application.

Once comments are translated and captured, we can compare across languages:



21 of 49

such as retirement and funeral insurance but participants simply considered them to be less important than the core ideas of budgeting and saving.

Comparison of concepts covered against those that were not

We created a 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 are the questions that we asked, and the results to the questions:

Not discussed	% Correct
When saving money, you want the highest interest rate possible.	14% 44%
Having a bad credit rating will make it more difficult to get a job.	64%
My payslip will have different information on it to those of my coworkers.	54%

Table 5 Percentage correct answers when testing financial concepts

Overall, the pre-measure was 44%. We checked these items for understanding in post workshop discussions. Participants acknowledged that **higher interest** rates offered on savings should be compared to the risk of the investment. This topic was also touched on when discussing scams but not all participants understood that the offer of a high interest rate could be a scam. Participants did not always realise the importance of **good credit ratings** when searching for employment. Finally, not all participants realised that **payslips** reflect individual confidential information, even if the same stipend is received.

Themes discussed in workshop	% Correct	By Theme
Financially Smart		82%
I must have financial goals to be in control of my finances	94%	
I must budget regardless of how much I earn	93%	
My wants are more important than my needs	58%	
I must plan for unexpected expenses	84%	
Financial Safeguards		84%
I should only deal with financial advisors authorised by the FSCA	84%	
Financial Protection		85%
An insurance contract must be complete before I sign it.	87%	
I always have the right to complain	91%	
If I am asked to pay a fee to get a job then it is probably a scam	76%	

Table 6 Percentage correct answers when testing financial concepts

There are areas where participant knowledge still needs to grow. The concept of **wants and needs** was not fully understood, with some participants seeing these as absolutes rather than issues specific to each individual. The **fee for job** issue is still contentious with a portion of respondents still perceiving this as a valid practice.

Overall, participants demonstrated good knowledge acquisition through the workshop, with the scores for the three themes outweighing the score for the concepts that were not discussed.

Integrating what participants thought was important, and their knowledge of those concepts.

This graph shows two measures. The **importance measure** is generated from the open-ended answers and reflects a proportion of answers that can be allocated to each theme. This is a multi-answer question as participants often detailed concepts across themes when providing us with their answer.

The knowledge measure reflects the average correct answers across the three financial themes of the project.

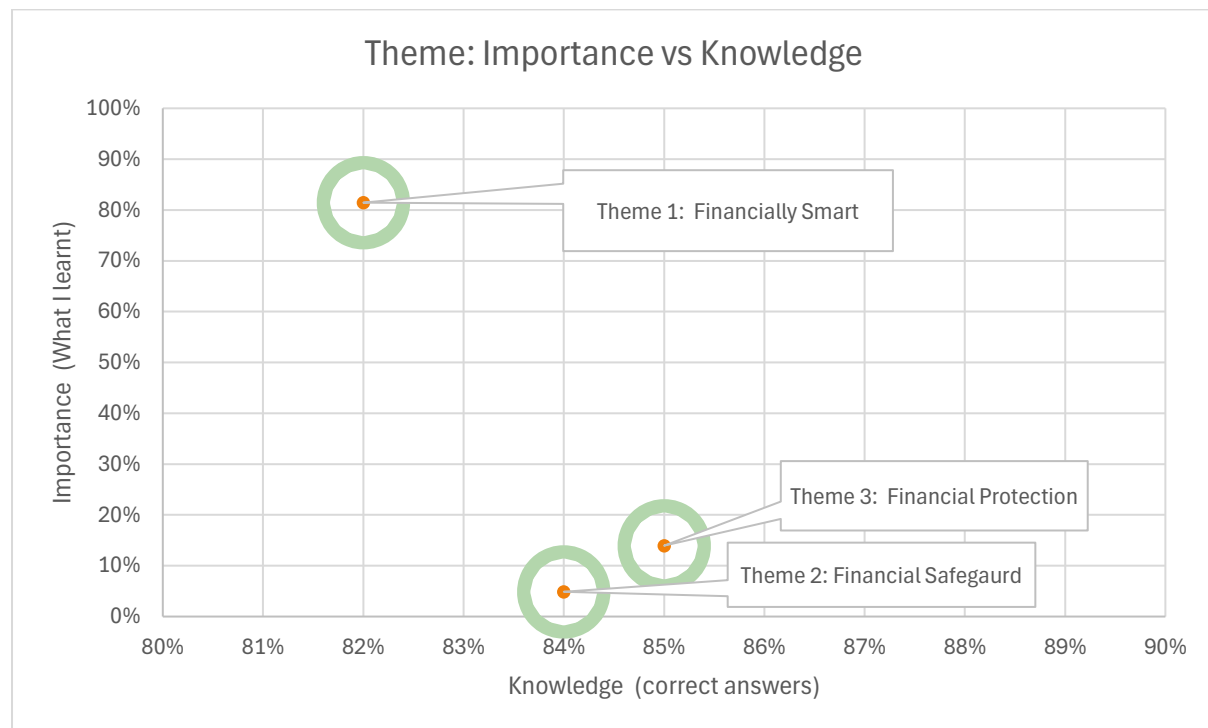


Figure 8 A comparison of importance of theme and knowledge gained in that theme

The **financial safeguard** theme scored average on a knowledge basis. It also did not resonate as much with participants, scoring the lowest importance of the three themes.

The **financial protection** theme scored well on a knowledge basis, but low on an importance basis.

The core theme of the workshop - **being financially smart** – scored the lowest on knowledge transfer, although the rating was affected by the relatively low score for the wants and needs question. It resonated the most with participants with the overall highest score for most important thing learnt.

This finding shows that the workshops are **effectively** creating knowledge transfer of financial concepts that resonate with participants.

I have learned that before I spend my income I need to plan and have a budget. I know that I have the right to complain. I should be aware of scams Male, GP, 31-40, some tertiary

That planning for finances is important and budgeting does not kill you. Self-control is a discipline that one needs to instil Female, 21-25, completed high school

Finding: Effectiveness

Met



Participants demonstrate an ability to conceptualise and improve financial knowledge, along with clear evidence of positive attitudes towards the financial themes of the project. The project meets the OECD effectiveness criteria.

3.4 Efficiency

How well are resources being used?

We used these observation criteria to assess the efficiency of the workshops:

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 the EPWP.
Facilitators:	Were facilitators able to customise content and delivery to different audiences.

The ethos of this programme is to do as much as possible with limited resources. Careful cost management allows the programme to reach as many participants as possible.

The programme is inherently efficient: costs are reduced by using resources that are already paid for. The facilitators, all DPWI employees, volunteer and are not paid extra for facilitation; venues are provided by the NPOs or the DPWI's and content is drawn from the existing FSCA *MyMoney* learning series.

While this contributes to efficiency, it does create some trade-offs which need to be considered. These are discussed below:

Infrastructure

Venues vary greatly in their usefulness as conducive learning spaces

We saw venues ranging from well appointed chamber offices (Burgersfort in Limpopo) and conference grade facilities (DPWI Maletswai in Eastern Cape) to cramped repurposed garages (Kwa Thema in Gauteng) and the town hall of Murraysburg in Western Cape which has lots of space but terrible acoustics. Venue suitability appears to have a direct effect on participant engagement.

The ideal is a space which allows for a setting where participants can sit around a table as a group and the facilitator has space to move around and encourage interaction and feedback. The reality is that venues are often chosen because either they are the only available or they are linked to the organisation providing the participants.

The facilitators should be congratulated for making the most of the spaces available to them, and finding ways to work under these fixed constraints.

The weather plays an outside role:

Venues are not all comfortable: Freezing and wet weather in Gauteng (some participants brought blankets), sweltering conditions in Keimoes in Northern Cape and Murraysburg in Western Cape (both >40 degrees) – all impact on the comfort of participants and the nature of the interactions. This cannot be changed but does emphasise the need for facilitators to adapt. A physical activity can quickly raise the temperature in a cold room. While an exercise using a piece of paper to make a fan can distract from the heat.

We have to bring lunch when we come to workshop

Female, GP
31-40, completed high school

Catering is noticeably absent: Catering is not budgeted for in this project. To manage expectations, participants need to be told so that they can bring lunch packs from home.

Not all participants get booklets: there were not enough booklets and some workshops ran with black and white photocopies.

Copies of the booklet, which have blocks of dark colours, are both difficult to read and use up lots of toner. The booklets were valued, the photocopies were not as valued: everybody took their colour booklets with them, but there were photocopies left behind.

Timings

Two hours are all you have: if a workshop runs for over two hours, the guidelines stipulate that a lunchpack needs to be provided. As there is no budget for catering, the workshop is limited to two hours, and there is no time built in for a comfort break. Facilitators are able to manage this, but at the expense of more time consuming interactive exercises.

Timings are flexible. Workshops generally ran on time and the content was covered in the two hours.

Transport plays a role: Where two sessions were planned for the day, some participants would arrive early for the afternoon session and then have to wait. Some morning participants would have to wait till the end of the afternoon session for the transport that the NPO had organised.

Participants

Participants are not the same: There was a significant spread, from a group of well-educated young administration trainees with a high level of financial knowledge and energy in Maletswai, to a disengaged low-literacy group in Murraysburg.

NPO participants are a wildcard: Participants from the NPOs are registered with the DPWI and display more variance in their knowledge than direct EPWP participants. This could be due to differing selection criteria and highlights the need for customisation of content and approach.

Manage expectations through clear communications: Generally, participants were well briefed and arrived expecting a workshop around financial literacy. A few had other expectations: a group from Bizana in Eastern Cape thought the workshop was about promotions and increases; a group from Mtubatuba in KwaZulu-Natal thought the workshop was about raising money for them; four groups in KwaZulu-Natal were looking forward to food and refreshments.

Facilitators

Facilitators think on their feet: The facilitators displayed flexibility and creativity. While the lesson plan general works well, venues and the level of participants meant that facilitators needed to customise the content and exercises. They should be congratulated for this flexibility.

Training was of interesting,
and was easy to Understand
the Facilitator he is a good
teacher - Female, Aliwal North
(Eastern Cape), Some Tertiary Education,
26-30

Facilitators facilitated good and they
managed to do their best during the
session they should continue with
the training to help more other
people - Male, Zonkezizwe (Eastern Cape),
Completed High School, 15-20

Facilitators are the core of the programme

Using existing DPWI staff leads to some other benefits which may not have been anticipated. Facilitators display a real affinity for the goals of the programme and generally share a sense of accomplishment, a sense that they are helping to make a difference. They are also exposed to the realities of the participants who may have previously just been target numbers on a spreadsheet. This can only improve the DPWI's delivery of both the underlying EPWP programme and this supporting financial literacy programme.

We asked a range of facilitators whether the financial literacy programme drives real positive change in communities. Their overwhelming perception is that this is an intervention which works, helping participants to stretch the effect of the stipends and supporting the ethos of doing more with less.

Overall, the programme design allows the stakeholders to efficiently meet the goal of building financial literacy. The DPWI and NPO's gain access to financial content and the FSCA gain access to audiences to meet its training mandates.

Finding: Efficiency

Met



The programme combines cost management trade-offs with flexible and creative usage of resources and facilitation. 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 Theory of Change model conceptualised the intended impact of the project as being:

- An increase in financial literacy
- Positive behavioural change in terms of money management and financial decision making.

We asked participants their opinions of a range of impact metrics:

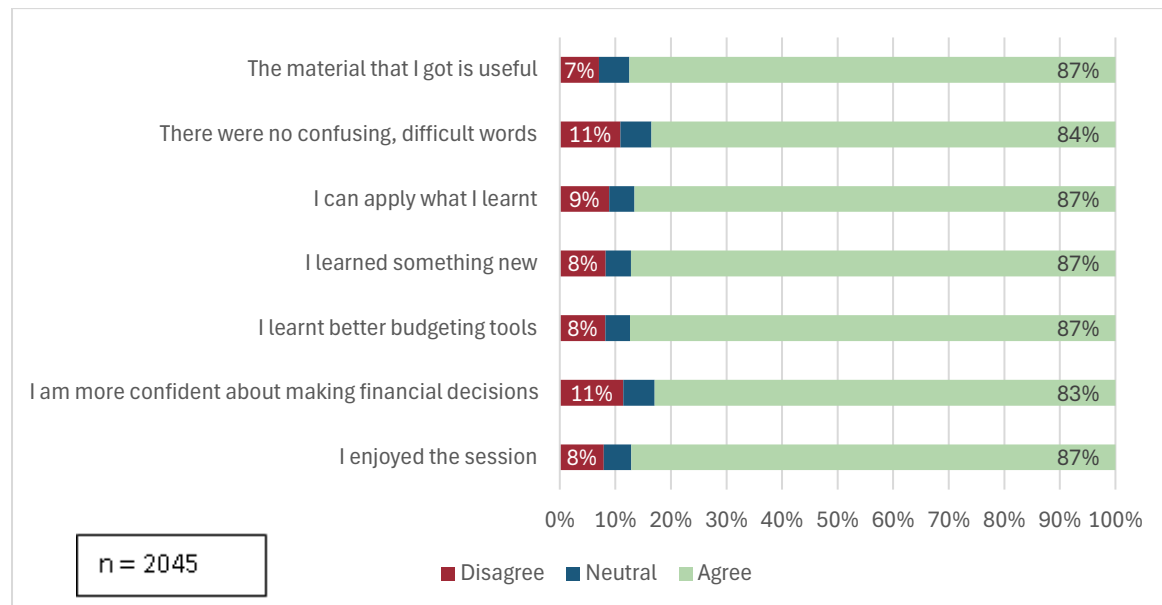


Figure 9 Impact metrics from respondents' perceptions of the workshop

87% of respondents enjoyed the session, a key ingredient of any learning intervention. Despite issues around workshop material, 87% agreed that what they received was useful. 84% felt that there were no confusing words or jargon.

Can participants apply what they have learnt?

Overall, a consistent 87% agreed that they could apply what they learnt. However, **Female** participants were statistically **more likely to agree** to this statement (89%) vs Males at 84%. Although participants from the Eastern Cape were statistically less likely to agree that they could apply what they learnt (82%) these values are all in a comparable range. Agreement from participants over 50 dropped off to 71%.

Are participants more confident about making financial decisions?

Compared to the rest of the metrics, a slightly smaller proportion agreed that they were more confident about making financial decisions (83%). **Females were again more confident** than males (86% vs 79%), while **Gauteng** was the most confident province at 87%. The Western and Eastern Cape were the least confident at 78% and 80%.

Similarly to the application question, confidence from participants over 50 dropped off to 64%.

I have learned about financial stress and how to manage it, And I have learned about Budget and how to save money and be control of my income and expenses and to be alert of scams - Male, GP, Completed High School, 26-30

I learn that you have to make a plan and wisely plan to use your money. Also, you have to budget according to your needs and wants. And the budget will help you not to over spent your money. - Female, GP, Some Tertiary Education, 26-30

Participants showed evidence of how the link between good financial behaviours and the management of financial stress had been understood.

Finding: Impact

Met



There is evidence that participants understand the importance of financial literacy and see the benefits of using and applying the tools to manage their finances, and to control and reduce their financial stress. The project meets the OECD criteria for impact.

3.6 Sustainability

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.

Approach

We **randomly sampled 100 people** from the DPWI database of EPWP participants controlling specifically for the **length of time elapsed** since a respondent had received the training. We split the sample into a group that had received the training **three months** previously and a second group that had received the training **six months** previously. This also ensured that we spoke to people who were no longer receiving an income from the EPW programme.

We contacted **380** people to achieve this final sample, a response level comparable to other tracking studies. Tracking studies are often limited by a non-response or biased response error- only respondents who have positive memories of the process are willing to have their views heard. We counter that by encouraging potential respondents to share their opinions truthfully and by ensuring that they remain anonymous.

The sample was biased towards **females (77%)**, indicating that males may have been less willing to talk to us. All respondents were financially active with 85% of respondents receiving a regular income (although this was mostly grant based) and the remainder receiving an irregular income or support from family and friends. The random sample produced an appropriate spread of age and province meaning that the results are not biased by these variables. **Annexure C** provides a summary of the sample demographics.

Initial responses

We first asked respondents what they thought of the workshops in an open-ended conversational way. This gave respondents time to recall the training.



Figure 10 What respondents thought of the workshop

The responses were **overwhelmingly positive**. In general, respondents told us how the skills learnt in the workshop had helped them to manage their finances better.

It made me clearly understand where I've been going wrong and how to improve and make better decisions - Female, GP, 26-30 (Three months post workshop)

I had a great experience, learning about finance isn't hard or complicated like I thought- Male, MP, 31-40 (Six months post workshop)

Spontaneous and prompted recall of workshop themes

We tested the specific themes of the workshops, checking whether participants could remember them spontaneously, or with the help of a prompt.

Previously, participants from the main study identified the core theme of the workshop - **being financially smart** - as the most important thing they had learnt. **90% of the tracking study participants spontaneously mentioned budgeting**, the remaining 10% could remember the budgeting theme when prompted. These proportions were similar regardless of whether the participants had received the training three or six months previously. Recall also did not vary across gender.

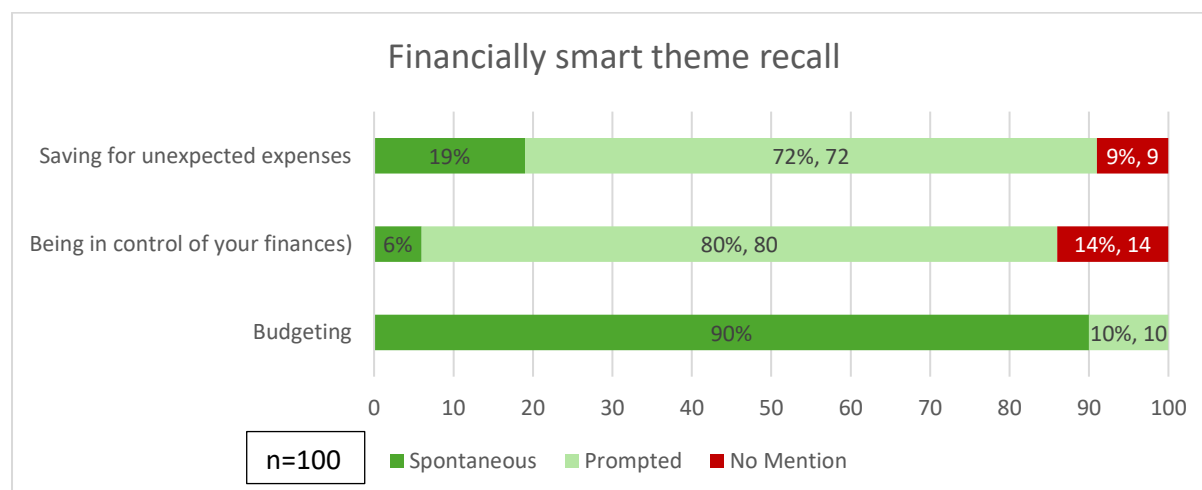


Figure 11 Financially smart theme recall

Being in control and saving for unexpected expenses showed less spontaneous recall, but respondents could remember them when prompted. Only a small number of participants could not remember being exposed to these ideas at all.

Corresponding to the lower importance participants originally gave the remaining two themes, tracking study respondents displayed lower spontaneous recall of Financial Safeguards and Financial Protection. The **short-term insurance** section displayed low spontaneous recall (3%) and a high proportion (35%) of respondents could not remember this even when prompted.

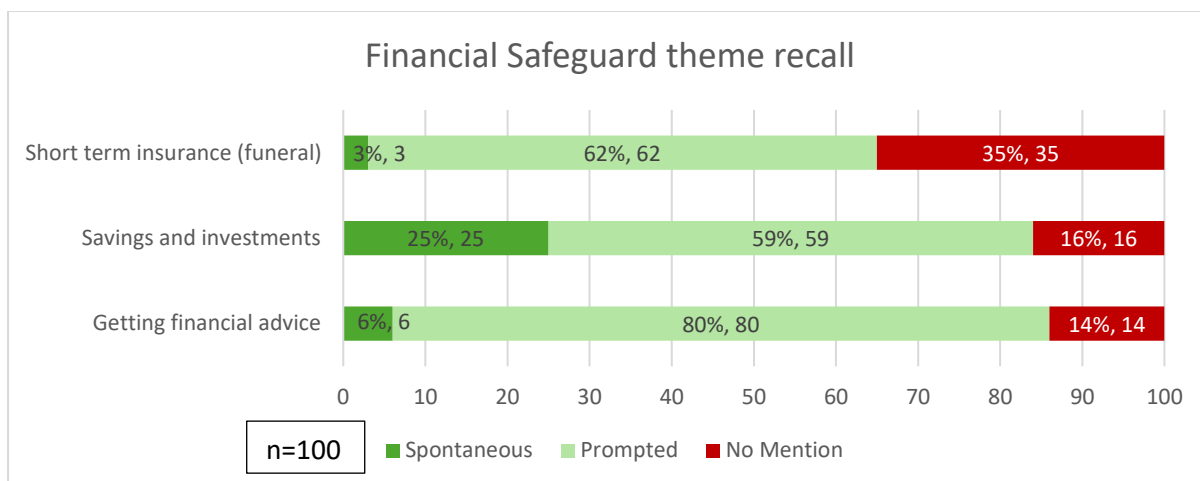


Figure 12 Financial safeguard theme recall

In the Financial Protection theme, **Scams** were recalled spontaneously by **39%** of respondents although 19% of respondents could not remember this at all. The concept of **financial stress** which was used by many facilitators to introduce the workshop, did not resonate in itself, with 26% of respondents unable to recall it at all and only 3% recalling it spontaneously.

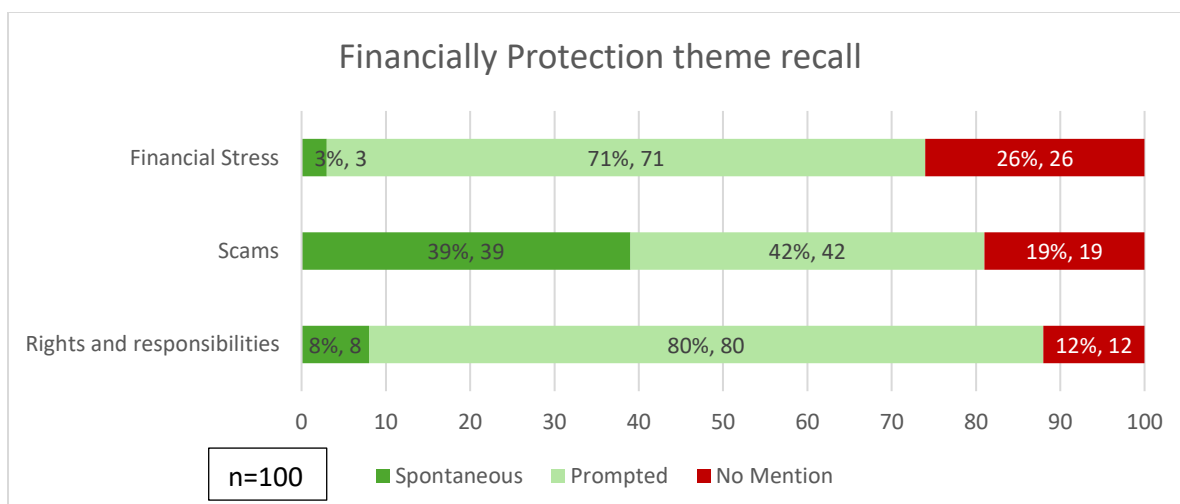


Figure 13 Financial Protection theme recall

Financial literacy behaviour

95% of respondents agreed or strongly agreed that they had **used a budget** in the last two months and **88%** had managed to save some money since the workshop. These are very encouraging statistics.

All the tracking study respondents agreed that it would be better to go without than to go into debt, compared to 86% of the main study participants. Similarly, all tracking study respondents generally plan what to spend their money on, up from 89% of participants in the main study.

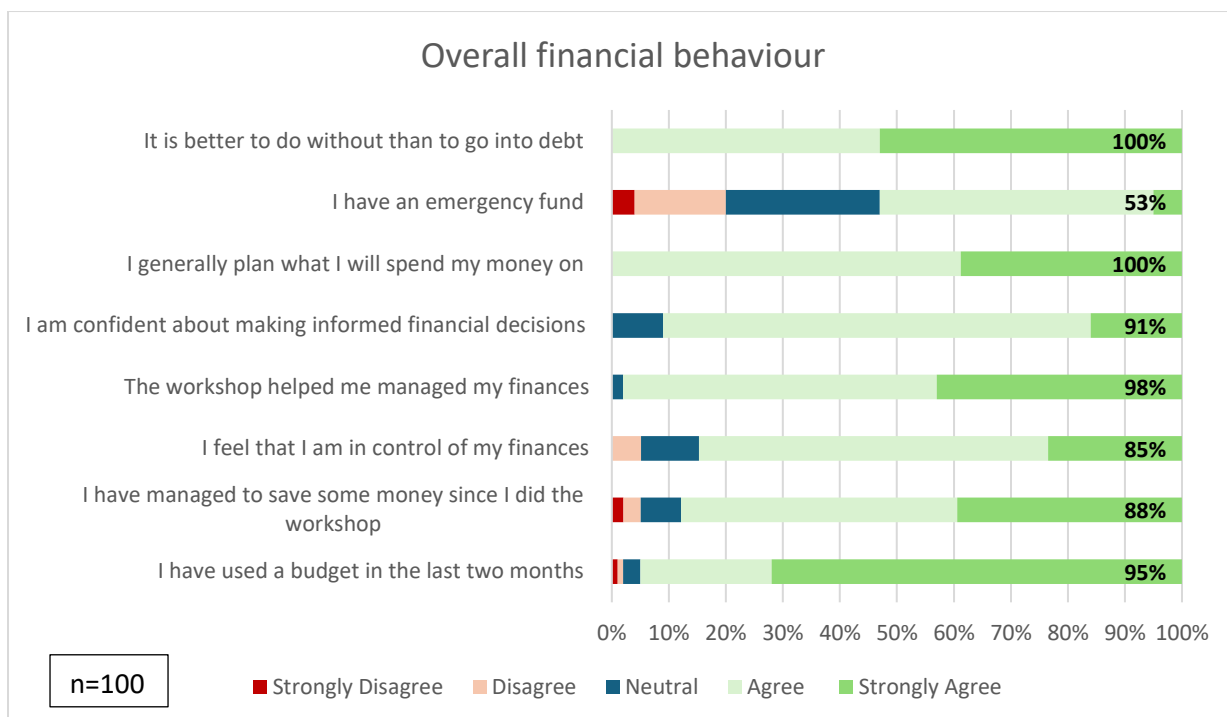


Figure 14 Overall financial behaviour

54% of participants in our monitoring and evaluation survey had an **emergency fund** at the time of the workshop. The tracking study respondents show a similar level of **53%**. However, there is encouraging **evidence of a timing effect**: respondents who had attended the workshop 6 months ago were more likely to have an emergency fund then those who had attended three months ago.

85% of tracking study respondents believe that they are in control of their finances, while 98% believed that the workshop helped them to manage their finances.

That workshop saved my life. I no longer have loans. And I can now refer everything I was taught and apply it to my day to day life. - Female, LP, 26-30 (Six months post workshop)

It was good and helpful. Eye opening actually, really informed me about a lot of things. - Male, MP, 26-30 (Six months post workshop)

Not all of the tracking study respondents had received their promised certificates, and they raised this issue with us.

Other respondents indicated that they would attend further workshops if given the opportunity.

We did not receive our certificates as promised and we are no longer working there now. So how are you gonna get there? - Female, LP, 26-30 (Six months post workshop)

We had set up the sample to test whether there was a drop off in good financial literacy behaviours as time elapsed since the workshop. The findings show that this was not the case, and time elapsed was actually beneficial for the establishment of an emergency fund. The discipline of using a monthly budgeting approach was also sustained and did not reduce over time.

Finding: Sustainability

Met



The tracking study shows that participants absorbed and retained the concepts, and have integrated budgeting into their financial behaviour. The project meets the OECD criteria for sustainability.

4 Conclusions and Recommendations

These are our observations and recommendations. We have clustered them into issues around content, delivery and facilitation, and M&E alignment.

Observation	Recommendation
Content issues	
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.
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.
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.
Delivery and facilitation issues	
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.
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.
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.
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 it can be printed in black and white.

Observation	Recommendation
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.
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 when they have maximum effect, at the end of the workshop.
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.
M&E alignment issues	
Misalignment between reporting and financial dates. Reporting deadlines are set to the FSCA financial year, but the project officially ends at the same time.	The reporting date should be in the quarter after the project ends. This will allow for all data collection and tracking to be completed appropriately.
Misalignment between M&E appointment and project roll out. Some workshops took place before the M&E appointment.	Appoint M&E earlier in the process to allow for smoother project management and more representative evaluation of provinces.

Table 7 Observations and recommendations

The monitoring and evaluation of this project provided some challenges:

Co-ordinating dates for the nine provinces in terms of workshops was challenging and attendance at some workshops had to be arranged at short notice. Fortunately, we have a level of flexibility to accommodate this.

Not all provinces could be visited: Some workshops took place without us receiving schedules, not all provinces communicated their plans timeously.

There were also significant successes:

The **single evaluation instrument** proved to be efficient, shortening the completion time required in workshops and providing a reliable proxy for how financial literacy knowledge had been transferred.

Translated questionnaires resonated with participants and provided the opportunity to give their views without being constrained by language.

The **tracking study** was able to assess sustainability efficiently by interviewing groups of participants three month and six months post their workshop training.

In conclusion, the project aim was:

“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.”

To reach the aims, in 2023-24, the project needed to:

- Hold 200 workshops
- Reach 10 000 participants, spread across all nine provinces

In total 330 workshops, reaching 11 467 participants were held and the targets for 2023-24 have been met and exceeded.

The tracking study shows that participants absorbed and retained the concepts, and have integrated budgeting into their financial behaviour.

Overall, this project has been successful and the groundwork has been laid for the remaining two years of the intervention.

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.

Thanks a lot for the session Because I was financially stressed.

Today my eyes are opened. - Female, Burgersdorp (Eastern Cape), Completed High School, 31-40,

5 Annexure

5.1 Annexure A: Results of the participant survey

Table 8 Respondent demographics

Gender by Province	Province								
	EC	GP	KZN	LP	NC	WC	Total		
Gender									
	Female	338	287	434	41	155	77	1332	65%
	Male	190	99	133	17	134	36	609	30%
	Unknown	35	7	33	3	18	7	103	5%
Total	563	393	600	61	307	120	2045		
	28%	19%	29%	3%	15%	6%	100%		

Age by province		Total							Total	%
		15-20	21-25	26-30	31-40	41-50	51-60	>60		
Province										
EC	0	47	91	173	146	85	8	563	28%	
GP	11	49	67	138	73	37	9	393	19%	
KZN	8	115	201	216	36	8	1	600	29%	
LP	1	6	7	26	14	6	0	61	3%	
NC	9	52	55	82	65	29	2	307	15%	
WC	11	33	22	20	19	8	1	120	6%	
Total	40	302	443	655	353	173	21	2045	100	
%	2%	15%	22%	32%	17%	8%	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
Age Blank	34	5	1	6	6	2	3	57
>60	2	5	1	6	5	1	1	21
15-20	0	2	0	12	25	0	1	40
21-25	10	3	7	58	177	20	27	302
26-30	9	11	6	84	206	61	66	443
31-40	16	41	17	163	286	62	70	655
41-50	14	48	20	110	118	23	20	353
51-60	11	50	10	42	44	9	7	173
Total	96	165	62	481	867	178	195	2045
	5%	8%	3%	24%	42%	9%	10%	100

Table 9 A selection of responses to what is the most important thing that you learned

Budget and working with money	I have learned that in everything that you do I must use money wise I must start with the thing that I budget I must not make unnecessary loans - Female, Aliwal North (Eastern Cape), Completed Tertiary Education, 26-30
	The most important this I've learn is to make a budget or to have a plan with my money - Female, Burgersdorp (Eastern Cape), Completed High School, 26-30
	Saving money How to Budget - Male, Burgersdorp (Eastern Cape), Completed High School, 41-50
	I lean a lot today. How to make a budget even if you earn a small amount - Female, Burgersdorp (Eastern Cape), Completed High School, 41-50
	How to manage finances, budgeting, priority between need and wants. - Female, Aliwal North (Eastern Cape), Completed Tertiary Education, 26-30
	Budget Saving - Female, Burgersdorp (Eastern Cape), Some High School, 51-60
	To how to saving money and to avoid credit. It how to budget your money - Male, Aliwal North (Eastern Cape), Prefer not to say, 21-25
	That saving is important no matter how small the money is. Budgeting is also key in tracking your money and knowing what you spent on. - Female, Aliwal North (Eastern Cape), Some High School, 21-25
	Is to budget and try to save money for unexpected expenses - Female, Aliwal North (Eastern Cape), Completed Tertiary Education, 26-30
	Manage your money properly. Make a budget before you spend money and spend money on what you need - Female, Aliwal North (Eastern Cape), Some High School, 31-40
	I learned how to budget and invest money and how to use my money according to my needs and not according to what I want - Female, Aliwal North (Eastern Cape), Completed High School, 41-50
	I learn how to budget and save the money - Female, Kwathema (Gauteng), Some High School, 31-40
	How to budget and control my financial expenses, scams - Female, Kwathema (Gauteng), Completed High School, 21-25
	I learnt about budget. I learnt better budgeting tools - Female, Kwathema (Gauteng), Completed High School, 31-40
	I learn that you have to make a plan and a wisely plan to use your money. Also you have to budget according to your needs and wants. And the budget will help you not to over spent your money. - Female, Kwathema (Gauteng), Some Tertiary Education, 26-30
	In this session the most important things I have learnt is the ability of budget and how you can manage money expenses - Male, Kwathema (Gauteng), Completed High School, 26-30
	What I've learned is that I must make budget before spending more and its important to spend money on things that you need the most. They also taught us about scammers - Female, Zonkezizwe (Gauteng), Some High School, 15-20

Scams, good financial habits, how to budget - Male, Zonkezizwe (Gauteng), Some High School, 26-30

I learnt that in order for me to properly budget, I would need discipline also to be able to distinguish between needs and wants - Female, Zonkezizwe (Gauteng), Completed High School, 21-25

How to budget - Female, Mia Helping Hand (Gauteng), Some High School, 31-40

I know how to budget in order to save money to draw a plan of how to use money for fixed cost and fixed varieties, savings - Female, Mia Helping Hand (Gauteng), Some High School, 41-50

In this session I learnt you must be careful on how you use your money and the budget is very important in life - Female, Neo Ebunolo (Gauteng), Some High School, 41-50

I have learnt about the important of budget - Female, Kwathema (Gauteng), Completed High School, 31-40

How to save money and manage my budget. How to avoid scams and red flags. Different between needs and wants - Female, Hammanskraal (Gauteng), Completed High School, 31-40

This session taught me how to manage my money or budget and help me how to spend it. - Female, Hammanskraal (Gauteng), Completed High School, 41-50

I learnt the importance of budgeting n matter how small your money /income is, also learnt how to draw up a budget, different types scammers and also not to spend what I do not have - Female, Dobsonville (Gauteng), Some Tertiary Education, 31-40

Financial goal, budget - Female, Vryheid Lakeside (Kwa-Zulu Natal), Completed High School, 31-40

Saving money and having a budget on our salary - Female, Burgersfort (Limpopo), Completed High School, 31-40

How to maintain your finance expenses and how to budget needs and wants. To do saving with your salary - Male, Komani (Eastern Cape), Completed Primary School, 21-25

I've learnt that I have to be careful when it comes to budget and I have to create budget wisely not according to the situation - Female, Mkhizwane (Kwa-Zulu Natal), Completed High School, 26-30

Knowing how to manage money (budget) - Female, Mtubatuba (Kwa-Zulu Natal), Some High School, 31-40

I learned how to draw up a budget to compare my expenses and income - Female, Keimoes (Northern Cape), Completed High School, 26-30

What kind of money do you spend when you are retired? Budget when you have money and don't spend it on loans or bankruptcy. - Male, Mthatha (Eastern Cape), Prefer not to say, 26-30

to save and to budget - Male, Murraysberg (Western Cape), Completed High School, 26-30

How to use your money wisely. How to work out your budget and use your money wisely. - Female, Leeu Gamka (Western Cape), Some High School, 26-30

The benefits of having a budget - Male, Eshowe (Kwa-Zulu Natal), Completed High School, 26-30

	How to budget and manage your finances - Male, Eshowe (Kwa-Zulu Natal), Completed High School, 31-40
	I learned that it is wise that if you are working, you must make a budget for yourself before you get paid - Female, Eshowe (Kwa-Zulu Natal), Some High School, 31-40
	I learnt that the more I spend money unwisely the more I get into debt. The most important thing if you work is to have a monthly budget - Male, Eshowe (Kwa-Zulu Natal), Completed High School, 31-40
Stress	I have learned that to budget and to know about the scammers and how to handle the stress of money - Female, Aliwal North (Eastern Cape), Completed Primary School, 31-40
	Important thing that you learnt in this session you read very good session with saving money use a budget Is good thing thank you for learnt session - Female, Zonkezizwe (Gauteng), Some High School, 41-50
	How to budget, different types of stresses, different types of scams and how to ignore the scams - Male, Ubuhlebethu Kwa Thema (Gauteng), Completed Tertiary Education, 21-25
	I have learned about financial stress and how to manage it, And I have learned about Budget and how to save money and be control of my income and expenses and to be alert of scams - Male, Ubuhlebethu Kwa Thema (Gauteng), Completed High School, 26-30
	Planning financial and how to do budget Saving is a good option learned about compound interest to keep your plans and budget How to handle financial strain and cope with unnecessary stress - Female, Dobsonville (Gauteng), Completed High School, 51-60
	how to handle my finance/budget, dealing and avoiding financial stress, importance of being financially strict - Male, Muldersdrift (Gauteng), Some Tertiary Education, 31-40
	Stress management and money management are the things that I learnt - Male, Mthatha (Eastern Cape), Completed High School, 26-30
	Its that if you do not have budget in life of your income, you're in a dark place, how to deal with financial stress - Female, Eshowe (Kwa-Zulu Natal), Completed High School, 31-40
	that I can make my monthly budget in a way to avoid stress - Female, Mshwati (Kwa-Zulu Natal), Completed Tertiary Education, 31-40
	Your financial stress is totally under control - Female, Upington (Northern Cape), Some Tertiary Education, 31-40
	Stress is a product of uncertainty; planning reduces uncertainty and this in term reduces stress. - Male, Upington (Northern Cape), Completed High School, 26-30
	I learnt more about financial stress and how to budget or how to save money - Female, Empangeni (Kwa-Zulu Natal), Completed High School, 31-40
	Getting to know the meaning of financial stress and symptoms of someone who is suffering from it - Male, Empangeni (Kwa-Zulu Natal), Completed Tertiary Education, 31-40
	Importance of having budget and how to deal with the stress of money - Female, Empangeni (Kwa-Zulu Natal), Completed Tertiary Education, 26-30

General Learning	I've learn a lot and I enjoy it was so nice and perfect thank for your time guys - Female, Kwathema (Gauteng), Some High School, 31-40
	Is to focus in everything you do and to have a knowledge about something new. - Male, Kwathema (Gauteng), Completed High School, 31-40
	What I have learned and gained knowledge that I did not know - Female, Bechwana (Eastern Cape), Some Primary School, 31-40
	I gained a lot of knowledge. With all things in life. In fact, I have come and I should be proud - Female, Bechwana (Eastern Cape), Completed High School, 41-50
	I have to learn to know what you have. I'm online at the bank - Female, Bechwana (Eastern Cape), Some Primary School, 51-60
	I got a lot today - Male, Bechwana (Eastern Cape), Some Primary School, 41-50
	*About signs of scam and how to avoid scam *How to make a budget * How to release yourself from financial stress * Importance of FSCA & it benefits - Female, Hammanskraal (Gauteng), Completed High School, 26-30
	Learn to be poor - Female, Burgersfort (Limpopo), Completed High School, 41-50
	it is a comprehensive knowledge - Female, Bizana (Eastern Cape), Some Primary School, 41-50
	I liked this process very much it helped me a lot - Female, Flagstaff (Eastern Cape), Completed High School, 31-40
	Yes, I enjoyed and learned a lot. - Female, Leeu Gamka (Western Cape), Completed Primary School, 31-40
	It was a good session - Male, Leeu Gamka (Western Cape), Completed High School, 31-40
	I have gained a lot of knowledge - Female, Mbonanbi (Kwa-Zulu Natal), Completed High School, 31-40
	I learned to plan for the situation instead of trying to change it - Male, Eshowe (Kwa-Zulu Natal), Completed High School, 26-30
	I learn things I did not know and grateful thanks for information - Male, Kimberly (Northern Cape), Some High School, >60

A selection of final comments

Thank you	Thanks a lot for the session Because I was financially stressed. Today my eyes are opened. - Female, Burgersdorp (Eastern Cape), Completed High School, 31-40
	keep up with the good work, changing our attitude towards our finances, thank you - Female, Aliwal North (Eastern Cape), Completed Tertiary Education, 26-30
	Thank you for a fruitful session I've learnt a lot and it was useful thank you - Female, Aliwal North (Eastern Cape), Completed Tertiary Education, 26-30
	I would like to thank you for the information that you share with us it real important I will make wise decision about money - Female, Aliwal North (Eastern Cape), Completed Tertiary Education, 26-30
	Very grateful of the session I learned a lot - Female, Aliwal North (Eastern Cape), Some Tertiary Education, 26-30

Thank you for the work shop & keep up the good work. - Male, Kwathema (Gauteng), Completed High School, 21-25

Thank you for the training - Male, Kwathema (Gauteng), Completed Tertiary Education, 21-25

I'm so happy to be part of the session that took place today and also about the scams at breakthrough centre and I also want to thank the people that were teaching us - Female, Zonkezizwe (Gauteng), Completed High School, 31-40

we very privileged to get this opportunity to get the knowledge of how to budget - Female, Mia Helping Hand (Gauteng), Some High School, 41-50

The training was so great and I would like you guys to continue teaching people in other places because people tend to misuse their money, so your knowledge is needed. Thank you for your wonderful training - Female, Neo Ebunolo (Gauteng), Completed High School, 21-25

You are the best team - Male, Neo Ebunolo (Gauteng), Completed High School, 41-50

Thank you so much for the works shop now I know better about savings and how - Female, Kwathema (Gauteng), Completed High School, 31-40

I appreciate your lessons thanks. - Female, Hammanskraal (Gauteng), Some High School, 31-40

Thank you for training it helped a lot - Female, Dobsonville (Gauteng), Completed High School, 26-30

Thanks for the opportunity and I have learnt a lot of concerning money issues - Male, Vryheid Lakeside (Kwa-Zulu Natal), Some Tertiary Education, 31-40

The gentleman providing the workshop/class is excellent. Thank you - Male, Cradock (Eastern Cape), Completed High School, 31-40

I had a lovely workshop and my mind is open now and I am willing to go forward and learn more. Thanks. - Male, Komani (Eastern Cape), Completed High School, 41-50

We appreciate the care and education - Female, Mtubatuba (Kwa-Zulu Natal), Some High School, 41-50

Thank you for your sessions and many more that I've learned about how to budget towards your money - Female, Eshowe (Kwa-Zulu Natal), Completed High School, 31-40

Thank you for teaching us and giving us information that we didn't know and we learned a lot - Female, Mshwati (Kwa-Zulu Natal), Completed Tertiary Education, 31-40

This was a beautiful session; I do have learn more about budget and it feels good so that I can save better. Thank you so much for the session - Female, Warrenton (Northern Cape), Completed High School, 21-25

I'm am happy with what I learnt, thank you - Male, Norvalspoor (Northern Cape)), Some High School, 26-30

thanks for the time and everything - Female, Empangeni (Kwa-Zulu Natal), Completed High School, 26-30

Thank you for your information it's really help me a lot. I appreciate it thank you. - Female, Ntshawini (Kwa-Zulu Natal), Completed High School, 21-25

I am grateful and happy that you have come today, thank you for the information you have provided - Female, Ntshawini (Kwa-Zulu Natal), Completed High School, 31-40

Good session

the presentation was very educative and also the presenter was not boring at all and will definitely use the information I gained today - Female, Aliwal North (Eastern Cape), Completed High School, 26-30

Training was of interesting, and was easy to Understand the Facilitator he is a good teacher - Female, Aliwal North (Eastern Cape), Some Tertiary Education, 26-30

The session was great and easy to understand - Female, Kwathema (Gauteng), Completed High School, 21-25

The session was good all your questions were well responded and I'm very happy about the session and I will also happy to share the information I got from the session - Female, Zonkezizwe (Gauteng), Completed High School, 31-40

Facilitators facilitated good and they managed to do their best during the session they should continue with the training to help more other people - Male, Zonkezizwe (Gauteng), Completed High School, 15-20

Their workshop is everything is wanted correct a simplifying its nice teachers - Male, Mia Helping Hand (Gauteng), Completed High School, 31-40

I am happy about the training - Male, Ubuhlebethu Kwa Thema (Gauteng), Completed High School, 26-30

sufficient and economical - Female, Vryheid Lakeside (Kwa-Zulu Natal), Completed High School, 31-40

Your work is exceptional and very much effective - Male, Burgersfort (Limpopo), Completed High School, 21-25

Good instructor and great session overall!!! - Male, Wyebank (Kwa-Zulu Natal), Completed Tertiary Education, 21-25

Would like more

Keep up the good work :) - Female, Flagstaff (Eastern Cape), Completed Tertiary Education, 31-40

I enjoyed having a meeting with you and wish we shall meet again - Male, Eshowe (Kwa-Zulu Natal), Completed High School, 21-25

Please create more opportunities for educating people with finance - Female, Eshowe (Kwa-Zulu Natal), Completed High School, 26-30

let us continue this session - Female, Eshowe (Kwa-Zulu Natal), Completed High School, 26-30

can we please have more workshop - Female, Emaxesibeni (Eastern Cape), Completed Tertiary Education, 26-30

I need more lessons from FSCA - Female, Mshwati (Kwa-Zulu Natal), Some Tertiary Education, 26-30

I have a good time with you and I will like to meet you again. - Female, Mshwati (Kwa-Zulu Natal), Completed High School, 31-40

Give people this opportunity that will give people to know more about financial and life itself. - Male, Mshwati (Kwa-Zulu Natal), Some Tertiary Education, 26-30

My words: I want you to not give up on promoting this money management - Male, Mshwati (Kwa-Zulu Natal), Completed High School, 31-40

I am interested in taking part in financial literacy focus groups - Male, Warrenton (Northern Cape), Completed High School, 21-25

	keep on doing the good things such as today - Male, Warrenton (Northern Cape), Completed High School, 31-40
	keep up encouraging the people about budgeting - Female, Kimberly (Northern Cape), Completed High School, 31-40
	I wish that the information is received as much as possible for almost all of us in this country and it goes well - Female, Ntshawini (Kwa-Zulu Natal), Completed High School, 21-25
course needs attention	Language barrier, it is difficult to understand some words because of language. The lectures could not pronounce words correctly but better in English, Next time provide lunch. - Female, Ubuhlebethu Kwa Thema (Gauteng), Some Tertiary Education, 31-40
	you guys are boring!! - Male, Wyebank (Kwa-Zulu Natal), Completed Tertiary Education, 15-20
	Boring - Male, Wyebank (Kwa-Zulu Natal), Completed High School, 15-20
	Punctuality. - Male, Wyebank (Kwa-Zulu Natal), Completed High School, 21-25
	This literacy session takes long time but it was worth it - Prefer not to say, Mtubatuba (Kwa-Zulu Natal), Completed Tertiary Education, 31-40
	take more time to discuss topics, something to eat - Male, Calvina (Northern Cape), Completed High School, 21-25
	no comment, lesson was a bit short - Female, Upington (Northern Cape), Completed Tertiary Education, 26-30
would like refreshments	The training was too long and we were not provided with food and there was no break in between. I am so hungry - Female, Ubuhlebethu Kwa Thema (Gauteng), Completed Tertiary Education, 31-40
	We have to bring lunch when we come to workshop - Female, Hammanskraal (Gauteng), Some Tertiary Education, 31-40
	Refreshment needed for session - Female, Vryheid Lakeside (Kwa-Zulu Natal), Completed Tertiary Education, 31-40
	the session was very informative if possible next session kindly please provide refreshments - Male, Vryheid Lakeside (Kwa-Zulu Natal), Completed Tertiary Education, 31-40
	we waited a long time to start this second session, was unplanned so we got hungry and agitated. Otherwise, this session was very productive - Female, Vryheid Lakeside (Kwa-Zulu Natal), Some Tertiary Education, 31-40
	next time can we have refreshments - Female, Vryheid Lakeside (Kwa-Zulu Natal), Completed Tertiary Education, 26-30
	we are hungry - Female, Mkhizwane (Kwa-Zulu Natal), Completed High School, 26-30
	have a drink sometimes - Female, Eshowe (Kwa-Zulu Natal), Completed High School, 31-40
Thought there was money/raise	Please raise money for us - Female, Mtubatuba (Kwa-Zulu Natal), Some Tertiary Education, 26-30
	Please give us a job again when this contract ends and give us a raise - Female, Mtubatuba (Kwa-Zulu Natal), Completed High School, 31-40

Please can you raise our salary :) - Female, Mtubatuba (Kwa-Zulu Natal), Completed Tertiary Education, 31-40

If there is more money in the work, I am working on it - Female, Bizana (Eastern Cape), Some Primary School, 51-60

I thought that salaries would increase - Female, Bizana (Eastern Cape), Completed Primary School, 41-50

I was trying to get promoted - Male, Bizana (Eastern Cape), Some Primary School, 41-50

I thought we would get a lot of money - Male, Bizana (Eastern Cape), Some Primary School, 41-50

I was wondering if we would get a raise - Female, Bizana (Eastern Cape), Completed High School, 31-40

I thought we were going to get a raise - Female, Bizana (Eastern Cape), Completed High School, 31-40

I am looking for a job to budget - Female, Mbonanbi (Kwa-Zulu Natal), Completed High School, 26-30

5.2 Annexure B: Example instrument (English isiZulu)

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

Thank you for your time. Siyabonga ngesikhathi sakho. Date: _____ **Place** _____

What was the most important thing that you learnt in this session? *Iyiphi into ebaluleke kakhulu oyifundile kulesi sihloko?*

Check your knowledge <i>Hlola ulwazi lwakho</i>	Yes	No	Don't know
When saving money, you want the highest interest rate possible. <i>Lapho wonga imali, ufuna inzalo ephakeme kakhulu ngangokunokwenzeka.</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 nesilinganiso esibi sesikweletu kuzokwenza kube nzima kakhulu ukuthola 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 yami izoba nolwazi oluhlukile ngayo kozakwethu.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I must have financial goals in order to be in control of my finances <i>Kufanele ngibe nemigomo yezezimali ukuze ngikwazi ukulawula izimali zami</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I must budget regardless of how much I earn <i>Kufanele ngibhajethe noma ngabe ngihola malini</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My wants are more important than my needs. <i>Izidingo zami zibaluleke kakhulu kunezidingo zami</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I must plan for unexpected expenses. <i>Kufanele ngihlelele izindleko ezingalindelekile</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I should only deal with financial advisors authorised by the FSCA. <i>Kufanele ngibhekane kuphela nabeluleki bezezimali abagunyazwe yi-FSCA</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An insurance contract must be complete before I sign it. <i>Inkontileka yomshwalense kufanele iqedwe ngaphambi kokuthi ngiyisayine.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I always have the right to complain <i>Ngihlale nginelungelo lokukhononda</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>Uma ngicelwa ukuba ngikhokhe imali ukuze ngithole umsebenzi mhlawumbe kuwumkhonyovu</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tell us what you thought of the session *Sitshela ukuthi ucabangeni ngeseshini*

I enjoyed the session *Ngasijabulela isikhathi*



I am more confident about making financial decisions *Ngizethemba kakhulu ngokwenza izinqumo zezimali* 😞 😐 😊

I learnt better budgeting tools *Ngifunde amathuluzi angcono okwenza ibhajethi* 😞 😐 😊

I learned something new *Ngifunde okusha* 😞 😐 😊

I can apply what I learnt *Ngingakusebenzisa engikufundile* 😞 😐 😊

There were no confusing, difficult words *Ayengekho amagama adidayo nanzima* 😞 😐 😊

I will recommend this session to my friends *Ngizoncoma le seshini kubangani bami* 😞 😐 😊

The material that I got is useful *Izinto engizitholile ziwusizo* 😞 😐 😊

Your attitude towards money *Isimo sakho sengqondo ngemali*

	Yes	No	Don't know
--	-----	----	------------

I am confident about making financial decisions <i>Ngizazethemba ngokwenza izinqumo zezimali</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

I generally plan what I will spend my money on <i>Ngokuvamile ngihlela ukuthi ngizosebenzisa imali yami kukho</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

I have an emergency fund <i>Nginesikhwama sezimo eziphuthumayo</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 kunokungena ezikweletini</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

About you *Mayelana nawe*

Age 15 – 20 ☐ 21-25 ☐ 26 – 30 ☐ 31 -40 ☐ 41-50 ☐ 51-60 ☐ Above 60 ☐

Gender Male ☐ Female ☐ Prefer not to say ☐

Education	Some primary school <input type="checkbox"/>	Completed high school <input type="checkbox"/>
	Completed primary school <input type="checkbox"/>	Some tertiary education <input type="checkbox"/>
	Some high school <input type="checkbox"/>	Completed tertiary education <input type="checkbox"/>

Race Asian / Indian Black Coloured White Prefer not to say

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? *Yimaphi amanye amazwana kithi?*

5.3 Annexure C: Results of the tracking study

We did not control for either province or age while randomly sampling and report only by gender and time since workshop took place.

Gender by Province		GP	LP	MP	NC	Total	
Gender							
	Female	8	13	37	19	77	65%
	Male	5	3	10	5	23	30%
Total		13	16	61	307	100	
		13%	16%	47%	24%	100%	

Gender by Timing		3 Month	6 Month	Total	
Gender					
	Female	36	41	77	65%
	Male	14	9	23	30%
Total		50	50	100	
		50%	50%	100%	

Gender by Age		21-30	31-40	41-50	51-60	Total	
Gender							
	Female	12	33	30	2	77	77%
	Male	7	9	6	1	23	23%
Total		13	16	61	3	100	
		19%	16%	61%	3%	100%	