



public works

Department:
Public Works
REPUBLIC OF SOUTH AFRICA



Financial Sector
Conduct Authority



EXPANDED PUBLIC WORKS PROGRAMME



**FINANCIAL SERVICES
CONSUMER EDUCATION FOUNDATION**
plan your financial future

EXPANDED PUBLIC WORKS PROGRAMME FINANCIAL EDUCATION PROGRAMME | CASE STUDY

INTRODUCTION

The Financial Sector Conduct Authority (FSCA)¹ has a mandate to provide, promote and facilitate consumer education and financial literacy within South Africa. With this objective in mind, the FSCA applied for funding from the Financial Services Consumer Education Foundation (hereafter 'the Foundation') to support this work.

Upon the successful allocation of funding, the FSCA has been working in collaboration with the Department of Public Works (DPW) to provide consumer financial education and financial literacy workshops to individuals employed through the Expanded Public Works Programme (EPWP). This is a DPW initiative aimed at promoting the South African government's objectives of poverty alleviation through economic development by creating short-term employment opportunities.

The purpose of the evaluation conducted by Genesis Analytics is to gain insights into the planning and implementation process as well as to assess the value of the workshops – and their content – according to the participants. As such, it is hoped that this evaluation will help to inform future programmes by highlighting what worked well and how the programme can improve going forward.

PROJECT OVERVIEW

The aim of the EPWP Financial Education Programme is to motivate, educate and empower participants to make better, and more informed, financial decisions. This is not limited to their daily spending choices but includes how they purchase financial products and services.

THE SPECIFIC OBJECTIVES OF THE PROGRAMME ARE:

- Money Management
- Creating awareness on financial products, institutions and services;
- Creating awareness on consumer recourse; and
- Empowering participants with knowledge of their rights and responsibilities as financial consumers.

Between July 2016 and November 2016, the programme was piloted in Limpopo, Mpumalanga, Gauteng and North West provinces. The pilot consisted of two workshops, **4 943 participants** were reached for Workshop 1 and **4 062 participants** for Workshop 2. Based on the lessons learnt in the pilot, the 2017 EPWP Financial Education Programme was implemented in the Free State, KwaZulu-Natal, Western Cape, Eastern Cape and Northern Cape provinces.



¹ Previously known as the Financial Services Board (FSB)

THE 2017 PROGRAMME COMPRISED OF TWO PHASES:

- Phase 1: The first set of 150 workshops
- Phase 2: The second set of 150 workshops scheduled for 6 weeks after the first workshops

WORKSHOP 1	WORKSHOP 2
<ul style="list-style-type: none"> ▪ Managing your money ▪ Personal budget ▪ Savings ▪ Credit records and the credit bureau ▪ Plan for your future and emergencies ▪ Useful contacts 	<ul style="list-style-type: none"> ▪ The difference between savings and investments ▪ Inflation and interest ▪ Understanding different financial services products such as banking, long and short-term insurance, investments, retirement funds and pyramid schemes ▪ The complaints processes/options available when buying financial services products.

APPROACH TO MONITORING & EVALUATION

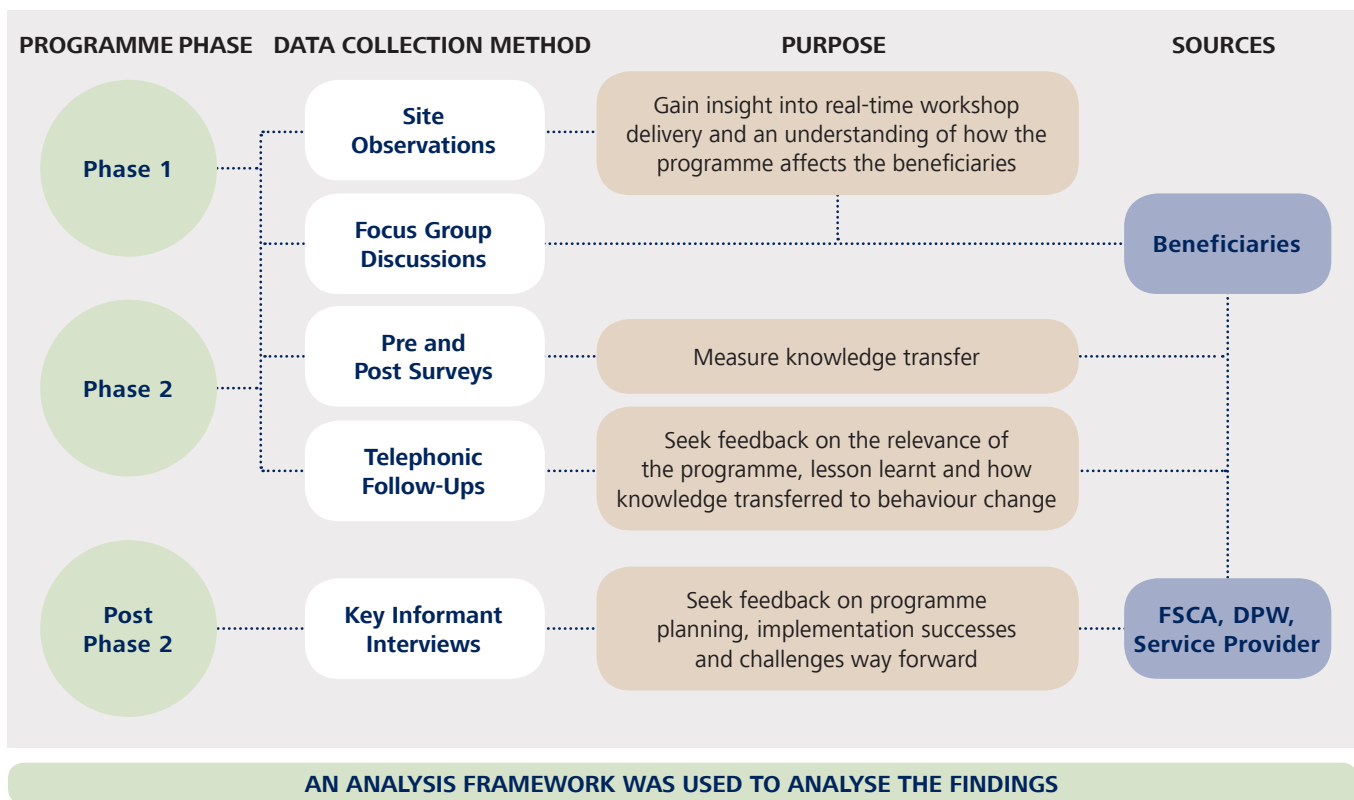
The programme’s theory of change was formulated by the evaluation team and approved by the FSCA. The theory of change depicts the logic (or theory) underpinning the project by identifying the project activities. The latter is utilised to show how they lead to immediate outputs, and showing how these, in turn, inform future outcomes and affect impact objectives in the long-term.

The intended impact of the EPWP Financial Education Programme is to improve the financial knowledge and skills of the participants. The delivered consumer education is anticipated to be retained over time and that the participants’ attitude and awareness on financial literacy improves. This results in wiser financial decisions which can possibly lead to positive financial behaviours.

DATA COLLECTION PROCESS

In conducting the Monitoring and Evaluation for the EPWP Financial Education Programme, data was collected during various programme phases, using different methodologies.

FIGURE 1: Overview of the methodology employed by the evaluation team



The successes and lessons learned that are presented below are based on the data collected via these methods.

SUCCESSSES

PROGRAMME LOGISTICS

- **Regular** meetings between stakeholders contributed to the success of the programme as they served as a platform to strategise and agree on approaches that are appropriate for achieving the intended impact.
- **Daily reports from the service provider** helped to ensure that all stakeholders were aware of the implementation on the ground and highlighted where additional assistance may be required.

FROM THE PARTICIPANTS' PERSPECTIVE

- Across all provinces, **the majority of the participants were female**. This is a positive sign for the FSCA as it adds an important gender dimension to the programme, especially since women can be disempowered when it comes to household financial decisions.
- Participants appreciated the fact that most facilitators were able to speak their **local language** and presented the course content in a language that they could understand.
- Participants enjoyed the **informal presentation style** which encouraged open discussions and questions during the session.
- Across all provinces, the majority of participants felt that the **length of the workshops was sufficient** for the content covered ².
- When asked about their financial challenges during the Focus Group Discussions (FGDs), the participants indicated that they earn too little, they are unable to save and budget and that they make use of 'Mashonisas (loan sharks). This implies that the participants lack money to sustain themselves throughout the month or until pay day. As a means of survival, the participants get into debt. **For this reason, the sections on debt management and 'Mashonisas' were viewed as particularly relevant.**
- **'Budgeting' is the most cited change** in all provinces other than Kwa-Zulu Natal, where it is 'Saving'.
- Participants reported that they were **using the Budget Booklet** which was provided during the workshops to guide them as they adopt new financial behaviours.
- The vast majority of participants' report **sharing the knowledge that they gained in the workshop** with a combination of friends, family, and colleagues.
- **Vicky's story resonated well due to its relatability** as many of the challenges she faces in the story are similar to those experienced by the participants.

The facilitator made it easy to understand, because he explained in my home language.

Female Beneficiary;
Eastern Cape; 36 - 49 years



Vicky's story taught me a lot – I also need to know what my needs and wants are so I can save.

Female Beneficiary;
Northern Cape; 18 - 25 years

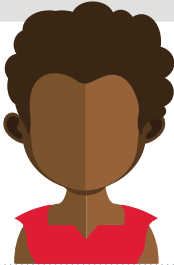


² It must be noted that during certain FGDs, which were conducted immediately after the sessions, some participants indicated that they would have preferred longer workshops.

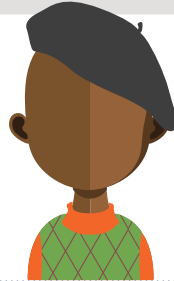
LESSONS LEARNT

- 1 There was **attrition between the first and second workshop**. Unfortunately, this means that there were some participants who could not benefit from having the concepts taught in the first workshop reinforced in the second.
- 2 There were **difficulties securing appropriate venues timeously** and ensuring these were always conducive for the delivery of financial education workshops.
- 3 There was a **small misunderstanding among the participants about what the programme was about**. Some expected to get a raise and others thought that they were being taught about business funding. Nevertheless, the participants appreciated the financial education programme and the knowledge that they gained from it. It is important to note that some of the participants did not understand the term 'financial education'. This exacerbated participants' misaligned expectations regarding the content.

I thought the workshops were about the business funding we were advised to apply for.



I expected a discussion about salary increment, I thought we were going to get a raise.



I thought it was classes where we would be taught how to calculate money.



GOING FORWARD

PROGRAMME LOGISTICS

- The findings indicate that there were some **workshops scheduled at inconvenient times** for the participants which influenced attendance. As such, going forward, we recommend that the workshop timing is informed by the availability and needs of the participants.
- It was noted that in some cases attrition was linked to participants having completed their work contract with DPW before Workshop 2 – this was exacerbated by implementation delays. As such, in future, it is **recommended that the timing of Workshop 1 and Workshop 2 is planned with a 'buffer'** to ensure that the same participants can attend both during their contracted period.
- **Regular meetings between all stakeholders was articulated as an important requirement for successful programme implementation.** This was reported to work well between the FSCA and the DPW however, due to budget limitations the service provider could not attend all the meetings. As such, it is suggested that this is specified clearly in both the TOR and MOU as well as being accommodated for in the budget. Face-to-face meetings with all stakeholders are particularly important for government-partnered projects.

MESSAGING

- More communication prior to the workshops is needed to ensure that the participants are well informed about what content will be included which will contribute to ensuring their expectations are aligned with the purpose of the workshops. While posters in the area would contribute to this, as the participants are EPWP employees, **targeted SMS messaging** could also support this, ensuring that the information is received by the participants.
- The recent name change suggests that there is a need for repeat messaging with FSCA-run workshop participants to understand that the **FSB is now the FSCA**. This will help with continuity and ongoing engagement with the various platforms offered.

CONTENT AND CLARITY IN THE WORKSHOPS

- The **reliability of Vicky's story** helped the participants understand more complex concepts. It is recommended that this component is expanded upon providing additional opportunities for participants to engage with the content.
- The participants were generally very mixed age-wise. From the stakeholder feedback, this was very helpful in ensuring that everyone understood the concepts. In some cases, the **younger participants helped to explain the more complicated concepts to older participants**. For this reason, it is recommended that future workshops continue to reflect a similar mix in ages.
- While there was positive feedback about the budget components of the workshop, some stakeholders indicated that it would have been valuable to provide **more information on funeral cover costs, provident and pension funds**. As this was the first time pension fund information was included in the programme. The positive feedback from participants reflects they found it valuable. Reviewing this information to ensure there is sufficient detail for future iterations would be helpful.
- There is capacity to increase the workshops to **cover more information on consumer rights** e.g. that consumers have the right to ask for a contract in their language of choice, what they should look out for in contracts, how to engage with the FSCA to support them.

ONGOING SUPPORT

- Booklet 1 was provided in multiple languages during Phase 1 and predominantly in English during Phase 2. The findings suggest participants share what they have learnt with their friends, family and community members. Providing participants with resources **in multiple languages could contribute to increased information** sharing beyond the workshop participants.
- Effort can be made to **ensure that participants seeking support via the toll-free number reach a consultant** who can support them. If there is an issue with the line, an alternative number should be provided **to ensure that it is relevant to their needs**. This would also allow for the incorporation of financial trends that the participants may be exposed to and need information on.



Prepared By