



FSCA Financial Literacy Facilitator Course

Facilitator's Report

(Consolidated to Incorporate Pilot Sessions 1 and 2)

Date: 28 February 2021



1. Background

The FSCA's mandate is to enhance the efficiency and integrity of financial markets; promote fair customer treatment by financial institutions; provide financial education and promote financial literacy; and assist in maintaining financial stability. To fulfil this mandate, the Consumer Education Department (CED) of the Financial Sector Conduct Authority (FSCA) offers financial education programmes to consumers. The programmes are aimed at improving consumer understanding of financial products and concepts by means of information, instruction and awareness to develop the skills and confidence of consumers to use financial products and services.

Prior to the development of the accredited FSCA Financial Literacy Facilitator Course, the CED conducted a two-day train-the-trainer programme with potential trainers. Arising out of this, the need for an accredited version of the training programme was identified which would carry the flexibility to be adapted and offered by multiple accredited training providers across South Africa. The training companies would be allowed to co-brand the training material and certificate of competence together with the FSCA's logo. The training programme would include the full suite of material including:

- Facilitator guide
- Learner guide
- Learner workbook
- Presentation pack

The FSCA envisages to establish a database of trained trainers across all nine provinces who can assist in running projects nationally that fall under the mandate of the CED, and also provide consumer education facilitation to organisations who can access their skills through an envisaged database of Financial Education Facilitators. While achieving the objective of the CED, this programme also supports the achievement of the National Development Plan (NDP) goals of the country in that it increases the employability of the delegates that will be participating in this skills development programme. An intake of 32 learners is expected to participate on the training programme before the end of 2021 (COVID pandemic dependent), however prior to rolling out to these individuals, the FSCA has opted to run two (2) pilot sessions with the FSCA staff, stakeholders and observers some of whom specialise in facilitation or facilitator training. This report serves as the facilitators feedback on both pilot sessions conducted.

2. Course Detail and Content

The FSCA Financial Literacy Facilitator Course is delivered over five days, followed by a period of time (minimum of 2 weeks, however extensions can be granted at the discretion of the service provider) granted to learners for preparing and submitting their Portfolio of Evidence (PoE), which serves as evidence of having completed all classroom and practice related activities required for completion of the course. Upon successful completion, learners will have met the objectives of the course, which are listed below.

1. Understand the basic content and practiced facilitating the FSCA MyMoney Learning Series content;
2. Conducted basic training as a facilitator in line with unit standard 117871 "Facilitate learning using a variety of given methodologies";
3. Completed formative and summative assessments on facilitating the material; and
4. Prepared a Portfolio of Evidence (PoE) which will be submitted to the Education Training and Development Practices Sector Education and Training Authority (ETDP SETA) to earn the aforementioned unit standard.

The training provider is to then upload learners on the ETDP SETA learner database and manage the submission of portfolios and learner results.

The course was envisaged to take place in a face-to-face classroom environment with the five days divided into two parts as follows:

Day 1 and day 2:

- A focus on covering the unit standard on facilitation skills
- An introduction to the FSCA MyMoney Learning Series (Financial Education Content)

Day 3 to day 5:

- Learner facilitation sessions on the FSCA MyMoney Learning Series
- Completion of the formative assessments

The official title of the course is the "FSCA Financial Literacy Facilitator Course" which covers the unit standard 117871 "Facilitate learning using a variety of given methodologies" which carries 10 credits at NQF (National Qualifications Framework) level 5.

COVID-19 resulting in an online pilot

Due to the COVID-19 pandemic and for the safety of all attendees it was agreed by all parties to pilot the accredited facilitation training portion of the course online (Microsoft Teams digital platform). Given the challenges of conducting online training for a full-day, Resonance advised the FSCA to conduct the two pilots over four half-days for each pilot. This solution was practical as the delegates in formal attendance (excluding stakeholders and observers) of the pilot were familiar with the FSCA's MyMoney Learning Series.

3. Facilitation Team

The facilitation team comprises of expert facilitators that bring a wealth of knowledge to ensure that projects are delivered successfully. For this project, two of our foremost facilitation and content development human resources have been allocated. Each of the facilitators are well versed in our Action Learning facilitation methodology and delivered a practical and effective training experience for the various sessions.

Our facilitators also have a depth of experience in Management Consulting and are able to provide pragmatic insight for a range of organisational dynamics across multiple industries.

The content development and facilitation team included the following individuals:

- Khalil Hendricks – B. Business Science (Information Systems and IS), University of Cape Town
- Yasser Ditta – B. Commerce (Marketing and Communications Management), University of Pretoria

We have a pool of registered assessors and moderators to ensure portfolios are appropriately marked and quality assured. They include:

- Yasser Ditta
- Henry Maigurira
- Delphine Ferreira

4. Scheduling, Venue and Logistics

The training dates for the pilots were as follows:

Pilot 1: 26 November, 27 November, 01 December and 04 December 2020.

Pilot 2: 10 December, 11 December, 14 December and 15 December 2020.

The start time for each day was 8:20am and the end-time was 12:30pm.

The training was delivered on Microsoft Teams and learners had the option to participate from home or from their workplace, whichever was data convenient. Any convenient and stable digital platform can be utilised for delivery. Learners were required to have a stable internet connection, a functional microphone

and camera and to be in a relatively quiet area. Learners were also requested to leave their cameras on for the duration of the training.

5. Approach to Facilitation / Learning

At Resonance Institute of Learning, we base the development and delivery of our training programmes on the Action Learning Methodology. The methodology is based on the concept of "learning while doing" and has been applied successfully throughout all our training interventions. (Source: Africa International Advisors, adapted from World Institute for Action Learning)

In conjunction with our Action Learning concepts, we apply Adult Learning principles. This incorporates a theory of collaborative learning as opposed to that of didactic learning (learning by doing as opposed to learning by instruction). Facilitation is essentially a conversation, and learning is organic and emanates from all participants as well as the facilitator. Adults retain knowledge from approaches of problem-based learning as a basis in order to instil learnings relative to their workplace. This is true due to a number of factors playing a role in the performance of adults both on a learning curve as well as retention basis as outlined in the figure below. (Source: Africa International Advisors, adapted from Learning Theories – Malcolm Knowles' Five Principals of Andragogy)



Figure 1: Adult Learning Factors

Based on these six factors, it is seen that the Action Learning based methodology is highly relevant to Adult Learning concepts and by engaging with each of the six aforementioned aspects, the programme developers were able to engage with delegates on a more intimate basis, thus ensuring retention.

In our years of programme development, Adult Learning concepts have been the major driver of our programme development, setting clear and concise goals for the delegates, and delivering them in a manner that speaks to their life experiences in a practical manner. It is for this reason that we are able to boast the highest level of quality on our many successful training driven projects.

In line with these concepts, we develop our programmes which supports each concept directly. We utilise tutorials and real-life scenarios to acclimatise the delegates with the components being covered, followed by exercises and discussions which allow them to actively engage in the learning. This allows delegates to develop a deeper understanding of the course material whilst engaging with facilitators as they overcome hurdles. This engagement increases their awareness of how the course work is applicable within their workplace as they generate queries directly related to what they do in their workplaces and fields of experience. These exercises also form part of the formative component of the course and make for an ideal opportunity to discuss and revise concepts that have been covered previously.

Accompanying the course work, we have developed a comprehensive set of user manuals that provide a clear guide for learners to embark on the revision of concepts covered during the course and help to anchor learnings.

6. Attendance and Participation

Attendance for the two pilots were as follows:

	Group 1 – 26-27 November 2020, 1 & 4 December 2020	Group 2 – 10-11 December 2020, 14-15 December 2020
Total number and attendee status	A total of 8 attendees who were all FSCA staff from the CED department.	A total of 12 attendees broken down as follows: <ul style="list-style-type: none"> • 5 Attendees from the FSCA • 2 Internal observers from the FSCA • 3 External observers (1x from the Association for Savings and Investment South Africa [ASISA]; 1x from the South African Insurance Association [SAIA]; and 1 from University of South Africa [UNISA]) • 2 External stakeholder attendees (1x from SAIA and 1x from the Banking Association of South Africa [BASA]) • 1 Attendee from the FSCA attended the first session as a learner and the second as an observer (not included as part of the total of 13)
Details of attendees	<p>FSCA Staff</p> <ul style="list-style-type: none"> • Alicia Moses • Thuso Ngwagwe • Themba Mahlangu • Grace Phoshoko • Colin Stevens • Tendani Mphigalale • Portia Fakude • Xihlamariso Mkhawana 	<p>FSCA Staff</p> <ul style="list-style-type: none"> • Lyndwill Clarke • Caretha Laubscher • Karabo Makua • Ephraim Kgosana • Khayalakhe Ndlovu <p>External Stakeholders</p> <ul style="list-style-type: none"> • Sibongile Khulu (BASA) • Zanele Gigaba (SAIA) <p>Internal Observers</p> <ul style="list-style-type: none"> • Stefanie Rossouw (FSCA: Manager, Supervisory Framework) • Sibusiso Mondlana (FSCA: Specialist, Communication and Language Services) <p>External Observers</p> <ul style="list-style-type: none"> • Prof. Bernadene de Clercq (UNISA) • Zain Khan (ASISA) • Lebohang Tsotetsi (SAIA) <p>Repeat Attendee</p> <ul style="list-style-type: none"> • Alicia Moses (repeat attendee/observer, not included as part of the 12)

7. Assessments

As this is an accredited course the assessment structure follows the requirements as set out by the unit standard (SAQA ID: US 117871). In addition, a content knowledge assignment was provided to assess learners' financial literacy knowledge and facilitate engagement with the FSCA MyMoney Learning Series.

The assessments were all packaged into a single learner workbook for ease of use. This learner workbook contains the following assignments which together make up the portfolio of evidence that is to be assessed for accreditation:

1. Formative Assessment section
 - a. To be completed during the course.
2. Learner Facilitation section
 - a. To be used for the learner "practise facilitation" sessions during the course.
3. Summative Assessment
 - a. To be completed during and after the course.
4. Practical Assignment
 - a. To be completed after the course. This includes the submission of a video recording of the learner facilitating a training session.
5. FSCA MyMoney Learning Series content assignment - which is to be completed during and after the course.

The final date of submission for the portfolio of evidence is typically two to three weeks after the final course day. As the pilot took place at the end of the calendar year, learners were provided a month to submit their PoE's which consisted of the Learner Workbook and a video recording of their presentation (Practical Facilitator session).

8. Learner feedback

Learners were asked to complete a Course Evaluation Form on completion of the programme and rate the course from 1 – 5 with 1 being strongly disagree, and 5 being strongly agree. The results were captured, and the data recorded in the following graphs.

Pilot group 1 consisted of 8 learners and pilot group 2 consisted of 12 learners (and 1 repeat observer from the first session). It should be noted that the number of learners in pilot group 2 are broken down between actual learners and observers (breakdown referenced in section 6 above). The feedback form was broken down into 5 sections consisting of a total of 19 questions. The sections include content, facilitators, self-reflection, logistics and additional feedback.

The course logistics (questions 12, 13 and 14) feedback has been omitted as this deals largely with an in-class feedback on logistics, venue and catering. Learners omitted responses or were possibly confused on how to answer as the questions were not specific to online training. Note that the questions on logistics were deliberately included during the first pilot to demonstrate to attendees what the in-person Course Evaluation Form would contain. However, for future purposes, questions for online logistics would be incorporated into the Course Evaluation Forms.

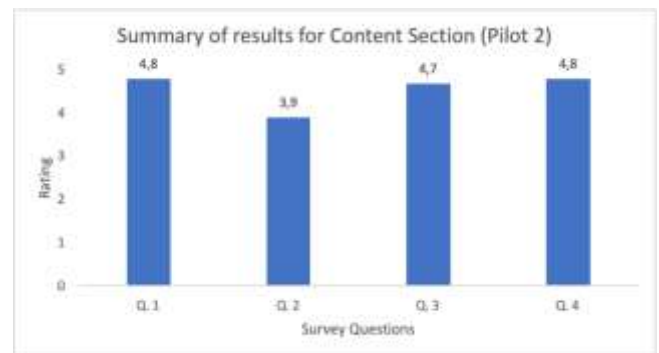
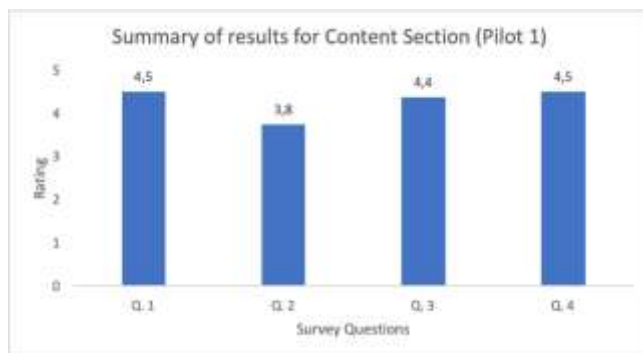
8.1. Content

The questions were as follows:

- Q. 1. The programme was well structured.
- Q. 2. There was enough time to effectively cover all the topics.
- Q. 3. I find the material useful as a resource for me to use going forward.
- Q. 4. I benefited from the session.

The key for the graph was as follows:

- 5 – I strongly agree
- 4 – I agree
- 3 – I am not sure
- 2 – I disagree
- 1 – I strongly disagree



The learners all agreed that the programme and the associated material was well structured and an overall benefit to them. Although the majority of learners did not specifically raise a comment on timing, some learners felt that they would have liked more time spent on certain sections of the course. The topics identified included:

- FSCA MyMoney Learning Series Content (x2 frequency of comment)
- Principles for financial consumer education initiatives
- Adapting learner material to match learning outcomes, target audience and training needs
- Assessment of prior knowledge
- Planning for facilitation (x2 frequency of comment)
- Planning the measure of success and evaluation of learning and facilitation (x2 frequency of comment)

Given that the frequency of similar comments amongst the learners is low, it would be recommended that future training sessions compare feedback on these points to establish a trend which can then be used to justify an adjustment in time allocation per section.

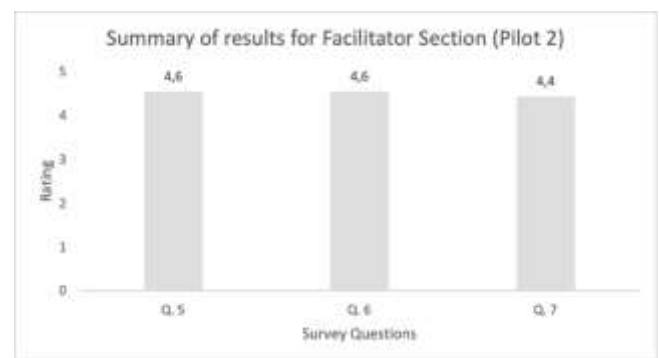
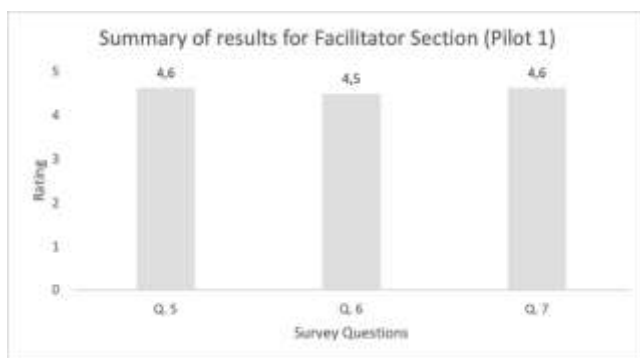
8.2. Facilitators

The questions were as follows:

- Q. 5. The facilitators are knowledgeable about the sector and experienced.
- Q. 6. The facilitation style made it easy for me to participate during discussions.
- Q. 7. I benefited from the facilitators' knowledge and expertise.

The key for the graph was as follows:

- 5 – I strongly agree
- 4 – I agree
- 3 – I am not sure
- 2 – I disagree
- 1 – I strongly disagree



The feedback around the facilitator was very positive. Learners were in agreement that the facilitator was knowledgeable on the subject matter and that the material was presented in a manner which was easy for them to understand. The learners agreed that they have all benefited from the experience and delivery of the facilitator.

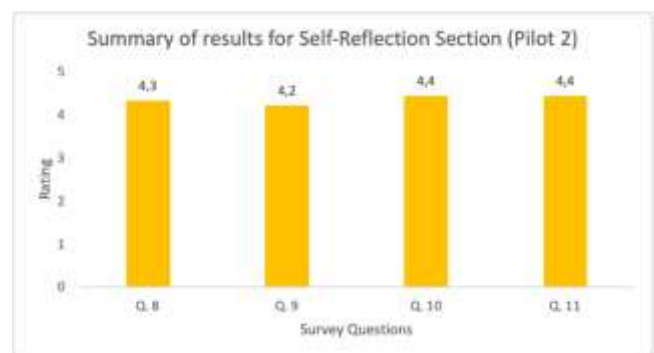
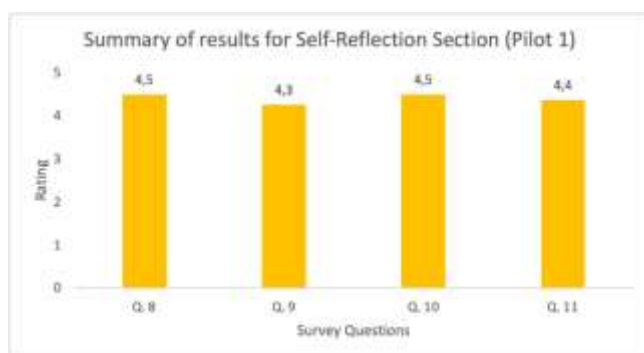
8.3. Self-reflection

The questions were as follows:

- Q. 8. The programme met my expectations.
- Q. 9. I feel that I have achieved the learning outcomes as set out by the course.
- Q. 10. The learning outcomes will assist me to make improvements in my personal and/or professional life.
- Q. 11. I benefited from the peer learning and sharing of experiences in this session.

The key for the graph was as follows:

- 5 – I strongly agree
- 4 – I agree
- 3 – I am not sure
- 2 – I disagree
- 1 – I strongly disagree



The feedback received from learners around self-reflection was excellent. The learners all felt that they had achieved what they had set out to learn and that the course will assist them in their work and personal lives. The learners agreed that their expectations around the programme were fully met. During the opening session of the course, the learners were asked about their expectations for the course.

8.4. Overall learner sentiments

The overall learner feedback to the course was overwhelmingly positive. This is promising especially given that most of the attendees had significant facilitation and financial education experience. It is also noted that the intended final audience will largely be new facilitators and the approach and discussions will be of a more foundational nature.

The questions (and statements requesting comment) were as follows:

- Q. 15. What aspect/learning of the course did you derive the most benefit from?
- Q. 16. It is my view that the following topics need to be added to or removed from the training course
- Q. 17. I feel that the following topics deserve more attention
- Q. 18. This is my general feedback on the course
- Q. 19. Logistics management feedback (venue, catering, registration process, etc)

The questions in this section were deliberately designed to be open-ended and qualitative in nature. Therefore, no specific graphs can be drawn up to provide an overall performance evaluation as is the case with the sections above. However, an extract representing the overall sentiments from the learners has been provided below. (note: for detailed feedback, copies of the feedback forms are attached as annexures to this report)

Overall positive feedback:

"Digital delivery was done rather professionally even though it is not ideal for this type of course."

"The Course was great, wish we had it practically face-to-face."

"It was insightful, I learnt a lot about facilitation. I used to be an authoritative presenter sharing all the information without considering the audience."

"The course was very informative especially because I am new to facilitation."

"I enjoyed the course and the facilitation aspect and engagement with the content. It was beneficial for me as a consumer education specialist, despite not being in the facilitation space."

"Loved the conversational/discussion approach."

"Overall, the programme has been presented in a very structured format that allows for participants to follow but also allows for personalisation. The visual display of the material is easy to understand and supports the written content. The learning sessions also seems well paced, that will ensure participants are able to follow throughout."

Feedback to improve the course

"More ideas on the transtheoretical model of behaviour could be considered."

"Assessment of prior learning required more attention."

"Satisfied with the facilitator model and I feel that the content is a bit heavy for someone who has never done any facilitation work before and would require at least NQF level 5 individual to run it. Further, the content is simplified however the facilitator would require strong comprehension skills and the ability to transfer this information into the African languages whilst doing justice to the course outcome."

"A module on Virtual facilitation should be added."

Feedback on issues related to selection and roll-out

"Selection criteria must be very specific for you to select the right learners for this training, it's not anyone that can be a good facilitator."

"The success of the project depends on the mentoring and evaluation that is done after the facilitators are trained."

"Content on financial risk management and methods of transferring those risks, should be incorporated in the FSCA MyMoney Learning Series topic."

"Although the target audience is focused on the youth that have completed schooling, given that the programme is currently only in English, this might be a barrier to comprehension of the content."

"It will be important to determine the entry-level knowledge and experience of the future participants. This could be established through a pre- and post-test analysis."

Edits to material

Edits to the material relating to layout, typographical and language errors were submitted by learners. These are in the process of being incorporated into the supporting training material.

9. Facilitator feedback

Overall, the course experience was positive, and it appeared that learners derived the intended benefit. While an in-person class would have been preferable, the online alternative managed to achieve the planned outcomes.

The course modules and content were well received, the actual sessions were interactive, and learners were well-engaged during the duration of the course.

The interaction from the different role-players in the financial industry was exciting and brought richness to the discussion. It also served as evidence for the broader need for a course of this nature as well as the opportunities for deeper sector engagement.

The specific feedback from learners are noted and will form part of the next round of updates to the material. The roll-out of the course will require experienced facilitators to adapt the approach to the target audience where required and constructively engage learners.

A number of ideas, concerns and questions were raised regarding the roll-out of the course, however this falls outside the scope of this document and will be managed by the FSCA.

10. Conclusion

The first two pilots of the training were completed successfully as is evident from the feedback ratings and comments received from the learners. Many of the learners expressed their gratitude and happiness with the course beyond just the feedback forms that were received. This initiative that the FSCA has commenced has been extremely well received and it is expected that the financial services and education industry will derive benefit from the course developed.

Some of the considerations for the future are largely around:

- The roll-out plan
- Selection criteria for new learners
- Pre and post knowledge evaluations
- Post-training mentoring of new facilitators
- Ongoing monitoring and evaluation of facilitators
- Approach to allowing the industry to utilise the material

As the service provider for this training, we are firmly committed to the development of our country's public service and we hereby express our gratitude to the FSCA for allowing us this opportunity to fulfil our passion.

We are eagerly looking forward to the next block of training.



Khalil Hendricks
Senior Facilitator
Resonance Institute of Learning
11 February 2021

Supporting Documents:

Annexure A – Feedback forms for Pilot group 1 and additional comments
(See accompanying **Annexure A - Pilot 1 Feedback.zip** file)

Annexure B – Feedback forms for Pilot group 2 and additional comments
(See accompanying **Annexure B - Pilot 2 Feedback.zip** file)