



Financial Literacy for the Youth Not in Education, Employment or Training (NEET) -Monitoring & Evaluation- Report



21 January 2026

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Executive Summary

The Financial Sector Conduct Authority (FSCA) conducted financial literacy workshops in Gauteng and the Western Cape during August 2025. Targeting Youth Not in Education, Employment or Training (NEET), the initiative aimed to strengthen financial resilience, promote entrepreneurship, and empower participants with practical money management skills. Monitoring and Evaluation (M&E) was conducted by African Response through surveys, interviews, and facilitator feedback. Digital engagement data was also used. This monitoring and evaluation was guided by FSCA's Theory of Change and the OECD-DAC criteria: relevance, effectiveness, efficiency, coherence, impact, and sustainability.

Participation & Reach

The programme set out to reach 360 youth but ultimately engaged 256 participants, achieving 71% of its target. Of these, 143 completed pre-workshop surveys (56%) and 117 completed post-workshop surveys (46%), providing a solid evidence base for assessing outcomes.

Knowledge & Behavioural Shifts

The workshops produced measurable improvements in financial literacy and confidence.

Awareness of funding opportunities rose sharply, with recognition of where to apply for business support increasing from 30% to 88%. Confidence in managing money also improved, with those reporting themselves as "very confident" rising from 39% to 69%. Understanding of credit scores strengthened, as recognition of late payments as harmful grew from 73% to 89%.

Business planning knowledge improved modestly, with recognition of vision and mission statements as key components rising from 36% to 50%. While participants maintained strong understanding of savings and investment goals, some misconceptions persisted around earning interest on savings.

Debt attitudes remained largely unchanged, with most participants either avoiding debt completely (52% pre, 50% post) or using it only when necessary (45% pre, 48% post).

Encouragingly, 95% of participants intended to apply workshop learning in their daily lives, with creating a budget and developing a business plan emerging as top priorities for future action.

Digital Engagement & Bazingabiz App

Digital engagement through the Bazingabiz App showed modest uptake, with only 6% of respondents planning to register within three months. Challenges such as limited Wi-Fi and device access at the venues hindered seamless integration, though stronger onboarding and facilitator-led demonstrations were identified as opportunities to enhance adoption.

Social Media Channels

Social media platforms, particularly LinkedIn and Facebook, proved effective in extending reach beyond physical workshops, engaging youth who could not attend in person. These platforms also offered a low-cost mechanism for sustaining engagement, reinforcing workshop messages, promoting Bazingabiz, and maintaining ongoing dialogue with participants.

Findings by OECD-DAC Dimensions

When assessed against OECD-DAC dimensions, the programme demonstrated strong relevance by addressing the real needs of Youth NEET, focusing on budgeting, entrepreneurship, and responsible financial behaviour.

Effectiveness was evident in measurable improvements in confidence, knowledge, and awareness of funding sources, alongside strong behavioural intentions.

Efficiency was achieved within limited timeframes, though attendance shortfalls and technology challenges constrained outcomes.

Coherence was reinforced through alignment with FSCA's MyMoney Learning Series, partner inputs from NEF and CIPC, and integration of digital tools such as the Bazingabiz App, supported by embedded monitoring and evaluation processes.

Early signals of impact included improved confidence, budgeting behaviour, and entrepreneurial awareness, with potential ripple effects through peer knowledge-sharing.

Sustainability prospects were positive, with habits suggesting lasting change and digital tools offering scalable mechanisms, though stronger integration and longitudinal tracking will be required.

Main Recommendations

1. **Upscaling & Outreach**
 - Expand workshops to additional provinces and strengthen recruitment.
 - Use social media more strategically to drive attendance and sustain engagement.
2. **Content Refinement**
 - Deepen focus on market analysis, target markets, and business descriptions.
 - Address misconceptions about savings interest through practical demonstrations.
3. **Digital Integration**
 - Strengthen Bazingabiz App adoption via live demonstrations, facilitator-led onboarding, and improved Wi-Fi/device access.
 - Use app analytics and social media metrics as proxies for sustained engagement.
4. **Monitoring & Sustainability**
 - Introduce longitudinal tracking to measure behavioural change over time.
 - Encourage partner organizations to integrate FSCA materials into ongoing youth programmes.
 - Maintain workshop visibility and reinforcement through social media campaigns.

5. Operational Improvements

- Allocate more time per workshop or modularize sessions for deeper learning.
- Ensure any technical issues are minimised so that workshops and content delivery can be effective.

In conclusion, the FSCA Youth NEET workshops were relevant, effective, and coherent, producing measurable short-term gains in financial literacy and confidence. Efficiency was partially constrained by attendance (71% of target) and technology challenges, while impact signals are promising but require longer-term tracking. Sustainability will depend on embedding digital tools like Bazingabiz, leveraging social media channels, and expanding partnerships to maintain momentum.

1. Introduction and Background

The Financial Sector Conduct Authority (FSCA) is mandated to protect financial customers by promoting their fair treatment by financial institutions, enhance and support the efficiency and integrity of financial markets, provide financial education, and promote financial literacy, and assist in maintaining financial stability.

In 2023, the FSCA collaborated with the Western Cape Department of Social Development to deliver targeted financial education aimed at empowering the Youth Not in Education, Employment or Training (NEET). Recognising the vulnerability of this demographic to financial exclusion and predatory financial practices, the project provided accessible, practical financial literacy training to improve money management skills, support informed financial decision-making, and strengthen long-term financial resilience. In 2024, the FSCA conducted an accredited training course for selected members of various youth clubs in the Western Cape where 27 Youth Not in Education, Employment or Training (NEET) were trained in the FSCA's MyMoney Learning Series material.

In recognition of the vulnerability of this demographic to financial exclusion and predatory financial practices, the FSCA's Consumer Education Department (CED) piloted Financial Literacy Workshops, using the MyMoney Learning Series material. These workshops took place during August 2025 in Gauteng and the Western Cape.

The Financial Sector Conduct Authority (FSCA) has partnered with African Response to conduct Monitoring and Evaluation (M&E) of its financial literacy workshops tailored for the Youth NEET.

The M&E function was based on the online questionnaires (pre- and post-workshop) that were completed at the workshops and measured programme performance, behavioural outcomes, and systemic impact, ensuring that lessons inform future upscaling of financial education to this segment.

To enhance the M&E insights, one-on-one interviews were also conducted with 3 of the 4 facilitators as well as 4 paired interviews with participants (8 respondents) in November 2025.

This Monitoring and Evaluation report includes:

1. Analysing the outputs, outcomes and impact against the objectives, along with the successes, challenges and recommendations on the lessons learnt, future feasibility and further upscaling.
 - Reporting the facilitators' experience and feedback on the workshops.
 - Reporting the total number of participants reached and demographics.
 - Analysing the knowledge increase of participants based on the pre- and post-evaluation results; and
2. Reporting on the number of users on the FSCA's new entrepreneurship application, Bazingabiz, following the workshops.

2. Aims and Objectives of the project

2.1 The aims of the project were:

- to promote financial literacy amongst the youth;
- to build financial resilience by empowering youth with financial tools to make informed decisions;
- to engender meaningful transformation in the financial sector by developing the skills needed in the industry at youth level; and
- to encourage entrepreneurship as a viable alternative to seeking jobs

2.2 The objectives of the project were:

- to reach 360 Youth NEET through 12 substantive in-person financial literacy workshops;
- to increase financial knowledge scores of participants by at least 10% as measured by standardised pre- and post- assessment tools;
- to register at least 50% of participants on the FSCA's Bazingabiz App.

2.3 The purpose of this evaluation was:

- to assess the effectiveness, relevance, and efficiency of FSCA's financial literacy interventions for the Youth NEET;
- to measure knowledge improvement and behavioural change through pre- and post-workshop assessments and interviews with participants and facilitators after the workshops;
- to identify barriers, enablers, and lessons that can inform replication or upscaling of these interventions;
- assess the particular elements of the interventions that relate to starting and running a business;
- to provide FSCA with evidence-based recommendations for improving programme design, delivery, and sustainability in future consumer education initiatives;

3. Project Scope and Implementation Plan

3.1 Target audience

The direct and primary target audience was 360 NEET Youth in Gauteng and the Western Cape. The targeted beneficiaries were sourced from the designated groups as defined in the Amended Financial Services Sector Code, gazette on 1 December 2017 as a “black designated group’ meaning (a) person(s) that at the date of acquiring this financial literacy program qualified as:

- Unemployed Black People not attending and not required by law to attend an educational institution and not awaiting admission to an educational institution.
- Black People who are youth as defined in the National Youth Commission Act of 1996.

3.2 Project Implementation

The project was implemented by the CED of the FSCA utilizing the services of 2 facilitators trained through the FSCA accredited NEET facilitator training in the Western Cape, and the Gauteng workshops were conducted by 2 FSCA representatives and 2 facilitators, trained by the FSCA.

- Number of workshops:
 - 6 workshops in the Western Cape and 6 workshops in Gauteng – a total of 12 workshops.
 - The target was for a total of 360 participants across all the workshops – approximately 30 per workshop.
 - Two workshops were conducted per day over 3 days.

The actual attendance numbers were as follows:

Table 1: **Number of participants per venue**

Venues	Total number of participants
Western Cape: Gugulethu	46
Western Cape: Chrysalis Academy	54
Western Cape: Crossroads	50
Gauteng: JCI Sammy Marks Square	50
Gauteng: FSCA Offices (over 2 days)	56
TOTAL number of participants	256

- The FSCA MyMoney content, focusing on Money management and business finance content, was used.
- The programme also included entrepreneurship input by the NEF (National Empowerment Fund) and the CIPC (Companies and Intellectual Properties Commission).
- The timing allocated to the workshops was 4-5 hours, which included lunch and tea breaks.

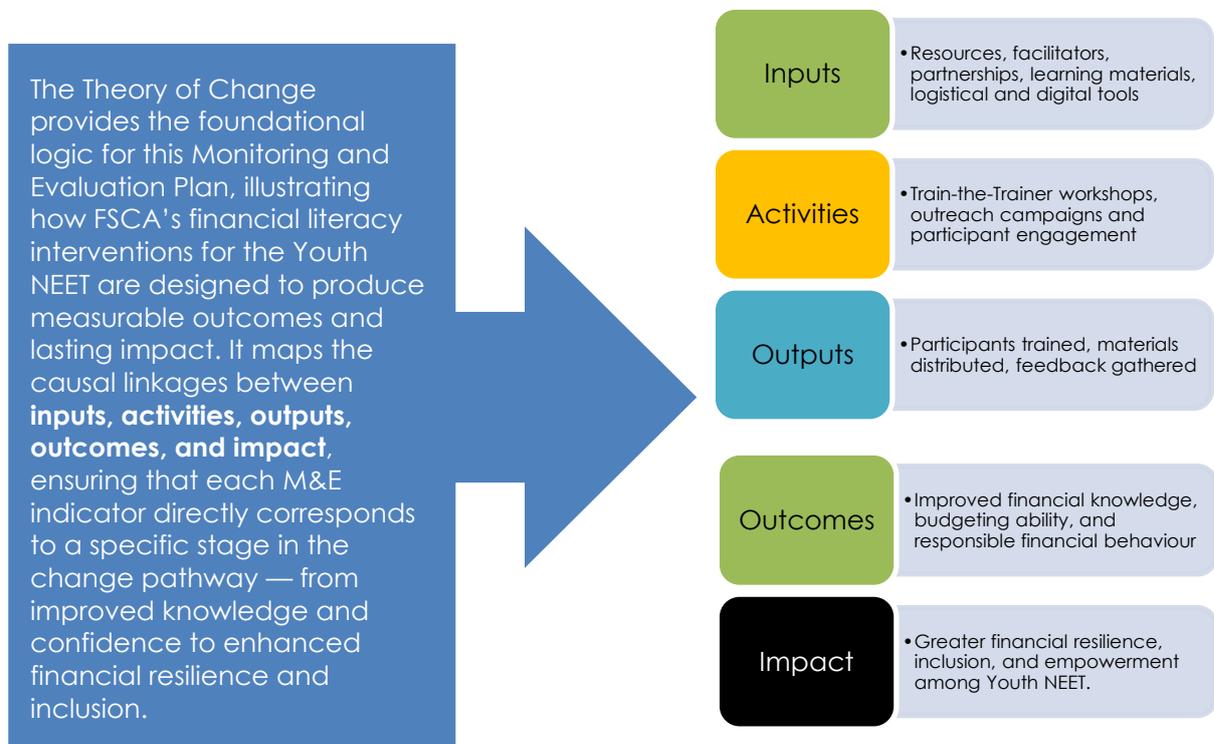
4. Evaluation Approach and Methodology

4.1 Overview

African Response analysed the pre- and post-workshop surveys (143 pre- and 117 post-workshop interviews – this means that 56% of participants completed the pre-survey and 46% of participants completed the post-survey), conducted in-depth interviews with facilitators of the workshops, and conducted paired discussions with participants. The evaluation aligns with FSCA's Theory of Change and the OECD-DAC criteria (Relevance, Effectiveness, Efficiency, Coherence, Impact, Sustainability).

4.2 Theory of Change Framework

Figure 1: Theory of Change Framework



4.3 Logical Framework Matrix (Logframe)

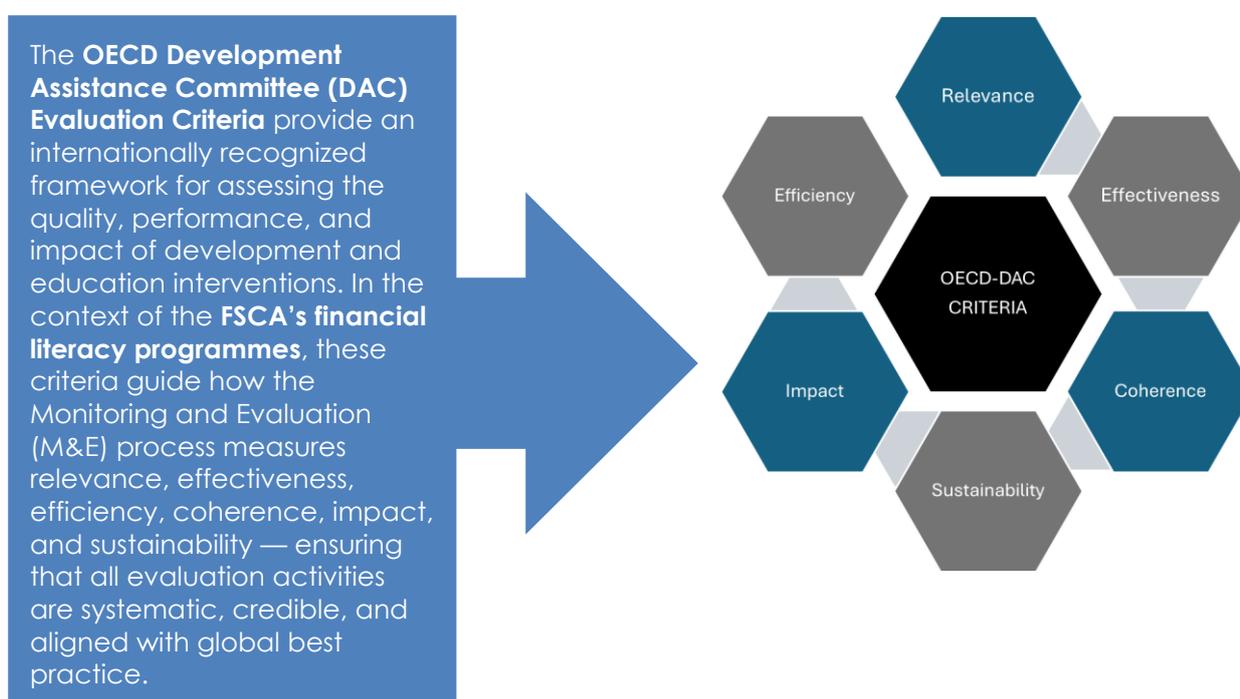
The Logical Framework translates the Theory of Change into measurable components, defining clear indicators and evidence sources for each level of the results chain.

Table 2: **Logical Framework Matrix**

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

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

Figure 2: **OECD-DAC Evaluation Criteria**



OECD-DAC Criteria in detail:

4.4.1 Relevance

Assesses the degree to which FSCA's financial education and consumer protection initiatives address the *actual needs, priorities, and challenges* of the Youth NEET.

Application: Ensuring that workshop content, materials, and delivery methods are accessible and contextually appropriate for the Youth NEET audiences, reflecting inclusivity and equity.

4.4.2 Effectiveness

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

Application: Comparing pre- and post-training assessments to quantify learning gains and behavioural shifts.

4.4.3 Efficiency

Efficiency in this evaluation refers to the extent to which the workshops optimised time management and technology use to deliver financial literacy content effectively to the Youth NEET. It assesses whether the programme was implemented in a way that maximised learning outcomes within the limited time available, while leveraging digital tools to enhance reach and engagement.

Application: Assessing whether the workshops demonstrated efficiency through disciplined time management and the use of technology to extend learning – structuring of session to cover core content within limited hours, coping with challenges with Wi-Fi and device access, which also influenced the effective introduction and use of the Bazingabiz App.

4.4.4 Coherence

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

Application: Evaluating the alignment between the FSCA's MyMoney Learning Series, entrepreneurship inputs from partners such as the NEF and CIPC, and the introduction of the Bazingabiz App as a digital extension of the workshops. The structured use of pre- and post-surveys, paired interviews, and facilitator feedback ensured that monitoring and evaluation activities were embedded into the programme design.

4.4.5 Impact

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

Application: Conducting follow-up and stakeholder consultations to track sustained changes in consumer confidence, decision-making, and financial resilience.

4.4.6 Sustainability

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

Application: Evaluating whether participants maintain improved financial habits.

NOTE:

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

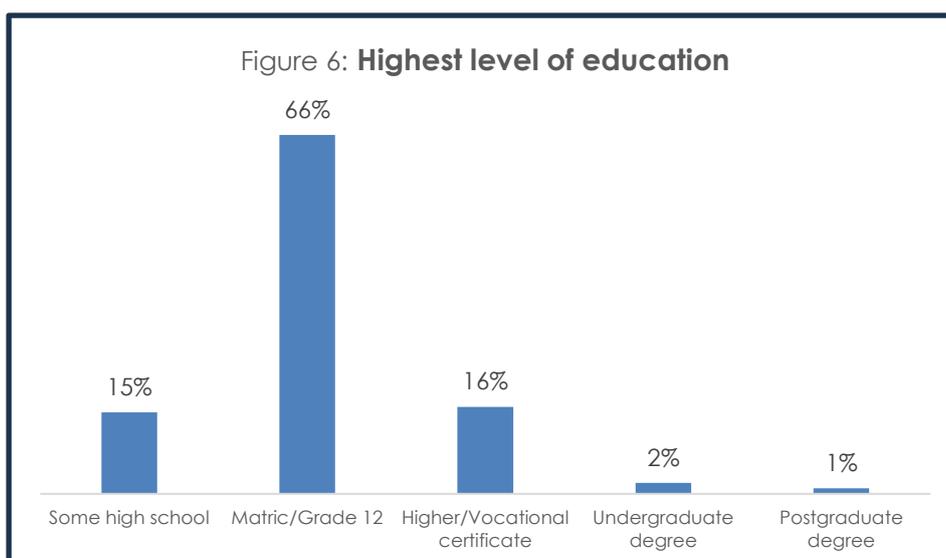
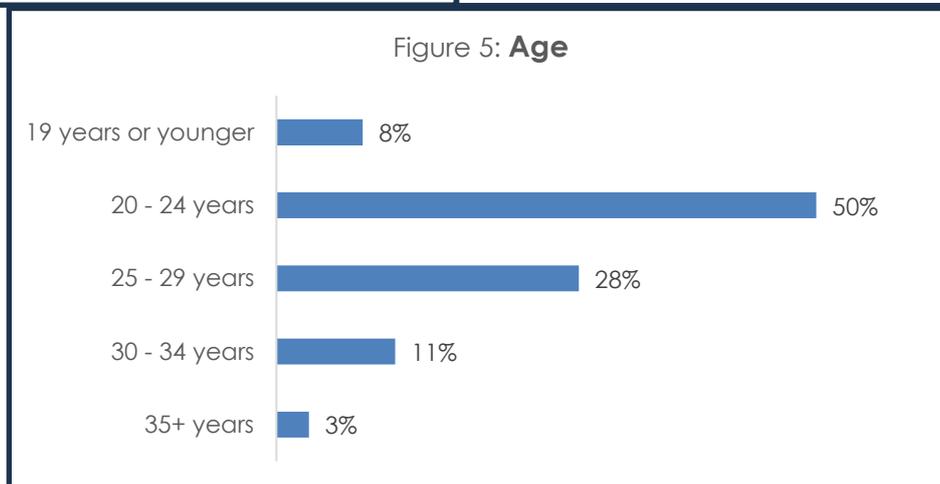
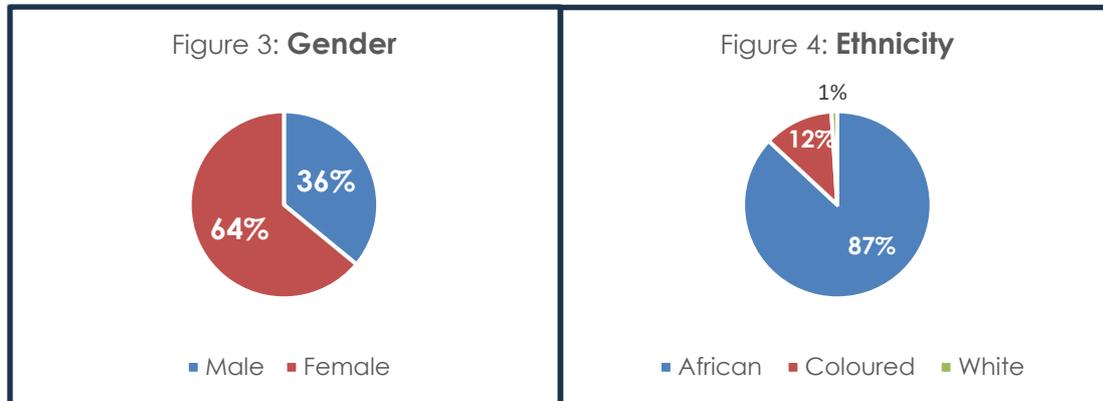
4.5 Sampling and Data Collection

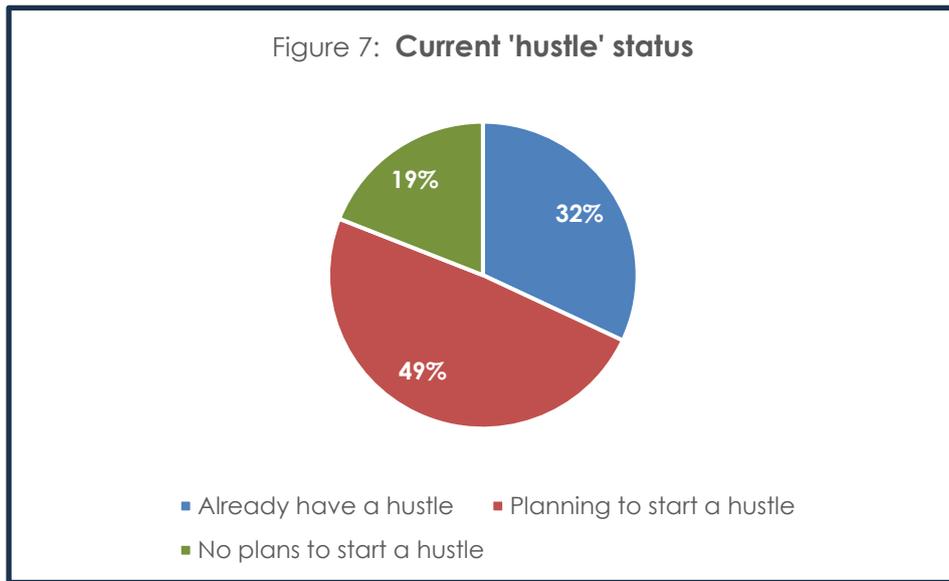
- **Sample Coverage:** 12 workshops were conducted during August 2025 in Gauteng and the Western Cape, with the aim of reaching 360 Youth NEET. 143 pre- and 117 post-workshop surveys were completed, which comprises the sample for this evaluation.
- **Sampling Design:** In addition to the 143 pre- and 117 post-workshop surveys, 4 paired interviews with participants as well as 3 in-depth interviews with facilitators were also conducted.
- **Quantitative Tools:** Results of the pre- and post-workshop surveys were analysed and form the quantitative part of this evaluation.
- **Qualitative Tools:** The paired and in-depth interviews conducted by trained moderators were subject to thematic analysis and form the qualitative part of this evaluation.

4.5.1 Sample Profile

- **55% of the sample was based in Gauteng, with 45% based in the Western Cape.**

(This profile is based on the pre-workshop evaluation)





4.6 Data Analysis

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

NOTE: The minimum percentage difference between the two samples (pre- and post-workshop) that would be considered to be statistically significant at a 95% confidence level is 12%. Significant differences are indicated with an arrow ↑

- **Qualitative:** Thematic coding to extract insights around learning experiences, barriers, and satisfaction.
- **Triangulation:** Integration of quantitative and qualitative findings for a holistic view of programme impact.

4.7 Limitations of the Study

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

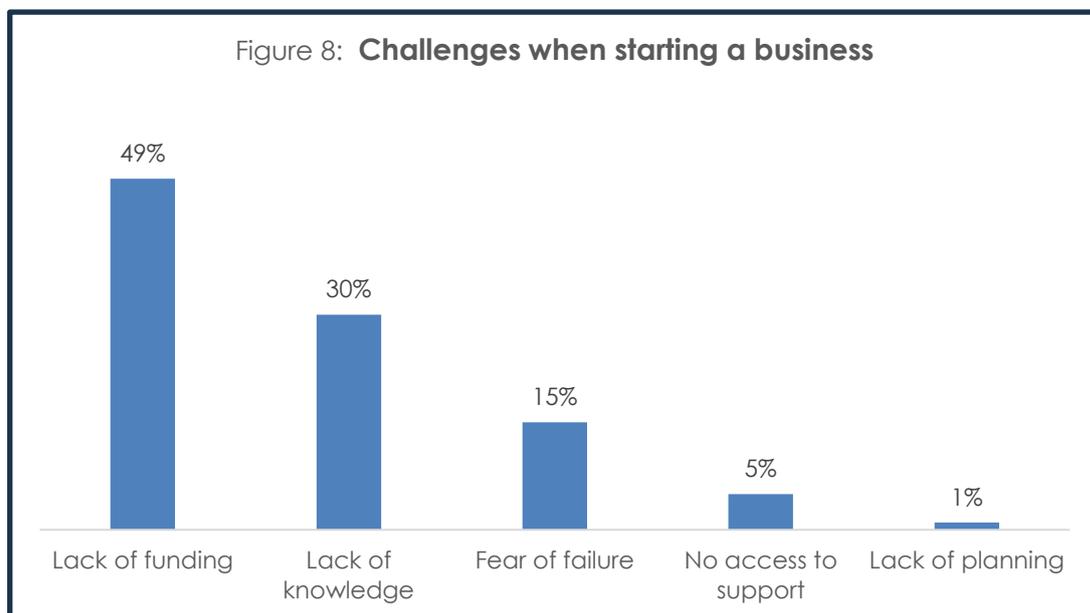
- The pre- and post-workshop surveys were already completed when African Response was commissioned to conduct the evaluation of the initiative. This meant that African Response was limited to analysing the already completed questionnaires without any input to questionnaire design.
- The questions in the pre- and post-surveys were limited to single response options, without allowing participants to give multiple answers which would have been beneficial in terms of analysis.
- The samples of 143 and 117 are adequate overall but make any analysis by demographics difficult due to small sample sizes.

- Contacting participants a few months after the workshop to evaluate their perceptions could have been problematic, although this did not appear to be a significant challenge and participants generally recalled their experiences well.

5. Results of pre- and post-workshop evaluations (with participants)

5.1 Main challenges faced when starting a business?

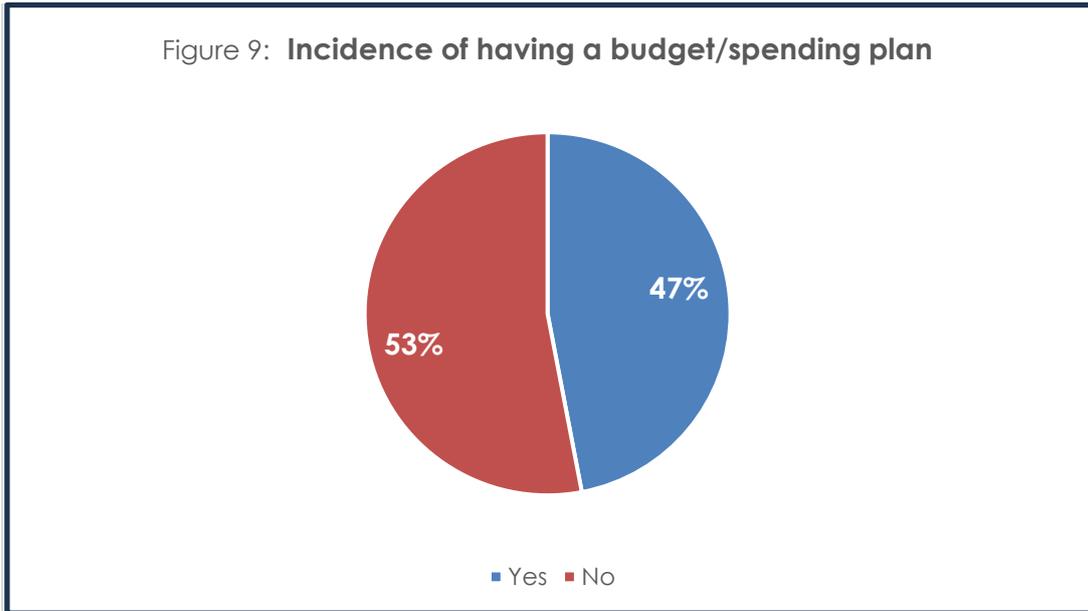
This question was asked of participants in the pre-workshop survey. Clearly funding is the main challenge, but lack of knowledge is also cited as an issue, and this is where the FSCA financial literacy programmes play a significant role.



5.2 Incidence of having a budget/spending plan to manage money

At the start of the workshop, participants were asked whether they had a budget or spending plan to manage their money. Fewer than half claimed that they did.

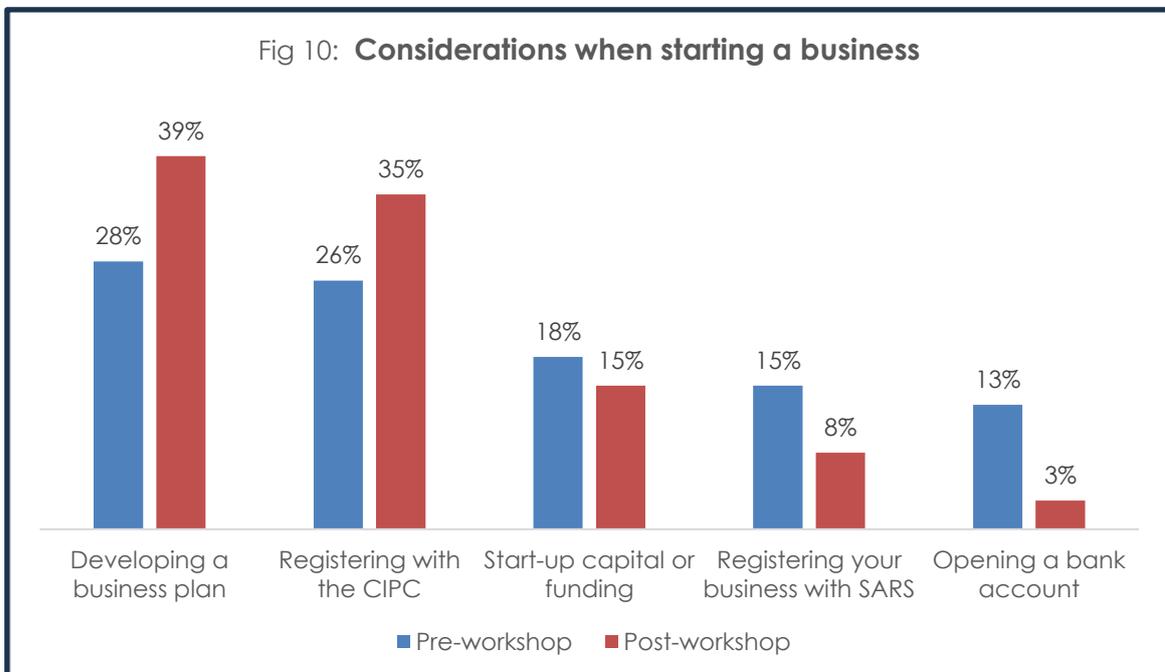
Figure 9: Incidence of having a budget/spending plan



5.3 Considerations when starting a business

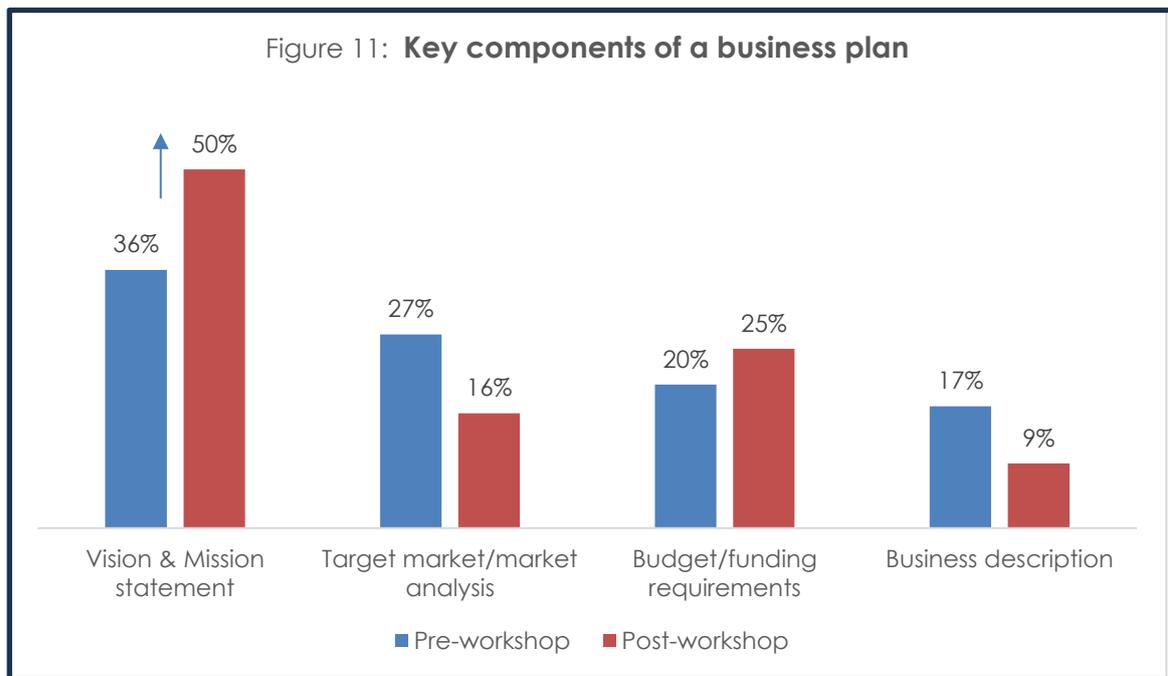
There were some positive shifts in participants' awareness of some essential business considerations after participating in the workshop. Two particular aspects stood out: the need to develop a business plan and registering the business with the CIPC (Companies and Intellectual Property Commission). These positive shifts were substantial, although just short of being statistically significant. It is interesting that negative shifts occurred for registering the business with SARS and opening a business bank account, but this would need to be considered and interpreted in the context of the focal points of the workshop.

Fig 10: Considerations when starting a business



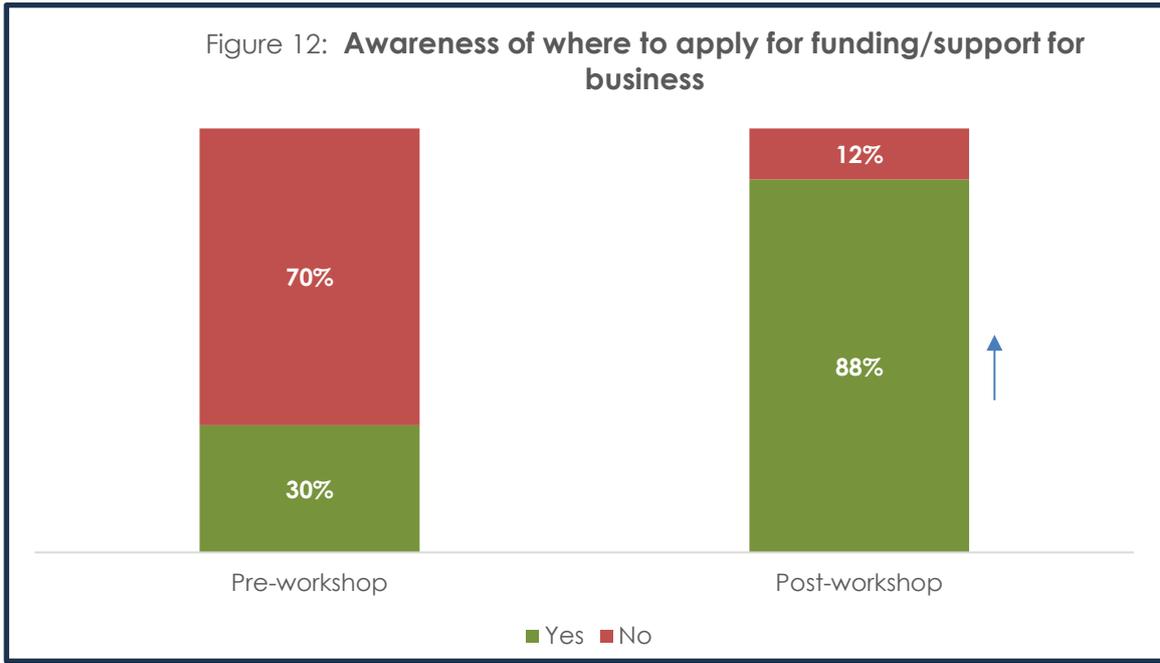
5.4 Key components of a business plan

There was a significant improvement in participants' realization that having a Vision and Mission for a business plan is a key component. Budgeting and funding as a key component also increased somewhat. Greater focus needs to be on the workshop content with regards to market analysis and identifying target markets as well as creating a clear business description.



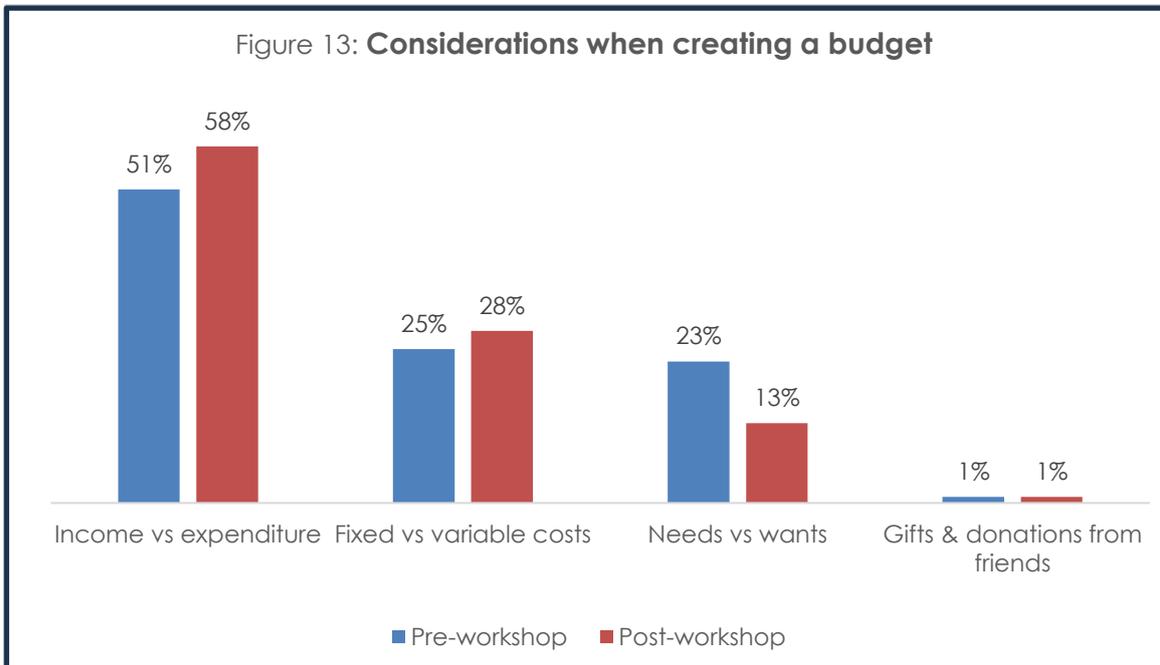
5.5 Awareness of funding/support solutions for a business

There was a significantly positive shift with regards to awareness of where to apply for funding/support for businesses, which is very encouraging. This is an element that was clearly well communicated, and the inclusion of the National Empowerment Fund (NEF) in the workshops would most definitely have played a role in this improvement.



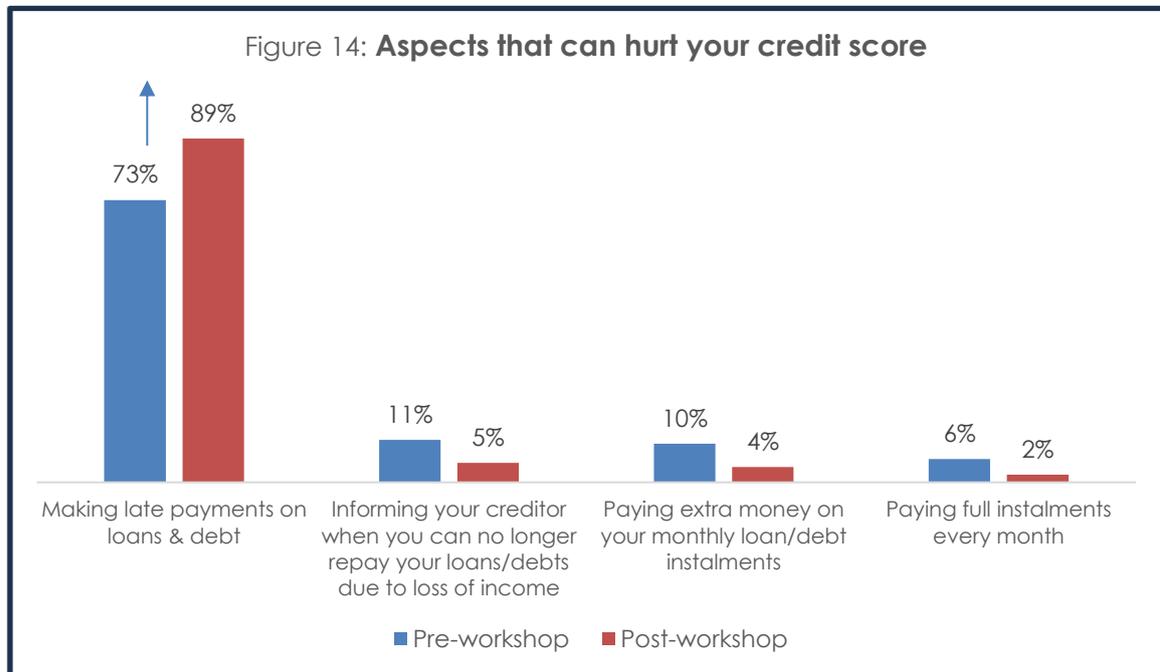
5.6 Budget considerations

The workshops increased participants' understanding of considering income versus expenditure as well as fixed versus variable costs, but at marginal levels. More emphasis within the training context is needed to improve these levels even further.



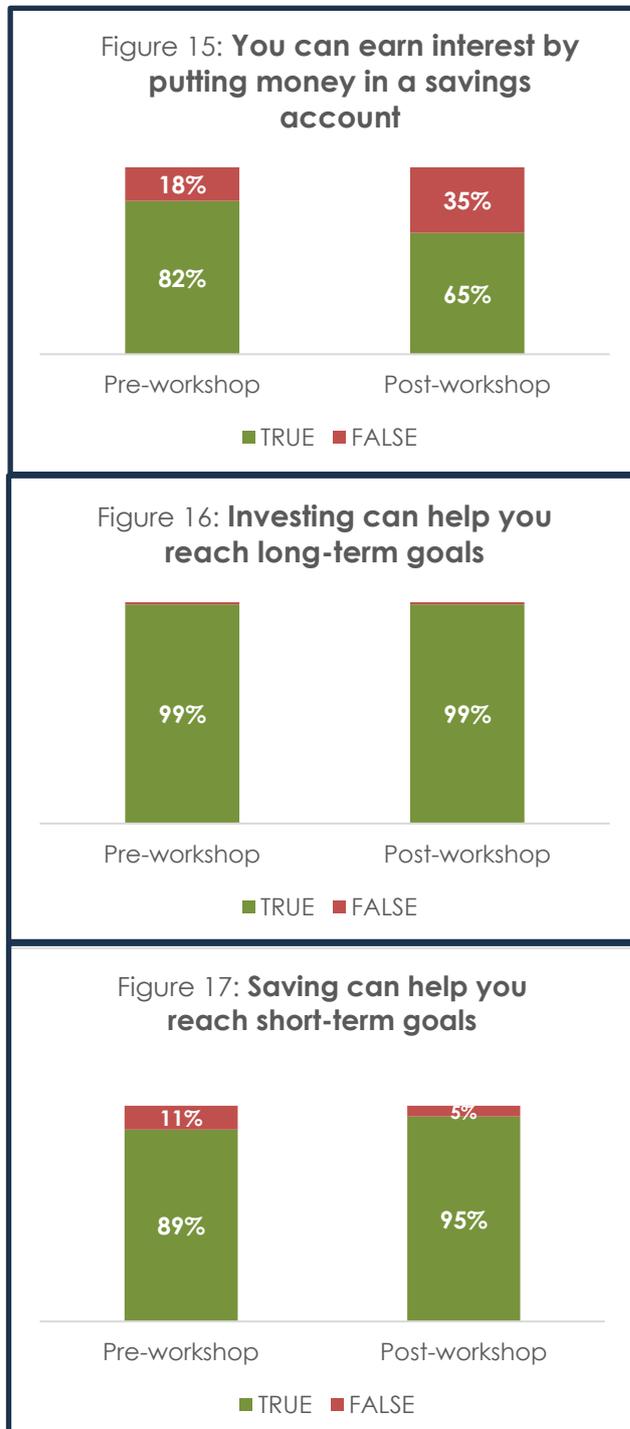
5.7 Aspects that can adversely affect credit score

There was a statistically significant improvement in the comprehension that making late payments on loans and debt can adversely affect a credit score. This is indeed a very positive shift and one that was well communicated in the workshops.



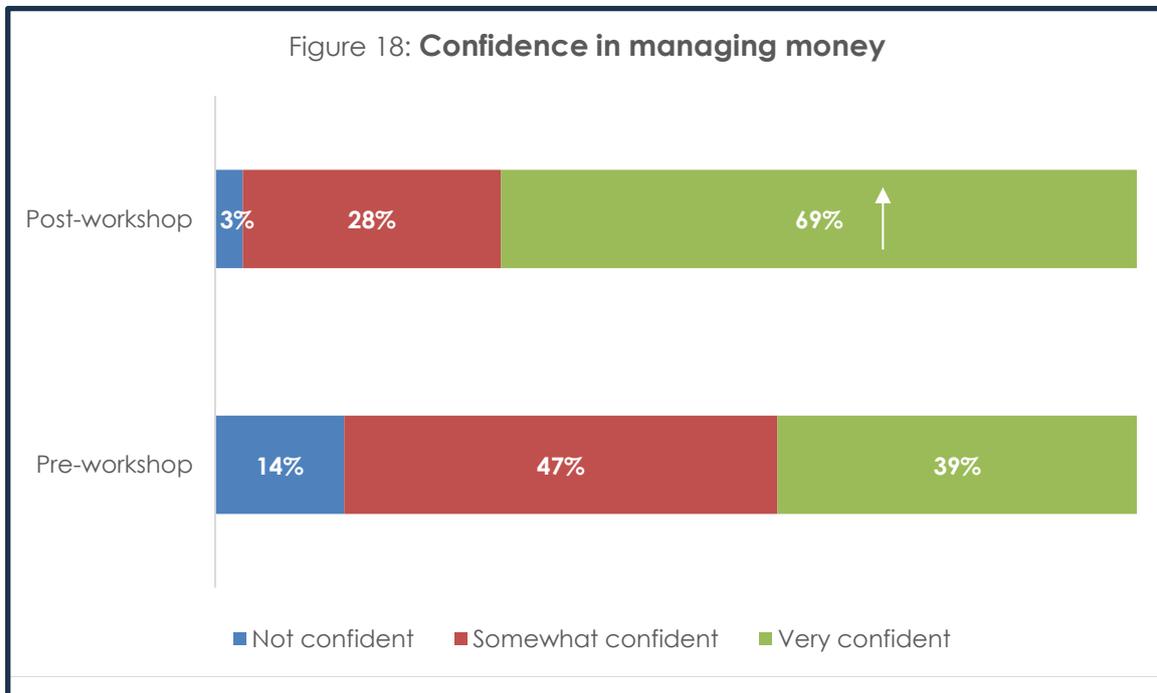
5.8 Understanding of key savings and investment principles

There is a clear understanding from participants that investing can help reach long-term goals and that savings can help you reach short-term goals (both pre- and post-workshops). What is a little concerning is the apparent increase in lack of understanding that you can earn interest by putting money into a savings account.



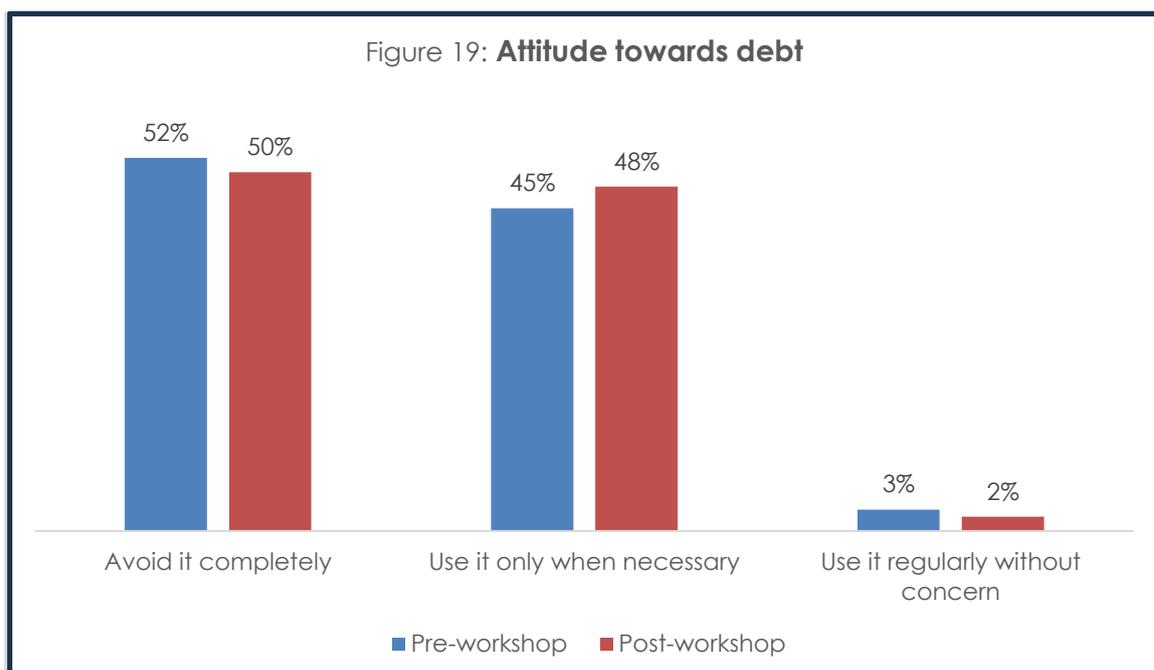
5.9 Confidence in managing money

A very encouraging and statistically positive shift emerged with regards to participants' confidence in managing their money post-workshops – an increase of 30% for those who claimed that they felt “very confident”.



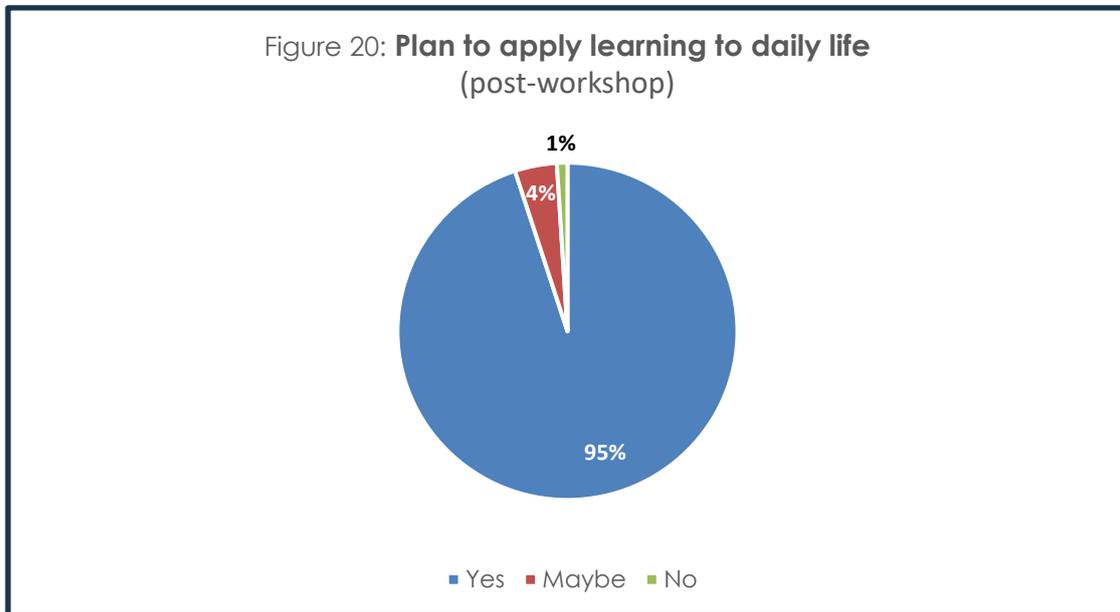
5.10 Attitude towards debt

The attitudes towards debt remained consistent pre- and post-workshop. The sentiments were positive overall, with the majority believing that they should avoid debt completely or use it only when necessary.



5.11 Applying learnings to daily life

The majority of respondents claimed that they would apply the learnings taken from the workshops to their daily lives. While this is a positive result, the only accurate way of monitoring this is via a longitudinal survey with the same respondents over time.



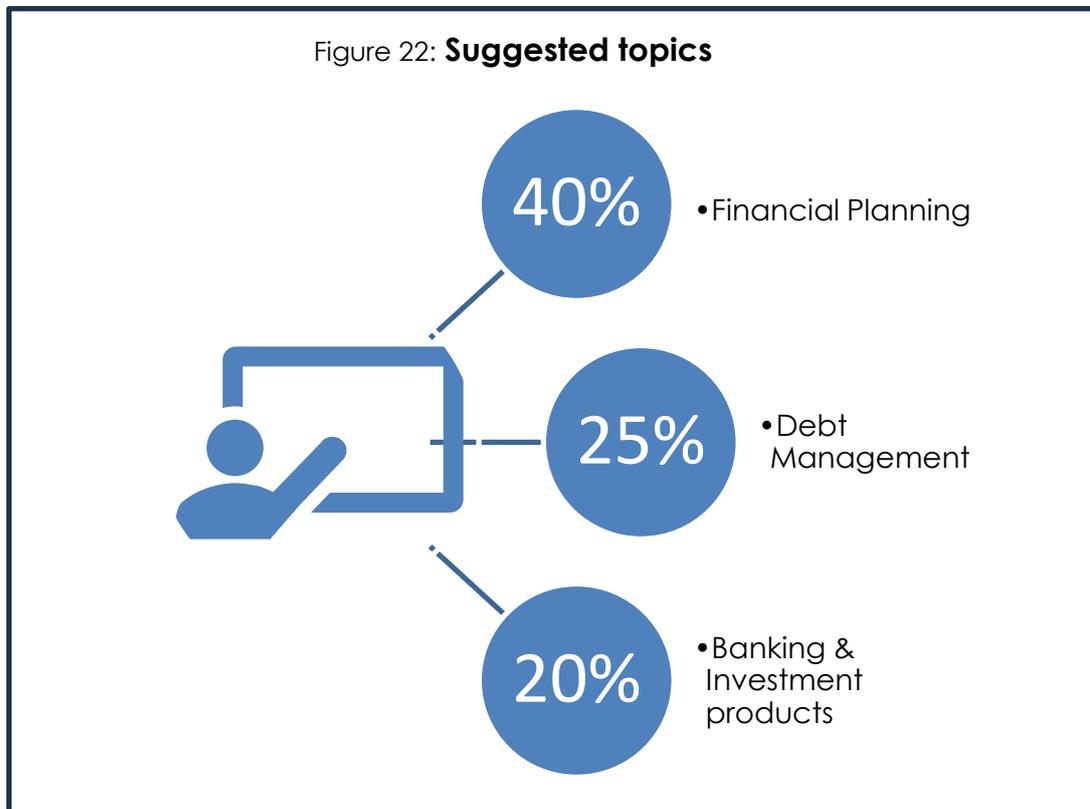
5.12 Potential action in next 3 months

Creating a budget or spending plan was the most popular action that participants claimed they would take in the next 3 months, followed by the development of a business plan.



5.13 Suggested topics for inclusion

62% of participants felt that there were other topics that would have been beneficial in the training. The top 3 are shown in the figure below. Digital currencies and Scams were also mentioned at 7% each.



5.14 Value of workshops, recommendation and future involvement

Almost all participants (99%) found value in the workshops and felt that they had benefited from attending them.

The workshops were also very well endorsed with 99% of participants claiming that they would recommend the workshop to others.

97% of participants are open to attending further workshops and/or being contacted to attend focus groups or partake in research, which is very encouraging.

6. Results of paired interviews with participants

This section of the report summarises the feedback from paired interviews with participants. Four paired interviews were conducted (8 participants in total). Two paired interviews were with participants from the Western Cape, and two paired interviews involved participants from Gauteng. Similar to the facilitator interviews, the discussions focused on the logistics, content, external presentations, and engagement levels of the FSCA Youth NEET workshops.

6.1 Logistics and Operational Elements

- Participants' feedback on the operational aspects of the workshops (including the venue, learning material, facilitation) were overwhelmingly positive with high satisfaction levels.
- The venues were perceived to be "terrific", "cozy" and well-organised, with sufficient chairs, tables and any other elements in making the venue and set-up adequate for the workshop.
- Accessibility of the venues was generally good.
- Some participants mentioned that if they were to be given a travel allowance, it would be easier for them to make their way to the venue.

6.2 Learning Materials & Content overall

- The training materials provided were perceived to be extremely useful and practical, specifically aiding participants in better money management. Many participants subsequently said that they had referred back to the material since attending the workshop, which is a very encouraging sign.
- The content was considered relevant, easy to understand, and directly applicable to the participants' lives.

"I've made use of the financial planning information. They gave us a booklet where they gave us a planning guide on how to manage our money. So far, that planning has worked out pretty well for me. I've learnt how to budget and how to work with my money better."

6.3 Facilitator Rating and Knowledge

- Facilitators were rated exceptionally well, both for delivery and subject-matter knowledge. The delivery style was described as energetic and engaging.

"I would rate my facilitator a clean 9 out of 10 because each and every content that was put out there I still remember it because it was not boring. It was more of a fun learning experience."

6.4 Relevance of topics/content

- Overall, the two most relevant and memorable topics were budget management and obtaining business funding.
- Learning to manage personal finances was highlighted as a critical, life-changing skill for young individuals.
- The information on financial institutions like the NEF (National Empowerment Fund) and the NYDA (National Youth Development Agency) was highly valued.

"Learning how to work with my money – that's the one that that stood out for me the most because we, as youngsters, don't really know how to maneuver and manage our money. So, just the fact that I am able to manage my money is a great success for me because I have no responsibilities. I have been spending left, right and centre."

"My takeaway from the workshop is that even though you didn't have the knowledge on how to start a business, I walked out of the workshop having clarity on how to engage and how to follow up with getting funds and how to start a business."

- Participants largely found the content easy to grasp, thanks to the use of examples and provided templates. One topic that was a significant "eye-opener" was the distinction between good and bad credit.

6.5 Reactions to External Presentations (NEF/CIPC)

- The quality of external presentations depended heavily on the delivery method.
- **In-Person (Positive):** An in-person representative from the NEF was well-received, explaining their supportive role clearly.
- **Online (Negative):** Some online presentations suffered from technical issues, hindering communication and engagement.

"The network was pretty bad because it was online. Some of the words we couldn't actually make out. That was a big problem for us because we couldn't hear or make out anything they said."

6.6 Suggestions for Future Content

- While the content was broadly satisfactory, one suggestion for future workshops was to incorporate insights from real-world entrepreneurs.

"I think it would have been fun if the FSCA took us to maybe a business owner that started from scratch so that we can hear from him about his experience."

6.7 Level of Engagement

- The overall environment was conducive to high participation and comfortable discussion.
- Attendees felt comfortable, welcomed, and fully engaged with the core facilitators.

"I felt seen. I felt that I belonged in the workshop as well because of the way they were conducting everything. I asked a lot of questions and they literally knew my name in and out because I had to many questions."

- Beyond fixing the technical issues for online presentations, the main suggestion for improving engagement was allocating more time to the session, which is testament to value that participants gained from the training.

"For me, I would say we need sufficient time to attend the session rather than having limited time. Other things had to be rushed, and we couldn't get the insight of some contexts."

6.8 Behavioural impact

- The workshop had a tangible impact on participants' financial behaviour and was highly recommended for other youth.
- The primary behavioural change reported was a conscious effort towards improved saving and budgeting, as well as a more strategic approach to pursuing business goals.

"I am currently implementing everything they said - the strategy and everything - because now I am also doing hair - with the financial budgeting. I've learnt to move things and to save up more than I use. I am slowly but surely getting towards the point where I want to make it into a business."

6.9 Reactions to Bazingabiz App

- The SMME (Small, Medium and Micro Enterprises) simulation, Bazingabiz App, which was introduced to some participants, was well-received by those who downloaded and used it.

"It is quite useful because it also gives you guidance on how to go around your business. It gives you much more information because the quiz itself challenges your mind at some point for you to get a clear direction on where you are heading."

"Yes, the app is easy to use. It is user-friendly because it has a lot of different businesses that you can put there."

Table 3: **Bazingabiz App Registration**

BAZINGABIZ APP REGISTRATION STATISTICS DURING YOUTH NEET WORKSHOPS IMPLEMENTATION

NEET Workshop overview:

Date	PlayStore	IOS	Huawei	Total
18 August 2025	27	5	1	33
20 August 2025	22	9	4	35
21 August 2025	12	6	3	21
27 August 2025	22	5	4	31
28 August 2025	16	1	1	18
29 August 2025	11	2	1	14

Note: The statistics above will be used in comparison with the attendance on the day, for example on 29 August there was a low attendance, and it reflects that only few participants registered on the Bazingabiz App on the day.

6.10 Future Attendance and Recommendation

- Participants unequivocally recommended the workshop and expressed a strong desire to attend future sessions, emphasizing its educational and practical value.

"Yes I would recommend this workshop because it is educational. It gives you key points. They also give you a lot of information on how to get investments and how to manage your finances and strategise on your business. If I heard there is another workshop, I would definitely go because why not? My final thought is that they should really do more of these workshops because they really do help out people and I just love their work because they make it so fun and educational."

7. Facilitator Feedback

This section of the report summarises the feedback from interviews with 3 workshop facilitators regarding the logistics, content, external presentations, and engagement levels of the FSCA Youth NEET workshops.

7.1 Logistics and Operational Elements

7.1.1 Venues and set-up

- Facilitators reported that venues were easily accessible and comfortable, with the necessary chairs, tables and access was also adequate for any participants with disabilities.
- The training room set-ups were varied – some with a lecture-type, tiered seating set-up and in other cases, they were training rooms or boardrooms. Facilitators were satisfied with these different set-up variations.
- One particular instance, however, proved to be a challenge at Sammy Marks Square, where two sessions were combined into one room resulting in a large number of participants in one session, making the coordination and running of the session more of a challenge.
- Mention was made of some logistical problems with transportation of the participants to the venue – with participants arriving late. This had a knock-on impact on the time allocations for various of the presentations themes that needed to be covered, with time given to certain topics being compromised or excluded altogether.

7.1.2 Start and finish times

- Adherence to starting times is a general issue.
- Various reasons were given for this: transportation issues, taxi strikes, and perhaps a lack of commitment to attend the workshops on the participants' part.
- Workshops that start late have the following consequences:
 - Late participants do not get the full value of the workshop as they miss out on certain content.
 - Those that are on time are disrupted when late participants arrive.
 - Facilitators have to compromise their training by trying to keep a good flow, while also trying to bring the late participants up to speed with what has been covered before their arrival.
 - Venue booking times are disrupted with venues only booked for a certain period of time that often cannot be extended.
- A suggestion by one of the facilitators was to investigate digitizing the register to save time and assist with capturing details for attendees that arrived late.

"On one day, a group of 8 participants arrived 3 hours late (at 1pm for a 10am start) due to a taxi strike. This meant they missed critical content."

7.1.3 Technology and Wi-Fi connection

- Technology and connectivity issues posed some real challenges at the workshops in general. Certain venues were more of a challenge than others. At Sammy Marks Square, for instance, the facilitator stated that the wi-fi was not functional, while there were also some issues in the FSCA boardroom (particularly on day 3 of the workshops).
- Wi-Fi was required in some workshops to access the virtual presentations by some external providers, and also to download the Bazingabiz App.
- Overall, prior preparation for the workshops was lacking – with ICT (Information and Communication Technology) teams having to be called on to sort out issues with screens and other set-up difficulties.
- In contrast to these challenges mentioned, there was one facilitator who experienced no problems with connectivity and technology, with good support overall.
- Venues in Cape Town tended to have fewer technical issues than those in Gauteng.

"In Sammy Marks, we didn't have wi-fi or their wi-fi didn't work. But luckily I had brought a router. So we ended up using the router, especially for the signing up on the apps and doing the evaluation forms at the end, because they needed internet for that,"

7.2 Workshop material

- Overall, facilitators were very satisfied with the training material that they and the participants had access to – it was deemed to be well structured, clear and a good information resource.
- Participants were given hard copies of the FSCA Workbook and the FSCA MyMoney Learning series booklets, specifically the "Start a Business" and "Budgeting" booklets. They were also given a Business Finance Map as part of the facilitator-led activities (used in group work).

"We use a Business Finance Map on starting a business. They had to identify different opportunities on that map and what other businesses they could think of when thinking out of the box."

"I believe the material is good. It's nicely structured. It's great as guiding principles to lead the facilitator."

7.3 Content and topics covered

7.3.1 Most useful content

- Participants were most interested and most engaged with the following topics and content:
 - Credit history and profiles and how to maintain a good credit record.
 - Business opportunities and funding.
 - Budgeting and saving were also popular topics in the Cape Town workshops, but less so in Gauteng.

- The presentation by the NEF boosted this engagement.

“When we were getting into business, especially the opportunities and funding, that sparked attention. That was a great engagement driver.”

“We are dealing with unemployed youth and the scarcity of jobs. Encouraging entrepreneurship as an alternative option to seeking jobs is one of the main messages we want to drive.”

7.3.2 Challenging or less engaging topics/content

- Budgeting/How to budget – participants felt that they already understood how to budget and there was a lack of engagement with this topic.
- Fixed and variable costs – there was difficulty understanding this content and distinguishing between the different types of costs.
- Savings vs investments.
- Interest rates and how to calculate interest.

“They struggled more with compound interest. Simple interest is less tricky.”

“I feel like with budgeting, they felt like they already understood it so the engagement was not there for that topic.”

7.3.3 Suggested content additions

There were a few additional topics and content that facilitators felt would be beneficial to participants and which participants had enquired about.

- Scams and cryptocurrency: it was strongly suggested to include modules on scams (pyramid schemes, unsolicited investments, etc) and cryptocurrency, to raise awareness as these topics were not included in the workshop content, although these modules are included in other FSCA financial education programmes.

“Youth want to trade and understand cryptocurrencies. If we receive sufficient researched information or if we find a stakeholder who can speak vastly on those topics, then we should think of including it.”

- Other business topics: growing cash flows, dealing with taxes and managing business documents (e.g. journals, profit and loss statements, etc).

7.3.4 External Presentations

In the Western Cape, the NEF and CIPC joined online. In Gauteng, NEF was onsite, and CIPC was online in some workshops.

- NEF (National Empowerment Fund)
 - There were mixed feelings regarding this presentation given to participants.
 - While overall, the information presented and engagement with representatives from the NEF were good and well received, there was a feeling that the funding solutions and the entry point (loans from R250 000) was not that applicable to the type of participant attending the workshops, who would probably require a lower initial loan amount.
- CIPC (Companies Intellectual Property Commission)
 - The CIPC did not present at all the workshops.
 - Overall, the inclusion of the CIPC was perceived to be valuable.
- The sentiment amongst facilitators was that onsite/in-person and online presentations worked well, although they prefer in-person.

"In Cape Town, the NEF presented online. Engagement from participants was good but was not 100%. I would suggest that they should rather come in person to present."

"Participants were really engaged with the NEF presentation and it was well received."

7.4 Suggestions for representation by other external parties

- An important recommendation was made to include an organization that offers smaller funding opportunities.
- One of these is the NYDA (National Youth Development Agency) – their funding offers are from R10 000 to R50 000 and are offered as a grant, which is more accessible to start-up entrepreneurs with a lower capital need.
- Including 'incubators' was also suggested to help participants formalize their businesses and get ready for larger funding requirements (e.g., Citizen Entrepreneurial Development Agency: CEDA).

"A stakeholder that would have been ideal is the NYDA because they have less barriers. Their funding is from R10 000 to R50 000 and it's a grant – it's not even debt funding like the NEF. When you are trying to start a bakery in the township, you don't need R250 000. If you get a grant from the NYDA and the business fails, you are not in debt."

7.5 Participant engagement

- Participant engagement was reported to be very good, especially around practical, real-world topics.
- Participants were engaged, asked questions, and shared their own views and examples. The style was conversational and participant-centred, drawing from their personal experiences.
- Participants asked a lot of questions of the external NEF presenters in particular.

"I believe in a participant-centered facilitation style, where the facilitator is not the 'saint on stage'. That is why we developed the workbook so that most of the work was done by them. They must be involved in their own experiences. The Powerpoint presentation was just there as a guide for the next topic."

"It was very motivating to see how engaged the participants were. I was very satisfied. They showed interest in every topic that we delivered. They asked questions and that was good."

7.6 Bazingabiz App

- Participants were generally very interested in the app and downloaded it if connectivity allowed.
- The app was not gone through extensively due to sessions ending early (4-5 hour sessions shortened to 4 hours or less), limiting the time to explain its functions. Post-session feedback included participants successfully applying the lessons, such as opening a business banking account.
- A suggestion was to include a form of "monetization of the learning" within the app (e.g., points that can be redeemed for money or purchases) to further push usage and learning.

"One of the participants sent me their business banking card after the session, saying 'look, I've opened my business banking account'. I was glad to see they were applying these things."

"I personally tested the app for the sessions. I thought it is a must-have app. For learning entrepreneurship, it is a very good app."

"Because the wi-fi was a problem, I had to try and get them to be incentivized for downloading it. We had these lanyards, caps and cups. And I would say: 'whoever finished downloading this app first, gets this etc.'"

"There should be some form of monetization. Old Mutual has something similar. In their app, once you accumulate a certain number of points, you can either withdraw the money or buy from selected vendors."

8. Conclusions and Recommendations

8.1 Conclusions based on key objectives of the project

- **Objective:** To reach 360 Youth NEET through 12 substantive in-person financial literacy workshops
- **Outcome:** 256 participants were reached, which is 71% of target

- **Objective:** Increase financial knowledge scores of participants by at least 10% as measured by standardised pre- and post- assessment tools
- **Outcome:** The outcomes have been presented by indicating statistically significant improvements (12% or more) at a 95% confidence level, and also by indicating where improvements were at least 10% but are not statistically significant
 - **Statistically Significant Improvements (12% or More Difference)**
 - **Confidence in managing money:** This area saw the most encouraging growth, with a **30% increase** in participants reporting they felt "very confident" in managing their money post-workshop.
 - **Awareness of funding and business support:** There was a significantly positive shift in participants knowing where to apply for business funding or support.
 - **Credit Score awareness:** Comprehension that making late payments on loans and debt can adversely affect a credit score showed a statistically significant improvement.
 - **Business Plan components (Vision and Mission):** There was a significant improvement in participants realizing that having a "Vision and Mission" is a key component of a business plan.
 - **Non-Statistically Significant Increases (but those that showed at least a 10% improvement)**
 - **Essential Business Considerations: * Developing a Business Plan:** Awareness of the need to develop a business plan showed a positive shift that was just short of being statistically significant.
 - **CIPC Registration:** There was a substantial positive shift in understanding the need to register a business with the CIPC (Companies and Intellectual Property Commission), which also fell just short of the 12% significance level.
- **Objective:** To register at least 50% of participants on the FSCA's Bazingbiz App
- **Outcome:** 152 participants registered on the Bazingabiz App, indicating a 59% registration rate (based on attendees at workshops)

8.2 Campaign Overview

Table 4: **NEET Campaign Overview**

NEET	Tagged Published Posts	Tagged Sent Messages	Tagged Received Messages	Impressions	Average Reach per Post	Video Views	Engagements	Engagement Rate (per Impression)	Reactions	Comments	Shares	Saves	Post Link Clicks
Cross-Network	12	N/A	N/A	12,622	252.6	440	314	2.5%	84	11	16	1	184
X	1	0	0	161	N/A	0	5	3.1%	2	0	0	0	0
Facebook	3	0	0	1,598	485	0	45	2.8%	14	5	5	0	6
Instagram	4	0	0	1,472	171	0	34	2.3%	26	4	3	1	0
LinkedIn	1	0	0	8,951	N/A	0	228	2.5%	40	2	8	0	178
YouTube	N/A	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TikTok	3	0	0	440	129	440	2	0.5%	2	0	0	0	0

The Youth Not in Employment, Education or Training (NEET) digital campaign achieved a total of 12,622 impressions and 314 engagements, resulting in an average cross-network engagement rate of 2.5%. This compares favourably with global industry benchmarks for public sector and financial education campaigns. According to the Hootsuite Industry Engagement Report (January 2025), average engagement rates for the Government sector typically range between 1.5% and 3.5% across major social networks, with Facebook averaging 1.5%, LinkedIn 2.7%, and TikTok 1.6%. The campaign's performance therefore falls within, and in some cases above, expected engagement levels for non-commercial awareness campaigns.

- LinkedIn was the highest-performing platform, generating:
 - 8 951 impressions
 - 228 engagements
 - 178 post link clicks

This suggests that Youth NEET-related content also meaningfully engaged young professionals, youth leaders and support networks. LinkedIn should be maintained as a primary distribution platform for Youth NEET.

- Facebook delivered the second-highest engagement levels, with an engagement rate of 2.8%, demonstrating strong interaction among community-based youth and social networks.
- Instagram showed moderate visibility, indicating an opportunity to increase the use of short-form motion, carousel storytelling, or creator-style voice to deepen engagement.
- TikTok generated video views but low engagement, suggesting that future Youth NEET messaging on TikTok should adopt trending audio, shorter pacing, and 'day in the life' narrative formats to shift passive viewing into active interaction.

Recommendations	Rationale
Increase the use of short-form video and conversational formats on Instagram and TikTok.	The campaign generated video views on TikTok but low engagement, indicating the need for platform-native content styles such

	as trending audio, short (15–30 second) clips, relatable everyday scenarios, and narrator-led skits.
Introduce carousel posts and audio-driven visual storytelling on Instagram and Facebook.	Carousel and voice-over formats encourage reflective engagement, saving, and sharing behaviour. These formats perform well among youth audiences seeking digestible financial advice.
Maintain LinkedIn as a primary distribution platform for the Youth NEET messaging.	LinkedIn produced the highest impressions, engagements, and click-throughs, reflecting a strong ability to reach youth leaders, educators, employment intermediaries, and support networks.
Continue using character-led storytelling (Kabelo & Gogo).	Character-based formats reduced psychological resistance to financial education. Introducing a third persona; such as a relatable job-seeker or aspiring small business owner - could expand narrative diversity and message relevance.
Ensure all posts include explicit, concise calls-to-action (one per post).	Clear CTAs contribute to guiding audiences from awareness to learning progression on fscamymoney.co.za .
Incorporate UTM tracking links for all URLs shared across platforms.	UTM parameters allow for accurate measurement of traffic origins, campaign attribution, and user pathways, improving the quality of insights and reporting.
Post during peak audience activity.	Youth audiences are typically more active online during early evening.

8.3 Conclusions and recommendations based on the OECD-DAC Evaluation Criteria

8.3.1 Relevance

Conclusions:

There is high alignment and relevance with critical financial needs. The programme demonstrates high relevance by directly addressing financial vulnerability and exclusion risks of the Youth NEET segment. The core content is exceptionally relevant, with participants citing personal finance and budget management as 'critical, life-changing skills.' The focus on entrepreneurship is also highly relevant, serving as a vital alternative to job-seeking.

Recommendations:

There is a need to review and update the content presented to the Youth NEET to include high-demand topics such as digital currencies (crypto) and information on scams. Participants also felt that there was a lack of content on emerging financial products that may be relevant to them when starting a business. Other suggested content was to focus on practical business documentation (e.g., journals, profit and loss statements) and managing tax and cash flow for entrepreneurs.

8.3.2 Effectiveness

Conclusions:

There is relatively strong achievement of learning and behavioural shifts, with workshops improving knowledge and behavioural intent. There was a statistically significant increase in participants who felt "very confident" in managing their money (a 30% increase) and a clear improvement in the comprehension of how late payments adversely affect credit scores. Participants are also planning to create a budget indicating that learning will be actioned.

Recommendations:

In order to fully understand and measure effectiveness, a longitudinal outcome study is needed – with follow-up surveys approximately 6 months post workshops. This would measure the actualisation of behaviours, such as the maintenance of a budget, formal business registration and verified credit score improvements. This would substantiate the Youth NEET programme's long-term effectiveness.

8.3.3 Efficiency

Conclusions:

There are certain operational inefficiencies that have compromised delivery quality. The constraints are particularly with regards to time and technology – frequent late arrivals means that critical content was missed or rushed and sessions were disrupted. Furthermore, persistent issues with Wi-Fi and technology set-ups in certain venues limited the full potential of digital tools and negatively affected the proper demonstration of the Bazingabiz App.

Recommendations:

- Strengthen the logistical control and technical readiness for every workshop.

- Standardise and strictly adhere to the intended 4-5 hour session length to ensure that all content is covered adequately.
- Improve punctuality by implementing SLA's with NPO partners to address transportation and punctuality issues.
- Technical Vetting – institute a mandatory technical vetting process for all venues, ensuring functional Wi-Fi and display technology are confirmed before the workshops, with backup mobile connectivity solutions available.

8.3.4 Coherence

Conclusions:

There is a perceived gap in the funding pathway for the starting-out youth. While the programme demonstrates good internal coherence (structure, participant-centred material) and external alignment with key institutions (NEF, CIPC), a critical coherence gap exists in the entrepreneurial funding pathway. The NEF, while valuable, was perceived as somewhat mismatched to the participants' immediate needs, as its minimum loan amount (R250 000) is often too large for initial start-up enterprises.

Recommendations:

Diversify external partners to match start-up needs. These partners/organisations should offer entry-level grant funding and non-debt support. The NYDA is an option as they offer more appropriate funding options. In addition, investigate how business incubators may be able to add value and input to the training and workshop content.

8.3.5 Impact

Conclusions:

The programme provides a positive trajectory towards financial inclusion – by successfully triggering impact through empowering the youth with the clarity to engage with formal financial institutions and follow up on business-starting processes. While there were certain elements that were particularly impactful through the training and were evidenced by statistically significant improvements in metrics, there is still room for improvement. Impact cannot be measured by one intervention – continuous engagement and training opportunities need to be sought and delivered to truly recognise impact on financial behaviour.

Recommendations:

It is clear that in-person training delivery is best suited to engage the youth. Working in small groups and working through real-life issues is what resonates with the youth. If this pilot initiative is to continue as a formal programme, some suggestions for making greater impact in this segment are:

- In-person rather than online presentations – even though the youth are well versed in all things digital, impact is greater when they can interact in-person with fellow participants and facilitators.
- Include real-life case studies in the material – they want to hear about real examples and what the outcomes were in these cases.

- Invite entrepreneurs to present at the workshops – people like them who may have started a small business.

8.3.6 Sustainability

Conclusions:

There is high potential for sustained engagement. The programme shows strong potential for sustained outcomes due to the provision of physical take-home material that participants refer back to and the popularity of the Bazingabiz App. The app is viewed as a useful tool for continued guidance. The majority of participants were also interested in further training sessions or engaging via focus groups which indicates there may be potential to form a panel of youth for ongoing engagement and research.

Recommendations:

A recommendation from a facilitator was the use of a stronger incentive mechanism to ensure long-term self-directed use of the Bazingabiz App. The suggestion was a form of 'monetization for learning' incentive which would reward users with points or micro-rewards (redeemable vouchers, airtime, etc, for the completion of modules, passing quizzes and consistent engagement. This approach leverages behavioural economics to transform the digital tool into a dynamic, self-sustaining platform for continuous financial capability development.

Consideration should also be given to establishing a Youth panel (which could be facilitated via the Bazingabiz App) whereby the FSCA can tap into the Youth sentiments, behaviours, etc on an ongoing basis.

8.4 Recommendations to upscale future Youth NEET programmes

To assist in upscaling the Youth NEET programme for larger-scale implementation, the following strategic recommendations are made:

8.4.1 Strategic partnerships

While the National Empowerment Fund (NEF) was a valuable partner, the report noted that its entry-level loan amount (R250,000) was too high for most Youth NEET participants.

- **Onboard Micro-Funding Partners:** Partner with the National Youth Development Agency (NYDA) to offer grants (R10,000 to R50,000), which are more appropriate for township-based start-ups like bakeries.
- **Integrate Business Incubators:** Collaborating with "incubators" like the Citizen Entrepreneurial Development Agency (CEDA) can help participants formalize their businesses to eventually qualify for larger loans.
- **Potential other partnerships:** Consider partnering with ASISA Flame programme to evaluate and compare content and implementation strategies.

8.4.2 Modernising and simplifying content and facilitation

To maintain high engagement levels (which were currently rated very highly by participants), the content must evolve with youth interests.

- **Incorporate Emerging Financial Topics:** 62% of participants wanted more topics, specifically requesting information on digital currencies, scams, and more advanced business documentation like profit and loss statements.
- **Simplify Complex Concepts:** Since participants struggled with compound interest and distinguishing between fixed and variable costs, these modules should be redesigned using more relatable, "real-world" examples.
- **Focus on engagement:** Maintain the "participant-centred" facilitation style that was successful in this programme and encouraged youth to share their views in a comfortable setting. For those topics that seemed to be less engaging, such as budgeting, apply it to real-life start-up businesses and allow participants to formulate their own business budgets.

8.4.3 Digital Scaling and App Enhancement

The Bazingabiz App provides a foundation for scaling, but technical barriers must be removed.

- **Gamify and if possible, monetize learning:** Implement a "monetization of learning" feature within the app where users earn points redeemable for money or purchases to drive continued usage after the workshop.
- **Zero-Rate the App:** To overcome the Wi-Fi and connectivity issues that hindered downloads during the pilot, negotiate with mobile service providers to zero-rate the app's data usage.
- **Digitize administration:** Use a digital register to save time and capture details of late arrivals more efficiently, which was a specific suggestion from facilitators.

8.4.4 Operational Adjustments for Scale

Logistical challenges like transportation and time management need to be addressed to ensure the programme reaches its full target of 360 participants.

- **Buffer times and flexible Starts:** Adherence to starting times was a major issue. Building in a "soft start" period for registration and refreshments could allow latecomers to arrive without missing the "critical content" delivered at the beginning of the day.
- **Travel support:** Strict SLA's (Service Level Agreements) with transport providers need to be adhered to.
- **Venue Quality Control:** Ensure all venues have functional technology and ICT support before sessions start to avoid the "ad hoc" troubleshooting.

8.4.5 Update measuring instruments

The pre- and post-surveys need to be revised to ensure a better design in order to capture data effectively. Various elements were not included this time and should be in future, some of which are:

- Ability to give multiple responses to questions
- Rating of facilitators
- Rating of external providers and presentations

8.4.6 Measuring Long-Term Impact

The ultimate objective of any Consumer Education Programme is to change behaviour, which can only be assessed over time.

- **Launch a Longitudinal Study:** Currently, sustainability is only measured through "proxy indicators". To upscale effectively, implement a follow-up survey 6-12 months after the workshop to track how many participants actually created budgets or registered businesses as they claimed they would.

Annexures

Annexure A: Pre-survey questionnaire



FINANCIAL LITERACY WORKSHOPS FOR YOUTH NOT IN EDUCATION, EMPLOYMENT OR TRAINING Pre-survey

The purpose of this questionnaire is to assess the effectiveness of the Financial Literacy Workshops. Participation is voluntary and the information provided will be kept confidential and used solely for the purposes of monitoring and evaluating this financial education initiative. For more information on how your data is processed, please visit the FSCA's Privacy Statement at www.fsca.co.za. You are encouraged to respond as openly and honestly as possible. Completing this questionnaire should take approximately 5 minutes.

* required

SECTION A

PARTICIPANT PROFILE

Which of the following age groups do you fall into? *

Select one

- Under 19
- 20-24
- 25-29
- 30-34
- 35 and above

What is your gender? *

Select one

- Male
- Female
- Prefer not to say

What is your ethnic group? *

Select one

- African
- Coloured
- Indian/Asian
- White

What is your highest level of education? *

Select one

- Some high school (Grade 8-11)
- Vocational Certificate (Level 2-4)
- Matric/Grade 12
- Higher Certificate/Diploma
- Undergraduate Degree
- Postgraduate Degree

Which province do you live in? *

Select one

- Western Cape
- Gauteng

Have you ever thought of starting a "hustle" or business?

*

Select one

- Already have a hustle
- Planning to start one
- No plans currently

What main challenge do you think people face when starting a business? *

Select one

- Lack of funding or capital
- Lack of knowledge
- No access to support technology or tools
- Fear of failure
- Other

SECTION B

FINANCIAL KNOWLEDGE AND AWARENESS

What should you consider when starting a business?

Select all that apply

- Registering with the Companies and Intellectual Property
- Commission (CIPC)
- Registering your business with SARS
- Opening a bank account
- Developing a business plan
- Start-up capital or funding

What are some of the key components of a business plan?

Select all that apply

- Vision and mission statement
- Business description
- Target market or market analysis
- Budget or funding requirements

Do you know where you can apply for funding or support for your business?

Select one

Yes

No

What should you consider when creating a budget?

Select all that apply

Income vs expenditure

Fixed costs vs variable costs

Needs vs wants

Gifts and donations from friends

Which one of the following can hurt your credit score?

Select one

- Making late payments on loans and debts
- Paying full instalments every month
- Paying extra money on your monthly loan or debt instalments
- Informing your creditor when you can no longer repay your loans or debts due to loss of income

You can earn interest by putting money in a savings account.

Select one

- True
- False

Investing can help you reach long-term goals.

Select one

- True
- False

Saving can help you reach short-term goals.

Select one

- True
- False

SECTION C

MONEY MANAGEMENT

Do you currently have a budget or spending plan to manage your money?

Select one

Yes

No

Currently, how confident are you in managing your money?

Select one

Very confident

Somewhat confident

Not confident

What is your current attitude towards debt?

Select one

Avoid it completely

Use it only when necessary

Use it regularly without concern

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Annexure B: Post-survey questionnaire

FINANCIAL LITERACY WORKSHOPS FOR YOUTH NOT IN EDUCATION, EMPLOYMENT OR TRAINING Post-survey

The purpose of this questionnaire is to assess the effectiveness of the Financial Literacy Workshops. Participation is voluntary and the information provided will be kept confidential and used solely for the purposes of monitoring and evaluating this financial education initiative. For more information on how your data is processed, please visit the FSCA's Privacy Statement at www.fsca.co.za. You are encouraged to respond as openly and honestly as possible. Completing this questionnaire should take approximately 5 minutes.

Required

SECTION A

FINANCIAL KNOWLEDGE AND AWARENESS

What should you consider when starting a business?

Select all that apply

- Registering with the Companies and Intellectual Property
- Commission (CIPC)
- Registering your business with SARS
- Opening a bank account
- Developing a business plan
- Start-up capital or funding

What are some of the key components of a business plan?

Select all that apply

- Vision and mission statement
- Business description
- Target market or market analysis
- Budget or funding requirements

Do you know where you can apply for funding or support for your business?

Select one

- Yes
- No

What should you consider when creating a budget?

Select all that apply

- Income vs expenditure
- Fixed costs vs variable costs
- Needs vs wants
- Gifts and donations from friends

Which one of the following can hurt your credit score?

Select one

- Making late payments on loans and debts
- Paying full instalments every month
- Paying extra money on your monthly loan or debt instalments
- Informing your creditor when you can no longer repay your loans or debts due to loss of income

You can earn interest by putting money in a savings account.

Select one

- True
- False

Investing can help you reach long-term goals.

Select one

- True
- False

Saving can help you reach short-term goals.

Select one

- True
- False

SECTION B

FUTURE INTENTIONS

Do you plan to apply what you learned in your daily life?

Select one

- Yes
- No
- Maybe

What action will you take within the next month?

Select all that apply

- Create a monthly budget or spending plan
- Develop a business plan
- Open a business bank account
- Register on the BazingaBizz App
- Start or grow a business
- Share financial knowledge with others

Currently, how confident are you in managing your money?

Select one

- Very confident
- Somewhat confident
- Not confident

What is your current attitude towards debt?

Select one

- Avoid it completely
- Use it only when necessary
- Use it regularly without concern

SECTION C

PERCEPTIONS

Was the information beneficial to you?

Select one

- Yes
- No

Is there any other financial literacy topic that you would have liked to be presented?

Select one

- Yes
- No

Select the financial literacy topic(s) you would like to see presented.

Select all that apply

- Financial planning
- Digital currencies
- Debt management
- Scams
- Banking and investment products
- Other

Would you recommend this workshop to others?

Select one

- Yes
- No

SECTION D

LEARNING OPPORTUNITIES

Would you be interested in taking part in other learning opportunities and sharing your thoughts, experiences, and any changes in how you manage money? *

Select one

- Yes, invite me to other financial literacy activities.
- Yes, contact me to take part in financial literacy focus groups, one-on-one discussions or research.
- Yes, invite me to other financial literacy activities and contact me to take part in financial literacy focus groups, one-on-one discussions or research.
- No, not interested.

Name and surname *

Contact number *

The value must be a number

Email address *

Please enter an email

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Annexure C: Discussion Guide for interviews with participants

Project: FSCA: Financial Literacy for the Youth NEET Interviews with Facilitators

Date: 17 November 2025

Version: 3

Measuring Instrument for In-depth interviews with Facilitators

- Interviews with facilitators will take place online (MS Teams meeting).
- These will be one-on-one interviews.
- Interviews will be conducted by trained African Response moderators.
- 4 interviews will be conducted (with each of the 4 facilitators).

SECTION A: Introduction

Good morning/afternoon. My name is and I represent a company called African Response. We have been asked by the Financial Sector Conduct Authority (FSCA) to have a short conversation with you regarding the Youth NEET workshops that you facilitated in August 2025. It is an informal discussion where we want to get your views about how the workshops went and any suggestions for future workshops with the Youth NEET. All information that you share with us is confidential and only collective insights will be reported on.

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

S1. Are you willing to talk to us?

Yes	1	Continue
No	2	Close

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

Gauteng	1
Western Cape	2

SECTION B: Interview

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

- How were the venues?
- Were they easy for the participants to find and get access to?
- Was the venue set up well? Tables, chairs, etc?
- Were you satisfied with the training material that you needed to use? Tell me more about this material and how it was delivered.
- Did the session start and end on time?
- What material were the participants given to take away? Do you think it was adequate.
- Is there anything else you would like to mention about the venue, the set-up, the workshop material, etc?

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

- Which of the topics that you covered do you think were most relevant to the participants? Why? (INTERVIEWER: mention may be made of budgeting, understanding of interest, investments vs savings, how to start and run a business, etc)

- Which topics seemed to be more challenging for participants to grasp? Why? How could this be made easier in future?
- And thinking about the presentations by the FSCA, National Empowerment Fund and the CIPC: Companies Intellectual Property Commission – what is your view on these presentations? How did participants relate to this content? Was it pitched at a level that the participants could understand? Are there any recommendation or suggestions for future workshops with regards to these external presentations? Do you think that there are other external parties that should be included? And what did you think about the presentation style and format? Are there any suggestions for future presentations? (Interviewer: ask for those presentations that they facilitators attended).

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

- How engaged were participants at the workshop? Did they ask questions? Did they share their own views?
- Were participants given the opportunity to engage with the external presenters? Were they comfortable doing so?
- Do you have any suggestions for taking engagement to the next level in future workshops with the Youth? For instance, what about digital presentation where participants can use an app to get all the presentation content?
- And did participants show an interest in the Bazingabiz App? Did they download it? What was some of the feedback?

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

- Are there any topics that you feel should be included in the content that was not there? Why this content?
- Are there any operational or logistics elements that you feel should change? Why?
- Are the any final thoughts that you would like to raise before we close this interview?

THANK YOU SO MUCH FOR YOUR TIME

Annexure D: Discussion Guide for interviews with facilitators

Project: FSCA: Financial Literacy for the Youth NEET Interviews with Youth NEET - paired

Date: 13 November 2025

Version: 2

Measuring Instrument for In-depth interviews with Youth

- **Interviews with Youth will take place in pairs online (MS Teams meeting). Please assess whether participants have access to MS Teams, or if there is another platform that will work (e.g. Google Meet, Zoom or WhatsApp)**
- **Interviews will be conducted by trained African Response moderators.**
- **4 pairs will be interviewed (i.e. 8 participants).**

SECTION A: Introduction

Good morning/afternoon. My name is and I represent a company called African Response. We have been asked by the Financial Sector Conduct Authority (FSCA) to have a short conversation with you regarding the Youth NEET workshops that you attended in August 2025. It is an informal discussion where we want to get your views about how the workshops went and any suggestions for future workshops. All information that you share with us is confidential and our report will contain collective insights.

The interview is about 20 minutes or less and your input will really help us to improve future programmes.

S1. In August 2025, you attended a workshop that covered money management, budgeting, saving, etc. Do you remember attending this workshop? [INTERVIEWER can mention topics that were covered in the workshop e.g., money management and starting a business](#)

Yes	1	Continue
No	2	Close

S2. Are you willing to have a short discussion with us?

Yes	1	Continue
No	2	Close

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

Gauteng	1
Western Cape	2

SECTION B: Interview

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

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

- Did you receive any learning material? What was it? Were you satisfied with the learning material? Was it useful? Have you referred back to the material since the workshop?
- Did the session start and end on time?
- How were the refreshments and lunch?
- How would you rate the facilitator? Why? How would you rate the knowledge of your facilitator? Why?
- Is there anything else you would like to mention about the venue, the set-up, the workshop material, etc?

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

- What aspect about the content that was covered at the workshop is top-of-mind/that you remember the most? Why?
- Which of the topics that were covered do you think were most relevant to you? Why? (INTERVIEWER: remind participants: budgeting, understanding of interest, investments vs savings, how to start and run a business, etc)
- Were there any topics that you found difficult to understand? Why? How could this be made easier in future?
- And thinking about the presentations by the external parties (National Empowerment Fund and the CIPC: Companies Intellectual Property Commission) – what is your view on these presentations? Could you relate to this content? Why? Was it easy to understand? Are there any suggestions for future workshops with regards to these external presentations? Do you think that there are other external parties that should be included?
- Are there any other topics that you would have liked to be covered? Why? (Prompt: What about: debt and credit basics, understanding investments, savings vs investments, financial advisors, debt counselling and review?)

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

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

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

- Since the workshop, have you made any changes or given more thought to the way that you manage your finances (i.e. budgeting, saving, managing debt, considering interest, starting or running a business, etc)? What changes have you made, do you want to make? And are these changes a result of what you heard or learnt at the workshop?

9. Some last questions...

- Do you remember hearing about the Bazingabiz App? Did you download it? Why?
- Did you find the Bazingabiz App useful to start and manage your business?
- Would u recommend this workshop to friends or family? Why?
- Would you attend another workshop like this in the future? Why?
- Are the any final thoughts that you would like to raise before we close this interview?

THANK YOU SO MUCH FOR YOUR TIME