



ASISA

FOUNDATION

SAVER WAYA WAYA

EVALUATION OF THE 2016 SAVER WAYA WAYA TVET PROGRAMME

INTRODUCTION

Genesis Analytics (hereafter "Genesis") was contracted by the ASISA Foundation to conduct an evaluation of the 2016 Saver Waya Waya (SWW) Technical Vocational Education and Training (TVET) college financial education programme for young adults. The programme was implemented at four TVET colleges in Gauteng and the Northwest Province; namely the Orbit TVET colleges in Brits, Rustenburg and Mankwe, and Tshwane North TVET college in Hammanskraal.

BACKGROUND

SWW TVET was conceptualised based on the findings from the evaluation of the SWW pilot programme in 2014.

One of the key lessons from the 2014 pilot was that **the youth had a positive outlook about their future and were the most receptive to financial education.**

Based on this finding, SWW TVET was designed to specifically target young people attending TVET colleges, who were about to enter the workplace. The aim of this programme was to equip the students with skills necessary for entering the job market and managing their money once they start earning an income.

SWW TVET focused on repeat messaging and learner participation through edutainment.

The programme leveraged the learners' campus presence by holding on-campus weekly sessions over a seven week period, and employed a 'learning-by-doing' strategy using industrial theatre. This way, learners were exposed to the theoretical content on a weekly basis and had to engage with the content on a practical level by developing their own industrial theatre production around the core themes of the programme,

The programme concluded with a 'Saver Waya Waya Awards Ceremony' in which the learners performed their industrial theatre pieces in front of their peers on campus. The objective of this component of the programme was for the learners to demonstrate what they had learnt, as well as educating people who were not a part of the programme on the importance of managing their money.

SAVER WAYA-WAYA TOPICS

Budgeting

Savings

Credit and
earning interest

Debt and
paying interest

Drafting a CV

Preparing for
an interview

Understanding
your payslip



PURPOSE OF THE EVALUATION

- Provide a holistic review of the **achievements and challenges** of the programme;
- Capture the **key implementation lessons** learnt to inform future iterations of the programme;
- Assess the **relevance of the content and approach**, including the drama and soft skills component;
- Confirm the **appropriateness the 'single life stage' targeting** approach, as opposed to targeting an audience that spans multiple life stages;
- Assess the **effectiveness** of the programme, specifically on achieving **knowledge transfer**;
- Determine the additional benefit of the auxiliary components of the programme, including the **social media** component;
- Leverage the length of the intervention to **analyse participants' behaviour, knowledge retention and attitudinal change** through a longitudinal analysis;
- Determine the **scalability** of the component; and,
- Contribute to the **global knowledge base** on consumer financial education.

EVALUATION METHODOLOGY

Site visits
and
observations

Focus
group
discussions

Key
informant
interviews

Knowledge
tests

Diaries

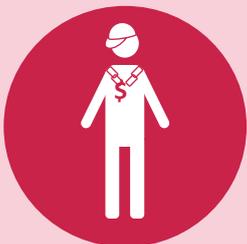
EVALUATION FINDINGS

THE DAC CRITERIA

The programme was evaluated using the OECD Development Assistance Committee (DAC) criteria of relevance, effectiveness, efficiency, and impact.

RELEVANCE: The extent to which the intervention¹ is suited to the priorities and policies of the target group, recipient and donor

Under *Relevance*, the evaluation examined the extent to which the programme was suited to the target audience, and the appropriateness of the single life stage approach, the content and the delivery method.



- Targeting TVET college students was relevant. Students are on the verge of entering the world of work and they had basic financial knowledge which the programme was able to build on.
- The 'single life stage' approach was relevant from both the trainers' perspective and the learners' perspective, as it made it easier for trainer to pitch the content and for the learners to relate to the material.



- Learners found the content useful and relevant to their daily lives.
- Learners would have liked to have heard *real life* examples of people who have faced financial challenges and successes.



- The delivery channels (workshops, industrial theatre/drama, Facebook and WhatsApp) were appropriate given the objectives of the programme, as the combination ensured repeat messaging from a variety of sources
- Learners enjoyed the drama, but wanted more guidance on developing their performance



- Workshops were extracurricular and did not fit into learners timetables and sometimes clashed with other classes/activities, which affected attendance levels.

¹ The word 'intervention' has replaced the phrase 'aid activity' in the original definition to align with the South African context.



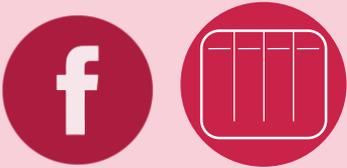
EVALUATION FINDINGS

EFFECTIVENESS: A measure of the extent to which an intervention attains its objectives.

Under *Effectiveness*, the evaluation assessed the extent to which the programme achieved its intended reach, the degree of knowledge transfer achieved, as well as general implementation successes and challenges.



- The programme reached 61% of the target number of learners
- 58% of participants attended four or more sessions, which indicates that the programme had good repeat attendance levels.



- The knowledge test results and the Facebook posts indicate that knowledge transfer has been achieved and that behaviour change from in the early stages of the programme and were sustained.



- At first, senior management buy-in was a challenge at the TVET colleges, however, the programme proved to be popular and valued by learners and staff.



- Attendance fluctuations were a challenge for both trainers and learners



- The airtime incentives were effective at encouraging people to attend and participate in the programme through social media

EFFICIENCY: Efficiency measures the extent to which an intervention makes optimal use of available resources.

Regarding *Efficiency*, the evaluation assessed the time and cost expended to achieve the programme outputs.



- Staggered start and delays in programme roll-out increased the time and cost required to implement



- Cost per learner was higher than other ASISA programmes, but cost per learner per interaction was lower



- Inefficiencies related to workshops administration and organisation reduced time available to cover the content in each session



- Existing relationships with TVET colleges might facilitate easier interactions in future, improving efficiency.

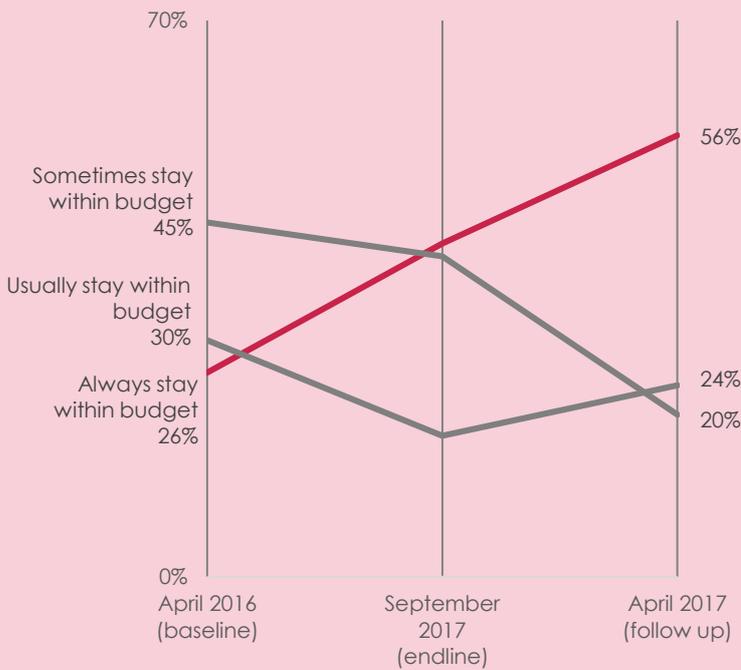
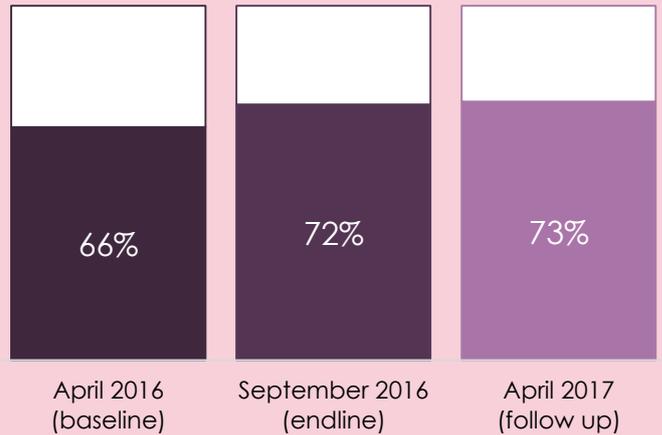
EVALUATION FINDINGS

IMPACT: The positive and negative changes produced by an intervention, directly or indirectly, intended or unintended.

Impact looks at the effect of the programme on participants' behaviour, attitudes and knowledge since the end of the programme.

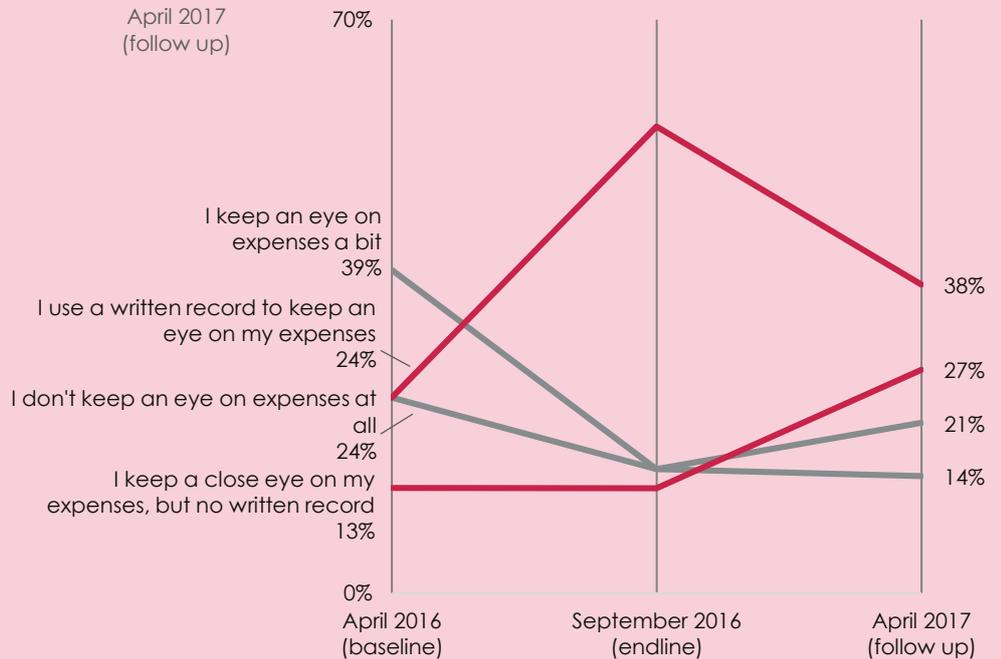
BUDGETING

At endline, 72% of the sample reported having a budget, compared to 66% at baseline. This improved slightly to 73% at follow up.



Of those who keep a budget, the percentage of those who always stay within budget has increased over time from 26% at baseline to 56% at follow up.

The percentage of participants who keep a close eye on their expenses increased after the programme and remains high. Conversely, the percentage of participants who do not keep an eye on their expenses has decreased.

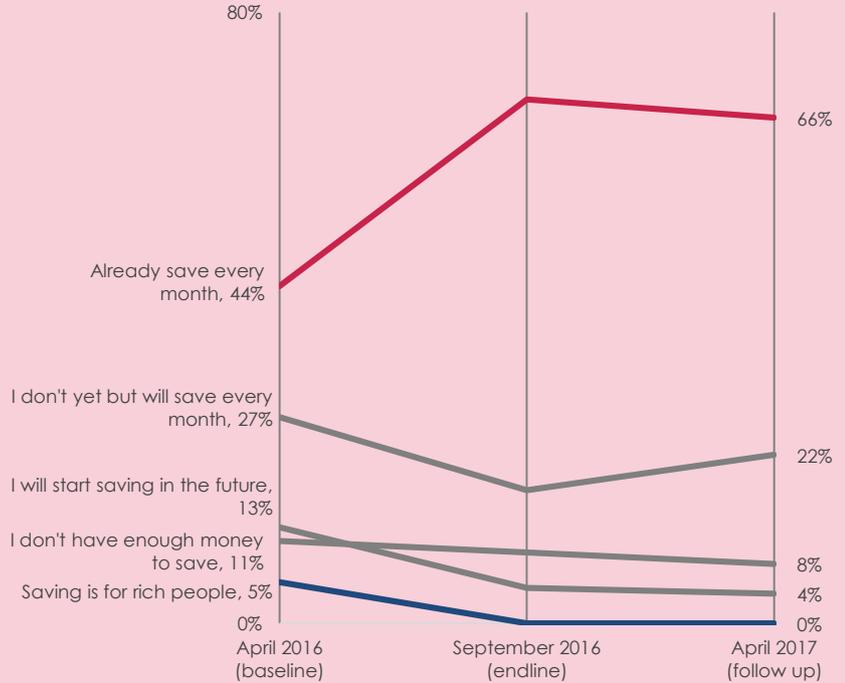


EVALUATION FINDINGS

IMPACT: The positive and negative changes produced by an intervention, directly or indirectly, intended or unintended.

SAVINGS

Attitudes towards saving have improved since the programme. More participants claim to save every month and 0% at both endline and follow up report that saving is only for rich people.



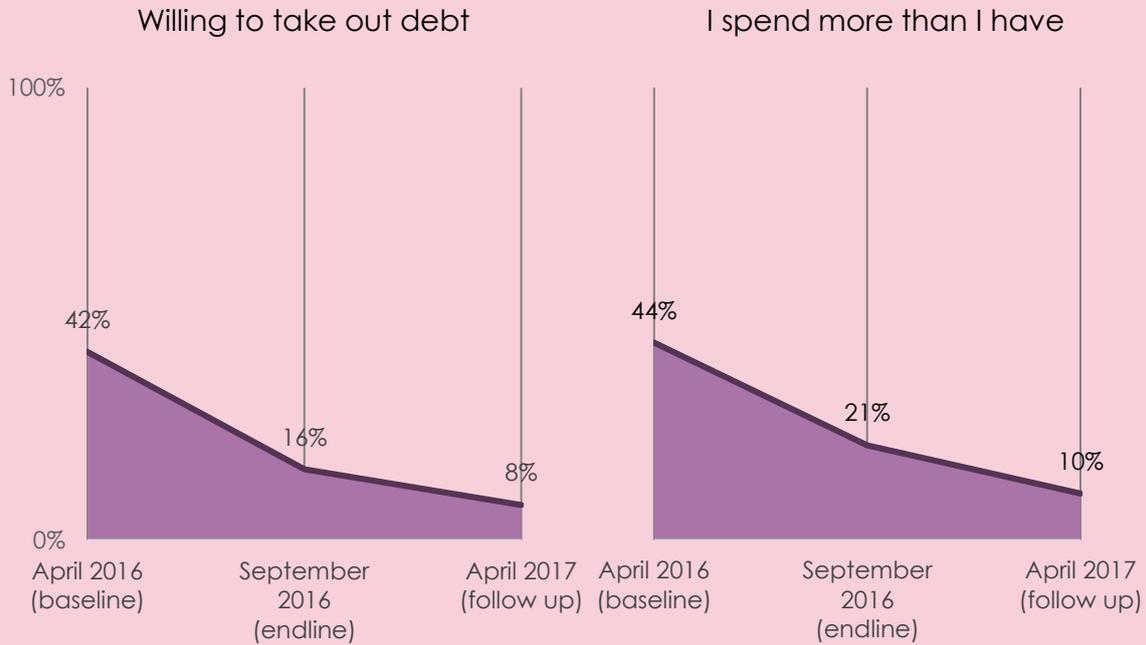
The use of short term savings accounts increased after baseline and then declined. It could be that short-term savings accounts are not the most appropriate financial products for individuals who have recently left college or entered the workplace, or that the fees and charges associated with a short-term savings account are a deterrent to individuals who are unemployed or not earning a lot.

Despite this, the figure also shows an increase in the use of other savings vehicles. While the decline in short-term savings accounts is interesting and deserving of further investigation in future, the sustained increase in the use of other savings vehicles reflects positively on the sustained impact of the financial education received by SWW TVET participants.

EVALUATION FINDINGS

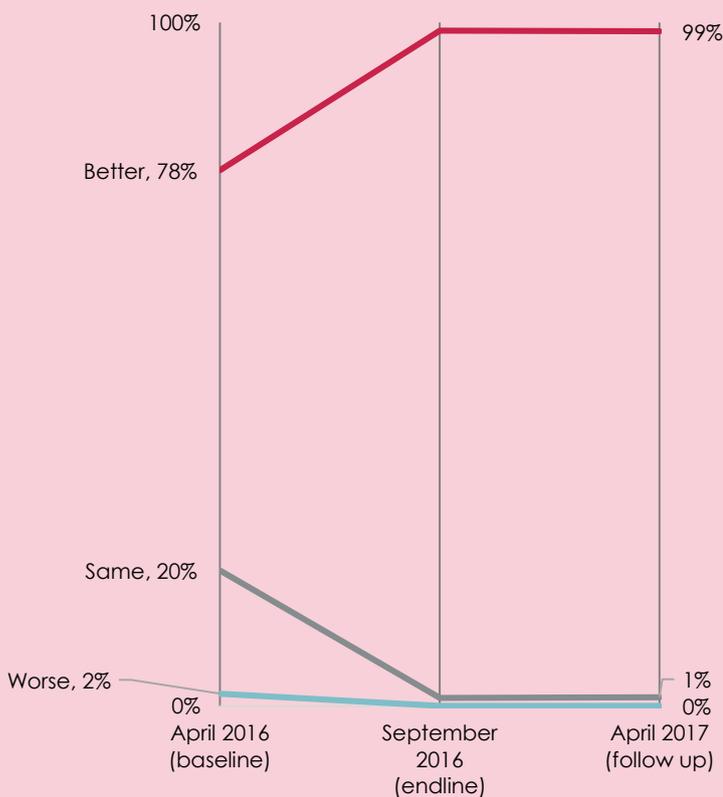
IMPACT: The positive and negative changes produced by an intervention, directly or indirectly, intended or unintended.

DEBT



While at baseline 42% of respondents were willing to buy things on credit, this reduced to 16% of respondents at endline, and 8% at follow up. Similarly, the percentage of respondents that agreed to the statement "You often have to spend more money than you have available" decreased from 44% at baseline to 21% at endline and 10% at follow up.

WELLBEING



Since the end of the programme, participants are more positive about their households' financial futures. 99% of participants believe that their households' financial situation will be better in two years.

CONCLUSIONS

The 2016 SWW TVET programme has proved to be a **relevant and effective model** for transferring financial knowledge to young adults. Leveraging the TVET college infrastructure provided the programme with a homogenous audience and an appropriate learning environment for multiple interactions and repeat messaging. **The content was relevant** for the target audience and anecdotal evidence suggests that the **combination of delivery channels was effective** at reinforcing the messages and transferring knowledge to students. While the programme did not manage to reach the desired number of students, those who did participate have benefitted from the programme and are showing signs of **improved financial attitudes and behaviour**. Many of these **changes have been sustained** over time since the end of the programme.

RECOMMENDATIONS

Based on the findings of the evaluation outlined in the sections above, the following recommendations have been provided to improve future iterations of the programme:

Planning

- More engagement and better planning with the existing TVET colleges prior to the programme.
- An awareness campaign and registration drive should be held before the start of the programme to inform people about the programme and increase its reach.

Content

- Include presentations by 'real' people who have experienced issues such as debt and searching for employment in real life.
- The interest calculation component of the content should be probed to improve students' calculation skills.

Social Media

- Social media needs to be linked more strongly to the workshops and made more transparent.

Use of incentives

- The prizes and acknowledgements should be better aligned to programme attendance.

Judges

- The judging panel for the awards events should be consistent across events and comprise individuals that are able to understand the language of performance.

Attendance

- A cap should be placed on the timeframe for accepting new attendees. This will allow trainers to run sessions more effectively, and will prevent current students from losing interest.



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