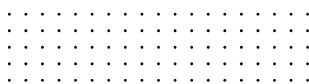


White Box Enterprises' Financial Wellbeing Program for Jobs-Focused Social Enterprises

Cycle 1 Evaluation Report



ACKNOWLEDGEMENT OF COUNTRY

We respectfully acknowledge the Wurundjeri People of the Kulin Nation, who are the Traditional Owners of the land on which Centre for Social Impact Swinburne is located, in Melbourne's east, and pay our respect to their Elders past and present. We are honoured to recognise our connection to Wurundjeri Country, history, culture, and spirituality through these locations, and strive to ensure that we operate in a manner that respects and honours the Elders and Ancestors of these lands. We also respectfully acknowledge Swinburne's Aboriginal and Torres Strait Islander staff, students, alumni, partners and visitors.

We also acknowledge and respect the Traditional Owners of lands across Australia, their Elders, Ancestors, cultures, and heritage, and recognise the continuing sovereignties of all Aboriginal and Torres Strait Islander Nations.



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INTRODUCTION

This report provides the findings of the evaluation assessment of the first year of a Financial Wellbeing Program delivered by White Box Enterprises (WBE). The program is funded by the Ecstra Foundation and delivered to jobs-focused social enterprises in Australia.

About the Financial Wellbeing Program

White Box Enterprises (WBE) is conducting a program of financial well-being support and capacity building for jobs-focused social enterprises, funded by the Ecstra Foundation. The program is delivered to the social enterprises participating (PSEs) in the Commonwealth Government's Payment By Outcomes (PBO) Trial Number Three (the PBO) over three years 2023-2025.

CSI Swinburne is conducting an evaluation of this program with the overall aim to learn 'How might WBE embed financial well-being programs into jobs-focused social enterprise, so that:

- 1.Organisational support models, including staff, are equipped to embed financial well-being education practices and processes; and
- 2.Diverse cohorts of employees increase their confidence, skills, attitudes and behaviours in relation to money matters.'

What WBE delivered in 2023

Fruit2Work

3 Co-design workshops involving staff with lived experience (preplanning, design, and synthesis)

Training to staff in a 'train the trainer' model

ReBuild

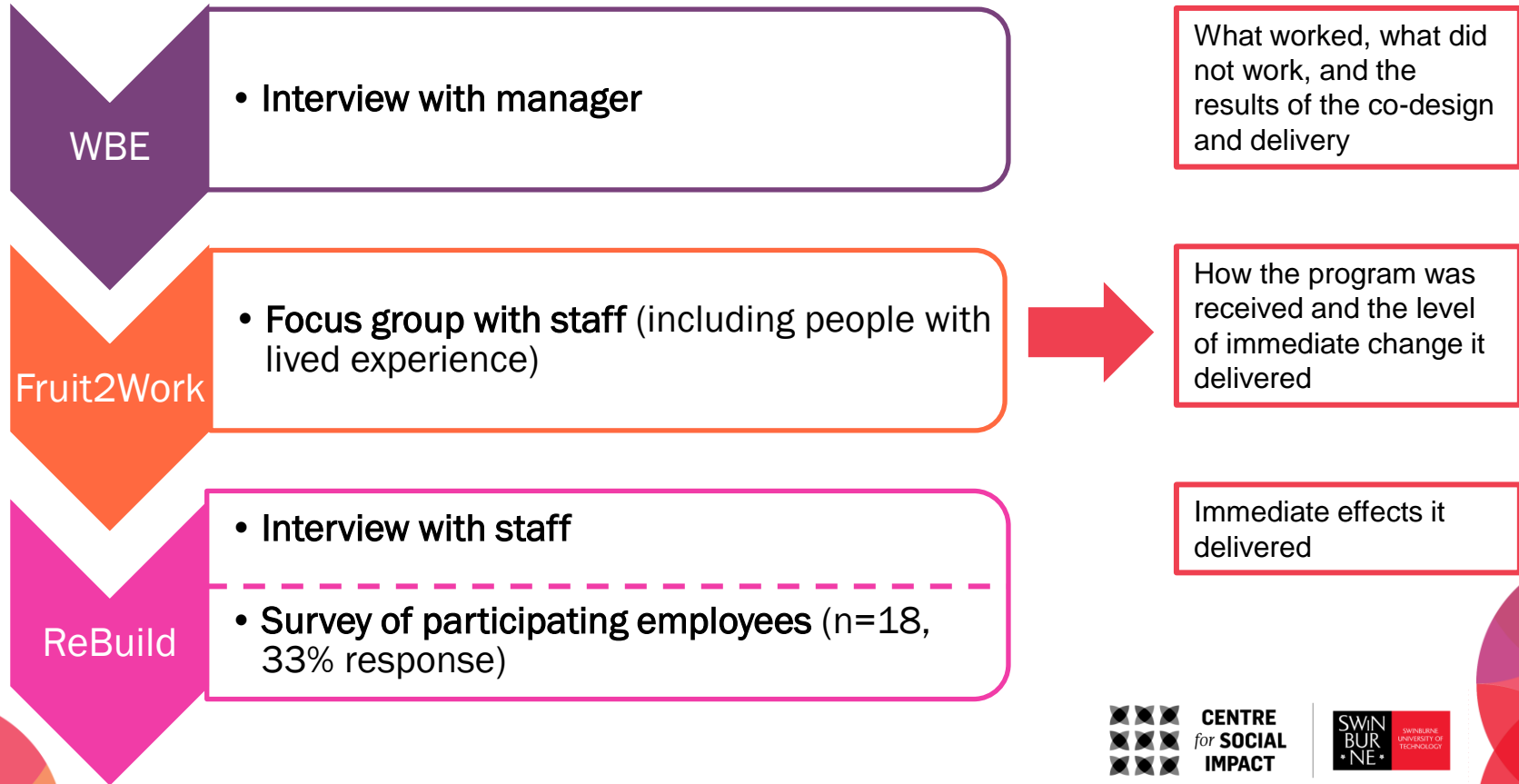
3 Co-design workshops with staff (preplanning, design, and synthesis) – *people with lived experience were not able to attend*

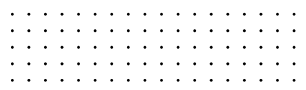
Co-design outcomes were consulted with and endorsed by employees with lived experience

2 training workshops to people with lived experience (18 total). 6 ReBuild staff attended the workshops in 'shadowing the trainer' model.

Additionally, WBE delivered codesign sessions to two other social enterprises (ASA and Ability Works). As the process of design and delivery has not yet been completed in these organisations, they are not part of this year's assessment cycle.

Evaluation method → Research steps and data sources

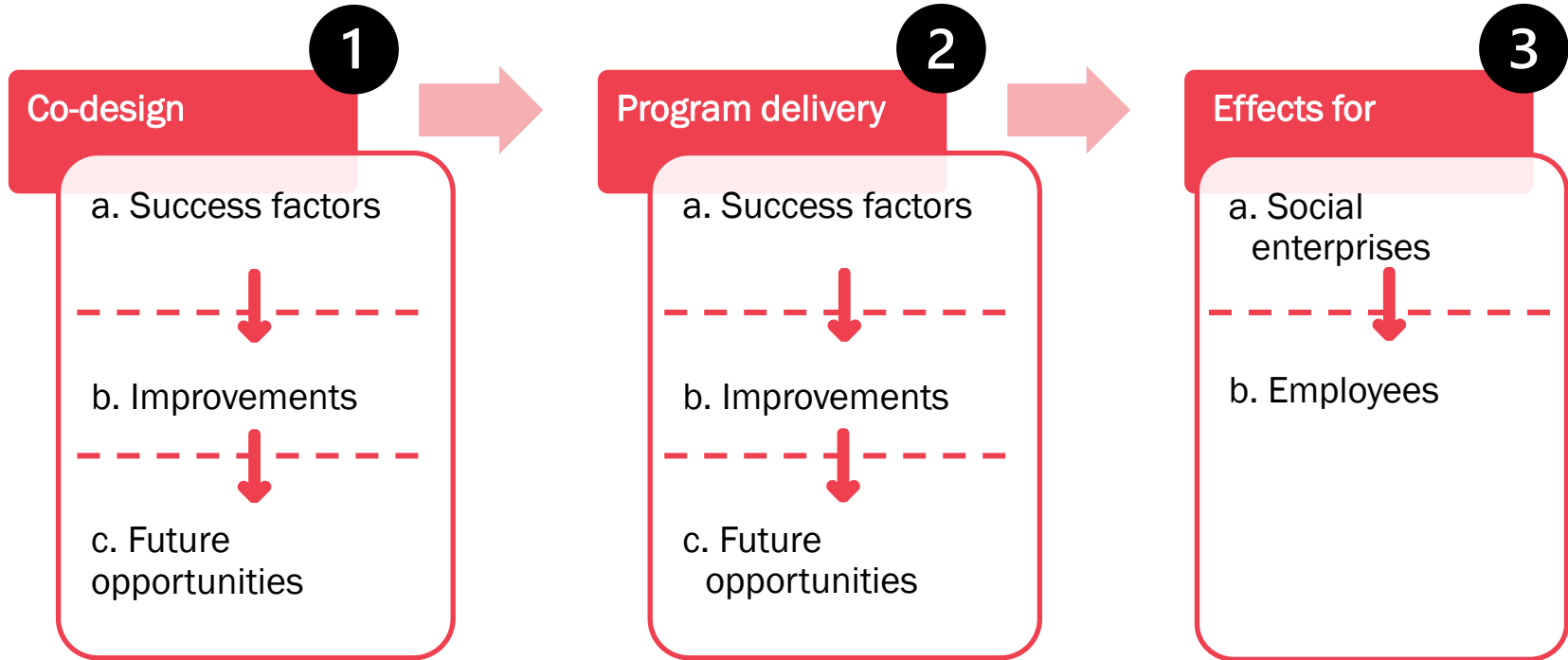




EVALUATION FINDINGS AND RESULTS

We present what we learnt about the co-design, delivery, and immediate effects of the program.

EVALUATION FINDINGS AND RESULTS

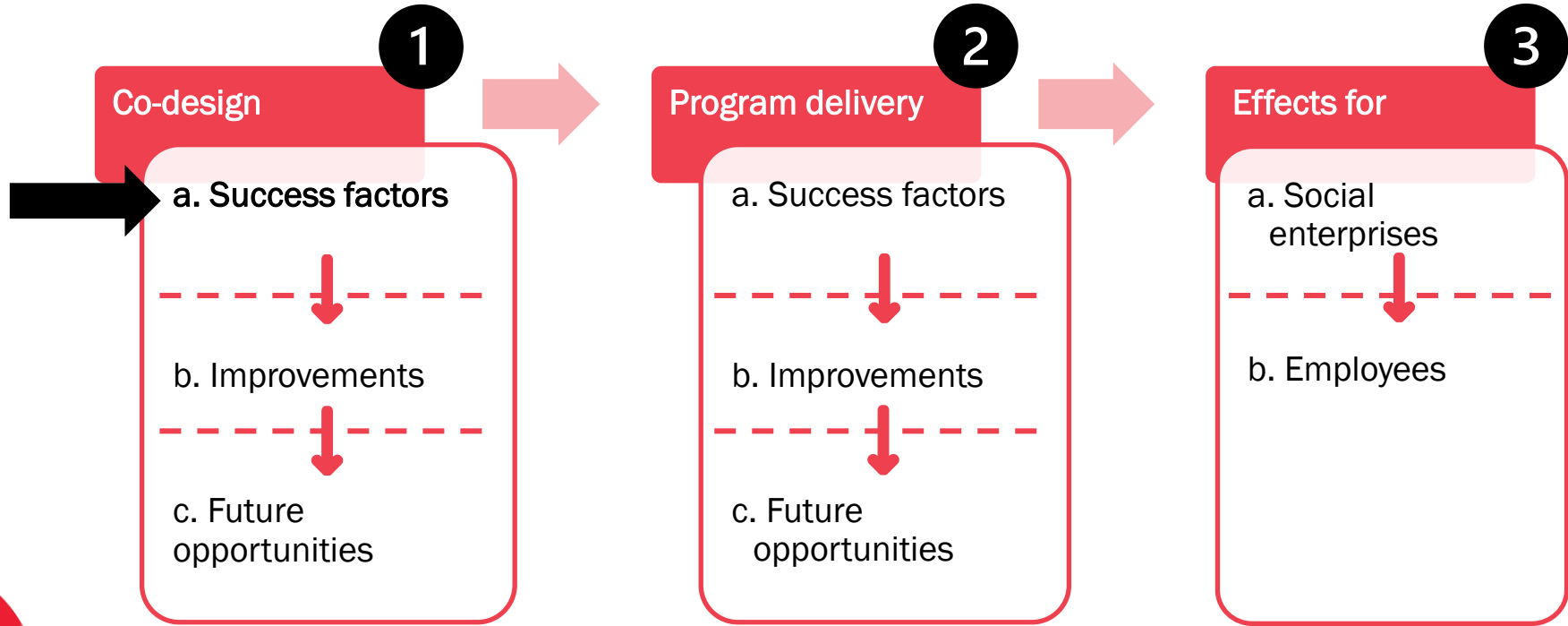




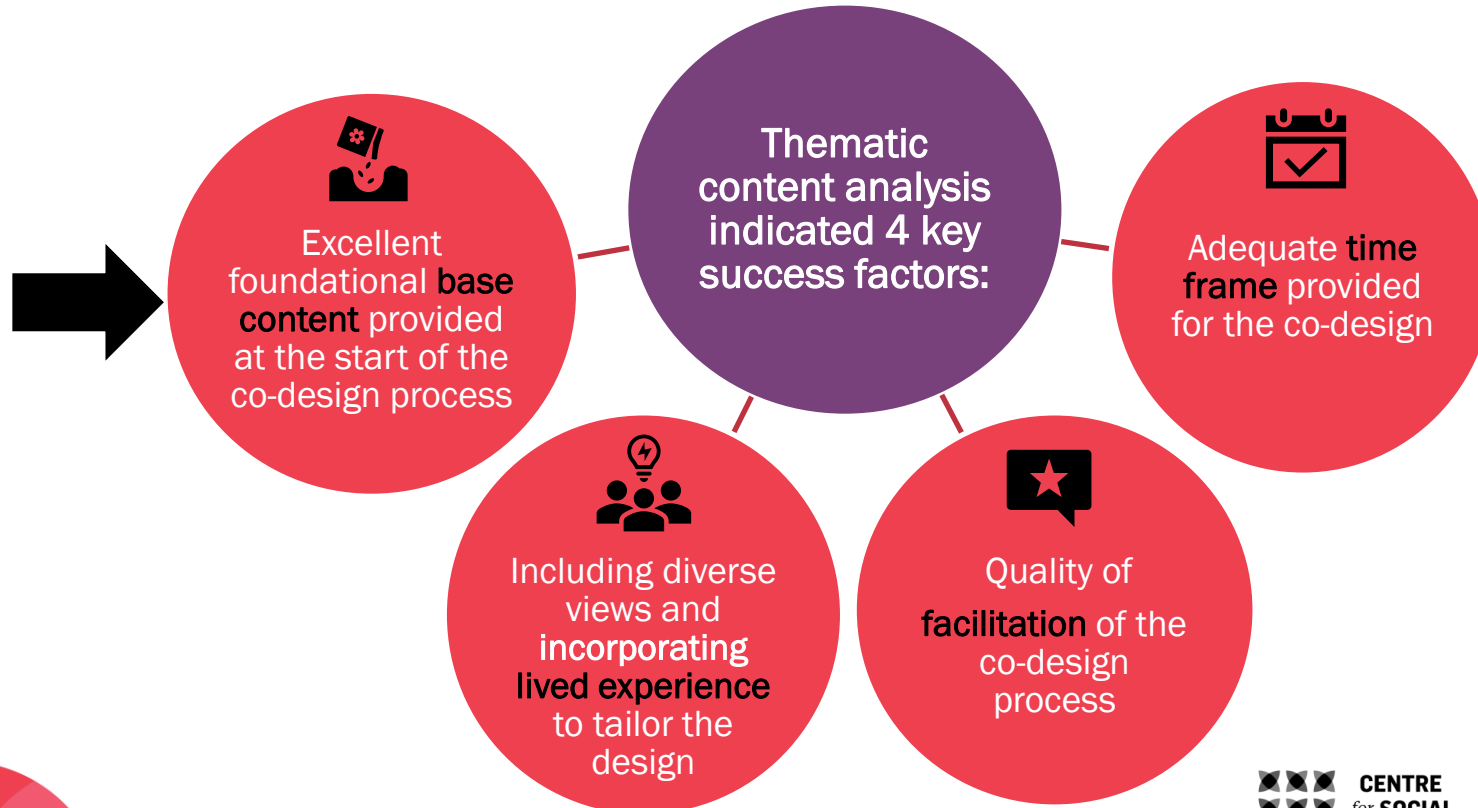
1 CO-DESIGN

This section presents learnings about the co-design process with Fruit2Work and ReBuild. Findings draw on the interviews and a focus group with staff from WBE and participating social enterprises.

EVALUATION FINDINGS AND RESULTS



Co-design – Success factors



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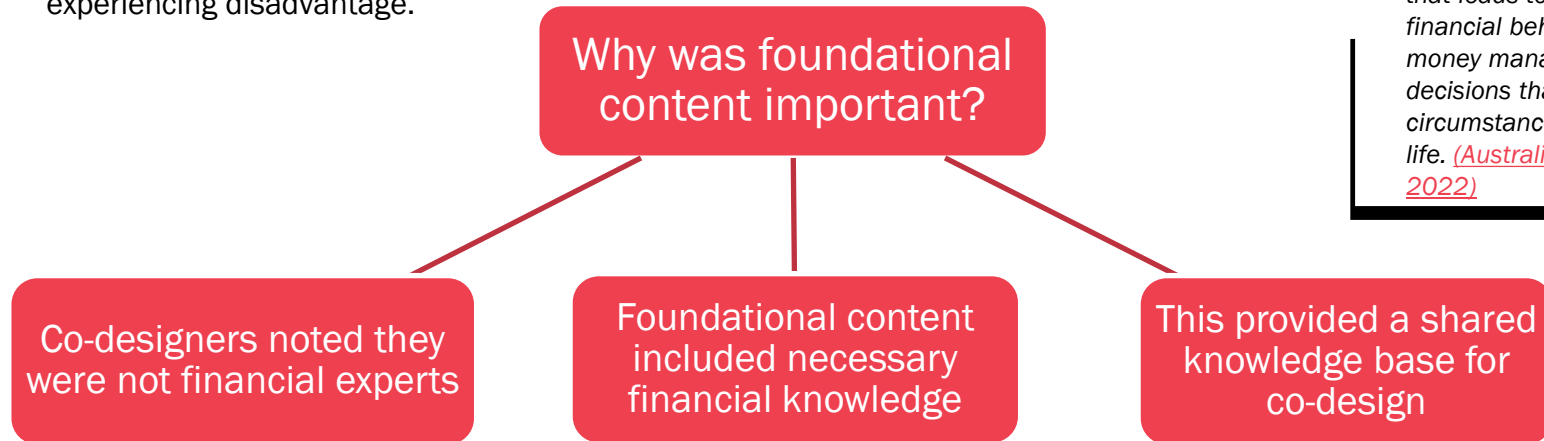
Co-design success factor - Base content



The base content was developed by the WBE **program manager** who has over 15 years of experience in design and delivery of human services and community programs and used different sources and frameworks including:

- Advice from a money expert consultant; and
- The Commonwealth's *National Financial Capability Strategy*, which defines **financial capability** and identifies the target areas of gaps in knowledge, skills and capabilities, particularly for those experiencing disadvantage.

“Financial capability refers not only to the knowledge needed to make sound financial decisions, but to a combination of financial knowledge, skills, attitudes, and confidence that leads to positive financial behaviours and money management decisions that fit the circumstances of one's life. ([Australian Govt. 2022](#))”



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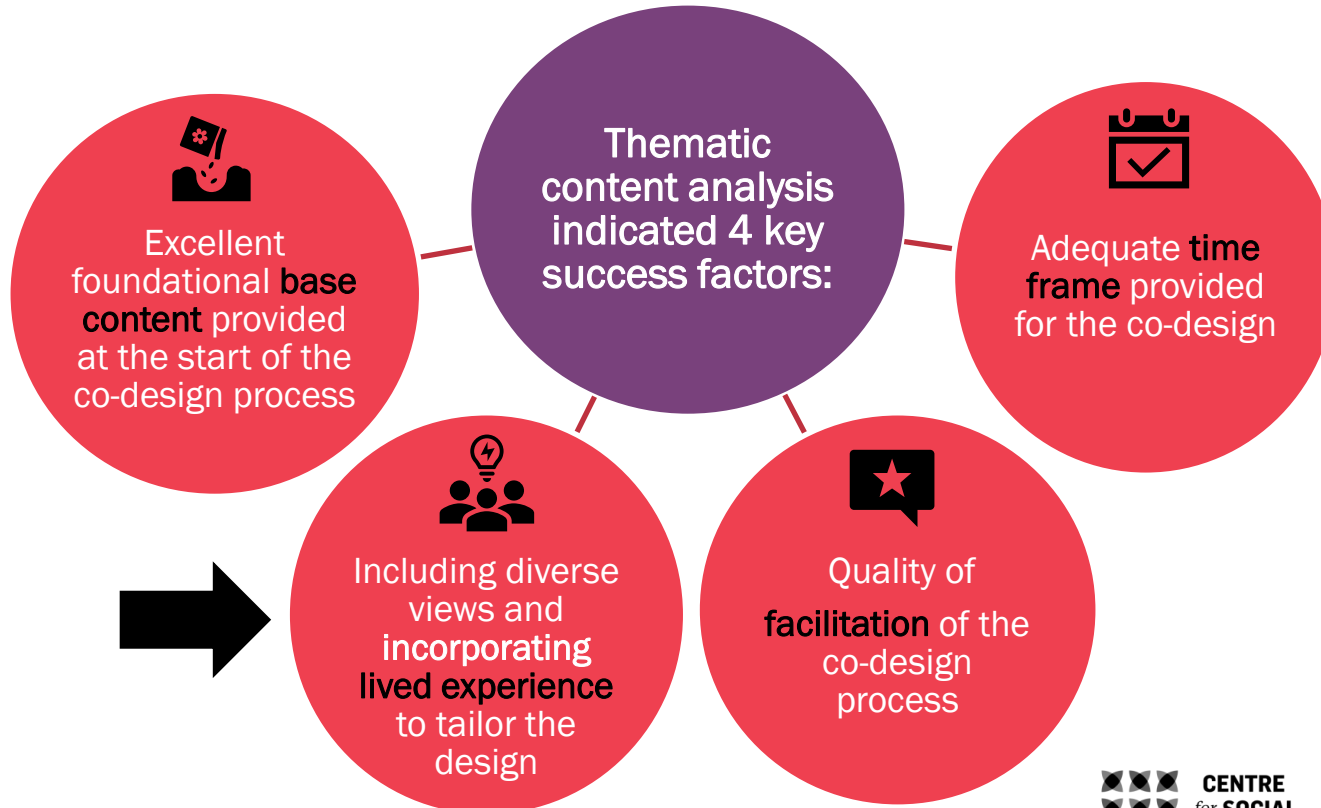
This quote illustrates how the content provided strong foundations for delivery, with only minor adjustments required to meet employee (participants') needs.

“

The foundation we started with was excellent, even the first time when we just spoke about what was involved in it, as in what the program was going to be about, it was all great stuff. It was all relevant stuff, you know? It just needed a little bit of tweaking but what was originally put together was brilliant.

”

Co-design – Success factors



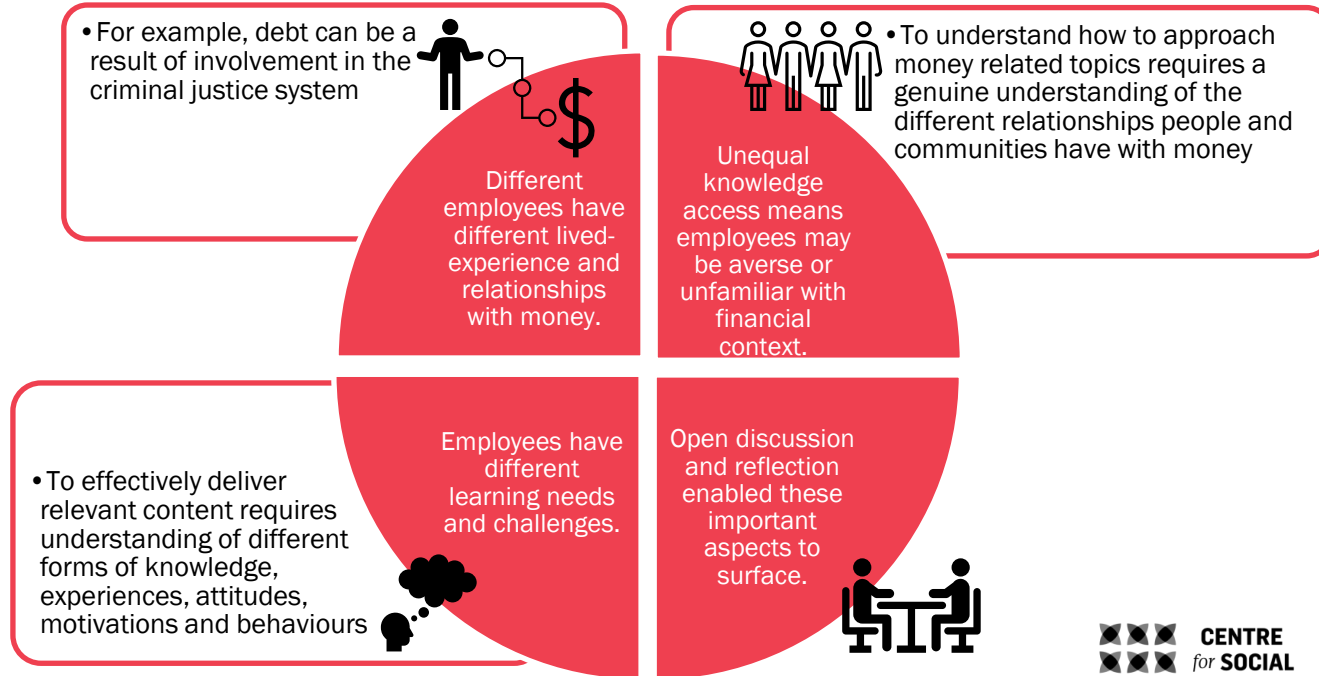
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Co-design success factor - Lived-experience



Financial capabilities can only be strengthened if engagement tools and materials resonate with people the program is trying to reach. There are four factors to consider when including lived-experience:



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This quote illustrates how open discussion enabled participants of the co-design process to shape the program to meet different employees' needs.

“

If it was me just doing it by myself, I would have actually liked the foundation of the work and I would have probably said ‘Ohh, this is bloody fantastic. I'm gonna roll this out. This is gonna be great.’ But then as I got to understand the people that I worked with and you know, the different education levels and the different learning abilities, I realized that it wasn't gonna work as it was. It needed to have that combination of input from different people with different understandings of things and [that] some people actually just don't have any interest in some of those things, you know. As X said, he didn't really care about superannuation that much, but you know, we have both had different lifestyles and different upbringings and super means something different to me than it does to him.

”



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This quote illustrates the importance of open discussion in the process.

“

We would elaborate on some things, [...] then through discussion, there was a lot of input on personal experiences from a few of the team members. So yeah, I think that helped tailor as well to our sort of people.

”



These quotes illustrate the diverse environment and the need to finetune the content and format of the program.

“

We just changed the language [...] a little bit and you know, if I can use the example of financial wellbeing, [...] our cohort [...] didn't really understand the words, [...] what they meant. So, we changed the language a little bit. It still meant the same thing. It was just said in a different style.

”

“

The willingness to make it exactly for XX (the social enterprise) and who we employ was really commendable by the people that put it together. They were not offended [in] anyway when we said ‘Ohh look, that title will not work here’. They were quite happy to change it, to put a few options out on the table, to change it to whatever suited us.

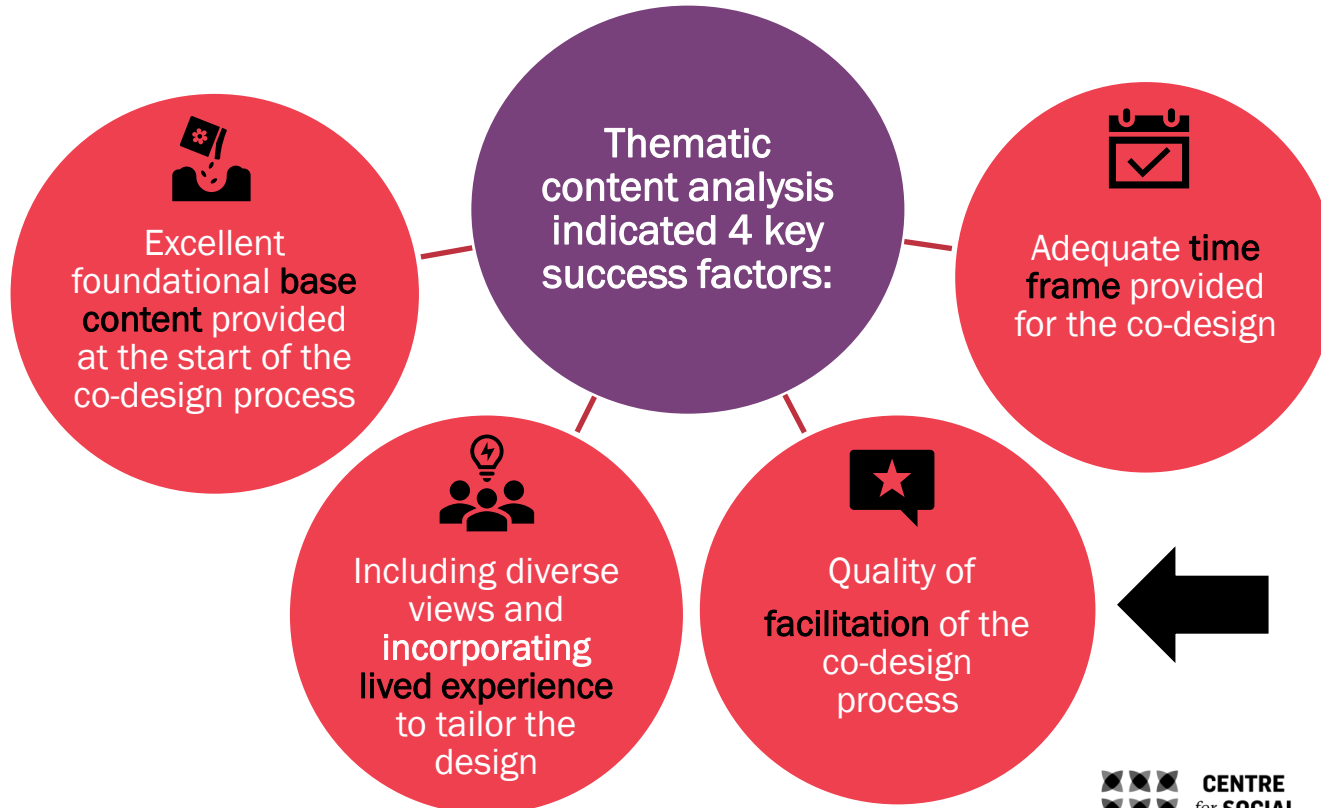
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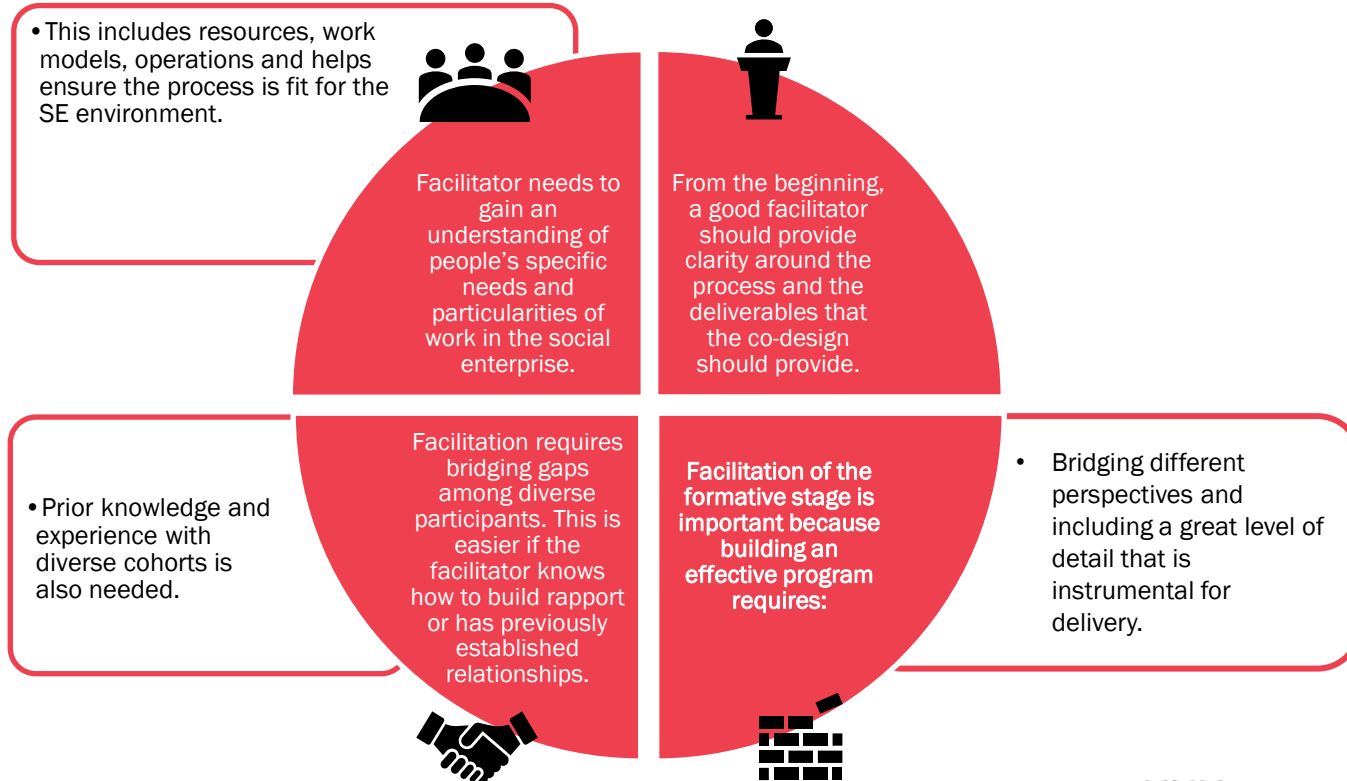
Co-design – Success factors



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Co-design success factor - **Facilitation**



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This quote illustrates how facilitation is important for bridging the gaps.

“

The facilitator to start with was able to manipulate the wording and the program and the way that we communicate between ourselves to get the right outcome. So, she had quite a knack of rephrasing things and putting things in simpler terms because what we did was, we had a combination of people in that room that had lived experience and non-lived experience. Some people in that room were educated with tertiary qualifications. Some people had done Year 9. So, she managed to bridge the gap, [to make] sure that we all understood.

”



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This quote illustrates the recognition of the facilitator's understanding of the specificities of the social enterprise they design with.

“

She worked really hard to understand the company, because all the different social enterprise businesses are different in who they work with. One company she was working with was very much young people and they're very digital savvy and it's just a total opposite, but she found this way of, understanding us at the absolute core of who we are and what we do and what our purpose is and who are the people that we are going to be working [with for] this program, our staff, and she seemed almost like she worked here.

”



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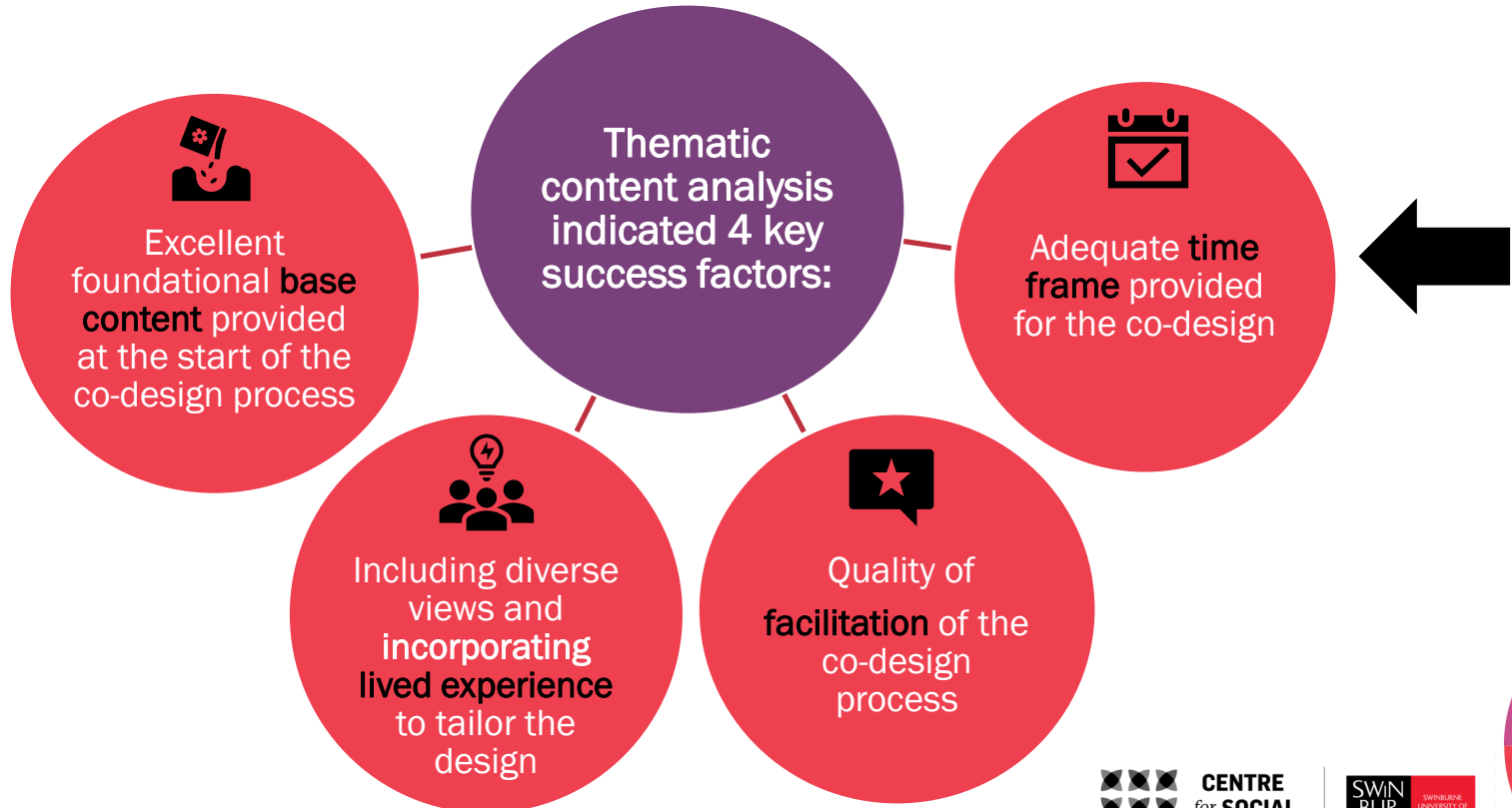
This quote illustrates the importance of rapport building and experience of the facilitator.

“

She made it very clear from the start as well that we all kind of shared the same passion. So it made it a bit easier when we were all really invested in actually like what we were doing together. ... Also, her prior knowledge and work experience because she has worked with quite a lot of different cohorts coming into that role. So, a lot of the things we were talking [...] about she already had an understanding [of] and she already could identify coming into it as well.

”

Co-design – Success factors



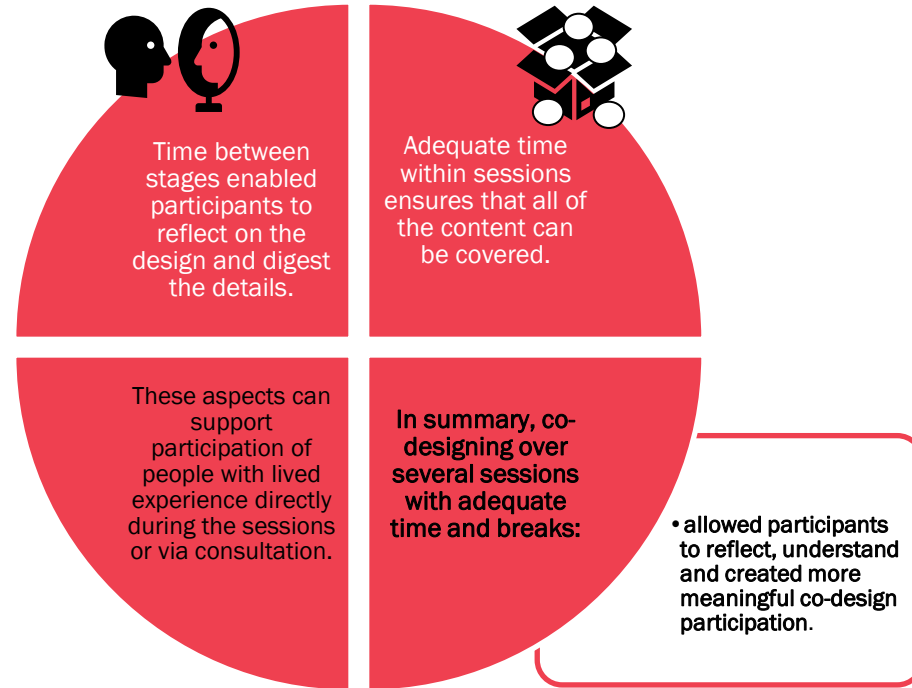
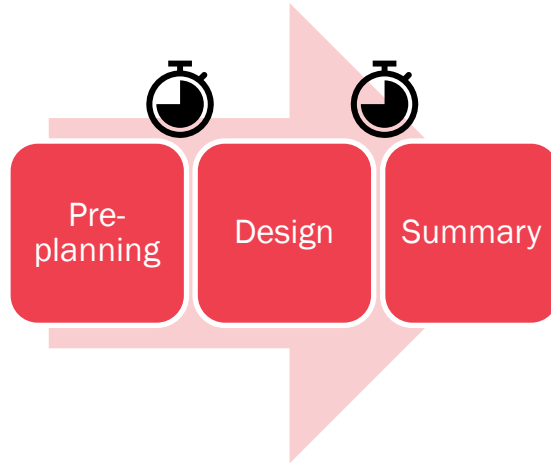
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Co-design success factor - **Timeframe**



Three stages of co-design



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This quote illustrates the importance of conducting the co-design over several sessions and allowing time in between.

“

That worked well for everyone and everyone got their head around it and it gave us time to take it in and then move to the next step. It was done on a gradual process, but [it] worked really well for us. So by the end, by the final, when we did the final co-design for the last part, everything just came together because it wasn't like Bang, Bang, Bang, Bang, I liked that time frame.

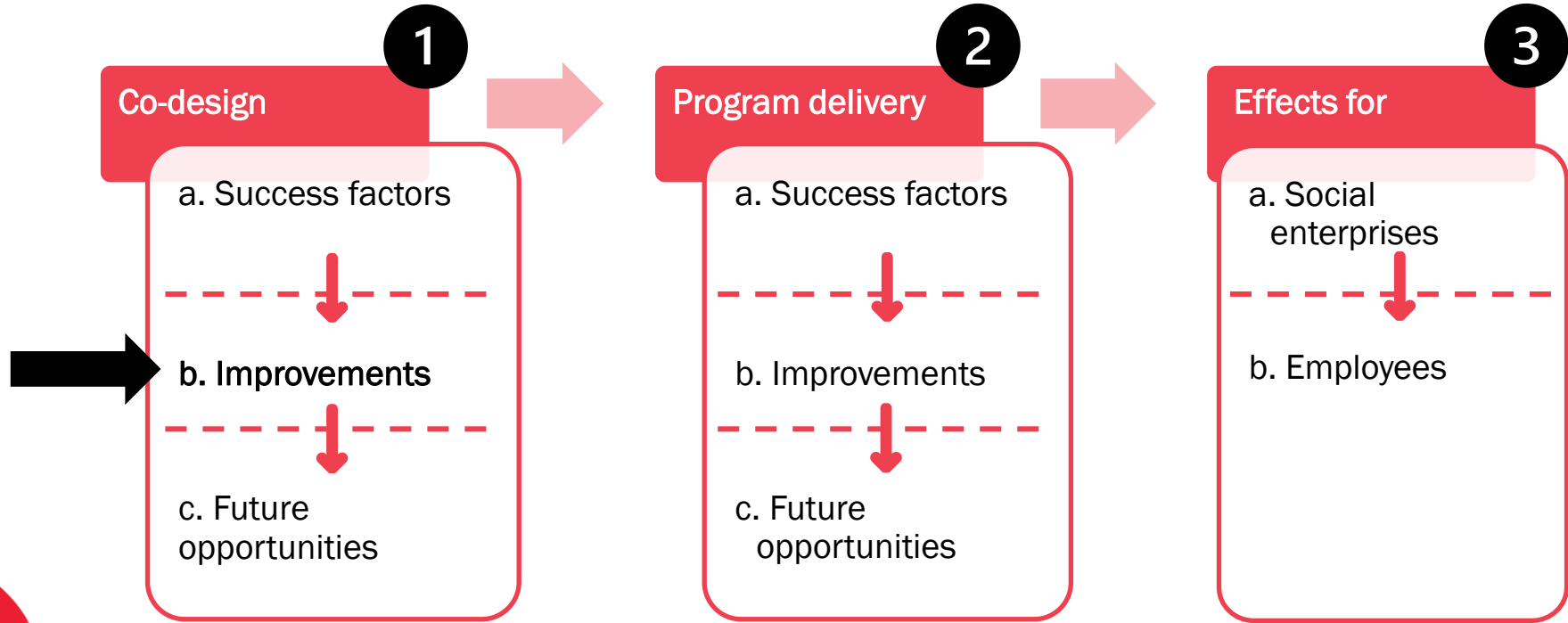
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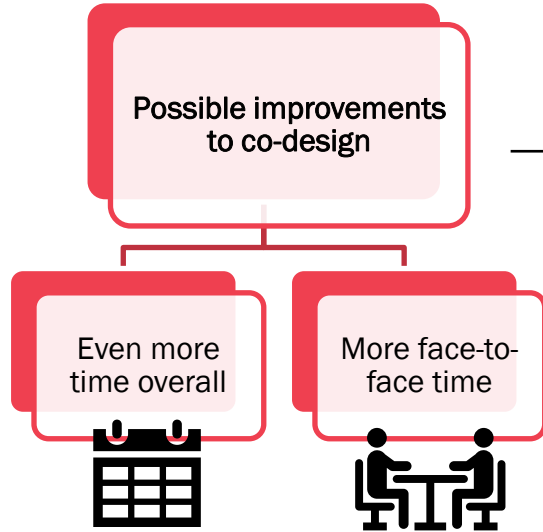
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EVALUATION FINDINGS AND RESULTS



Co-design – Possible improvements



While the co-design approach was well-received in its current format, some participants in the co-design groups suggested that more time and face-to-face contact could be beneficial. These suggestions align with our findings that the quality of the program is supported by understanding nuances, which happens through:

- ✓ a good relationship with the participants (and)
- ✓ a process that people feel comfortable with.



These quotes illustrate the importance of a sufficient amount of face-to-face time.

“When you can spend time and build the relationship, it is where the rich stuff comes out and the more time you spend with people by default, especially face to face, the more time you spend with people in an arena like that, the more people get comfortable, the more the diverse learners are able to contribute in [...] different ways.”

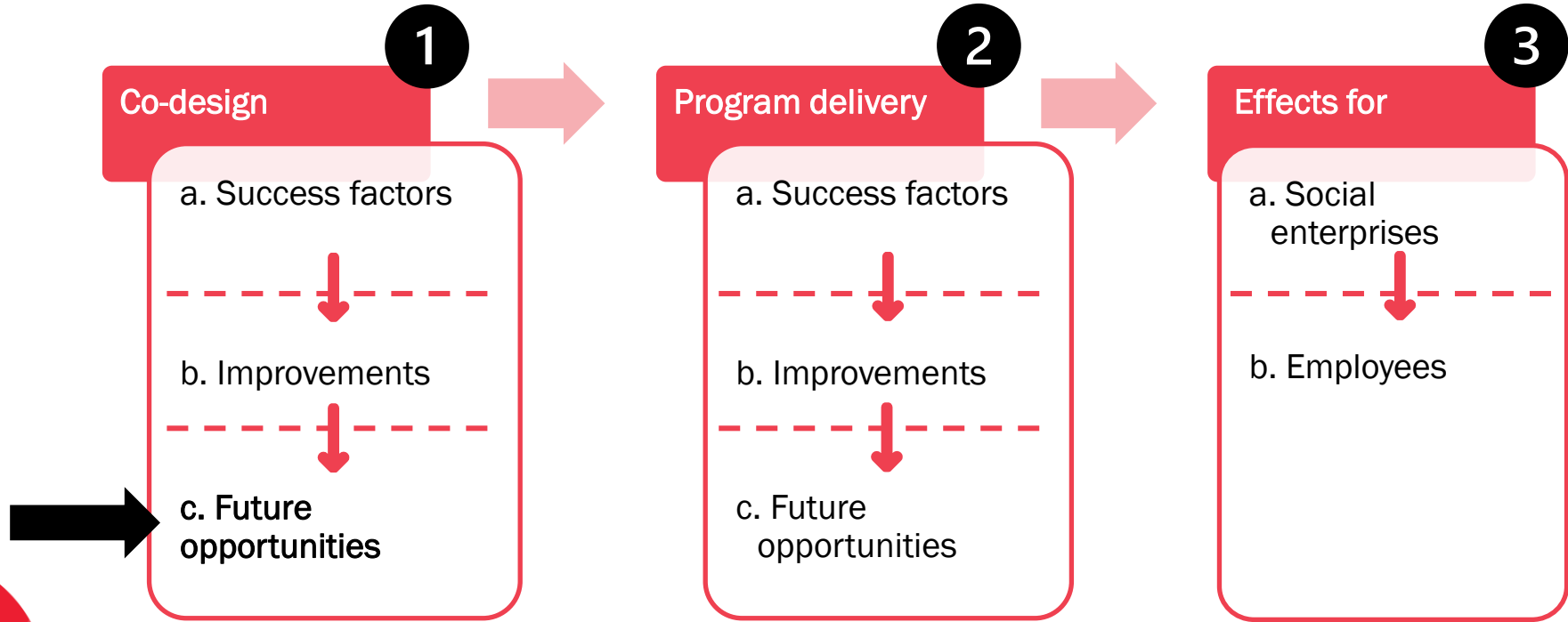
“Having more time face to face in one room, being able to do things together rather than always be like via zoom or emails etcetera, because I think when you go back to the old-fashioned ways, I guess of doing things and sitting in a meeting room and getting all done together, it's more efficient.”



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EVALUATION FINDINGS AND RESULTS



Co-design – Future opportunities



**Cohort-specific
library of
examples,
materials and
approaches**

The content matter of the design does not vary as the requirements for building financial capabilities are relatively unchanged. However, the tools required to deliver this content vary depending on the cohort a social enterprise works with. These can be adapted for participants' lived experience, age, disability, or other diversity. Having tools ready for specific cohorts would help finetune the programs.

**E-learning
components**

Adding e-learning components would help staff in social enterprises deliver the programs in an agile and flexible way adjusting to diverse needs with ease. This would improve the opportunities to make the financial wellbeing program part of the overall support delivered to the employees.



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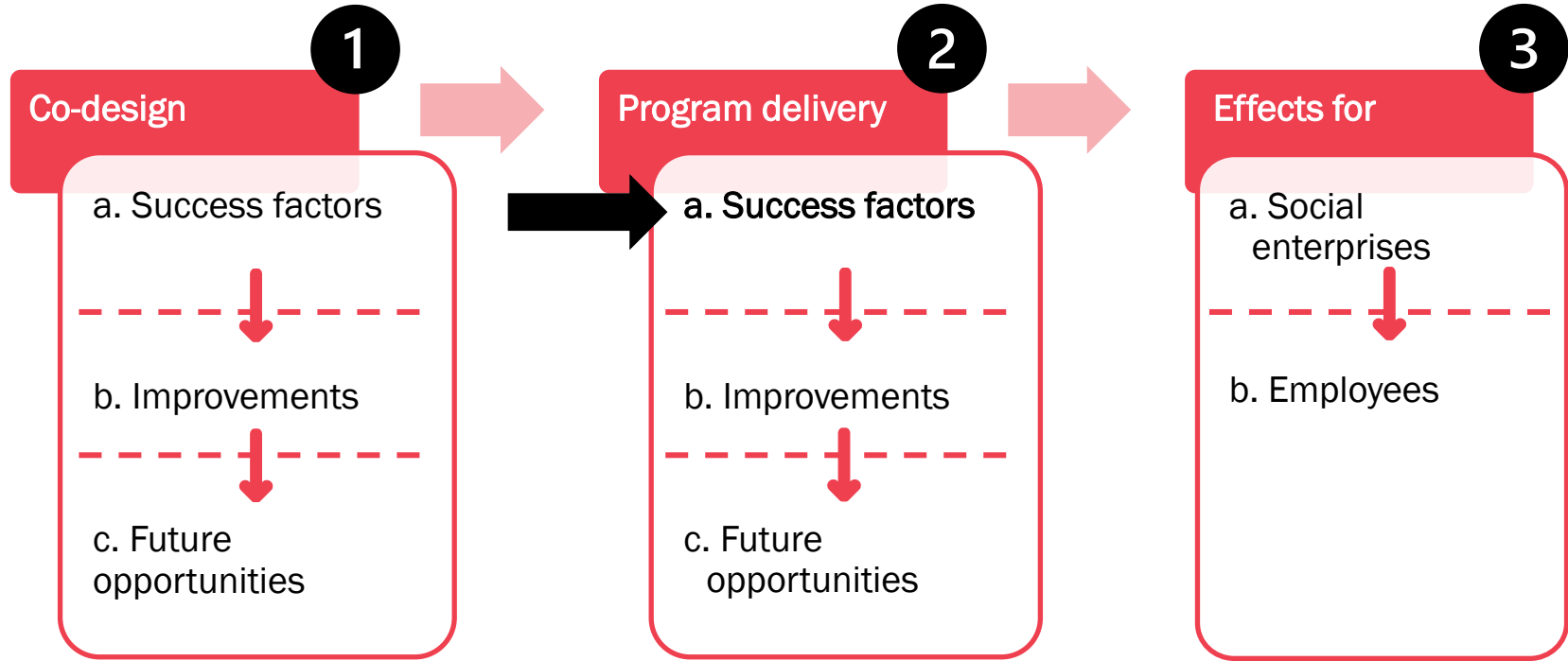




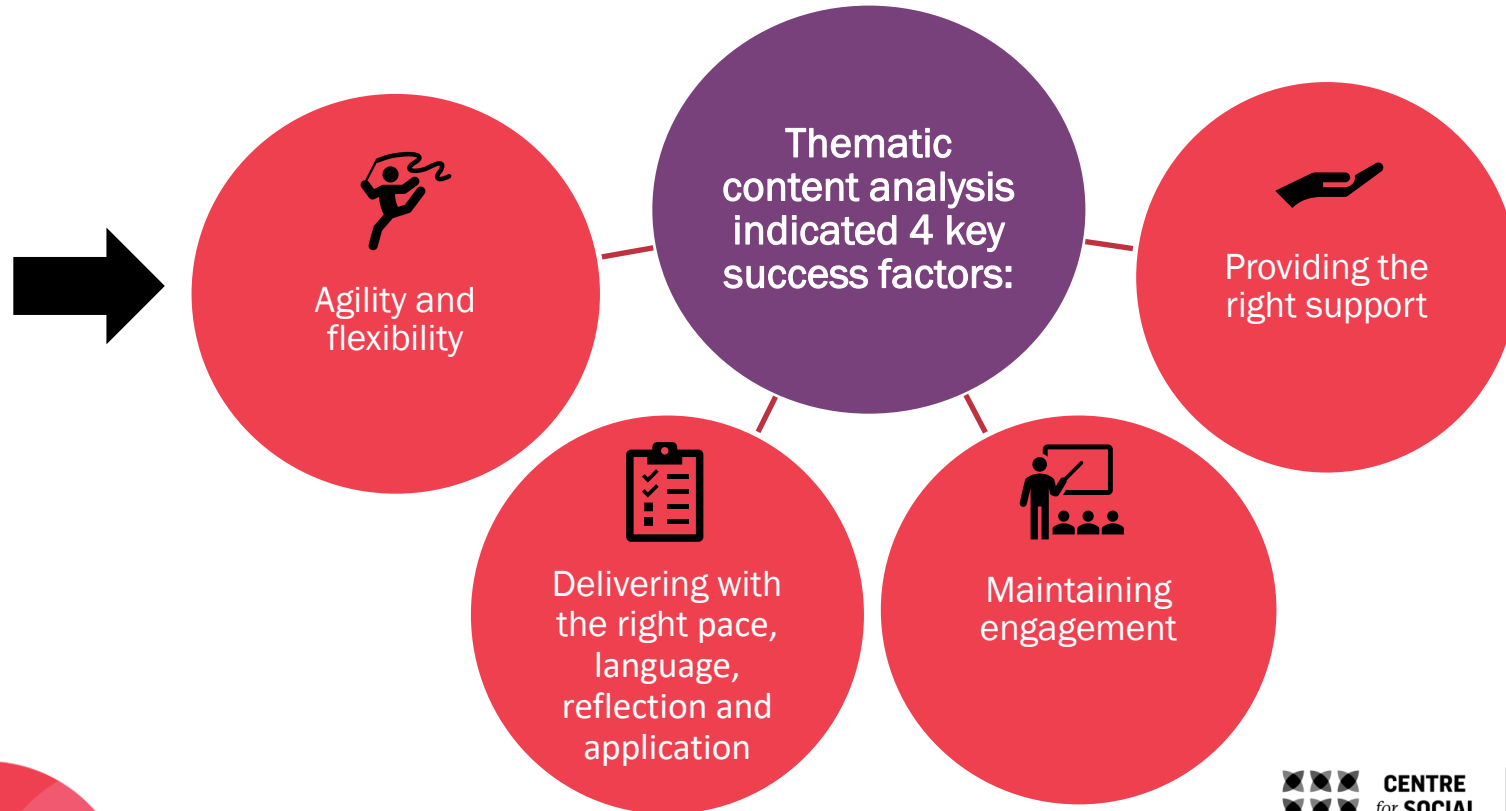
2 PROGRAM DELIVERY

The program was delivered in two ways: a train the trainer mode at Fruit2Work; and directly to employees at ReBuild, with staff observing. The results in this section come from both forms of delivery. The two delivery formats were determined by the SE's operational requirements.

EVALUATION FINDINGS AND RESULTS



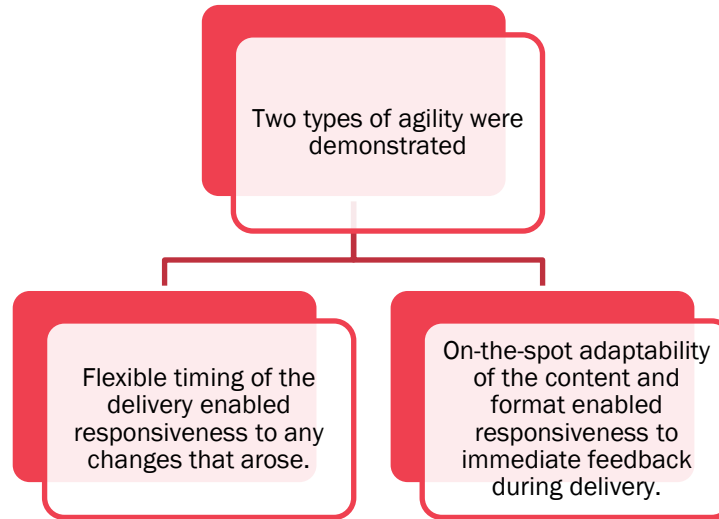
Program delivery – Success factors



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Program delivery success factors – **Agility and flexibility**



Agility is necessary because:

1. Social enterprises work within a dynamic and rapidly changing environment, so effective program delivery must be flexible, adaptable and responsive.
2. The diversity of people for whom the training is delivered means that it is impossible to foresee all the needs and changing dynamics.



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This quote illustrates how the experience of the facilitator can contribute to the level of agility and flexibility.

“

I understand that cohort, I've worked with that cohort in the past myself as a practitioner and I think that helped because I understand a lot of those processes and our stories and context which helps.

”



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These quotes illustrate the complexity of developing and delivering content that works for a diverse range of participants.

“

It's hard to deliver because we have people with very, very different stages of life. So the age bracket we were delivering [to] was 18 to 28, which [are] obviously very different parts of life. So financial knowledge is very different anyway. I think the only thing that I would possibly change is adding a bit more complex learning for the people who already had that existing knowledge because all of the content was relevant because it applied to someone in the room but I think just like the people who were a bit older and had kind of more life experience, a lot of the content they already knew.

”



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This quote illustrates how instantaneous feedback can enable further agility and flexibility and as a result deliver excellent tailored training.

“

At the end of each topic we had a QR code on that topic of what people learnt and two new things they wanted to know more about and everybody filled that in, really pretty high response. And that emerged particular themes that the caseworkers can then further support with.

”



These quotes illustrate how agility was embedded into the training format.

“

We had a bunch of supporting materials that were co-designed. One example is worksheets. Worksheets that people can work through as we're working through each topic. Now, they ended up not being utilized in that delivery. That's OK because it was very apparent, very early in the session, that the way to keep people engaged and to want to ask questions and be curious and do all those things, then that was probably gonna be more of a barrier to that.

”

“

We're gonna have some kids, young people who have ADHD who will need to stretch, who will need to get up every 5 minutes. This is going to happen. How do we adapt to that in delivery?

”



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This quote illustrates another way that agility and flexibility is important in program delivery.

“

Laid back, which I think is important with the cohort that we work with because a lot of them are deterred by classroom settings, and feeling like someone's a teacher figure. [...] So I think because she just made herself really relatable, laid back, [it] kind of played into the cohort we had. She was able to answer everyone's questions, used a bit of humour. [It made it] a lot more engaging for them rather than just being like a formal classroom setup that you would expect.

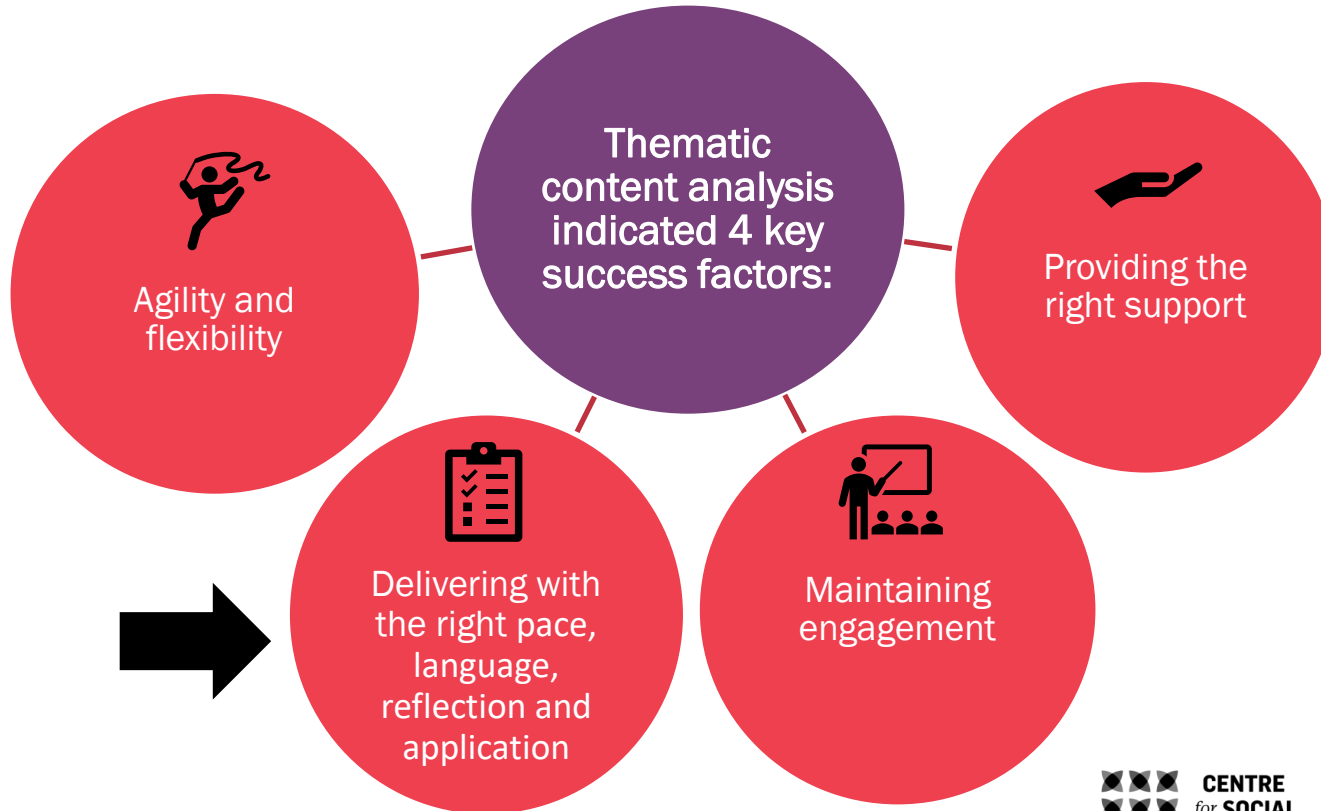
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Program delivery – Success factors



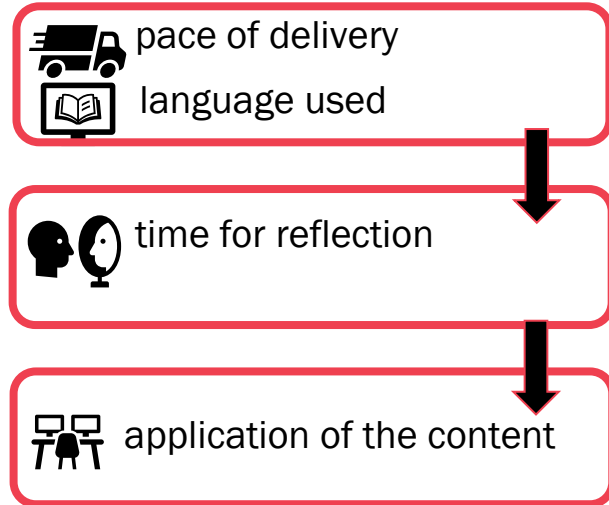
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Program delivery success factors – **the right pace, language, reflection and application**



The respondents identified:



These variables form part of agile and flexible delivery, and were identified as a **distinctive need for each delivery**. They are also important because they create a sequential process.

as a set of variables that enable content to be tailored to each cohort for a successful delivery.



This quote illustrates how all four elements are applied.

“

Here's the five topics, but we're not going content heavy or concept heavy [...] and we're intentional with the foundational content as the base for this, [...] introducing a concept and not too many concepts at the right time, as you move from sessions one to five. Now, language is key in that too. Are we using the right language [...]? Because if we've got to engage diverse learning styles, but we also know that with topics like this people have received maybe no education, little education, or overwhelming education on this topic, that it would be, you know, of no benefit to lose the learner and to just introduce whatever [...]. So what I mean by that is introduce an idea, a topic self-reflection. What's important to me, how does it relate to me? How does it relate to my circumstances and my experiences so far that underpins every topic we do? So, it's the reflection piece, then it's a shared learning environment to understand other perspectives and to learn from others. And then it's the introduction of a tool in the application of a tool.

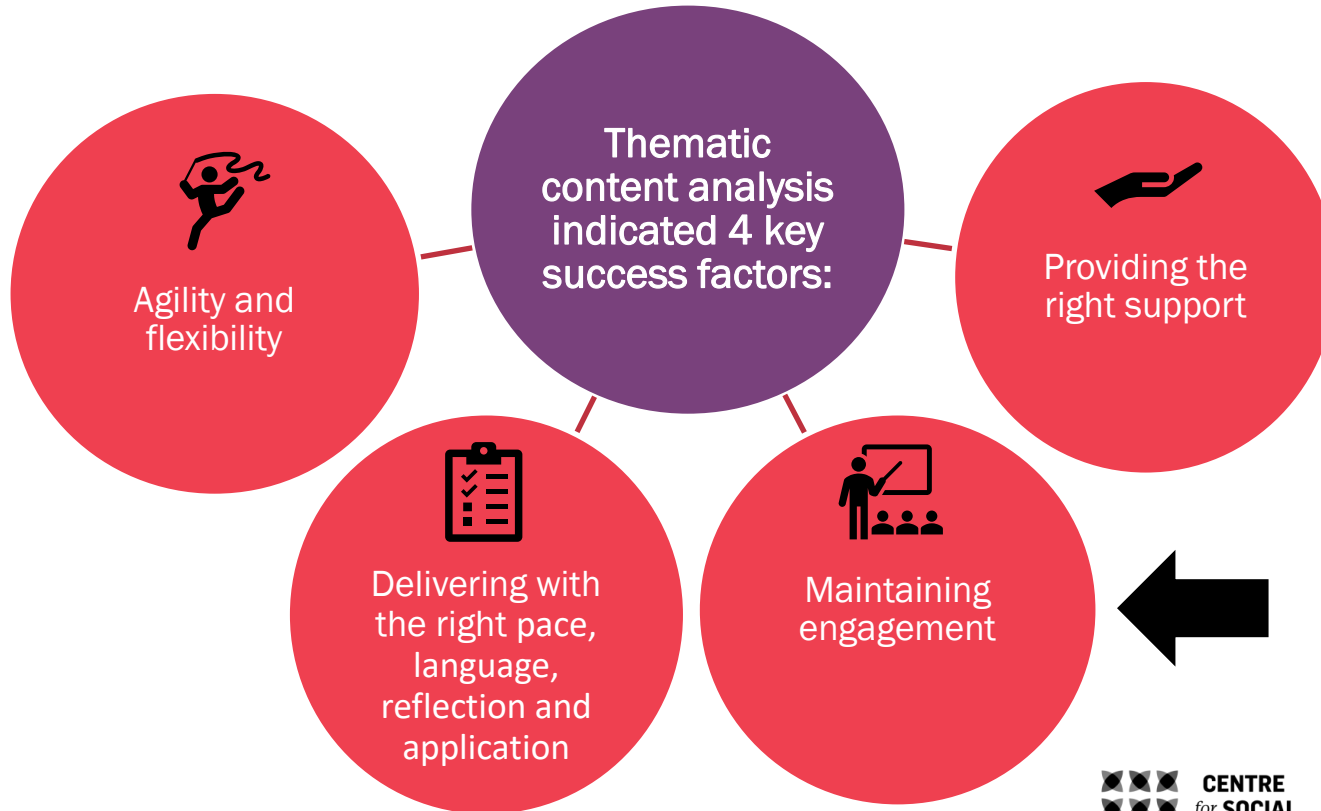
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Program delivery – Success factors



Program delivery success factors – **maintaining engagement**



Maintaining engagement among a diverse cohort can be challenging. Facilitators must master techniques that enable them to keep diverse audiences engaged. Three elements are needed:

The right engagement methods need to be applied during the entire session

The facilitator needs to be prepared but also able to adapt their methods on the spot in response to participants

Making the content as relevant as possible to people's own lives and situations is key to effective audience engagement



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This quote illustrates an example of a set of engagement methods used.

“

I think our sessions and, yeah, the thoroughness of what she provided us and the clarity at the beginning of each session, what was gonna be happening that day, what we're gonna do, what we were gonna achieve. So she put some practical things in there as well. So you weren't just sitting listening, you know. [...]

Then there was also in each of the modules [...] something that you could do like the loan calculator or something like that. She put those little things in there as well. So you weren't just sitting there listening to someone go on, you actually could do something. You could make it about yourself and there was a thing like with Afterpay and that sort of stuff. So you know, it's all stuff that you would be using in your life.

”



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Using smartphones throughout the training was a successful engagement method with a young cohort.



So, the fact that people are using smartphones [...]? The [interest in] this was quite key as well, especially for young people, not just for their prime mode of communication but their motivation to [...] learn. The more, we were able to use smartphones to access tools and calculators, the more they were engaged.





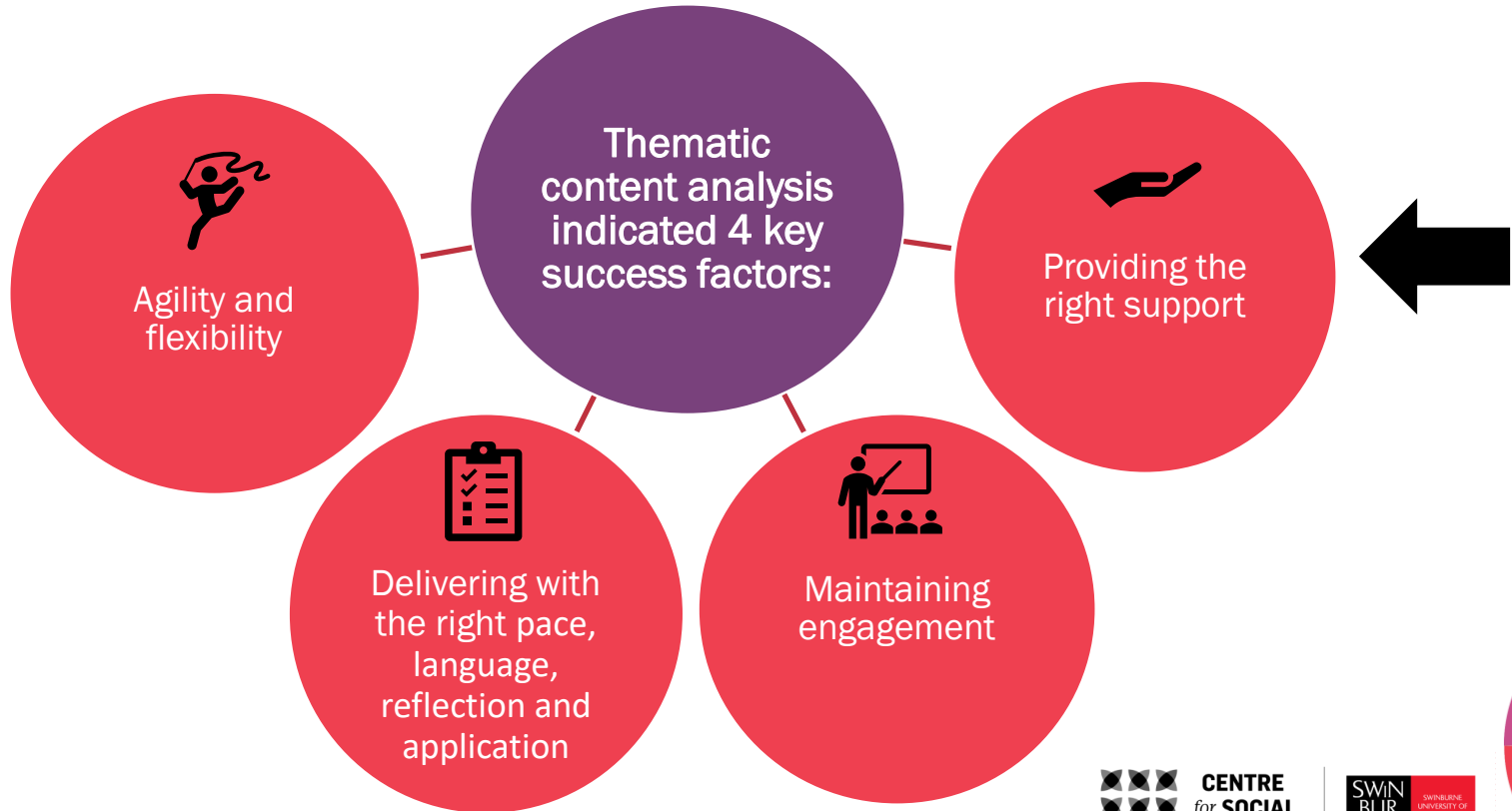
Incorporating examples based on the real experiences of people in the enterprise where training was delivered proved to be an excellent engagement method.

“

We created some examples, so we [changed] people's names and put some real-life examples in there, so that we knew that these were real-life examples of what happens in our warehouse or in our office area. So, we just, yeah, changed the names and we put the real-life stories [...] about things that can happen.

”

Program delivery – Success factors



Program delivery success factors – the right level of support



1. Training involves people with learning disabilities or challenges

2. Additional adjustments and explanations may be required and are difficult to deliver by one facilitator



Additional personalised support during delivery enables attention to a wider array of needs, and makes delivery more flexible



which in turn is likely to increase the program's comprehension



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This quote illustrates that training delivery is supported by including a diverse mix of people within training groups and providing additional support as required.

“

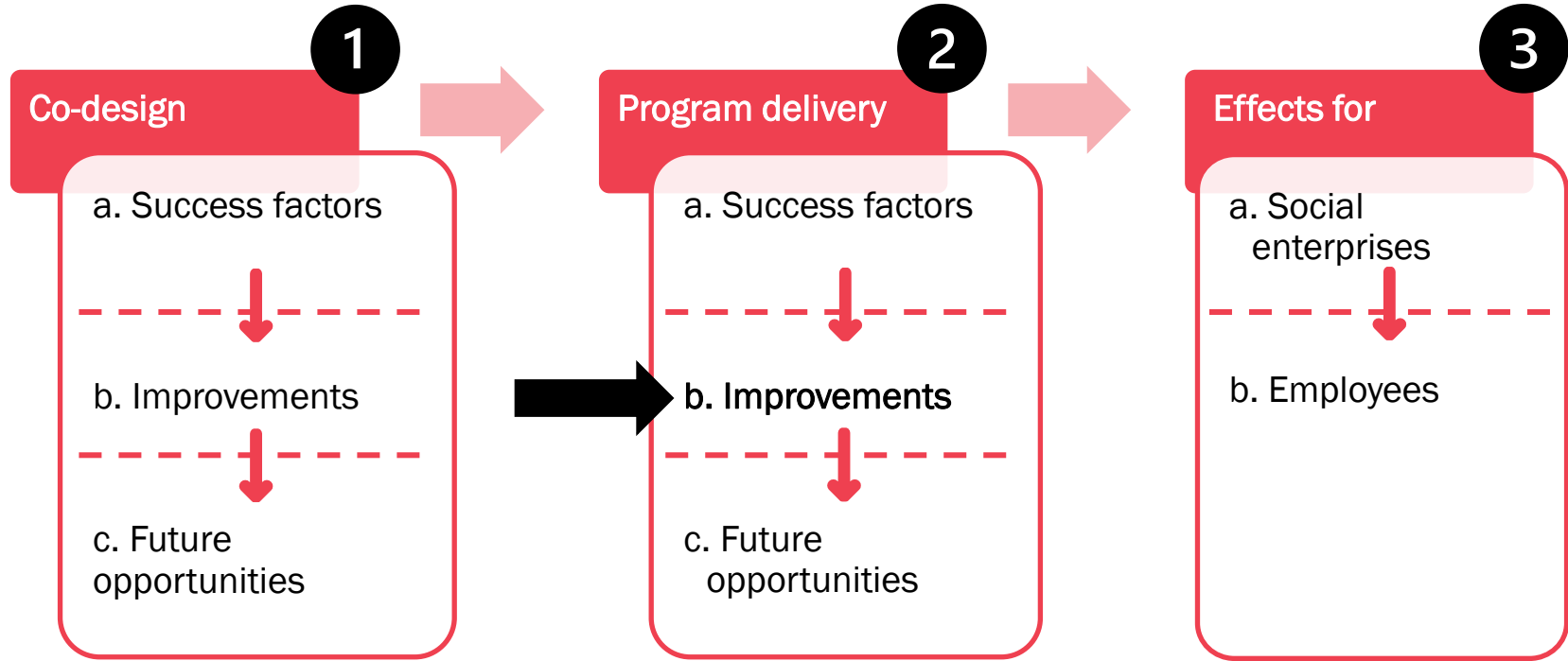
Making sure that there was that mix of personalities and making sure that, [...] if there's people who are maybe a bit quieter or people who aren't comfortable in settings like that, that we didn't just have a room full of people altogether who weren't going to engage.

...

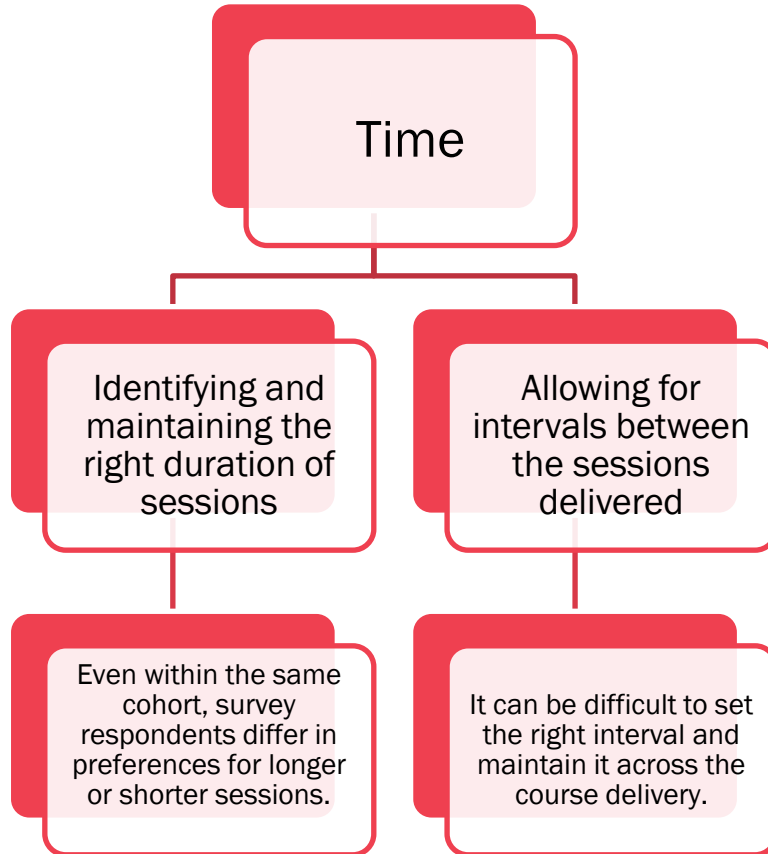
And then as well, it was just important that one of the reasons as well that I myself, another case manager sat in on it was just to help people out. We have a few boys who've got learning disabilities. So they were able to have like support people during the process, just in case they needed things explained.

”

EVALUATION FINDINGS AND RESULTS



Program delivery - Possible improvements



Overall, program delivery feedback was positive, and the survey findings on session timing reflect variation among participants' preferences, rather than delivery issues.

Some flexibility with delivery will always be required due to the dynamic and changing nature of work in social enterprises, and the diversity of participants involved.



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These quotes illustrate the challenge of tailoring session length to suit diverse groups with differing needs and preferences. Prior planning and access to the right information was identified as a way to address this challenge.

“

I think one of the other things that maybe didn't work for every single person, is the duration of delivery. To hit the mark and having a perfect duration is always a bit of a compromise. You don't want it too long. You can't have it too short, availability, that sort of thing. So maybe for a couple of people it was a bit too long, which I can understand, especially if there's learning needs. So, you just gotta mitigate best you can around that and then work with the caseworkers.

”

“

This is a very operational thing and the nature of social enterprises, but having maybe a [...] bit more information about some of that mapping out of broader priorities, training initiatives, availability of staff, those sorts of things ahead of time as much as possible.

”



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This quote illustrates the timing challenge during the first cycle of delivery.

“

Probably I would have done it a little bit closer together only because not to lose interest, but we were also opening up two recycle centres ... So we were under a lot of pressure to get those businesses operational before the 1st of December. So, we had restrictions that way, but I probably would have done it [...] every second week to keep it a little bit more fresh, we probably went a little bit long.

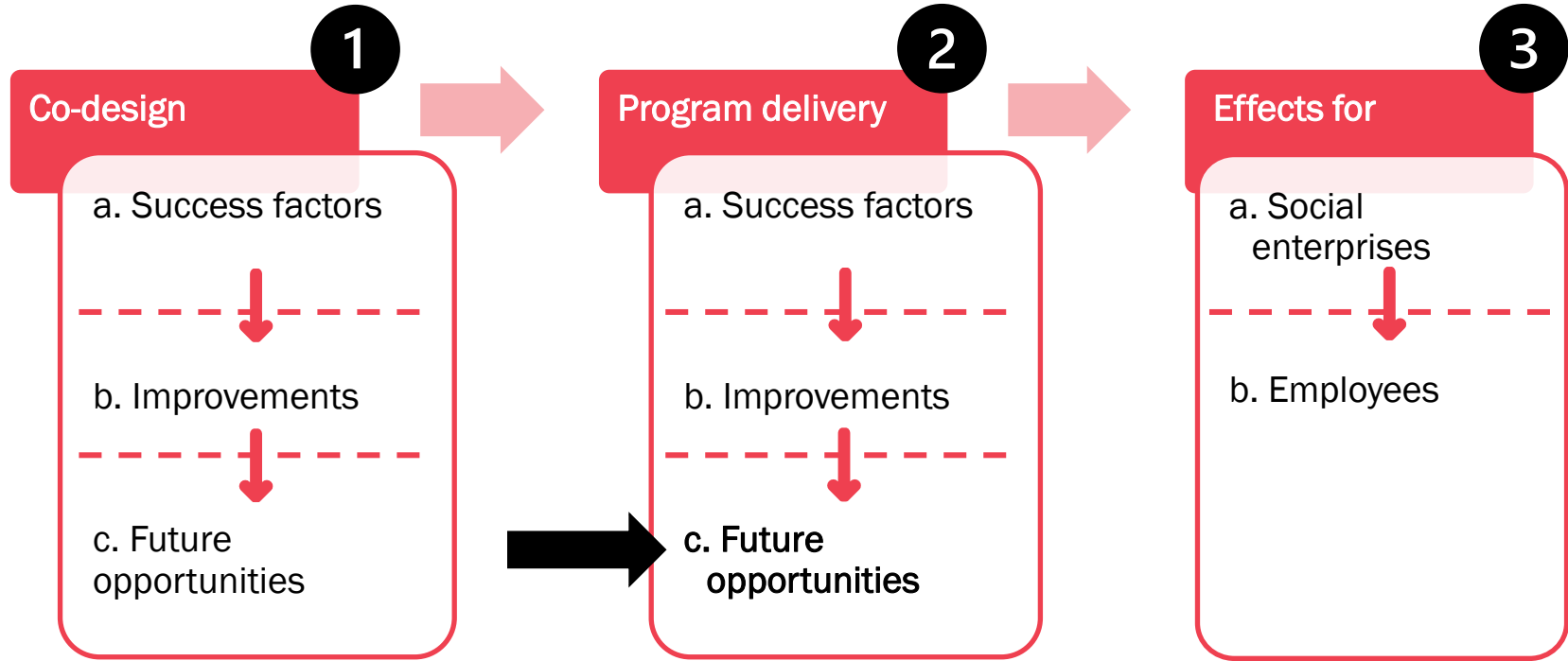
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EVALUATION FINDINGS AND RESULTS



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Program delivery – Future opportunities

Adjustment to possible future legislative or policy changes.

The general content of the program is likely to remain relevant for a long time, however, adjustments will be needed as the legislation and policies change in specific areas.

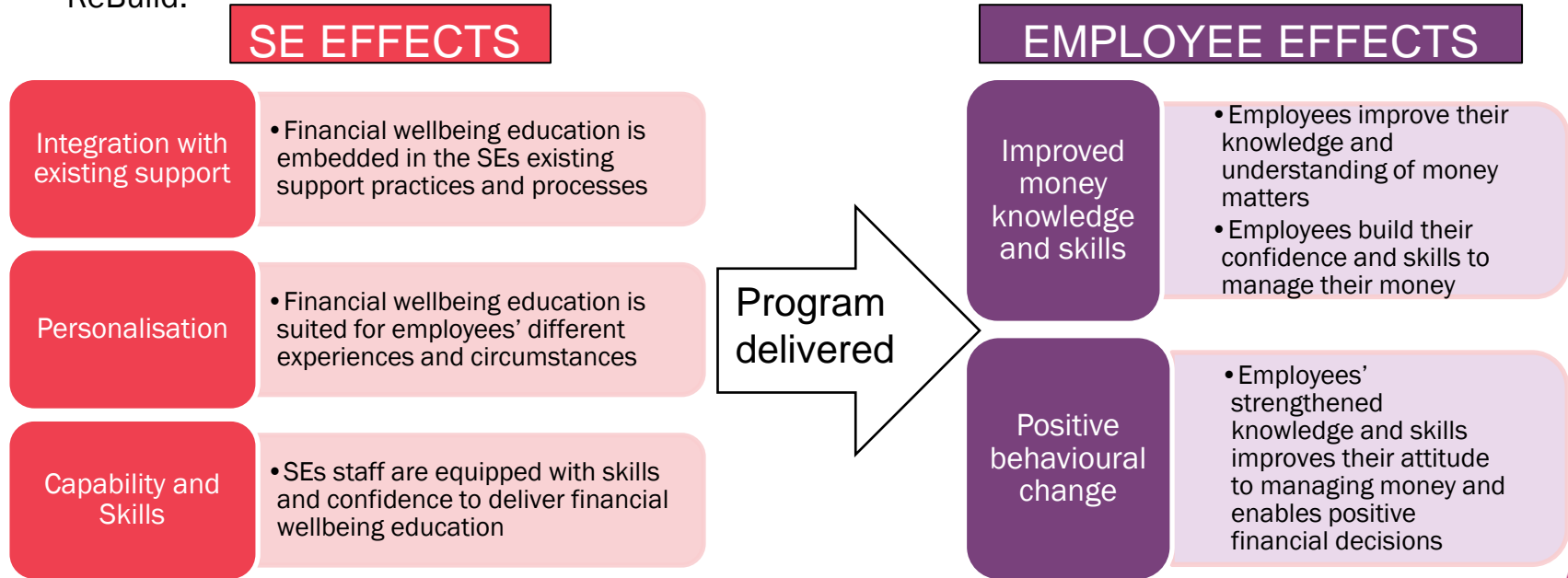


3 EFFECTS

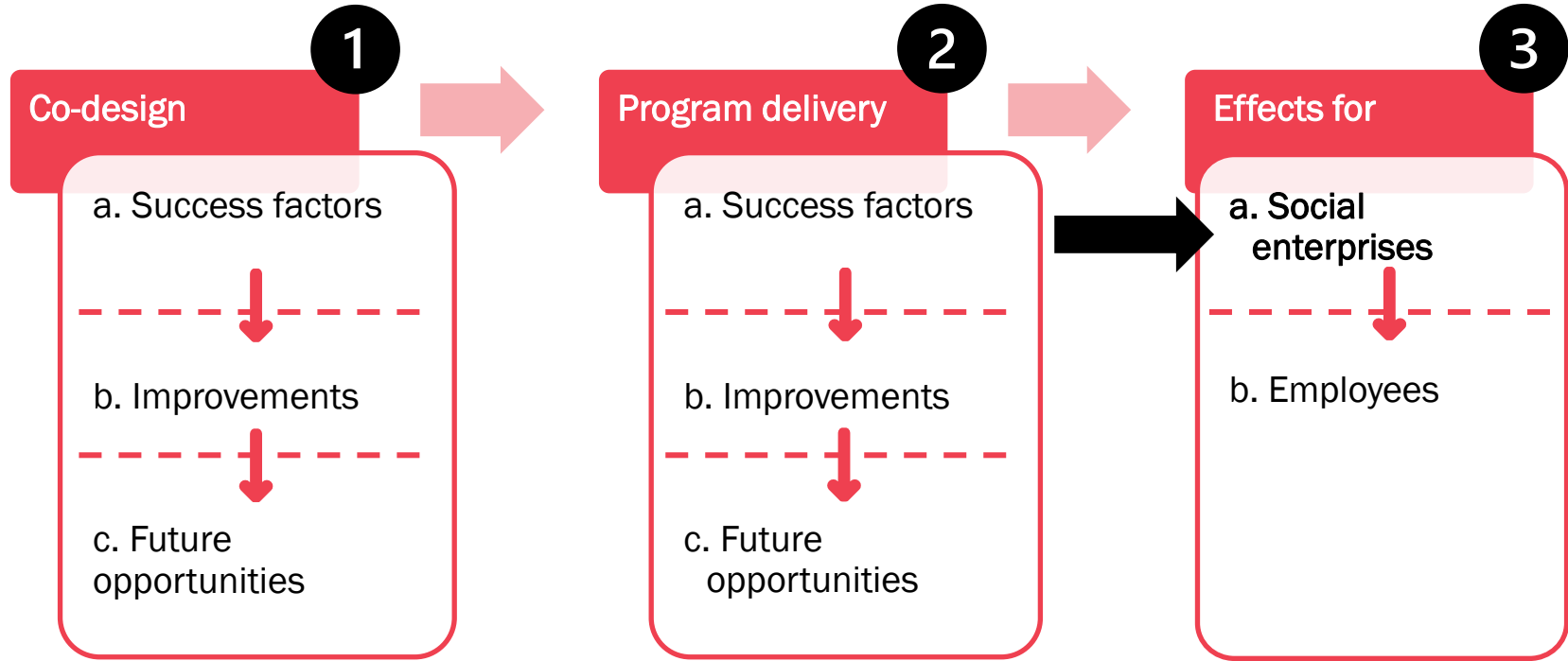
The effects of the program will continue to develop over time. However, the evaluation of the first cycle has already identified several effects both at the organisational level and for individual participants who have received training. This section presents these immediate effects.

Desired Effects

Desired effects of the program based on the program objectives identified by Ecstra, Fruit2Work and ReBuild:



EVALUATION FINDINGS AND RESULTS



Evaluated effects for social enterprises

The evaluation found that all the desired effects for Social Enterprises were delivered in Cycle One

Integration with existing support

- Cycle one was effective in delivering programs that are tailored and well-suited to the needs of each enterprise. The programs integrated well with broader training frameworks.

Personalisation

- The co-design phase meant time and care were taken to tailor the content of the program to different individual situations and contexts of employees.
- Where the program was delivered, 83% of employees reported that they could understand the content well and found examples relevant for their situations.

Capability and Skills

- SE staff declared clarity, readiness and confidence to deliver the program to their employees, indicating capacity of participating social enterprises for delivering the training.
- Staff have explanatory notes and materials supporting them in delivering the training on their own in the future.



These quotes illustrate how one of the enterprises is embedding the financial wellbeing training in their overall support delivery program.

“

It talks about like week one to week three. So it's job training. And then week four to week eight is about mental health support. And then week 12 to 24 is transitional support. So in between this, in between this employee transition pathway, we will have the financial, wellness program.

”

“

We teach you what to do about money and the debt that you've got and all that sort of stuff. So I think that's where, you know, we are letting people know we can change their life and by providing a course like this, it puts a proof into it that we are helping you in every aspect that we possibly can to get you ready for the real world. Yeah, it's formed part of our wrap around services.

”



These quotes provide further examples of how the financial wellbeing training has been successfully integrated into the participating social enterprises' existing training programs.

“

[The] program [is] now embedded also through the work of case managers who pay more attention to the financial matter with the incoming people and are using the materials developed from the course. So, I think the support model that we refer to is through the job that I do myself. So, just in the case management role, and it's definitely integrated. When someone's assessed and comes on board with us now kind of, I'm making like more of an effort to discuss with them from the beginning, because obviously, [...] people that we work with, a lot of them, this is their first job so we're just being a bit more conscious when they begin working, to speak to them about, like, do you have a budget plan? Do you know where you're going to allocate your pay when you get paid every fortnight? Have you got an emergency fund? Have you got savings? Do you need help creating a budget plan and we obviously are able to do that because we've learned all of the content that we need and we've got the tools ... So we definitely have more of a focus now beforehand.

”

“

We did a trial run for the first part of the program last week and ... 25 people attended in their own time, before work.

”



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These quotes show the time and care taken to personalise the program and make it relevant for different contexts and individual situations.

“

The target was that we could write a program that we could communicate and work with every person in the business, every employee from the warehouse to the drivers to the admin people at different levels in their life, people at different age groups, people with different backgrounds of finance people, different experiences. So it had to go from one end of the scale to the other, where everyone could feel comfortable and associated and it would be something that would reach everyone.

...

Now I say it's [an] amazing program that we've codesigned.

”

“

We were clearly chuffed by the whole experience, you know? And that is being absolutely honest with you,[...]. Oh yeah, I was excited to sit down and go over it from the very beginning, [...], when I got told it was happening, I got ideas [on] relevant stuff. You know what relevant content people wanted from our work and make sure to bring it up and see where it could fit in, or if it wasn't there, we put it in.

”



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This quote illustrates the immediate improvement in approach and skills of SE staff in the process of preparing them for independent delivery of the training to the employees in the future.

“

I knew what all the things were and I didn't think that other people didn't know. Everyone knows what super is. Everyone knows what a loan is, that black, and so that was it for me to learn: 'No, actually that's not how it is'. And that's what helped me understand how we have to think about things differently and how to work on that and it helped us understand how it can all still work together. ... You just gotta change it up and make things different, and [...] that was a learning curve for me because I just thought everyone knew how to pay tax and get this and do that and what super and salary sacrifice and because of my upbringing, my lifestyle. But I found it really easy to pivot it and it was just really a comfortable process and I'm not a finance person at all, but I really love what I learned from it and I felt now I'd be able to facilitate this easily.

”



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These quotes illustrate the confidence of SE staff to deliver the training.

“

There's nothing worse than standing there talking about something that ... you look like you don't know what you're talking about ... Someone might be, you know Uni smart, but they'll see through you straight away. So it's also probably making sure that you've gained their trust as well when you start presenting. So, from my side it's the confidence to be able to deliver that, you know, to people that are gonna be asking lots and lots of questions and will be relentless with wanting to have information from you because that's what they're there for and our employees want to learn. [...] By the time they come to us, they want to make that change in their life. So they're, you know, they're sucking information from you and they're getting as much from the you as they can.

”

“

I think everyone who sat in on it is quite confident in being able to deliver it. Because again, most of the content, we had an understanding of it anyway and we helped create it, so it's not like reading someone else's script.

”



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Unexpected effects for social enterprises

In addition to the desired effects for social enterprises, the evaluation revealed an unexpected positive effect of the program:

The program was immediately helpful for SEs in supporting cohort employees faced with challenging situations

The following quote provides an illustration of this unexpected effect.



This quote illustrates how the training delivered knowledge for the support staff and immediate change in decision making for the participant, contributing to a positive financial effect through relief from a significant financial problem.

“

So we had one person in particular when we were doing the training and we spoke about fines and finance plans, payment plans, etc. And he had a lot of fines that he'd just been ignoring because he had too much anxiety, and after the training, he got some support from myself to phone the fines agency, and ... we actually managed to get [thousands of dollars] worth of fines wiped, as a result of doing the training.*

”

**The amount of forgiven fines was verified and ascended to 9000 dollars*



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This quote illustrates a specific challenge that the financial wellbeing training is helping to address in one of the SEs.

“

“[Our employees] might have worked for seven years, but it's been a cash job. So there has never been a pay slip or a commitment to an employer, and understanding, you know the overtime penalty rates, right and what they [mean], because our delivery drivers start at around 2:30 in the morning. So, you know, getting the penalty rates and how to read that on your pay slip and to how to read the tax the year to date, those kind of things. And you know what another example is if you tell someone that they earned \$32 an hour, they will calculate 32 by 8 hours and say well, you owe me money. So, well no, we don't. It's tax, you know, and that's how some people think as well.

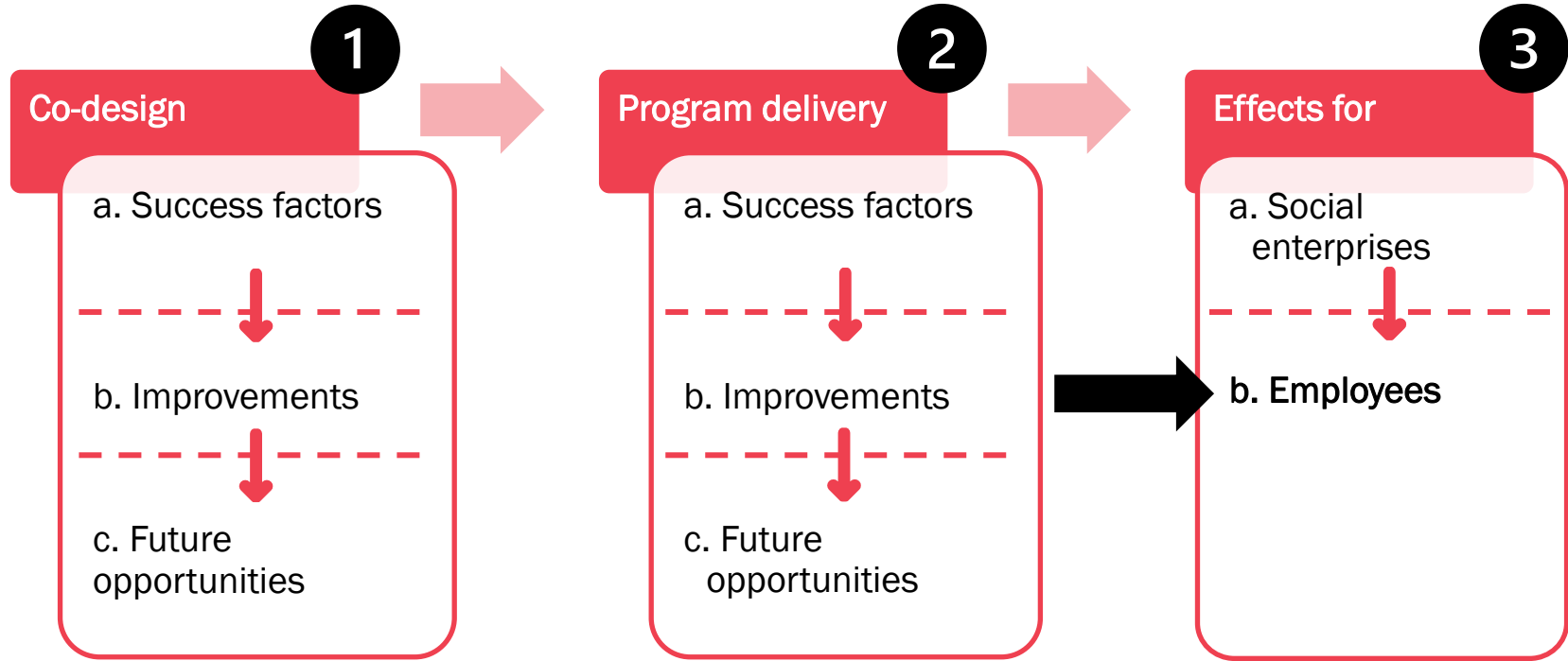
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EVALUATION FINDINGS AND RESULTS



Evaluated effects for employees

Despite the evaluation of Cycle One having a limited capacity to detect the effects for employees, some important immediate individual effects were identified already after one delivery of the training.

Improved money knowledge and skills

- 83% of employees who participated in the training and replied to the survey declared improvement of their knowledge and understanding of multiple money matters.
- 83% of employees who participated in the training and replied to the survey declared their confidence they could manage their money well “got a lot better”.

Positive behavioural change

- Clear examples of immediate improvement of attitudes towards money matters.
- Clear examples of positive financial decision making resulting from the program were found.

Evaluative capacity of effects for employees was somewhat limiting

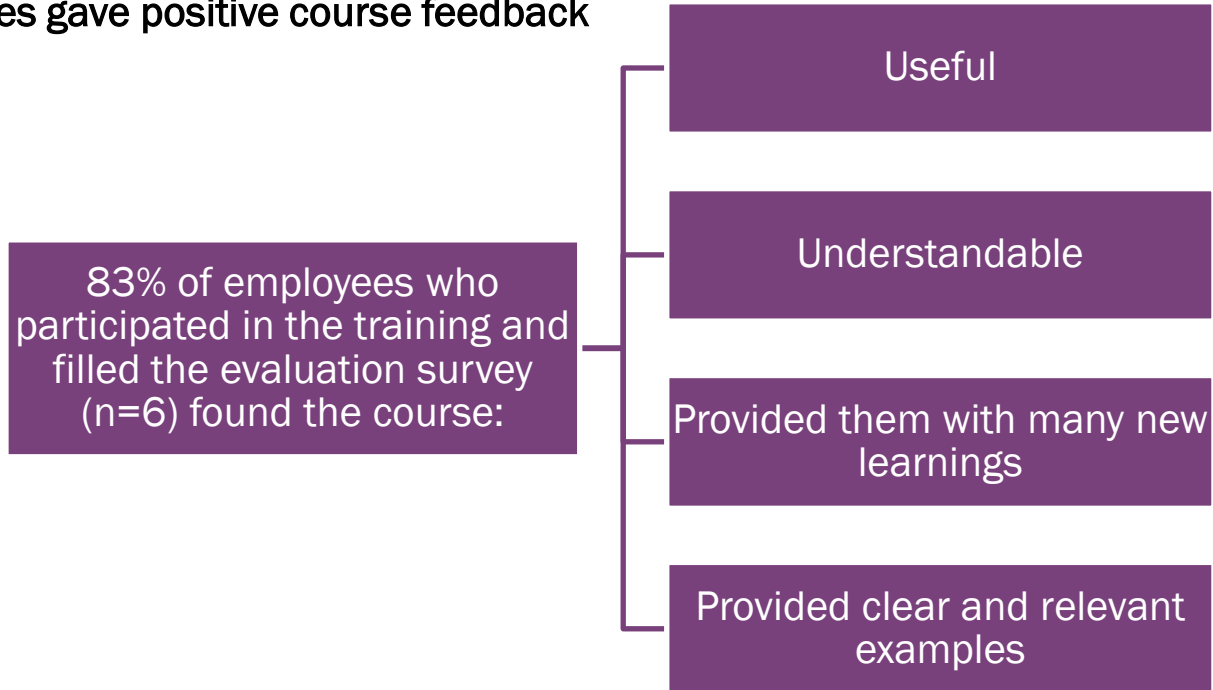
Evaluation of Cycle One had a **limited capacity** to assess the effects for employees because:

1. These effects can only appear after the training is delivered, and only one training program was delivered at the time of evaluation.
2. Effects (especially behavioural change) tend to emerge only over a longer period of time, when participants actively begin to use their newly gained knowledge and skills.

The effects of the program for individuals are expected to scale as the participating SEs proceed with delivering the training to more employees over time.

Evaluated effects for employees

Employees gave positive course feedback



Evaluated effects for employees

Improved money knowledge and skills

83% of employees who participated in the training and filled the evaluation survey (n=6) declared better knowledge and understanding of:

Payslip wages and tax

Superannuation

Using bank accounts and reading bills

Managing and saving money

Debt

Avoiding scams

Getting help

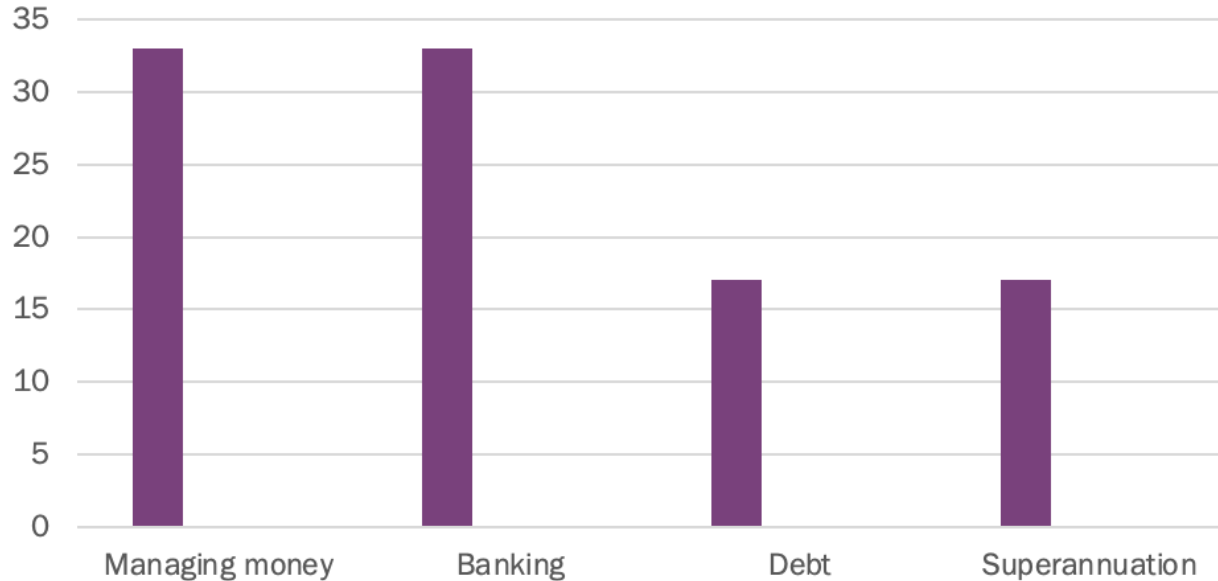


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Evaluated effects for employees

Most helpful parts of the course as indicated by survey respondents:



Evaluated effects for employees

Positive behavioural change

The interviews and focus groups identified individual immediate changes in attitudes to money and in taking positive financial decisions following training participation.

The program was immediately helpful for SEs in supporting cohort employees faced with challenging situations

The following quotes present examples of these findings.



This quote illustrates how the training changed the attitudes of participating individuals and their approach to setting financial goals.

“

Kind of like change of people's mindsets throughout it, I would say, because we had people, for instance, that were going to enter the training with really unrealistic goals that were unachievable and at the end of the training, they seemed to have a bit more logic behind their goals and what they could achieve and stuff like that.

”



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This quote illustrates a positive change of attitude of participants after attending the training.

“

I think that was the only kind of instant outcome that we had, but [...] a few of the participants who had done the training afterwards did come to me and ask about creating budget plans and stuff, which [are] things that they never ever showed an interest in when I tried to do it with them prior to the training. We had another boy as well who's saving up for a car and when he was doing the training he managed to use the little online calculator and work out what he had to put away every pay and we set up an automatic transfer and deposit savings account to help them save for a car. There was another boy as well who left the training wanting to explore looking into home loans and how that works and start tracking his finances.

”



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This quote shows how the program influenced a participant's decision about buying a car and saved that participant from unnecessary financial burden caused by debt.

“

At that time we had a young receptionist who went to a dealership and bought a car, left a deposit but then didn't realize that you know, for example, the car was gonna cost 20,000 to buy, it was really gonna cost her 32,000 because of interest. ... Yes, so thanks God there was a cooling off period. So that came up during that time.

”

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