

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

*Cycle 2 Evaluation Report*



# ACKNOWLEDGEMENT OF COUNTRY

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*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

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



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# 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 Ecstra Foundation. The program is delivered to the social enterprises participating (PSEs) in the Commonwealth Government's Payment By Outcomes (PBO) Trial Number Three (PBO3) over three years (2023–2025). This year, the program was also extended to Beacon Laundry. White Box aims to expand the program to benefit more jobs-focused social enterprises across Australia in the future.

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.'

# Background

- Year one: In the program's first year, the primary focus was on developing and refining the content. During 2023, the program was delivered to two organisations.
- Year two: Building on this foundation, the program was expanded and delivered to 9 organisations.

The program framework has remained consistent across both years:

- Co-design
- Delivery

*Mode 1* Train the Trainer: delivered by WBE to PSE staff, who were trained to deliver the sessions themselves (with some staff subsequently doing so).

*Mode 2* Direct delivery: WBE delivered sessions directly to PSE employees while PSE staff observed.

# What was delivered in 2024

Organisation	Co-design	Delivery by WBE	Delivery by PSE
Ability Works	✓	✓ (Train the trainer)	✓
ASA	✓	✓ (Train the trainer)	✓
Beacon Laundry	✓	✓ (Train the trainer)	
Fruit2Work	Delivered in Cycle 1	Direct delivery in Cycles 1 and 2	
Good Sammy	✓	✓ (Train the trainer)	
Jigsaw	✓	✓ (Train the trainer)	
Joi	✓	✓ (Direct delivery)	
Rebuild	Delivered in Cycle 1	Direct delivery in Cycle 1	✓
Vanguard Laundry	✓	✓ (Train the trainer)	

*The sessions were delivered by WBE to PSE staff (train the trainer) or to PSE employees and observed by PSE staff (Direct delivery). Some PSE's delivered the sessions to their employees after receiving delivery from WBE (Delivery by PSE).*



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# Evaluation method → Research steps and data sources

Interview

- with Program Manager

What worked, what did not work, results of the co-design and delivery

Interviews and focus groups

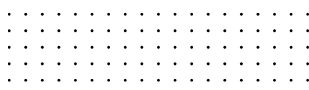
- with PSE staff (including people with lived experience)
- 7 focus groups
- 4 interviews

How the program was received and the level of immediate change it delivered

Survey

- of participating employees (n=26; response rate 62%)

Immediate effects the program delivered



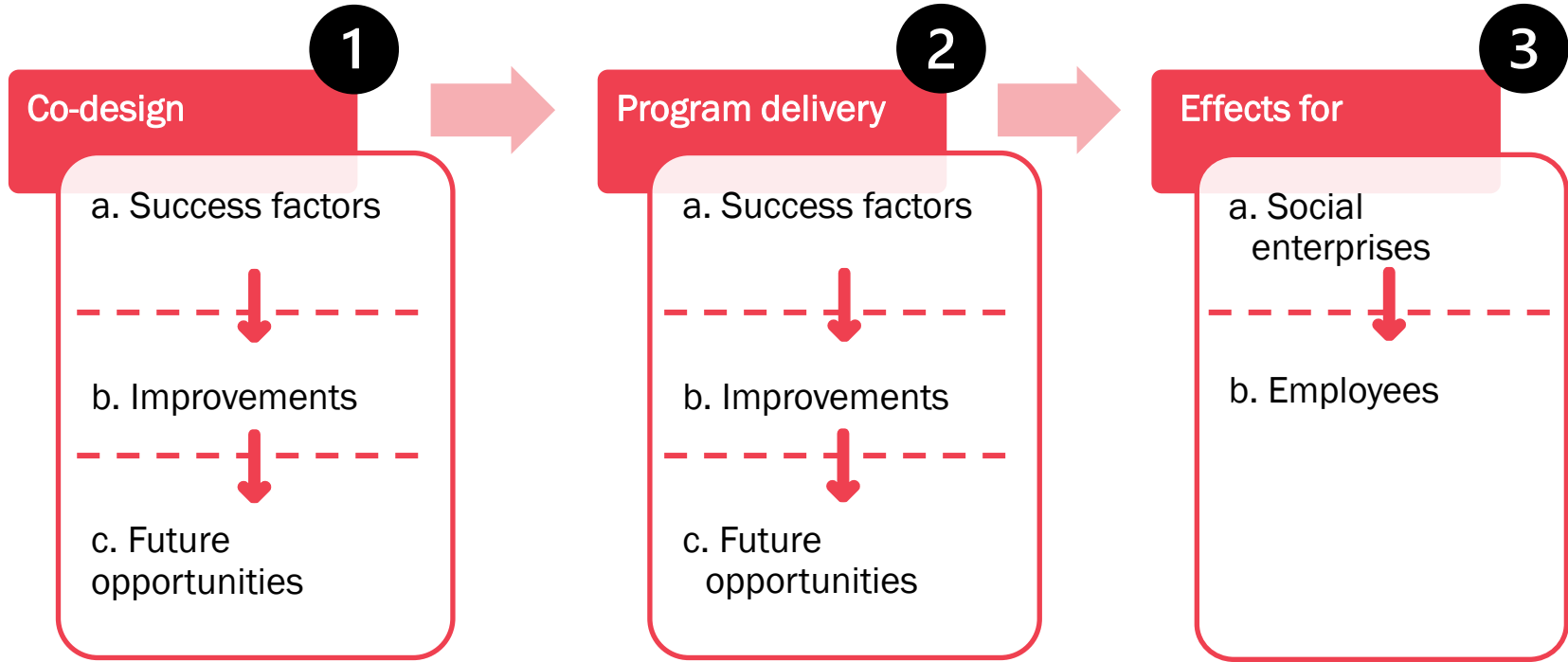
# EVALUATION FINDINGS AND RESULTS

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*We present what we learnt about the co-design, delivery, and immediate effects in cycle 2 of the program, and refer to the findings from cycle 1.*



# EVALUATION FINDINGS AND RESULTS





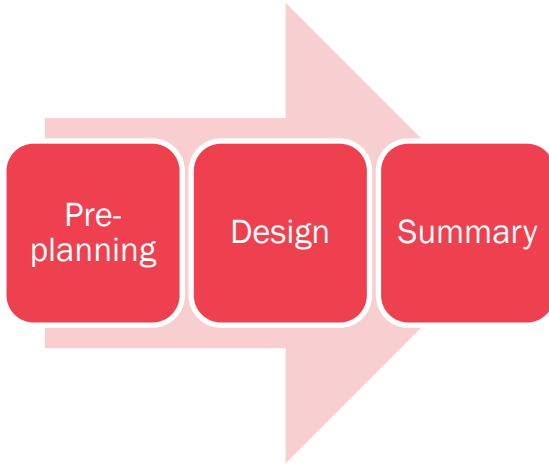
# 1 CO-DESIGN

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*This section presents learnings about the co-design process with the enterprises participating in cycle 2. Findings draw on the interviews and a focus group with staff from WBE and participating social enterprises.*

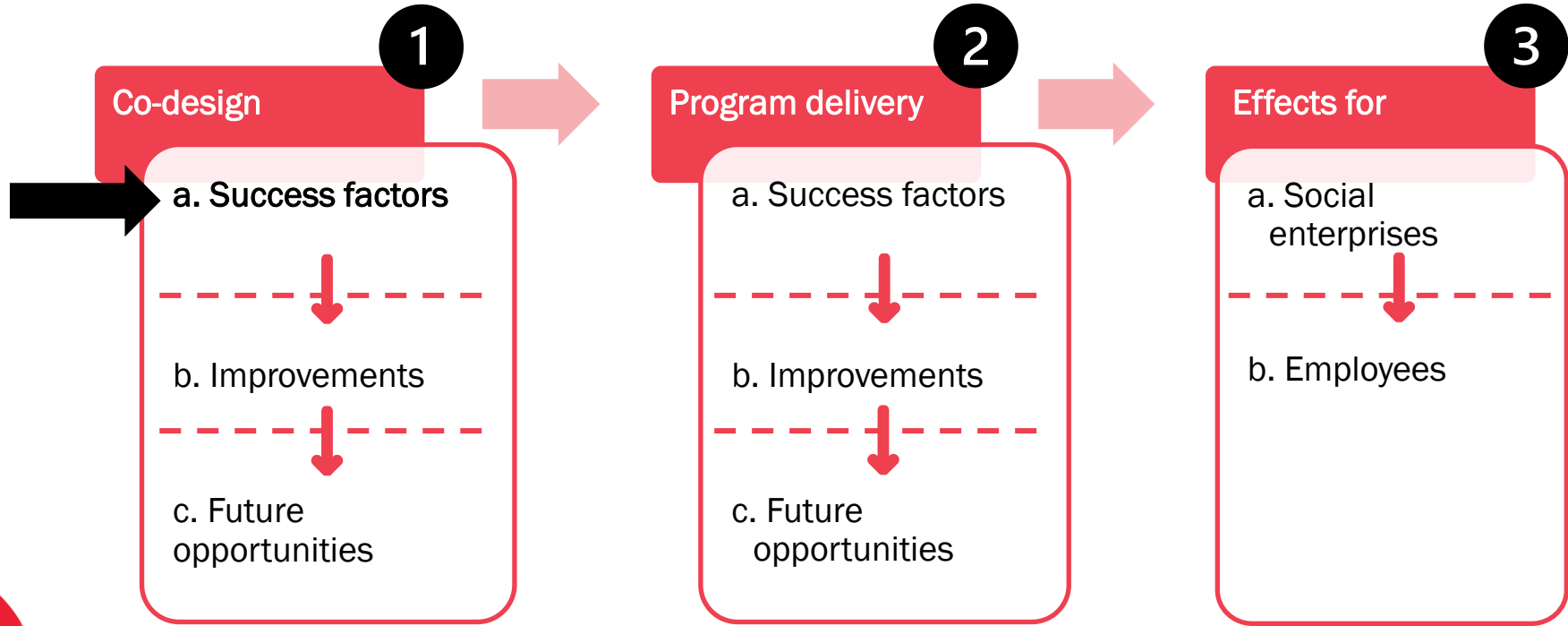
# Co-design process

## Stages of co-design

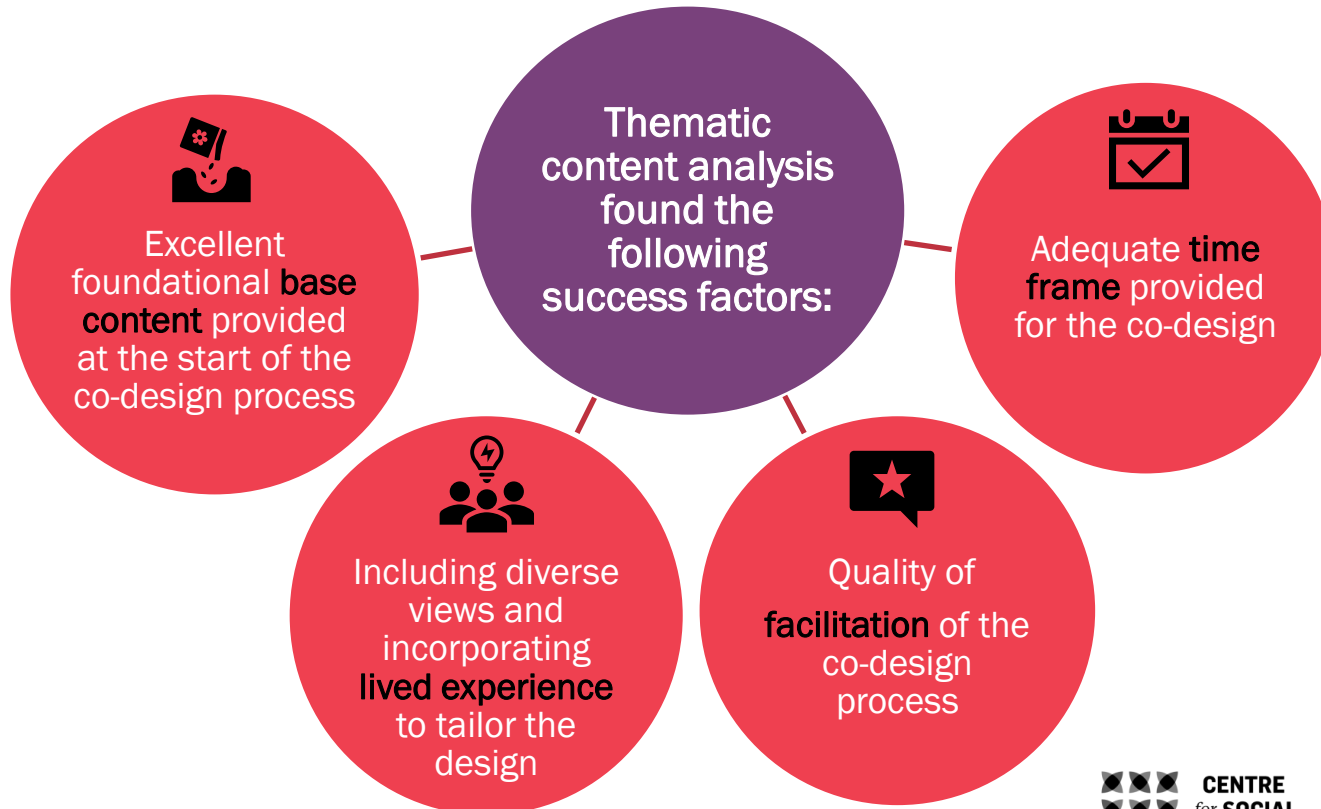


- Stage 1  
Pre-planning: Co-design working group is formed between WBE program team and PSE consisting of employees and staff with lived experience.
- Stage 2  
Design: Collective discovery and co-contribution is informed by lived experience to tailor learning content and inform program delivery mode.
- Stage 3  
Summary: Co-design synthesis informs final tailored program package.

# EVALUATION FINDINGS AND RESULTS



# Co-design – Success factors



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# Co-design – Success factors

## Confirming cycle 1 findings (see [cycle 1 report](#) for more details)

- The identified success factors are the same as those found in cycle 1 evaluation.
- This confirmation provides growing support for the structure of the co-design process and the four success factors as likely antecedents of positive co-design results.



*This quote illustrates the importance of having base content as a success factor for the process.*

“

*Content and presentation were in place before we even got to look at it. Like that was solid. We didn't have to change anything substantially ... The fact that ... the content was predominantly all there meant that we could just concentrate on the tone of it and the how we're going to present it and things like that.*

”



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*This quote illustrates positive results of engaging people with lived experience.*

“

*The guys that I got in for the training, I've never seen them so engaged. I was worried that they would just want a day sitting in the office, get a free feed and that, but they were really engaging, came up with some really good ideas. I wasn't expecting that at all.*

”



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*These quotes illustrate the importance of involving people with diverse lived experience in the co-design process, emphasising the positive results of their contribution.*

“

*Things that we thought were important, weren't important to them. They added extra stuff in that we had not even considered.*

”

“

*We invited two different people who have two different levels of disability and comprehension in terms of how they control their financial[s] ... So it give[s] two different scenarios on how our courses must be able to cater [to] both.*

”



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This quote provides an example on the quality of facilitation.

“

*Instead of just reading through the guides, she would say, ‘That's going to be boring. It's like you're in a school setting. We don't want the staff, to feel like that’. Instead, [she suggested], make it more like you can move on, you can contribute. You can stop us when you want. If you have a question. Honestly, to me, I would have just gone through: ‘Anyone has questions, Anyone wants to contribute?’. It could be intimidating to someone even if they wanted to contribute. But then with her ideas, I ... [learnt] more of how to present it. ... she gave us, an idea[of] how to throw it to the participants and let them contribute instead of just giving them a statement.*

”



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*This quote provides evidence of the quality of facilitation as a key success factor.*

“

*Look, I have to say that the communication and the instruction given ... has been fantastic throughout. Always very detailed as to exactly what was required. And right from the start, making sure that we understood the whole process from start to finish and where it was heading ... [It] worked very well, and I think that that really set up the whole thing for success.*

”



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*This quote provides evidence of the adequate timeframe provided for the co-design process.*

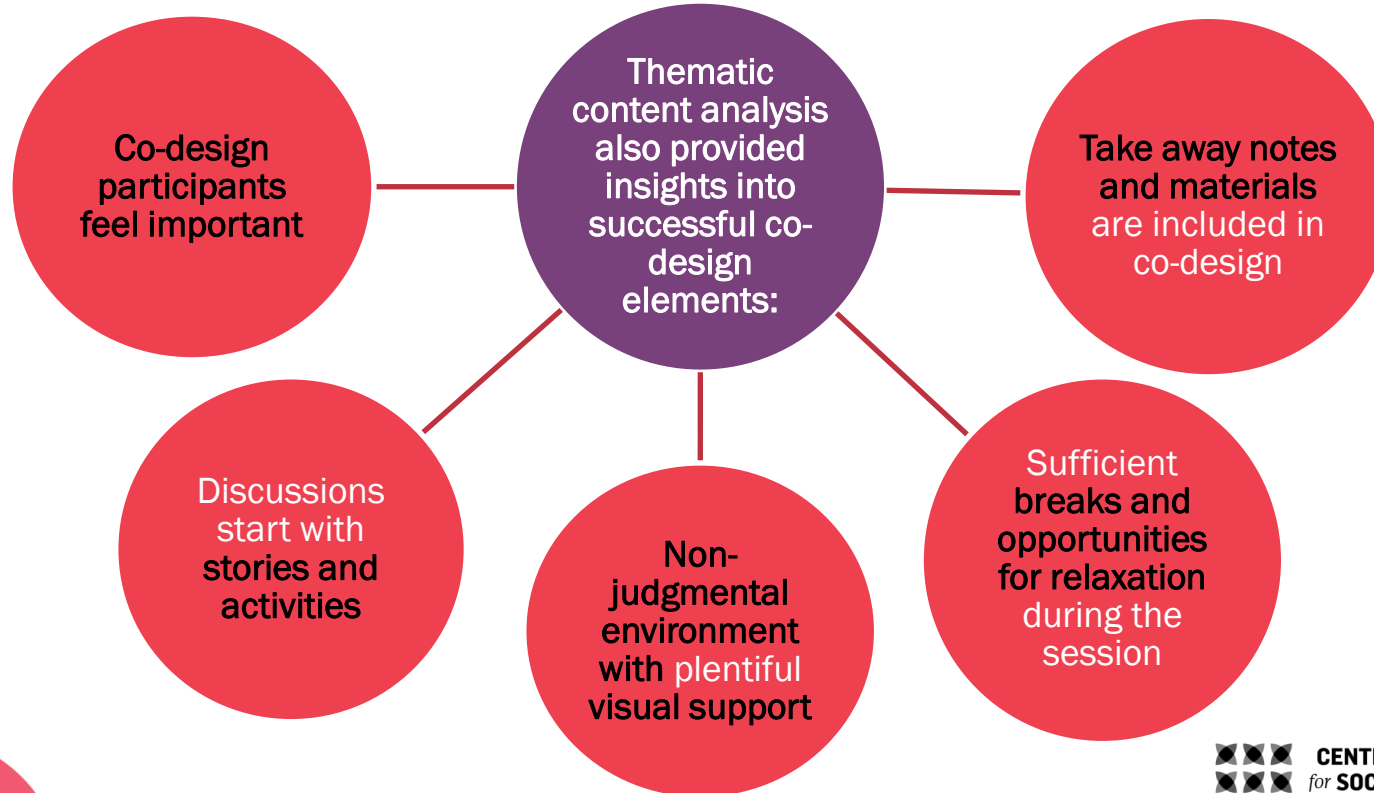
“

*This was very full on as far as the whole development timeline.  
To me ... like it was very much a reasonable timeline. It takes a  
long time to organise these things with this many people.*

”

# Co-design – Success factors

## Additional insights



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# Co-design success factor – “participants feel important”

Why do participants need to feel important?

- Participants who are committed, motivated and supported to share their own experiences provide insightful and valuable contributions.
- It is particularly important for people with lived experience because it validates their sense of worth.

How to help participants feel important?

- Communicate that their input can assist others.
- Provide good catering.
- Provide a relaxed, non-traditional learning atmosphere.
- Provide small take-home tokens.
- Encourage comments without forcing anyone.
- Treat all contributions with care and acknowledge they are meaningful.



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*This quote illustrates what helps participants feel important.*

“

*We had lollies, notepads and pens, and they could scribble down and stand up, walk around, [have] tea and coffee - there were biscuits. It helped them feel like they were [important]. I explained to them, like, ‘This is not only going to help you, but this could potentially help hundreds of other people that join our programme’, and they were quite excited about that responsibility as well.*

”



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*This quote illustrates how treating all contributions meaningfully and engaging with them helps participants feel important.*

“

*Everything they said, it didn't matter how silly it was, she was really interested in engaging with them, which is what they need. You know, if you start putting up walls up, they shut down.*

”



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# Co-design success factor – “stories and activities”

## Why should discussions start with stories and activities?

- Stories and activities enable opportunities for discovery of personal self-reflections.
- Strengths and challenges are identified collectively through story exchange.
- It enables further learning about possible challenges and commonalities within the cohort groups.

## How to start discussions with stories and activities?

- Ask whether someone is comfortable to share their story or share your own.
- Ask whether someone knows a person directly or indirectly linked to the topic in some way.
- Create and encourage participation through role play.



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*This quote illustrates how stories are effective in starting a discussion and applying the learning in a meaningful way.*

“

*So a lot of the activities that she's given us are situational activities and there's the storytelling as well, which is the big part of it. ... Hit the nail on the head in that they're allowing the participants to come up with options on how to save, but they also address other issues. [For example,] this is when we came into Afterpay and we would probably say that's not a good option for this ... So this topic is focusing on how to save and why should we save, and because we've got that story, they can relate to it.*

”



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# Co-design success factor – “no judgement”

Why should there be no judgement?

- People with lived experience may have a history of trauma and sensitive topics, therefore the environment needs to be appropriately supported to ensure positive well-being.
- To optimise and encourage authentic and meaningful participation, consideration to diversity of perspectives and stories needs to be handled with care and respect.

How to create a non-judgemental environment?

- Facilitate a learning environment that enables the process of discovery and responds appropriately if sensitivities emerge.
- Ask follow up questions to better understand people, never make assumptions or provide your own comments that could undermine or risk the validation of their own experience.



*This quote illustrates the importance of self-awareness. Sometimes it is easy to create a feeling of judgement ‘unintentionally’ and without being aware of it.*

“

*They did feel, or I felt they felt, a bit awkward with the ‘you can take notes if you want to’ ... Some of them can't read or write, so I think that automatically goes: ‘Oh no, I’ve got to write something’. [But] she said: ‘You know, you can draw, you can doodle, you can do whatever’.*

”



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*This quote illustrates the importance of the sessions being non-judgmental.*

“

*I think it's the opening up of that conversation that she has, which makes it like interesting or non-judgmental. ... Yeah, especially talking about money. Nobody wants to talk about money because it's very personal. It's very private.*

”



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# Co-design success factor – “breaks and relaxation”

Why should there be many breaks and relaxing moments?

- It encourages creativity
- Allows for varying processing time among individuals
- Maintains engagement and ensures greater input into the process
- Creates a welcoming and safe environment
- Responds to the diverse learning needs of everyone involved.

How to provide sufficient breaks and relaxation?

- Allow participants to decide and express what they need
- Prepare the training venue to allow ample space to move, stretch and exercise
- Encourage idea expression and suggestions about movement breaks.



*This quote illustrates the use of exercise as a means to relax and help the participants remain focused. This particular participant with lived experience suggested the use of yoga and was supported by the facilitator to lead the group through the exercise.*

“

*What we did was we took regular breaks and did a yoga stretch, just so that we all remained focused on what [she] was teaching us.*

”



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# Co-design success factor – “take away notes/materials”

Why are take away notes and materials important?

- Take away materials can help participants reflect and remember the session content and outcomes
- Having materials to take away can solidify the learning that takes place as part of the co-design process and prompt further reflection and creativity amongst the co-design group.

How to provide take away notes and materials?

- Take away materials do not have to be solely in written form. Providing tangible objects that will remind participants of the messages and topics discussed can be effective.



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*This quote provides an example of take away materials that can help participants remember what they learnt and how to apply it. The quote is from the co-design process with a disability-focused organisation.*

“

*Some gimmicks like even having like a little Money Box that they could take away with them to remind them, you know, ‘You’ve got to save,’ and that could, you know, have some tips on the Money Box.*

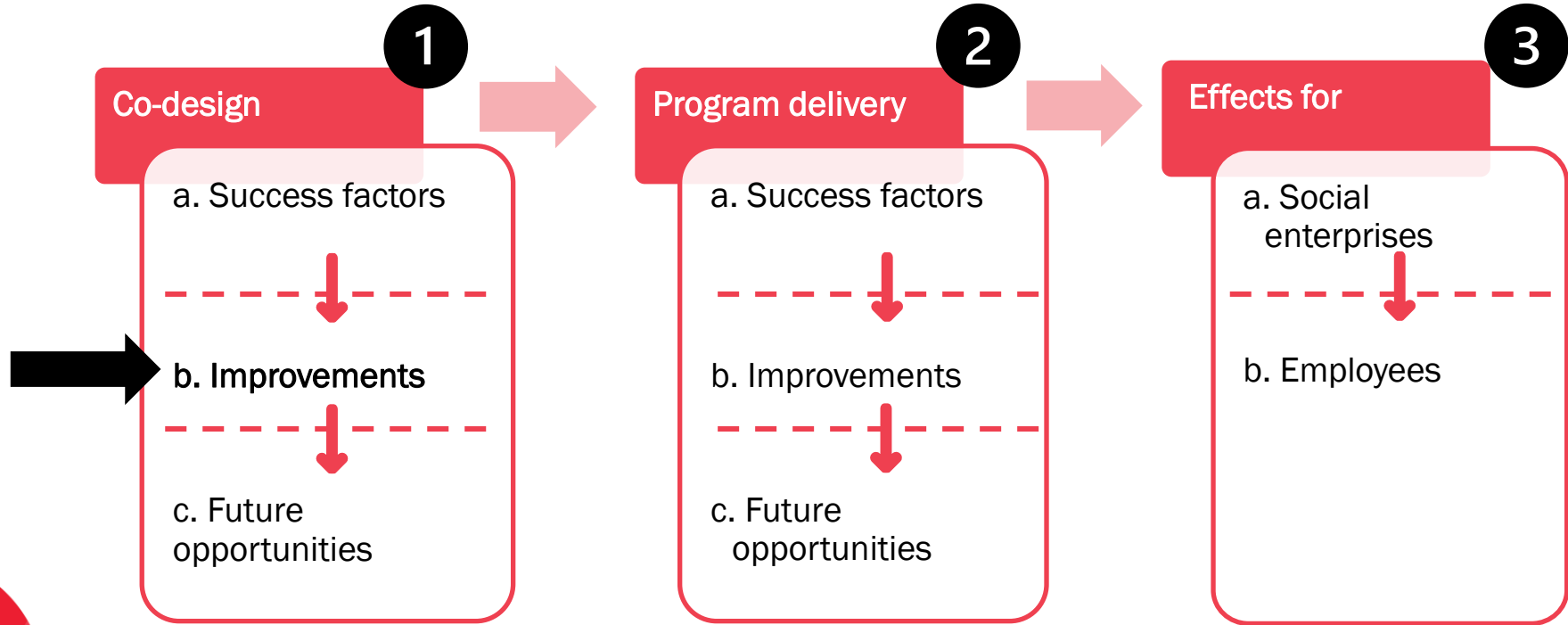
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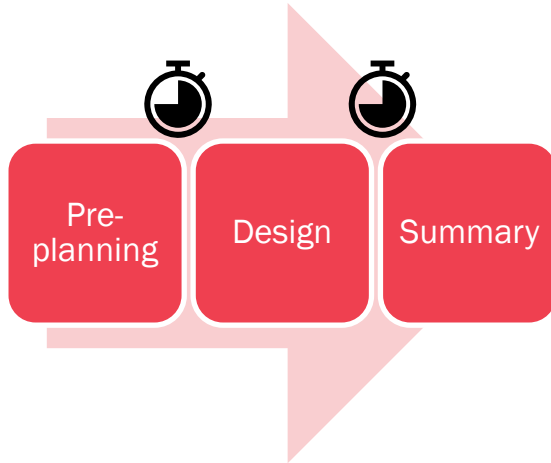
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# EVALUATION FINDINGS AND RESULTS



# Co-design – Possible improvements



The co-design approach was very well received in its current format. The only improvement proposed by some participants in the co-design groups was for a better understanding of the three co-design steps and having more time available between these steps.

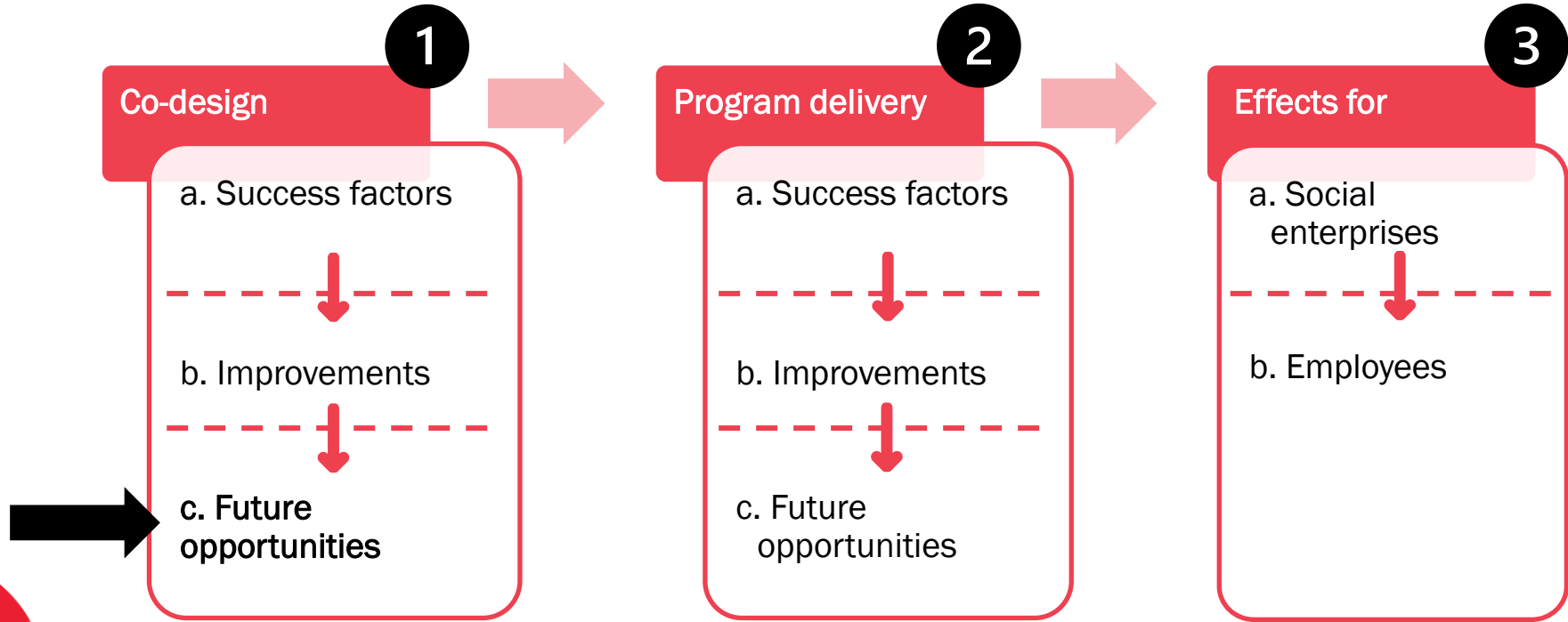
Participant experiences of the steps were sometimes impacted by PSE operational constraints including resourcing and workloads. The absence of other suggested improvements reaffirms the success of the current co-design process overall.



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# EVALUATION FINDINGS AND RESULTS



# Co-design – Future opportunities



**Include other stakeholders in the program, creating additional income stream for PSEs**

The process of co-design inspired some enterprises to think about the program as a potential additional income stream. The delivery of the program could be delivered to other stakeholders including other disability and mainstream employment.

**Create a similar program within wrap around support models**

Some enterprises expressed an opportunity in developing other life skill programs like financial wellbeing within wrap around support services. They suggest that co-design as a process can improve programs currently offered within the enterprise.



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*These quotes illustrate how the process inspires some PSEs to innovate, include other stakeholders, develop their capacities, and use the training for generating additional income.*

“

*We're going to market it as a course. So we're going to use NDIS funding for people to come. We have a lot of relationships with schools in the area who send us work experience and traineeships and things, so we're going to combine this with those programmes.*

”

“

*We were also talking about a business looking at doing a sort of transitional program where kids come through from school into their first job with us, and then they exit having completed that part of that program where they get that information [about financial wellbeing] because it is so critical to that first part of your employment journey.*

”



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# Co-design – learnings and conclusions

The insights provided during interviews and focus groups indicate that:

The way in which the co-design process has been designed works effectively, identifies clear success factors, and consistently delivers high quality program design that is suited for the specificity of each PSE.

The co-design process delivers excellent learning outcomes at an individual level (particularly with lived experience input) and contributes to building organisational capacities and innovativeness – including new ideas for improvements, development and additional income creation.

As the program advances, more knowledge and capacity building outputs to address sector gaps are created. This includes tools that can be used flexibly for different contexts and cohorts, across and beyond the WISE sector.

While PSEs often have limited time and resources, committing to a certain minimum time involvement best enables them to fully benefit from the process.



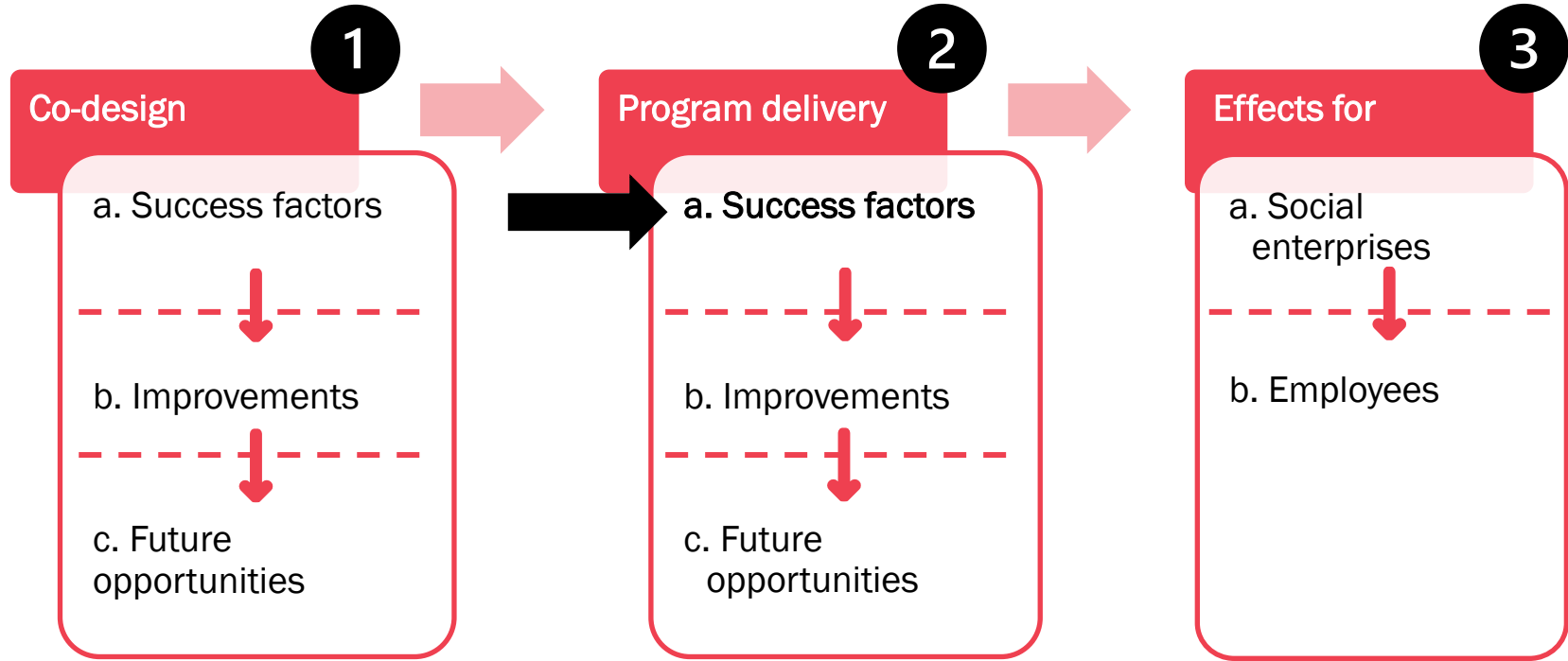
## 2 PROGRAM DELIVERY

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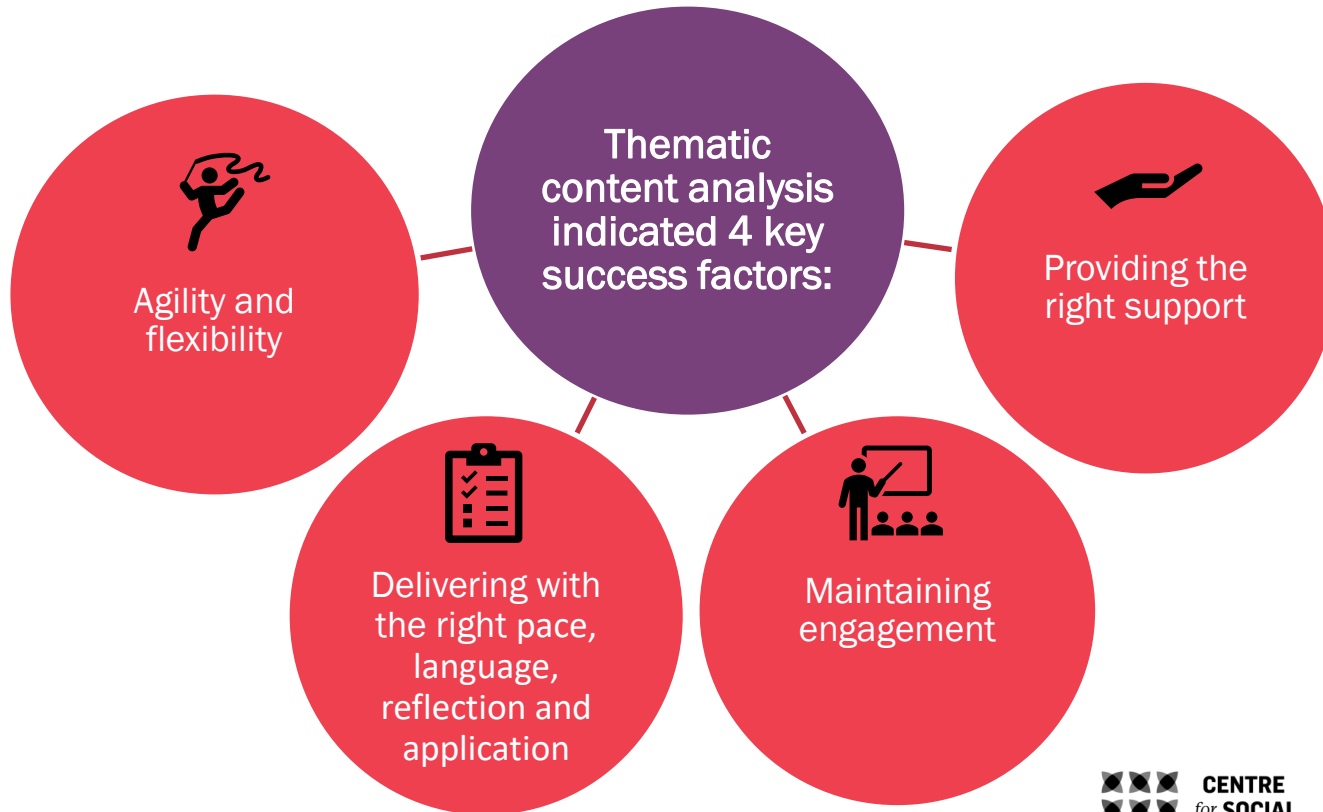
*The majority of the program was delivered in “train the trainer” mode and four times in “direct delivery” mode across seven PSEs. Three PSEs delivered the program themselves to their employees after the delivery session provided by WBE. The results in this section come from the interviews and focus groups with staff from WBE and participating social enterprises.*



# EVALUATION FINDINGS AND RESULTS



# Program delivery – Success factors



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# Program delivery – Success factors

## Confirming cycle 1 findings (see [cycle 1 report](#) for more details)

- The identified success factors are the same as those found in cycle 1 evaluation.
- This confirmation provides growing support for the structure of the delivery process and the four success factors as likely antecedents of positive delivery results.



*This quote illustrates the importance of agility and flexibility when delivering the training to suit each organisation's capacity and operational environment.*

“

*It's going to be basically 2 hours a week, over four or five weeks. So we will only cover one topic per week, but we're really going [in]to detail. It'll be really slow. It'll allow everybody to discuss and ask questions and we'll really hit it.*

”

“

*We just couldn't commit to two [sessions], so [she] was able to sort of say, 'OK, well, let's not do it, but let's try and do it all in one session'. So it was a really intense session, but ... we went through it all and got it all done in one. So there was good flexibility.*

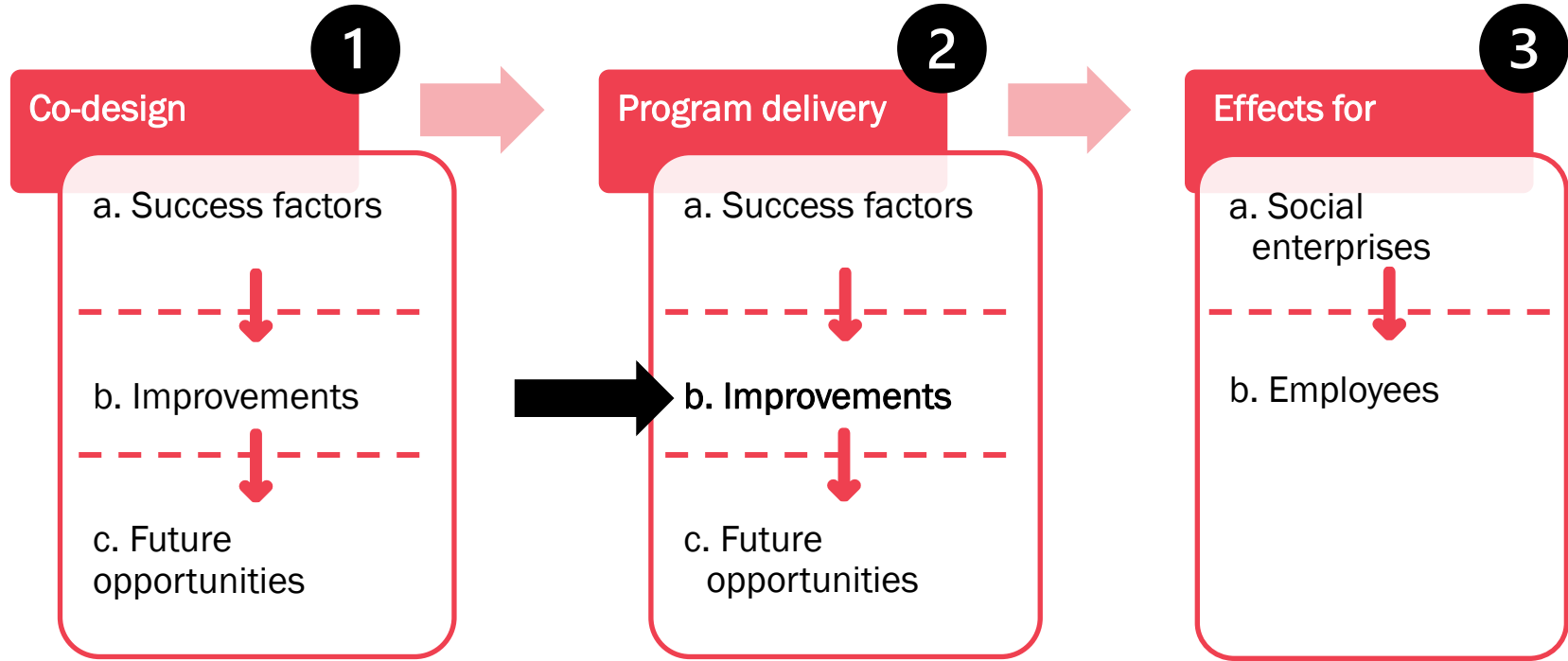
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# EVALUATION FINDINGS AND RESULTS



# Program delivery - Possible improvements

Include opportunities for trainers to deliver and have feedback

- During the 'train the trainer' sessions, participants suggested incorporating opportunities to practice delivering the material within the training and receive feedback on their delivery.

Involve senior leadership

- Senior leadership better understand the importance of the program and the value that it creates for their organisation.
- Involving senior leadership increases the potential to adequately resource the training.

More guidance on engaging with diversity across cohorts

- While staff felt confident about their ability to deliver training after the sessions, they indicated preference for more guidance on how to support the diversity across cohort needs (different abilities, language backgrounds).



*This quote illustrates the need for staff to practice delivery and receive feedback following train the trainer sessions.*

“

*I would probably like to have had a second session where we could have delivered back. ... just so that she could almost critique what we're doing. We've still got to add our content into this course, but down the track going forward, if we were to do it again, I would say 'give us a month now to build this course and then we will take you through it and see what we've done with the content. They could make sure that we're getting the right message across and it's all in a nice sequenced order.*

”



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*This quote provides an example of how a PSE involved their senior leadership team in the delivery and their recognition of the value that the program brings to the organisation.*

“

*Things that worked well for me was the fact that we had ... some very key decision makers in the room ... We had our CEO, we had our Chief Operating Officer, ... So some quite senior people in our organisation. That was quite useful because they come from a risk perspective as well. So looking at the content in terms of what we can and can't say ... So you know, just being really clear on the fact that we can't provide individual advice to our employees but enough to sort of pique their interest so they can find their own information.*

”

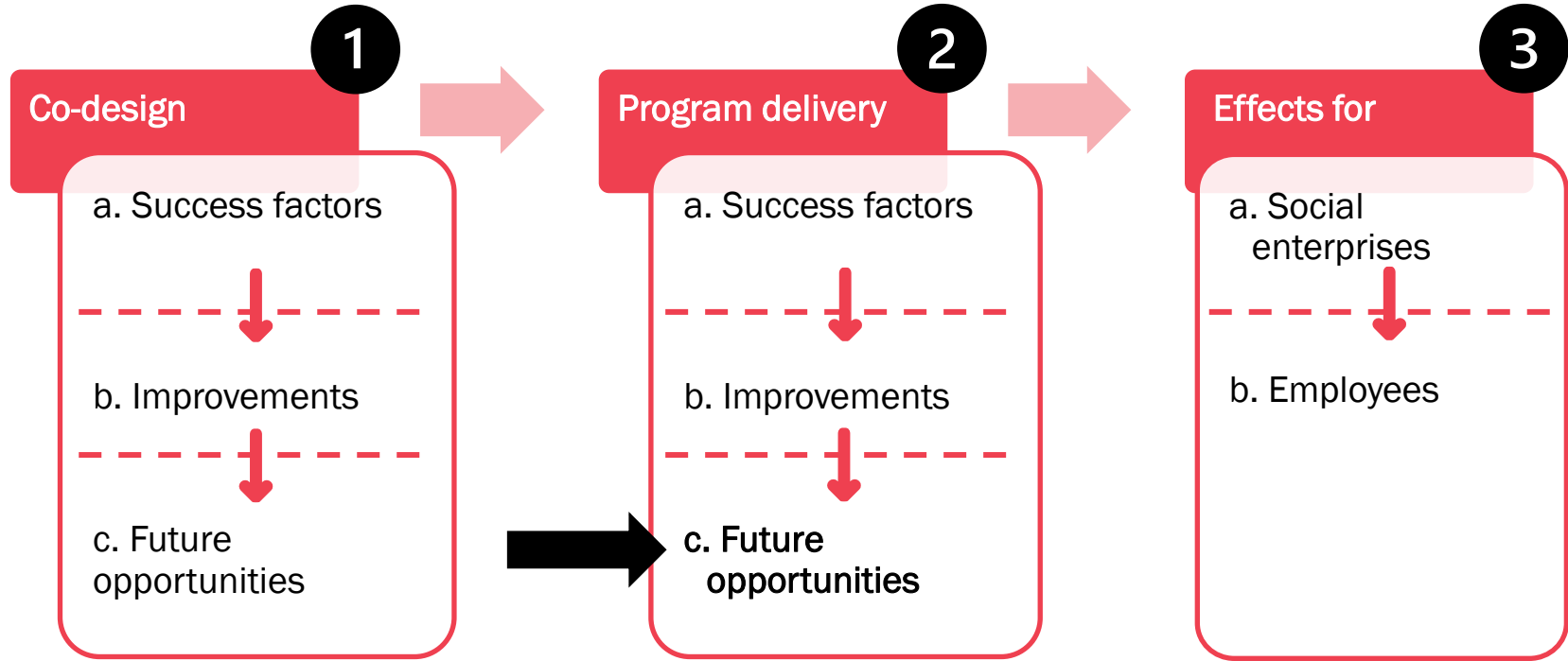


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# EVALUATION FINDINGS AND RESULTS



# Program delivery – Future opportunities

## Refresher sessions for trainers

- Participants indicated that providing periodical refresher sessions for trainers could help them maintain up to date knowledge, exchange experience and further build their skills.

## Ongoing feedback mechanism

- Participants indicated that they would like to receive feedback from the employees each time they deliver the training.
- While feedback mechanisms can be created internally in each PSE, providing assistance or an external feedback mechanism would create an opportunity for a comparable and robust assessment of training across the sector.

## Prepare for unexpected changes

- SEs operate in a challenging environment and are subject to unexpected changes even more so than traditional enterprises. For example, one of the PSEs reduced its staff by over 50% due to commercial difficulties and significantly reduced their training and development team.
- Helping PSEs convert new skills and deeply embed organisational knowledge is likely to help convert the activities of the program into long lasting impacts.

## Prepare for increasing diversity of employees

- PSEs observe increasing diversity and complexity amongst their employees.
- There is a need and opportunity to enable the delivery of the program to appropriately respond to this increasing diversity of cohorts.



*This quote illustrates ideas of how some PSEs aim to protect the capabilities against changes and convert them into organisational knowledge.*

“

*Like whoever comes on board, even if all four of us leave ..., it's going to be accessible and we could even record ourselves with the staff or while we deliver the training. So, the person who comes on board, they have the materials, the print outs and like a record to go through it.*

”



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# Delivery – learnings and conclusions

The insights provided during interviews and focus groups indicate that:

The way in which the delivery process has been designed works effectively and identifies the success factors very well.

There is a clear need to embed the financial wellbeing training not only in the overall existing training and support program of PSEs, but also to ensure that the new capabilities and skills are converted into organisational knowledge to protect them against unexpected organisational challenges.

Support of the financial wellbeing program can be leveraged by involving senior leadership in the delivery process.

Maximising the feedback of employees with lived experience and creating a sector-wide community of knowledge and practice could help protect and leverage the capabilities and skills of PSEs, as well as expand the benefits beyond the WISE sector.



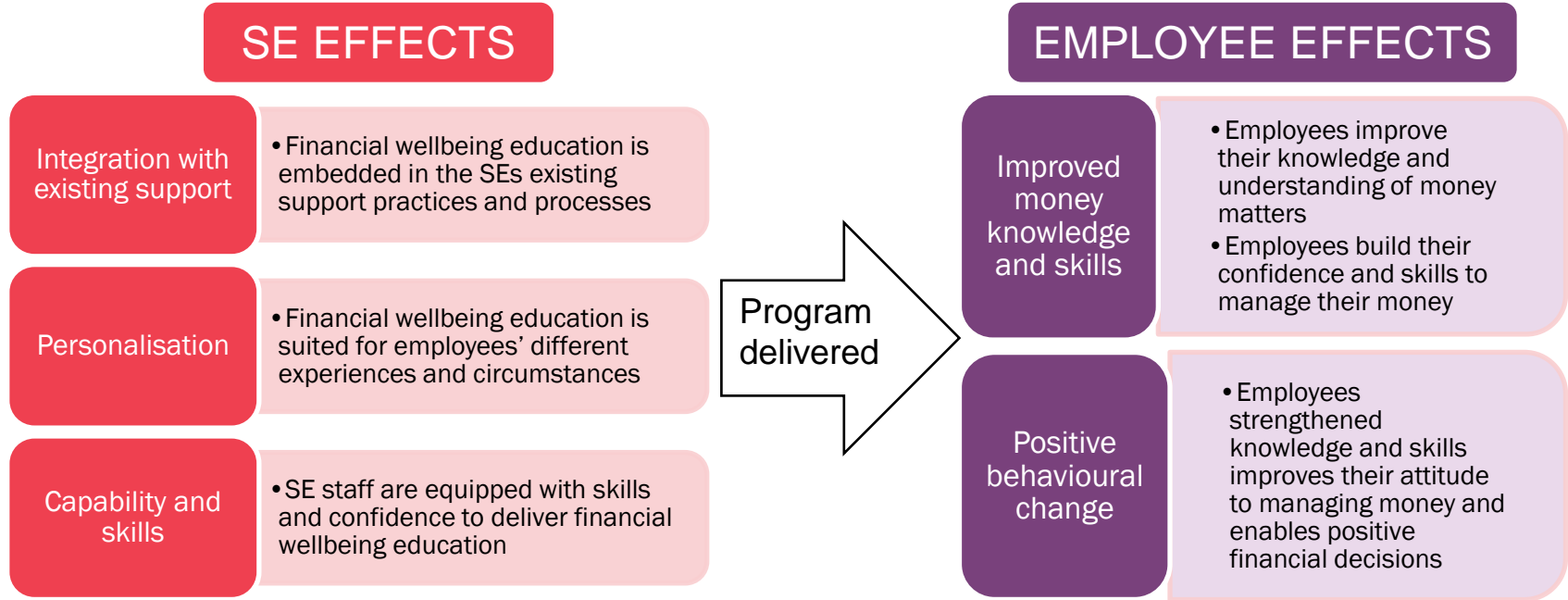
## 3 EFFECTS

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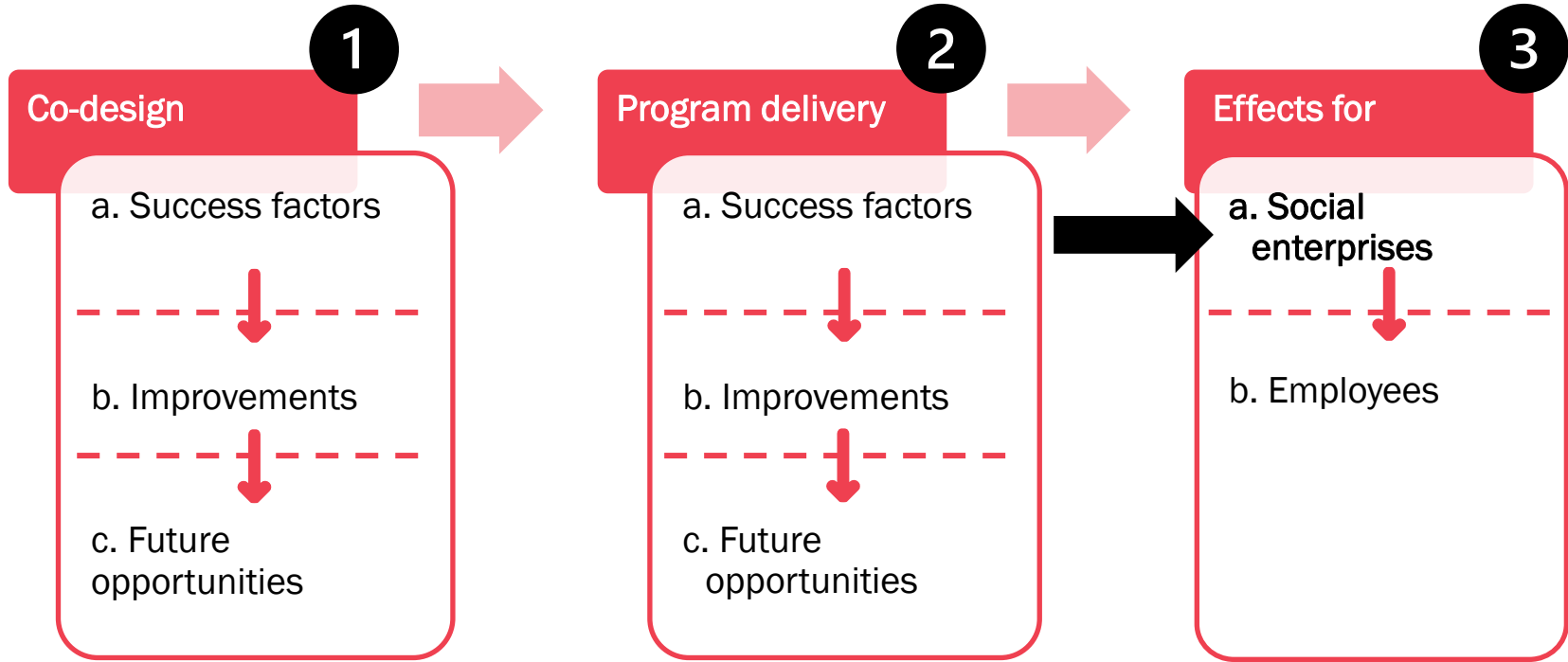
*The effects of the program will continue to develop over time. However, the evaluation of the first and second cycles have already identified several effects both at the organisational level and for individual participants who have received training. This section presents these immediate effects.*

# Desired Effects

Desired effects of the program based on the program objectives identified by ecstra:



## EVALUATION FINDINGS AND RESULTS



# Evaluated effects for social enterprises

The evaluation found that all the desired effects for Social enterprises were delivered in Cycle Two

## Integration with existing support

- Cycle two 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 indicated that 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, 100% of employees reported that they could understand the content well and found examples relevant for their situations.

## Capability and skills

- PSE 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 materials supporting them in delivering the training on their own in the future (some indicated they would like additional detailed speaker notes).
- Supporting PSEs to develop capability and skills through the program and converting this into organisational knowledge will help protect PSEs from unexpected organisational changes.





*This quote illustrates how the financial wellbeing program will be embedded in the existing PSE training framework.*

“

*It will become part of our learning and development calendar where we will deliver that a number of times each year to allow for the fact that, I mean we've got what 50 [employees] here, you can't have them all in the one session. So we want to have those small group sessions and then we have the new [employees] coming on at different times as well. So we want to be able to continue to offer that.*

”



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*This quote illustrates how a financial wellbeing program fits into an existing curriculum.*

“

*And it felt like a lot of the content ... aligns with the units that we teach in our other parts of the curriculum. So in terms of the financial well-being programme fitting into our existing curriculum, ...it felt like an extension of that curriculum in a way. Yeah, I feel like we've kind of needed to be covering topics like these for a long time.*

”



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# Accessibility Toolkit

Findings from cycle 1 of the evaluation recommended "tools that can be adapted for participants' lived experience, age, disability or other diversity". A highlight of the additional effects in cycle 2 was the co-creation of an Accessibility Toolkit:

A collaboration emerged with Ability Works in which an Accessibility Toolkit was created. This resource will now be used as an additional program offering. It has enabled organisations to not only review the accessibility of their programs and training but emphasise the importance of incorporating lived experience into the design process. The lead co-designer of this resource has lived experience and was crucial in developing it.

“The toolkit addresses everything from colour contrast and clear language to screen reader compatibility and keyboard navigation, ensuring that digital content is accessible to people with varying abilities” (WBE, 2024b).



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# Other additional effects for social enterprises

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

Through participation in the program some PSEs were able to discover and then support employees with personal challenges previously unknown to the PSE.

The program encouraged some of the PSEs to include employees with lived experience in their program design and implementation in the future.

The following quotes provide an illustration of this unexpected effect.



*This quote illustrates how the training enabled some PSEs to identify barriers that their employees were facing.*

“

*She's quite independent, because she doesn't earn a high amount, she sort of relies on Afterpay a lot and she was telling us that she uses it, but she can control it well. But there's people she works with in the warehouse for whom it's getting out of control. And we weren't aware of that. So that was really good information.*

”



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*This quote shows how a PSE recognises the importance and value that people with lived experience bring to their organisation.*

“

*Where we're doing up some one page guides to different things at the moment and we're making sure that it's not just the support staff doing that, but we actually have cohort doing it as well on a range of different topics. I think it [i.e. the financial wellbeing program] was reaffirming to us particularly from that half day session of just how effective and how important co-design is and it was reaffirming why we do it.*

”



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*This quote from WBE article (2024b) illustrates the co-creation of the Accessibility Toolkit led by an employee with lived experience.*

“

*He used his lived experience, including his background in inclusive design and challenges with hearing loss, to inform its creation.*

*“Growing up with hearing loss, I struggled to navigate a hearing world and lacked access to accessibility toolkits,” he says.*

*“Communicating with friends of varying literacy levels was challenging. With the current toolkit, I can now continue where I left off.”*

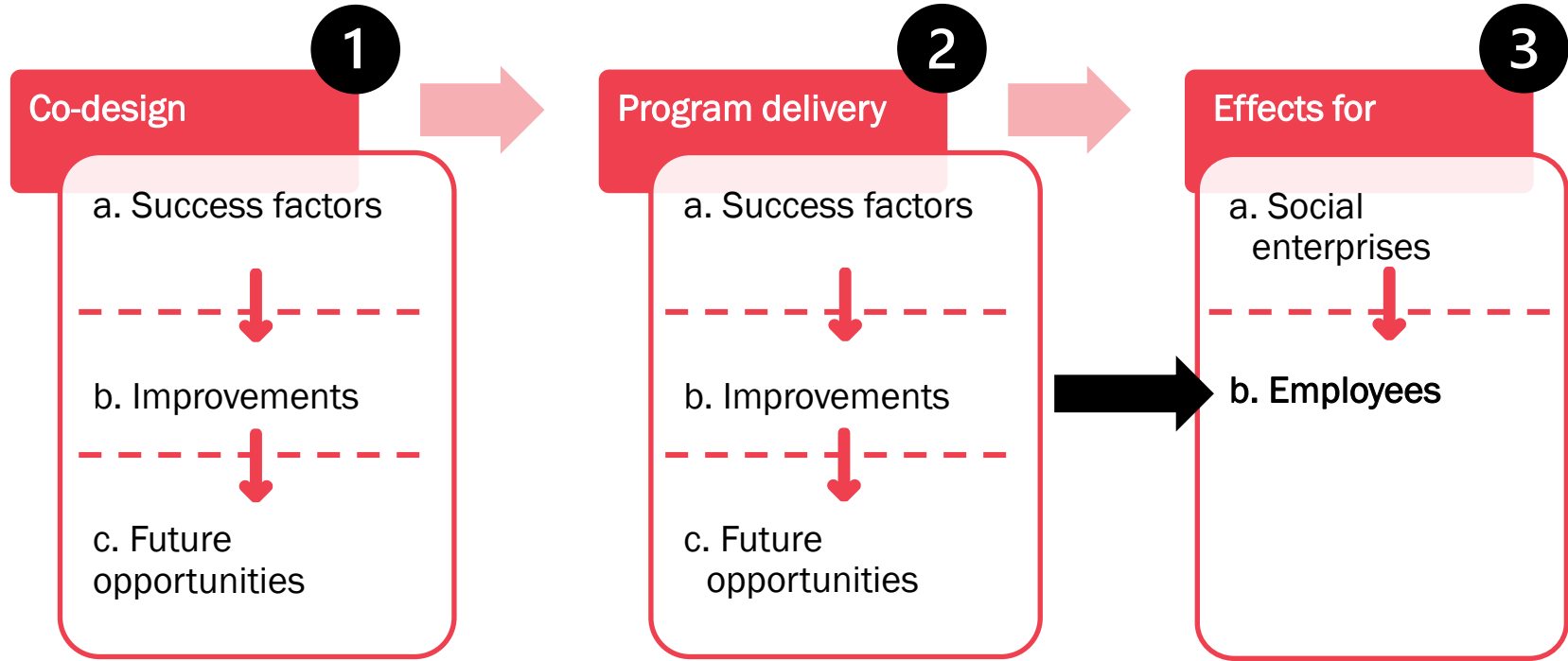
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# EVALUATION FINDINGS AND RESULTS





# Evaluated effects for employees

Important immediate individual effects were identified both after the delivery of training by some PSEs, and as a result of the program processes that involved employees with lived experience.

## Improved money knowledge and skills

- Most employees who participated in the training delivered by PSEs and replied to the survey declared improvement of their knowledge and understanding of multiple money matters. The biggest improvements being in areas indicated by PSE as the most important: debt (81%), how to manage money (96%), how to save (88%),
- 96% of employees who participated in the training and replied to the survey indicated their confidence to manage their money improved either by “a lot” or “a bit”.

## 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. E.g. a participant who never engaged with the Tax Office due to fear of government submitted his first tax return.
- These effects were identified despite the evaluation being conducted soon after the delivery of the training, and consideration that behavioural effects tend to take a longer time to emerge.

# Evaluative capacity of effects for employees was somewhat limited

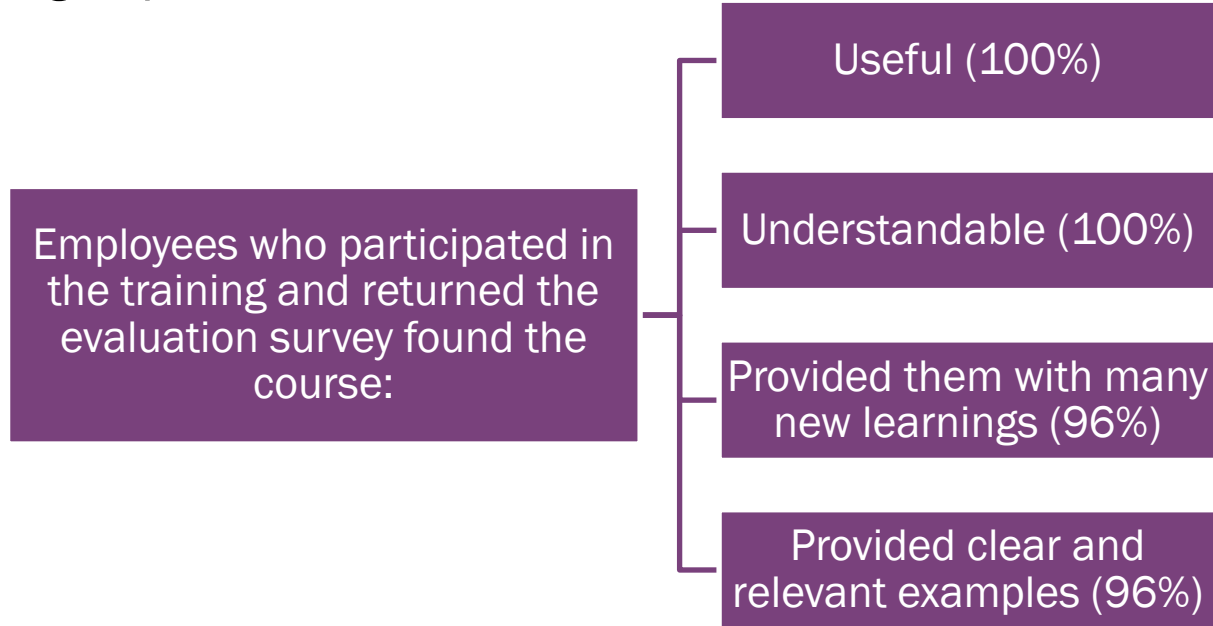
Evaluation of Cycle Two had a **limited capacity** to assess the effects for employees because:

1. These effects can only appear after the training is delivered.
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



*Number of respondents for each individual question varied between 24 and 26.*

# Evaluated effects for employees

## Improved money knowledge and skills

Employees who participated in the training and returned the evaluation survey declared better knowledge and understanding of:

Payslip wages and tax (85%)

Superannuation (85%)

Using bank accounts (64%) and  
reading bills (77%)

Managing money (96%) and  
saving money (88%)

Debt (81%)

Avoiding scams (76%)

Getting financial help (88%)

*Number of respondents for each individual question varied between 25 and 26.*



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# Evaluated effects for employees

Positive behavioural change and awareness

The interviews and focus groups identified individual immediate changes in awareness, attitudes to money and in taking positive financial decisions following training participation. Positive effects were found both for employees with lived experience and PSE staff.

The following quotes present examples of these findings.



*This quote illustrates how the training changed a participant's behaviour towards tax.*

“

*They virtually had no idea [about] tax returns. One of the guys has never ever done one and he is in his late 20s. He's always been too scared, thinking that the government's out to get him, so he's never done one. And I was like, oh, really? ... He's now done it this financial year and got a very good tax return. So it's worked in that case with that young fella because he's managed to buy a car with that money.*

”



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*This quote illustrates early on how the program changed a participant's awareness and behaviour.*

“

*One of the participants didn't understand payslips so he didn't know that he actually received payslips, and then we showed him one, and he was just 'oh wow. I didn't know any of this information'. So because somebody controls his finances, he doesn't know what he gets paid. All he knows is they give him like \$50 a week discretionary spending. But he didn't understand that he was getting superannuation. He didn't understand that. He was actually getting more money than he thought. ... So then he wanted to go back home and speak to his support workers about it all and get them to explain it more. So, we did have a bit of an AHA moment for him, and that was without even delivering the course. That was just in the co-design.*

”



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*This quote illustrates how the program changed a participant's behaviour and improved their financial wellbeing.*

“

*[A] guy that was in the co design ... he's now left our programme and gained full time employment with another organisation. He was very switched on and is still going very well. ... He's bought himself a new motorbike so just with his system that he put in place, that we implemented into the programme.*

”



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*This quote illustrates another way in which a participant improved their behavior towards financial wellbeing.*

“

*One of the older gentleman is asking for more hours, which is another way of saving money, you know, financial wellbeing. ... So he's stepping up a little bit.*

”



*This quote illustrates how the program improved the knowledge and skills for the PSE staff.*

“

*I learnt from it, which I didn't know you could, is the support that you can get for debt just by making phone calls, you can get your debt reduced or you know you can do payments on your internet your electricity bill. Rather than have a bill at the end of the year, you can direct deposit 5 bucks each week into it.*

”



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# Effects – learnings and conclusions

The insights provided by the evaluation indicate that:

There is a growing evidence of early positive effects of the financial wellbeing program.

It comes as a positive surprise to see many effects appearing early. These include both effects for individuals and organisations. It is especially encouraging to see both early changes in behaviours of individuals as well as tangible outcomes for them (e.g. the person who implemented a saving system which enabled him to buy a motorbike within his means).

Long term impact monitoring, whilst challenging, could provide an opportunity to discover more in-depth behavioural change and sustained impact.

Evaluating the delivery provided by the trained PSEs over a longer period of time would be desirable and could help explore the durability of organisational capacities created by the program.

# Year 1 to Year 2 comparison

## Strengthened evidence

- The strength of evidence for the Financial Wellbeing Program is supported by the increased participant numbers in Year 2, with similar or improved evaluation findings across most measures.
- Our Year 2 findings again indicate positive experiences of the co-design and program delivery, as well as participants developing knowledge, skills and behaviours that support financial wellbeing and life goals.

## Highlights from Year 2

- Increasing the diversity of cohorts and enterprises in the Financial Wellbeing Program;
- Participating social enterprises affirming the value of co-design, and building ideas and skills to develop similar training programs for internal or external (paid) delivery;
- Development of an accessibility toolkit in partnership with Ability Works.

# References

[CSI \(2024\)](#), White Box Enterprises' Financial Wellbeing Program for Jobs-Focused Social Enterprises Cycle 1 Evaluation Report, Melbourne.

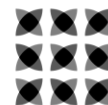
[WBE \(2024a\)](#), Financial Wellbeing Program, Accessed on 23<sup>rd</sup> of December 2024.

[WBE \(2024b\)](#), A journey to accessibility: How co-design improved our financial wellbeing program, Accessed on 23<sup>rd</sup> of December 2024.

# Acknowledgements

We extend our thanks and gratitude to the people who kindly shared their time and experience by participating in the interviews, focus group and online survey.

This project was generously funded by Ecstra Foundation.



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