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Financial Education in South Africa Overview of key initiatives and actors

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Preface

South Africa is characterised by a well-developed formal financial sector, and has a population which, according to the World Bank 2015 Global Findex Report, ranks high in terms of indebtedness. Between 2013 and 2014, 86% of South Africans had borrowed money, which made them more indebted than the population in any other nation. In addition to these high levels of borrowing, South Africans also stand out in terms of poor repayments: the National Credit Regulator reported in its 2014 annual report that out of all active credit consumers, 44.2% (9.6 million) had impaired records.

This suggests that in South Africa, like in many other parts of the world, financial literacy skills are important yet underdeveloped among a large share of the population.

Being able to plan and track finances, and making sound decisions when borrowing money enables people to make the best out of their often scarce business revenues or wage income. A call for increased social responsibility among financial service providers has increased their awareness to assess the debt absorption capacity among borrowers. However, more needs to be done to ensure that the working poor don't over-burden themselves with debt and that they use savings or insurance services as a coping mechanism to protect themselves against risks and unforeseen circumstances.

This study aims to provide an overview of what is happening in South Africa in this field. It also aims to identify entry points to improve financial literacy as a stepping stone towards greater financial soundness. The study is by no means exhaustive, however it can be seen as a starting point towards creating a more systematic overview of the key actors, initiatives and frameworks linked to financial education in South Africa.

Lastly, it should be noted that financial education is considered as part of the solution and it should thus not be applied as a stand-alone approach. More responsible lending practices and improved economic opportunities further empower people to manage their finances, protect themselves against financial risks and get or stay out of debt.

Craig Churchill
Chief
Social Finance Programme

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Acronyms

ACI	Association of Collective Investments
Bankseta	Banking Sector Education and Training Authority
BASA	The Banking Association South Africa
BUSOSA	The Burial Society of South Africa
CAPS	Curriculum Assessment Policy Statement
CBDA	Cooperative Banks Development Agency
CBO	Community based organization
CCMA	Commission for Conciliation, Mediation and Arbitration
DFID	The Department for International Development
dti	Department of Trade and Industry
EMS	Economic Management Sciences
FAIS	The Financial Advisory and Intermediary Services
FE	Financial Education
FNB	First National Bank
FPI	Financial Planning Institute
FSB	Financial Services Board
ICASA	Independent Communications Authority of South Africa
IDC	Industrial Development Corporation
ILO	International Labour Organization
IMASA	Investment Management Association of South Africa
INSETA	Insurance Sector Education and Training Authority
JSE	Johannesburg Stock Exchange
KZNFLA	KwaZulu Natal Financial Literacy Association
LISPA	Linked Investment Service Providers Association
LOA	The Life Offices' Association
MEC	Member of Executive Council
NACFISA	National association for co-operative Financial Institutions of South Africa
NCA	National Consumer Act (NCA)
NCC	National Consumer Commission
NCF	National Consumer Forum
NCFEC	National Consumer Financial Education Committee
NCR	The National Credit Regulator
NGO	Non-Governmental Organization
NPAT	Net Profit After Tax
NPO	Non-Profit Organization
NYFL	the National Youth Financial Literacy Day
OBSSA	Ombudsman for Banking Services

OECD	Organization for Economic Co-operation and Development
PCAO	Provincial Consumer Affairs Offices
SADC	Southern Africa Development Community
SAIA	The South Africa Insurance Association
SANCU	SA National Consumer Union
SMMEs	Small, Medium and Micro Enterprises
TCF	Treating Customers Fairly
TCTS SA™	Teach Children to Save South Africa™ (now StarSaver™)
UN	United Nations
WBA	the Wisconsin Bankers Association
FI	Financial Institution

Table of Contents

Preface	i
Acknowledgements	ii
Acronyms	iii
Executive Summary.....	vii
1. Introduction.....	1
1.1 Background.....	1
1.2 Methodology	2
2. Policy and regulatory environment for financial education in South Africa.....	3
2.1. Financial inclusion	3
2.2 Policies and strategies for financial education	6
2.3 Legal and regulatory framework for financial education	7
3. Financial education initiatives	10
3.1. Public sector initiatives.....	14
3.1.1. The Financial Services Board.....	15
3.1.2 The National Consumer Financial Education Committee (NCFEC)	16
3.1.3 The National Credit Regulator.....	16
3.1.4 The Banking Sector Education and Training Authority	17
3.2. Private sector initiatives	18
3.2.1. Associations	19
3.2.2. Banks	22
3.2.3. Insurance Companies	24
3.2.4. Other private sector initiatives.....	26
3.3. Donors, multilaterals and development organizations	28
4. Conclusions and recommendations	31
Annex 1. Other Financial Education Initiatives	32
Annex 2. Bibliography.....	36

List of Tables

Table 1. Financial education: Overview of key initiatives	ix
Table 2. Consumer Protection Institutions	9
Table 3. Overview of Key Financial Education Initiatives in South Africa	11

Table 4. Financial Education Statutory Bodies and Associations13

List of Figures

Figure 1. FinScope 2013 report (South Africa)..... 4
Figure 2. Financial literacy score results 4
Figure 3. The Twin Peaks approach to financial regulation in South Africa..... 8
Figure 4. ABSA -Number of consumers reached through financial literacy initiatives 22

Executive Summary

In 2015, the International Labour Organization (ILO) commissioned a study to take stock of financial education initiatives in South Africa, as a way to identify the main actors, stakeholders, target groups, delivery channels and - where possible- indications of outreach. In addition to providing an overview of the situation on the ground, the study seeks to identify opportunities for increasing the financial literacy skills among South Africans. Financial education is an important part of the ILO Social Finance Programme interventions towards enhancing financial inclusion, as it aims to empower the working poor to make more informed financial decisions at the household or business level. It strengthens the behaviour among various target groups - such as youth, women, small entrepreneurs, migrants and salaried workers - towards better budgeting and planning, increased savings, more prudent spending and better-informed borrowing. The Social Finance Programme aims to combine financial education with other interventions, such as the creation of an enabling environment for financial inclusion, responsible lending and the development of more demand-driven, accessible and affordable financial services, as a way to enhance financial inclusion of the working poor and other vulnerable groups.

Although South Africa has a well-developed financial services sector, the country still faces significant challenges with respect to financial inclusion for low income people. A 2013 FinScope report on financial inclusion in South Africa showed that although formal financial inclusion is high (with 79% of people 16 years and older formally served), challenges exist in the area of over-indebtedness. The National Credit Regulator reported in its 2014 annual report that out of the 21.7 million active credit consumers, 9.6 million (44.2%) had impaired records. This points to the need for effective financial education programmes that equip people to make informed financial decisions.

The study shows that many financial education initiatives are being implemented by a wide range of institutions. The landscape of financial education service providers in South Africa includes various government institutions and departments, financial services providers, associations and multilateral and bilateral organisations (see Table 1 for more information). However, the financial education initiatives are scattered with low levels of coordination. In 2012, the National Consumer Financial Education Committee (NCFEC) was created with membership from labour, civil society, financial industry associations, financial self-regulatory organizations, government departments, provincial treasuries and NGOs. The Committee is chaired by the National Treasury. The Financial Services Board (FSB), which is responsible for financial education as part of its responsibility for the market conduct component of the financial sector regulation, holds the secretariat of the Committee. NCFEC is mandated to (i) design a National Consumer Financial Education Strategy, and (ii) coordinate the implementation of the strategy by the various stakeholders. The Committee has also committed

itself to compiling a database of financial education initiatives in the country. While the national strategy on consumer finance education was developed in 2012, coordination of the same and creation of the national database are pending.

Pieces of consumer protection legislation are in place, yet the challenge at the consumer level is that people have limited skills and resources to understand the complexities of the financial services and the institutions with which they are interfacing. A baseline study on financial literacy in South Africa released by FSB in 2012 revealed that the country's overall financial literacy score stood at 54%. Financial education initiatives implemented by various stakeholders therefore aim to address the identified priority needs, which call for targeting of the following groups:

- Young women (6-19 years) and the elderly (60 years and above);
- Black Africans;
- People in the 'low living standard' measure;
- Those living in rural areas and on rural farms;
- People living in the Eastern Cape and Limpopo provinces.

Funding for financial education among financial institutions mainly comes from their own resources: the Financial Sector Code (FSC) requires its member financial institutions to channel 0.4% of Net Profit After Tax (NPAT) towards consumer education. Government agencies and departments obtain public funding in support of their financial education initiatives. Pockets of funding have also been availed by multilateral donor agencies to their implementing partners.

In addition of taking stock of the situation on the ground, the study suggests that there is a need to:

- i. Standardise the financial education curriculum and to enhance the capacity among implementing partners;
- ii. Develop a database of financial education stakeholders;
- iii. Upscale financial education initiatives to enhance outreach;
- iv. Develop impact assessment tools, conduct impact assessments and document success factors of various financial education models.

Table 1. Financial education: Overview of key initiatives

Stakeholders	Initiative & Delivery Channels	Target group	Partnerships
Public sector stakeholders			
FSB	<ul style="list-style-type: none"> Awareness raising campaigns: TV screens, radio broadcasts (at train stations and in taxis) Financial education materials on specific topics developed and delivered on a project basis 'My life my money' consumer education website with information, tools and blog 	<ul style="list-style-type: none"> Commuters Farm workers Persons with disabilities Church members Members of trade unions Sports clubs Educators and learners 	- SAIA
NCFC	<ul style="list-style-type: none"> Develop the national consumer financial education strategy Oversee implementation by monitoring performance Review performance annually 	<ul style="list-style-type: none"> Youth & women (6-19 years) People in the low living standard category 	<ul style="list-style-type: none"> Chaired by National Treasury FSB holds the secretariat Members: multi-sector stakeholder membership
NCR	<ul style="list-style-type: none"> Education and awareness campaigns on rights and obligations; recourse procedures Printed and online brochures Face-to-face trainings 	<ul style="list-style-type: none"> Institutions providing credit Borrowers Reached approx. 25 million consumers (2013/'14) 	<ul style="list-style-type: none"> Consumer Protection Forum Consumer affairs offices of provincial governments Relevant regulators
Private sector stakeholders			
The Banking Association SA (BASA)	<ul style="list-style-type: none"> StarSaver™ to teach children to save and promote volunteerism in the financial sector. Previously known as Teach Children to Save South Africa™ (TCTS SA™) Financial Literacy - FinLit Spelling Bee - financial terminology competition for grades 7 to 9 Delivery channels: classroom based, celebrity ambassadors, educamp, website, social media, board games, industrial theatre, cinema and storytelling and StarSaver™ Aflatoon, social and financial education clubs 	<ul style="list-style-type: none"> In-school youth: EMS curriculum Training of Volunteers Educators Plan to also include parents as part of its target group Varsity/college students a new target group 	<ul style="list-style-type: none"> 32 registered banks National and Provincial Departments of Education SADC Banking Association StarSaver™ implementers - 23 banks & 43 financial institutions Aflatoon International Child & Youth Finance International
SAIA	<ul style="list-style-type: none"> Explanation of accounting subjects to young learners (Grades 10 - 12) through a step-by-step animated resource (iQuot) Mathematical literacy resource for teachers (Managing Your Money) Radio broadcasts on financial skills (Radio project) 	<ul style="list-style-type: none"> In-school children Teachers 	<ul style="list-style-type: none"> 58 members FSB
Stanlib	<ul style="list-style-type: none"> Smartbucks - one hour long movie which tackles challenges faced by youth, such as indebtedness, lack of saving and wasteful spending 	<ul style="list-style-type: none"> In-school disadvantaged children 	<ul style="list-style-type: none"> Department of Basic Education Sponsors

Funding for financial education among financial institutions mainly comes from their own resources: the Financial Sector Code (FSC) requires its member financial institutions to channel 0.4% of Net Profit After Tax (NPAT) towards consumer education. Government agencies and departments obtain public funding in support of their financial education initiatives. Pockets of funding have also been availed by multilateral donor agencies to their implementing partners.

Besides taking stock of the situation on the ground, the study suggests that there is a need to:

- i. Standardise the financial education curriculum and to enhance the capacity among implementing partners;
- ii. Develop a database of financial education stakeholders;
- iii. Upscale financial education initiatives to enhance outreach;
- iv. Develop impact assessment tools, conduct impact assessments and document success factors of various financial education models.

1. Introduction

1.1 Background

Financial education is an important part of the International Labour Organization (ILO) Social Finance Programme interventions towards enhancing financial inclusion, as it aims to empower the working poor to make more informed financial decisions at the household or business level. It strengthens the behaviour among various target groups, such as youth, women, small entrepreneurs, migrants and salaried workers, towards better budgeting and planning, increased savings, more prudent spending and better-informed borrowing. The Social Finance Programme aims to combine financial education with other interventions, such as the creation of an enabling environment for financial inclusion, responsible lending and the development of more demand-driven, accessible and affordable financial services, as a way to enhance financial inclusion of the working poor and other vulnerable groups. The ILO has undertaken considerable work in the area of financial education for various target groups across the globe. In South Africa, the ILO has focussed on enhancing financial literacy skills among workers. This was done through a joint effort with the National Union of Metalworkers South Africa (NUMSA) and the NUMSA Investment Company (NIC) to train trainers who in turn trained retrenched workers engaging in producers' cooperatives. The ILO has commissioned this study to take stock of the current actors and initiatives in the financial education landscape in South Africa.

South Africa has a well-developed financial services sector, yet the country is confronted with financial inclusion challenges among low income people. Furthermore, over-indebtedness is a major concern. A FinScope study on "Credit and Borrowing" (2014) revealed that 4.9 million people are showing signs of over-indebtedness, an increase from 4.7 million in 2013. A baseline study on financial knowledge, attitudes, skills and behaviours among South African consumers that was conducted by the Financial Services Board (FSB), concluded that many South Africans displayed low levels of financial literacy. This implies that a significant part of the population is ill-equipped to make sound financial decisions.

Definitions : The Organization for Economic Co-operation and Development (OECD) defines *financial education* as 'the process by which financial consumers/investors improve their understanding of financial products, concepts and risks and, through information, instruction and/or objective advice, develop the skills and confidence to become more aware of financial risks and opportunities, to make informed choices, to know where to go for help, and to take other effective actions to improve their financial well-being'. This definition has also been accepted by National Treasury and the National Consumer Financial Education Committee (NCFEC).

The South Africa National Consumer Financial Education Strategy (July 2013) defines *financial literacy* as *the people's ability to understand finance thereby allowing them to make informed*

and effective decisions through their understanding of finances. It encompasses participation by people in economic life that maximises life opportunities and enables them to lead fulfilling lives.

1.2 Methodology

The study is based on a combination of literature review and primary data collection. The latter took place through key informant interviews with various institutions including the Banking Association of South Africa (BASA), the Financial Services Board (FSB), FinMark Trust, Stanlib, Bankseta, Avocado Vision, UN Women, Hivos and Hollard.

Secondary data review: Extensive secondary data review was done to identify key financial education stakeholders, their activities, target groups, curricula, delivery mechanisms and financing arrangements. An overview of the findings is presented in Chapter 3 below. Financial education initiatives listed in this study include current and completed as well as those that are planned to be implemented in the foreseeable future.

Key informant interviews: Nine institutions were interviewed, including regulators, financial services providers, associations, funders and capacity building institutions.

Study limitations: The study reviewed web-based publicly available secondary data on the institutions covered in this report, with the exception of those institutions from which primary information was collected. The study relied on data contained on the official websites and other published reports. The accurateness of the data is therefore dependent on how frequently institutions update their websites.

In as much as a wide variety of constituency institutions were targeted for review and possible interviewing, efforts to conduct in-depth interviews with some key stakeholders such as labour unions, multi-lateral agencies, community based organizations and National Treasury were not fruitful. The report however discusses the activities and mandates of these institutions based on available secondary data.

2. Policy and Regulatory Environment for Financial Education in South Africa

Over the years, the South African government has instituted policies and initiatives to facilitate the development of a financially inclusive society. This section provides a snapshot of the state of financial inclusion in South Africa and outlines some key policies, strategies and regulations that are in place to enhance access to finance, financial literacy and consumer protection.

2.1. Financial inclusion

Financial inclusion

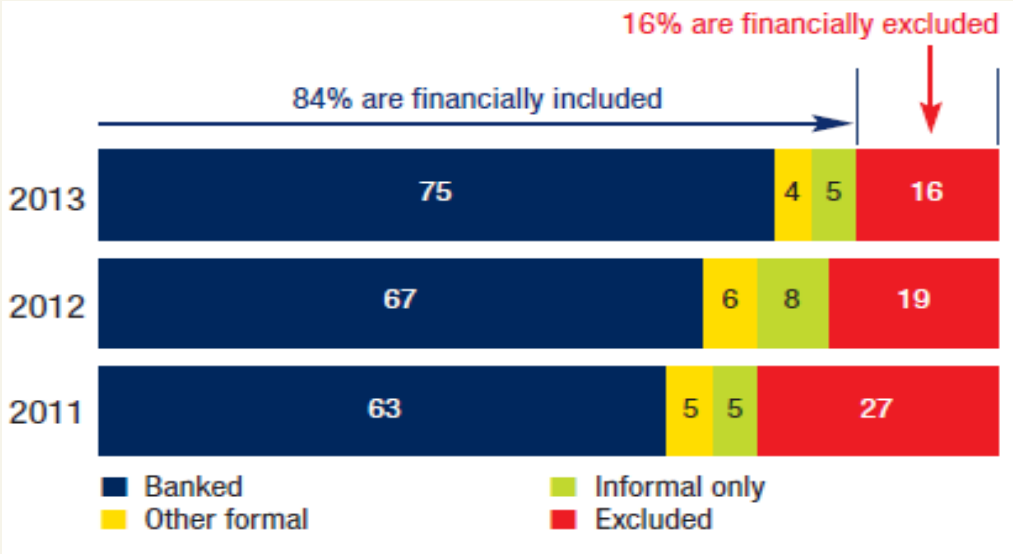
Financial inclusion is defined by Accion International as a “state in which all people of working age have access to a full suite of quality financial services, provided at affordable prices, in a convenient manner, and with dignity for the clients”. *Financial inclusion encompasses the range, quality, and availability of financial services to the underserved and the financially excluded*”. At the advent of democracy in South Africa, South Africa’s banked population stood at 45.5% of the adult population (FinScope, 2004). A social pact between government, labour, organised civil society and the financial services sector was subsequently reached, which paved the way for the transformation of the financial services sector through the Financial Sector Charter¹ (FSC). The charter aims to promote financial inclusion.

Various stakeholders have developed initiatives in order to facilitate financial inclusion in South Africa. One example is the *Mzansi account*, which is a basic, standardised, debit card-based transactional savings account for which clients do not pay any management fees. The account was launched in September 2005 by South Africa’s big four retail banks and Postbank, and was targeted at the low income segment. It has been developed in line with the commitments of South Africa’s Financial Sector Charter. The latter requires banks to make banking more accessible to the nation and, specifically, to increase the banking reach to all communities. The Mzansi initiative was successful in promoting the uptake of bank accounts, but not as much in promoting their usage. A recent review of the Mzansi account by National Treasury (January, 2014) concluded that there is need to continue enhancing the active usage, to change the transactional behaviour and to improve the propensity to save among Mzansi account holders.

Today, financial inclusion is significantly higher: The FinScope 2013 report on financial inclusion in South Africa shows that 79% of adults (16 years and older) are formally served (see Figure 1 below). This includes access to both formal banking and other formal non-bank financial products/services.

¹ The Financial Sector Charter (FSC) is a voluntary agreement by all National Economic Development and Labour Council (NEDLAC), a multilateral social dialogue forum on social, economic and labour policy, members to promote social and economic integration and access to the financial services sector.

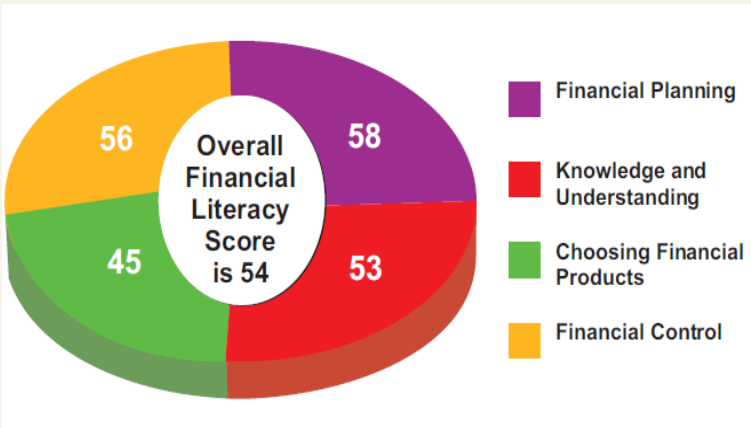
Figure 1. FinScope 2013 Report (South Africa)



Financial literacy

A baseline study² commissioned in 2012 by FSB sought to provide data about the financial knowledge, attitudes, skills and behaviours among South African consumers. This information would inform FSB and other stakeholders in the design of appropriate financial education programmes. The baseline study focussed on four main domains: 1) Financial planning; 2) Knowledge and understanding; 3) Choosing financial products; and 4) Financial control (see Figure 2).

Figure 2. Financial Literacy Score Results



² The baseline study is to be repeated every five years. A ‘touch-base assessment’ is to be undertaken annually.

For all the domains measured, the study shows notable variations among population segments when analysed by population group, education level, age, gender and geographic location (rural vs urban) and population group.

For example:

- Population group is an important factor, with White (79%) and Indian (73%) South Africans more likely to play a direct role in managing the household budget compared to their Coloured (63%) and Black African (60%) counterparts;
- The higher the level of education or the greater the income, the greater the likelihood of reporting a household budget;
- More than half (56%) of 16-19 year olds do not track their expenses at all.

The baseline survey showed that many South Africans displayed low levels of financial literacy. This implies that significant parts of the population are ill-equipped to make sound financial decisions, pointing to the need for sustained consumer financial education initiatives.

Some key statistics emanating from the baseline survey are as follows:

In the domain of *financial control*:

- Less than half of South Africans (44%) have a household budget;
- 56% of 16-19 year olds do not track expenses at all;
- 44% of the population is not able to cover their living costs.

In the domain of *financial planning*:

- Less than one-third of South Africans (29%) sets aside emergency funds that would cover expenses for at least 3 months;
- Only 44% of the population will have enough money for retirement;
- Confidence is mostly vested in banks (76%), family/friends (71%) and churches (65%).

In the domain of *choosing financial products*:

- 55% of the population holds no investment or savings product;
- More than half (58%) of consumers hold no credit or loan products;
- Credit and loan products that South Africans are most aware of are store cards (75%), lay-buys (72%) and loans from a micro-lender (70%)

In the domain of *knowledge and understanding*:

- Only 23% of the population understands the concept of 'inflation';
- Higher education levels contribute to higher financial knowledge.

Over-indebtedness

A number of studies indicate that South Africans are highly indebted. The NCA (2005), states that "A consumer is over-indebted if the preponderance of available information at the time a determination is made indicates that the particular consumer is, or will be unable to satisfy in a

timely manner all the obligations under all the credit agreements to which the consumer is a party, having regard to that consumer's financial means, prospects and obligations; and probable propensity to satisfy in a timely manner all the obligations under all the credit agreements to which the consumer is a party, as indicated by the consumer's history of debt repayment."

In its 2014 annual report, the NCR reported that out of the 21.7 million active credit consumers, 9.6 million (44.2%) had impaired records. Household over-indebtedness seems to be endemic in South Africa. The challenge of household over-indebtedness is therefore quite severe, with 32.4% of active credit consumers being three or more months in arrears and 11.8% having adverse listings against their names.

The FinScope 2014 SA study on "Credit and Borrowing" reveals that 4.9 million people are showing signs of over-indebtedness, an increase from 4.7 million in 2013. A total of 1.9 million people have applied for debt rescheduling and 1.4 million have had a garnishee³ or emolument order, while 2.2 million people have considered cancelling insurance and investment policies in order to repay loans.

In view of these challenges the Department of Trade and Industry (DTI) introduced the Affordability Assessment Regulations in 2014 as necessary and urgent measures to address the prevalence of reckless lending by credit providers in South Africa. In terms of the Affordability Assessment Regulations, credit providers are required to determine the financial means and prospects of a consumer prior to issuing a loan. Furthermore, they are also required to determine the consumer's existing financial obligations, the debt repayment history, avoid double counting in calculating the gross income less statutory deductions, and to disclose all the applicable costs of credit. The regulations seek to create a 'buffer' that allows a household to remain with money to put essentials on the table every month after repaying their debts. Therefore, no credit is to be granted if repayment of such credit will be done from income that is in the 'buffer zone'.

2.2 Policies and strategies for financial education

While pieces of legislation are in place aimed at ensuring consumer protection, the challenge at consumer level is that the people have limited skills and resources to understand the complexities of the financial services sector with which they are interfacing. In crafting the **National Consumer Financial Education Strategy**, the National Consumer Financial Education Committee (NCFEC)⁴ highlighted various challenges faced by consumers which include:

- Inability to evaluate the appropriateness of financial products in relation to personal circumstances;
- Vulnerability to predatory lending;

³ A garnishee order is a court order requiring the employer to withhold part of the wages owed to a particular employee (the debtor) and pay the amount instead to that employee's creditor or the court, in satisfaction of a debt which is due.

⁴ Refer to Section 4.1 page 15 which discusses the National Consumer Financial Education Committee and their mandate in detail.

- High levels of consumer debt;
- Low saving rates;
- Proliferation of pyramid schemes and financial scams;
- High product service and penalty fees;
- Lack of accessible and comparable pricing information;
- Limited knowledge of recourse mechanisms.

The National Treasury released a *policy statement* in February 2011 titled “*A safer financial sector to serve South Africa better*” which seeks to maintain financial stability, strengthen consumer protection and ensure the appropriateness, accessibility and affordability of financial services for all South Africans. The policy statement projects consumer financial education as one of the components of a comprehensive solution for protecting consumers of financial services. Financial education contributes to improved financial capability of consumers. The national consumer financial education strategy identifies four domains of financial education programmes: *Financial control, financial planning, product choice and financial knowledge*. Financial education programmes are expected to incorporate this domain into financial education programmes. It further highlights that consumer financial education is a shared responsibility among many stakeholders which include government, schools, financial institutions, industry associations, employers, trade unions, community organizations, and NGOs.

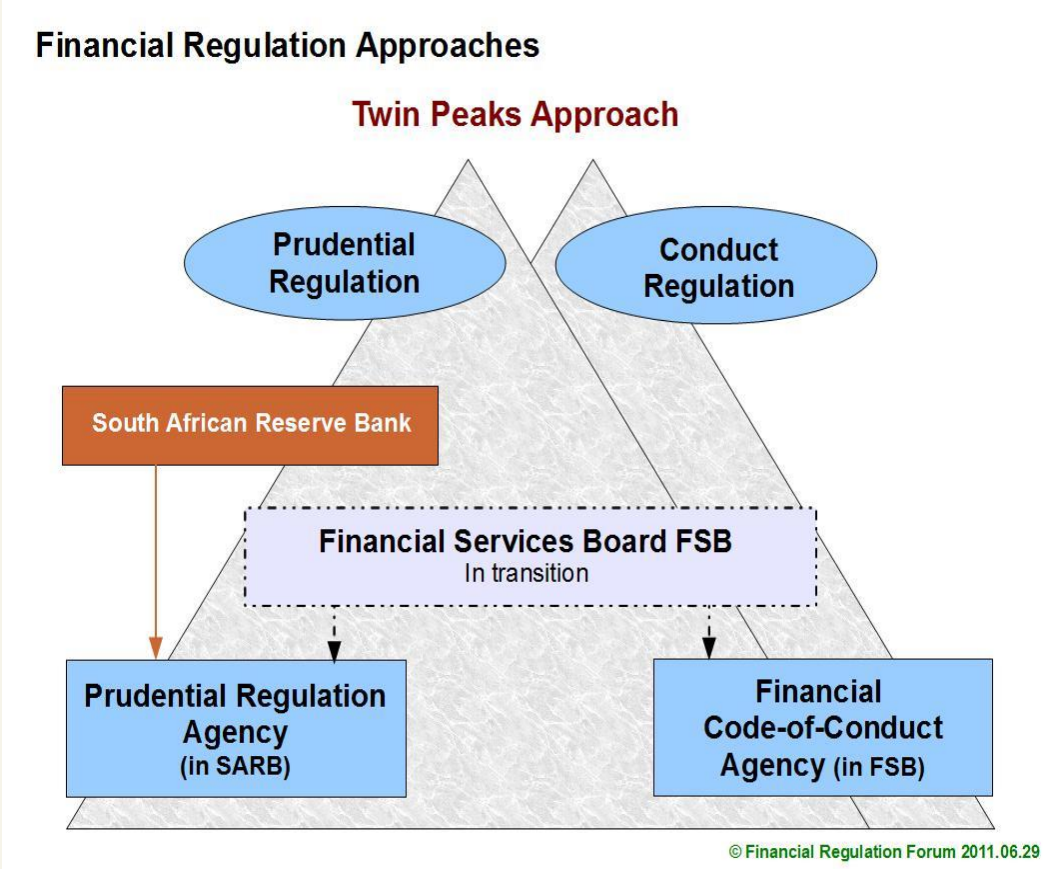
In 2012, the Financial Sector Charter was replaced by the Financial Sector Code, which requires member financial institutions to commit 0.4% of their Net Profit after Tax (NPAT) and channel it toward consumer education.

2.3 Legal and regulatory framework for financial education

Financial Sector Regulation

This section discusses the legal and regulatory framework for financial education in South Africa. Financial sector regulators include the South African Reserve Bank (SARB), the National Credit Regulator (NCR), the Financial Services Board (FSB) and the Financial Intelligence Centre. According to the FSB, South Africa is now moving towards the Twin-peaks model of financial sector regulation (see Figure 3), which entails a separation of prudential regulation of financial institutions (undertaken by the SARB) and market conduct regulation and consumer protection (to be undertaken by the FSB).

Figure 3. The Twin Peaks Approach to Financial Regulation in South Africa



Consumer protection

Various pieces of legislation, such as The Consumer Protection Act (Act 68 of 2008) and the National Credit Act (Act 34 of 2005), have been enacted to ensure consumer protection in South Africa. Outlined in the Consumer Protection Act are the consumer’s right to be heard, to safety, to redress, to be informed and to access consumer education. Regulation should also ensure that pricing is transparent, non-discriminatory and non-exploiting (affordable). Institutions with a mandate for consumer protection have established a Consumer Protection Forum. The forum is dedicated to the protection of consumer rights and interests in South Africa. Institutions that are part of the Consumer Protection Forum include the Department of Trade and Industry (DTI), nine Provincial Consumer Affairs Directorates, FSB, the Council for Medical Aid Schemes, Independent Communications Authority of South Africa (ICASA) and other regulators. The Consumer Protection Forum also runs campaigns aimed at educating consumers of their rights and inform them of available recourse mechanisms. Communication with consumers is done through press releases, online resources available on their websites and awareness campaigns. At the provincial level, there are also various consumer protection structures. Table 2 highlights the key institutions and their roles in the consumer protection agenda.

Table 2. Consumer Protection Institutions

Institution	Role
Provincial Consumer Affairs Offices (PCAO)	<ul style="list-style-type: none"> • Consumer education, advice and information • Consumer mediation and representation over contracts, quality of products or services
National Consumer Commission (NCC)	<ul style="list-style-type: none"> • Administers the National Consumer Act (NCA) as an agency with the DTI. It is responsible for publishing consumer alerts and prohibition notices.
National Consumer Forum (NCF)	<ul style="list-style-type: none"> • NCF is an umbrella body for consumer organizations, which focuses on the promotion and protection of consumer rights.
Financial Services Board (FSB)	<ul style="list-style-type: none"> • Independent body set up by a statute which regulates non-banking financial services industry players in the public interest.
SA National Consumer Union (SANCU)	<ul style="list-style-type: none"> • A voluntary independent body that represents millions of consumers and advises members to use existing dispute resolution structures in their respective locations.
Commission for Conciliation, Mediation and Arbitration (CCMA)	<ul style="list-style-type: none"> • Plays a conciliatory and arbitration role workplace disputes

There are also various Ombudsman structures in South Africa which handle consumer complaints. For example, *Credit Ombuds* resolves complaints from consumers and businesses that are negatively impacted by credit bureau information or when a consumer has a dispute with a credit provider, debt counsellor or payment distribution agent. The Financial Advisory and Intermediary Services (FAIS) Ombuds resolves disputes between financial services providers and their clients. Ombudsman for Banking Services (OBSSA) resolves individual complaints about banking services and products.

3. Financial Education Initiatives

Against the background of over-indebtedness and limited resources and skills to understand the complexities of a highly developed financial sector, the need for systematic and coordinated financial education initiatives is essential. The study shows that a wide variety of stakeholders have embarked on various financial education initiatives. Some programmes focus on specific segments whereas others have nationwide outreach strategies. Stakeholders include government institutions and departments, financial institutions and associations and bilateral and multilateral organisations, amongst others. This section describes the various initiatives of key institutions in South Africa in the area of financial education (see Table 3 for more information). It provides a general overview of the landscape, after which it describes initiatives from public and private sector organizations, as well as those implemented by associations, donors, multilateral organizations and development organisations.

Target groups: Current financial education initiatives in South Africa are typically geared towards ‘the general public’ or towards clients of banks or insurance companies. The initiatives that target a particular sub-segment of the population are mainly geared towards in-school youth and to a lesser extent towards workers. Only two of the identified initiatives target entrepreneurs.

Delivery channels: The delivery channels employed by the identified stakeholders are biased towards on-line platforms, drama and movies, which favour the youth and adults in the cities. Besides direct implementation of financial education programmes, many financial institutions also outsource financial education service provision.

Materials: There is a wide range of financial education materials used by different stakeholders, ranging from printed materials to videos and competitions. There is scope for stakeholders to identify synergies for leveraging the available resources: Instead of stakeholders developing their own training materials, some of them working with similar target groups could pool resources and develop common, generic materials which could be adapted for particular purposes or target audiences.

Table 3. Overview of Key Financial Education Initiatives in South Africa

Institution	Name of programme and type of material	Target Group						Delivery Channel	No. reached	Potential for collaboration
		IY	W	E	F	B/IC	G			
Financial Services Board	Financial education Awareness & special programmes		✓				✓	TV screens in public places, radio on train station, taxis and web-based material Training Workshops, training trainers		Critical in expanding services to workers and MSMEs
National Credit Regulator	Credit consumer protection						✓	Awareness campaigns, training workshops, TV and radio interviews	25 million (2013/14)	
KZN Financial Literacy Association	High school annual competition	✓		✓				Research and presentation by students Training workshops		Could be interesting for reaching SMEs though it's not clear what specific services are provided to them
BANKSETA	Consumer education focused on credit (offered mainly to institutions) Consumer education material						✓	Financing and training service provision		
BASA	In school teach children to save initiative	✓						Incorporated in the Economic Management Science subject, Ambassadors and competition	1.2 million learners	
South Africa Insurance Association	Teacher development, promotion of savings culture	✓				✓	✓	Community radio and industrial theatre		Might have resources to extent the programme to other sector
Old Mutual	Fin 360 and on the money programmes		✓			✓	✓	Modular based training		Potential for accessing funds for supporting workers and consumers of microfinance institutions

		✓				✓				
Stanlib	Movie on Financial Education	✓				✓		Movie screens in theatre	45,000 learners	In partnering to develop material and outreach for entrepreneurs
ABSA	Bubomi (it is life) initiative		✓			✓	✓	Classroom training		Partnering to develop a programme for workers and trade union members
Standard Bank	Workshops for low income consumers	✓				✓	✓	Classroom training and radio programmes for awareness raising.	800,000 learners	
FNB	Money smart concept packaged in 10 unit courses					✓	✓	Volunteers who are retired bankers provide the training to communities.	59,300 children	
Nedbank	My financial life and my money Map	✓				✓	✓	Online courses		
FinMark Trust	Institutional and organizational development; have developed a financial education tool kit							Research training workshops and online training		Collaborating in developing interventions that complement their efforts such as materials development, training trainers and development of a reporting framework
Avocado Vision	Financial literacy		✓				✓	Training workshops	189,471 people	Can be a good implementing partner for specific target groups
Sanlam	Money fo Sho	✓					✓			
World Bank-IFC	SME tool kit			✓				Online SME tool kit		
Hollard	Training courses					✓	✓	Training workshops		

Key: W-workers E-Entrepreneurs IY-In-school Youth F- Farmers G-General consumers B/IC Bank or Insurance client

In addition to the providers of financial education trainings, there are also some institutions that aim to enhance coordination of the Financial Services Sector and financial education initiatives. Table 4 presents information on such institutions.

Table 4. Financial Education Statutory Bodies and Associations

Name	Mandate	Additional information
National Consumer Financial Education Committee (NCFEC)⁵	<ul style="list-style-type: none"> - Develop the national consumer financial education strategy; - Oversee implementation of financial education strategy; - Conduct annual reviews to monitor performance. 	<ul style="list-style-type: none"> - Reports to Minister of Finance. - FSB is the secretariat to the committee.
National Credit Regulator	<ul style="list-style-type: none"> - Regulation of the South African Credit Industry; - Setting of a regulatory framework for institutions providing credit as well as with respect to borrowers. 	<ul style="list-style-type: none"> - Undertakes consumer education initiatives, research, policy development, registration of industry participants, investigation of complaints, and ensuring the enforcement of the Act.
Financial Services Board	<ul style="list-style-type: none"> - Oversee the South African Non-Banking Financial Services Industry (which includes retirement funds, short-term & long-term insurance, companies, funeral insurance, schemes, collective investment schemes (unit trusts and stock market) and financial advisors and brokers. 	<ul style="list-style-type: none"> - FSB collaborates with many stakeholders in the delivery of financial education services to South Africans for example the South African Insurance Association (SAIA) <ul style="list-style-type: none"> • Face-to-face presentations • Train-the-trainer workshops • print materials including topical booklets, teacher resources and articles in various languages, • participation in international conferences and panel discussions, industrial theatre, Airports TV,, website, radio interviews, newspaper and magazine
Banking Sector Education and Training Authority (BANKSETA)	<ul style="list-style-type: none"> - Skills development for the inclusive banking sector, banks, micro lenders, housing finance; - Conduct annual skills assessment for the banking sector. 	<ul style="list-style-type: none"> - Works in collaboration with BASA, credit providers associations and training providers in updating its consumer credit materials and training financial services providers and consumers; - Collaborates with the Cooperative Banks Development Agency (CBDA) and with National Association for Co-operative Financial Institutions of South Africa (NACFISA) for educating cooperatives

⁵ The Committee presently has no legislative mandate to coordinate the implementation of the strategy. The mandate to do so has been provided for under new Financial Sector Regulation (FSR) Bill tabled before Parliament.

<p>The Banking Association South Africa (BASA)</p>	<ul style="list-style-type: none"> - Membership Industry body for registered banks in South Africa - All 32 registered banks (both local and international) are members of BASA. 	<ul style="list-style-type: none"> - Facilitator role, in the area of financial education - Implements financial education as it is considered key in achieving financial inclusion. - Consumer Financial Education as per Financial Sector Code requirements at 0.4% NPAT of participating financial institutions & core budget of BASA
<p>South Africa Insurance Association (SAIA)</p>	<ul style="list-style-type: none"> - Represents the short-term insurance⁶ industry member interests at all levels and with all stakeholders 	<ul style="list-style-type: none"> - SAIA's financial literacy initiatives are funded through a compulsory contribution by member companies in the short-term insurance industry. The contributions are drawn from the 0.2% NPAT⁷ generated by all SAIA member insurers and then pulled together to fund financial education initiatives
<p>Association for Saving and Investments South Africa (ASISA)</p>	<ul style="list-style-type: none"> - Represents the savings and investment industry on the Consumer Financial Education Committee. 	<ul style="list-style-type: none"> - Pulling resources to finance financial education through Foster the Future Foundation; - Formed by members of the Association of Collective Investments (ACI), the Investment Management Association of South Africa (IMASA), the Linked Investment Service Providers Association (LISPA) and the Life Offices' Association (LOA)

3.1. Public Sector Initiatives

Below is an overview of public sector institutions that engage in the financial education space, such as the Financial Services Board, The National Credit Regulator, the Banking Sector Education and the Training Authority. It also describes the role of the National Consumer Financial Education Committee.

⁶ Short-term insurance encompasses all types of insurance policies other than life insurance. Amongst others this includes vehicle, property, household, medical, personal liability, travel and business insurance. In South Africa, insurance companies such as Mutual & Federal Limited, OUTsurace Holdings Limited, Santam Limited and Zurich Insurance Company South Africa Limited offer short-term insurance.

⁷ For the 2012/13 initiative, SAIA members contributed an amount of approximately ZAR 12-million.

3.1.1. The Financial Services Board

The Financial Services Board (FSB) is an independent institution established by statute to oversee the South African Non-Banking Financial Services Industry in the public interest, and to promote and maintain a sound financial investment in South Africa. These non-banking financial services include retirement funds, short-term & long-term insurance, funeral insurance schemes, collective investment schemes (unit trusts and stock market) and services provided by financial advisors and brokers.

The Financial Services Board Act (Act no. 97 of 1990) as amended in the Financial Services Laws General Amendments Act, 2013 provides the FSB with a legislative mandate to: “*provide, promote or otherwise support financial education, awareness and confidence regarding financial products, institutions and services.*” The FSB’s financial education services are driven by its Consumer Education department. The department has promoted the financial education of consumers in both the formal education system as well as in the community since 2001.

Financial Education Delivery Channels: The FSB collaborates with many stakeholders in the delivery of financial education services to South Africans. It has collaborated with the short-term insurance industry association, the South African Insurance Association (SAIA) to create awareness and educate commuters at bus and taxi ranks through various media channels such as large television screens, radio broadcasts onto train stations and into taxis. Special projects are also held targeting farm workers, persons with disabilities, churches, and members of trade unions and sports clubs. In partnership with SAIA, the FSB developed financial education materials for educators that are aligned with school curricula. In collaboration with the Departments of Basic Education and Higher Education, FSB trained many educators and learners. Other delivery channels used by FSB include face-to-face presentations, train-the-trainer workshops, exhibitions and various forms of print materials including topical booklets, teacher resources and articles in various languages, with a distribution across nine provinces. The FSB also engages in knowledge sharing opportunities such as participation in international conferences and panel discussions, industrial theatre, Airports TV, radio interviews, newspaper and magazine as well as online articles all done in close consultation with a wide range of external experts in industry, government and the community.

Key programme ‘My life my money’: The FSB’s flagship consumer education website www.mylifemymoney.co.za is designed to assist consumers to make the most of their finances. The website provides consumers with an opportunity to share their positive or negative experiences with others via a blog, and to learn more about recourse mechanisms when dealing with the insurance and pension industry. Key features of the website include (i) free online calculators; (ii) a downloadable budget template; (iii) information on life events and the financial responsibilities that they entail; (iv) topical articles; (v) brochures; (vi) a glossary; and (vii) useful links including a range of workshops and presentations that the department conducts.

Key target group: FSB mainly addresses its initiatives to the general public and to workers.

3.1.2 The National Consumer Financial Education Committee (NCFEC)

The National Consumer Financial Education Committee (NCFEC)⁸, which was established in 2012, is chaired by the National Treasury, with the FSB⁹ as its secretariat. Members of the Committee include representatives from trade unions, civil society, financial industry associations, the ombudsman schemes, financial self-regulatory organizations, government departments, provincial treasuries and NGOs. The committee reports to the Minister of Finance.

Key programme: The mandate of the Committee is to develop the national consumer financial education strategy, to oversee its implementation and monitor performance, and to review the same on an annual basis. A baseline study (FSB, 2012) provided the basis for the design of a focused strategy by the Committee. The baseline does not include children below 16 years, who are hence excluded from the national strategy. The Committee recognised the importance of starting consumer financial education at schools, in order to equip children as early as possible with skills and knowledge on financial matters. Thus the Committee is working on embedding financial literacy in the school curriculum. The National Consumer Financial Education Strategy defines objectives over the next ten years around four domains: (i) Financial control, (ii) Financial planning, (iii) Product choice and (iv) Financial knowledge. It further identifies financial education work that stakeholders can do together, and which stakeholders can do this work as individual entities.

Key target groups: The national strategy places priority on educating people of 16-19 years and people of 20-29 years on financial control topics. It also prioritises the elderly (60-69 years and 70+ years) mainly on product choice issues. The lower to middle living standard measure (LSM) category is also prioritised on topics across all domains. In terms of location, people living in rural areas, rural farms, traditional authorities and urban informal areas are prioritised. In terms of provinces, the Eastern Cape is prioritised across all domains while the Northern Cape and Free State are priority areas in regards to financial knowledge issues. The North West and Limpopo also have some priority needs in areas of financial control, financial planning and financial knowledge. The strategy also defines target competences for consumers that have been exposed to financial education initiatives.

3.1.3 The National Credit Regulator

The National Credit Regulator (NCR) is responsible for the regulation of the South African credit industry. The regulatory body was established under the National Credit Act No. 34 of 2005. Its role is to undertake consumer education initiatives, research, policy development, registration of industry

⁸ It is noteworthy that the committee presently has no legislative mandate to coordinate the implementation of the strategy. The mandate to do so has been provided for under new Financial Sector Regulation (FSR) Bill tabled before Parliament

⁹ Besides overseeing the baseline studies, the FSB is mandated with the responsibility of developing and maintaining the central database to which stakeholders capture their financial education initiatives

participants, investigation of complaints, and ensuring the enforcement of the Act. The Act mandates the regulator to promote the development of an accessible credit market, particularly to address the needs of historically disadvantaged persons, low income persons, and remote, isolated or low density communities.

Financial Education Delivery Channels: Financial education programmes are driven by its Education and Communications department, through which the NCR educates consumers on their rights and obligations, provides them with tips on credit management and provides guidance on where and how to get assistance should they be aggrieved. The regulator runs awareness campaigns and avails similar information both in printed brochures and online via its website. In collaboration with other members of the Consumer Protection Forum, the NCR makes use of the International World Consumer Rights Day (15 March) to embark on awareness campaigns to educate consumers about their rights and obligations, on where to get recourse and on venues for enforcing their rights.

Key programmes: The NCR's countrywide financial education and awareness initiatives reached approximately 25 million consumers during the course of the 2013/14 financial year. These included face-to-face trainings of 31,913 consumers and 338 TV and radio interviews (most of which had a phone-in facility for the public). Its public education initiatives are done in collaboration with other consumer bodies such as the Consumer Protection Forum, consumer affairs offices of provincial governments and relevant regulators. The NCR has spent R3.8 million on consumer education programmes in 2014.

Key target groups are consumers of credit (the general public).

3.1.4 The Banking Sector Education and Training Authority

The Bankseta is a statutory body established by the Minister of Labour to support and grow the level of current and future skills as required in the banking sector. Its mandate entails engaging with stakeholders in the inclusive banking sector (such as micro-lenders, micro-enterprise lenders and housing finance providers) to identify priorities for skills development and to develop appropriate skills offerings to address these needs. The Bankseta assesses skills development priorities in partnership with employers in the sector through an annual process. Its mandate is national. Its financial consumer education activities are mainly limited to credit. The Bankseta works together with the Banking Association of South Africa (BASA) and with the credit providers association to update its consumer credit materials to focus on the whole credit cycle.

Delivery Channels: The Bankseta contracts service providers to deliver face-to-face training sessions on its behalf. Once the credit-focussed consumer education materials have been updated, they will be disseminated by NCR's stakeholders through a variety of channels, including social media, websites, TV, banners, emails and pamphlets.

The Bankseta is also planning to open with face-to-face training window geared towards training people that are not yet consumers of financial services. This window is expected to be rural-focused and may include training of workers from community-based organizations. The Bankseta will supply the materials and fund the delivery. Rural-based activities will be mainly targeting financial

cooperatives. Further Education and Training (FET) colleges¹⁰ will also be included, as well as community colleges (once they become active). The Bankseta generally prefers to make use of existing infrastructure that is available on the ground, such as community centres, community leaders and NGOs. The Bankseta budget for consumer education programmes consists of (i) training for the general public (not for cooperatives), which represents less than R1 million annually, and (ii) cooperative consumer education initiatives, which represents about R4 million and which is earmarked for a range of issues including governance training for the board, and loan management for staff and for members.

Key target groups: The Bankseta avails its training materials for use by interested parties across the country. For cooperatives, the Bankseta's consumer education initiatives are not so much focused on employees of cooperatives but rather on members of a cooperative. The Bankseta works in collaboration with the Cooperative Banks Development Agency (CBDA) and with the National Association for Cooperative Financial Institutions of South Africa (NACFISA) to avail the consumer credit training materials to financial cooperatives. Trainings take place during cooperative gathering sessions. The Bankseta has also piloted training delivery through a '*Study Circles Methodology*' where study leaders are trained to in turn train others.

Priority areas for further work: Bankseta is of the view that the area of impact assessment requires further development. For financial education, it is a challenge to measure impact. There is need for practical and cost effective ways of conducting impact assessments without infringing on the privacy of the beneficiaries. The Bankseta is interested in collaborating with partners on the development of financial education impact assessment tools and approaches.

3.2. Private Sector Initiatives

This section highlights financial education activities undertaken by financial services associations, commercial banks, insurance companies and other private sector players. Even though the list is far from being exhaustive, it sheds some light on the types of initiatives that are being implemented in the country as well as the target groups reached, the geographic coverage and the nature of the partnership arrangements that are in place.

¹⁰ Further Education and Training (FET) refers to education and training provided from Grades 10 to 12, including career-oriented education and training offered in technical colleges, community colleges and private colleges.

3.2.1. Associations

The Banking Association South Africa

The Banking Association South Africa (BASA) is an industry body for registered banks in South Africa. Although membership to the association is voluntary, all 32 registered banks (national and international) are members of BASA. Its mandate is to provide a platform for banks to engage in profitable, responsive, responsible, inclusive and sustainable banking. Financial education falls under BASA's financial inclusion division. Although BASA predominantly plays a facilitating role, the association has become an implementer in the area of financial education.

Key programmes: BASA's financial education programmes date back to July 2008 when the association introduced the 'Teach Children to Save South Africa' (TCTS SA™) initiative, which is linked to Mandela Day and which through the 2008 pilot targeted 90 schools but actually reached over 200 schools. TCTS SA™ (now rebranded StarSaver™) seeks to inculcate a culture of saving among youth and promotes volunteerism within the sector. Due to its success, BASA turned the initiative into an annual programme which is implemented through member banks and financial institutions, each of which have a national coordinator in charge of implementing the programme activities. The programme activities are funded through the FSC - prescribed 0.4% NPAT spend of financial education activities.

StarSaver™ is implemented in partnership with the National Department of Basic Education and Provincial Departments of Education. The programme has been integrated in the Economic management Sciences (EMS) curriculum and contains structured lesson plans. These teaching aids are downloadable from the BASA website for use by volunteer bankers and financial practitioners as well as teachers through 2-hour sessions with EMS learners. The learners' regular teachers continue building on the sessions after the volunteers have made their contributions. StarSaver™ has an Islamic chapter introduced in July 2009 to cater to the needs of learners in Muslim schools. In October 2009, the SADC Banking Association endorsed then the TCTS SA™ now StarSaver™ programme with in-country programme execution.

In the past eight years of its implementation, the *StarSaver™* programme has reached over 1.5 million learners nationwide through the combined participation of 23 banks and 43 financial institutions. The programme works with Ambassadors and Endorsing Voices, which positions the StarSaver™ programme as aspirational for young people. In March 2015, the Banking Association SA introduced the 1st ever Financial Literacy - FinLit Spelling Bee, a financial terminology competition for Grades 7 to 9. Visit www.starsaver.co.za

Financial Education Delivery Channels: BASA uses several delivery channels for rolling out its financial education initiatives. These include classroom-based activities, involvement of celebrity ambassadors, EduCamp¹¹, financial literacy spelling bee, website, through social media, board games, industrial theatre, cinema and storytelling. It also uses child social and financial education clubs that utilise the child-centred methodology.

Key target groups: BASA's financial education initiatives primarily target in-school learners. Other secondary target groups include teachers, volunteers, parents and university/college students. Furthermore, a pilot teacher development initiative was done for Gauteng province's Department of

¹¹ EduCamp is a methodology that integrates financial literacy games, story-telling and cinema.

Education for EMS subject advisors. BASA has been approached by the National Department of Basic Education to develop online teacher training financial education resources for EMS educators. All StarSaver™ material is open source.

Observations by BASA: The Association underlines that monitoring and evaluation of financial education programmes is a major challenge. Although anecdotal evidence points to some positive impacts, there is little solid research available as to whether these interventions result in the desired behavioural change, and which delivery channels are most effective to achieve the desired outcomes. Recently an M&E framework has been developed.

South Africa Insurance Association (SAIA)

The South Africa Insurance Association (SAIA) represents the interests of the short-term insurance¹² industry. SAIA, which has 58 members, has been implementing financial literacy initiatives since 2005. The short-term insurance industry makes a compulsory fund contribution¹³ towards improving the delivery of financial education to South Africans through South African Insurance Association (SAIA). The contributions are drawn from the 0.2% NPAT requirement¹⁴. The funds are channelled to support financial literacy projects which are implemented by SAIA on behalf of its members. Through pooling resources together, SAIA reaches out hundreds of thousands of people educating them about the importance of financial instruments such as insurance, banking and funeral cover. The SAIA Consumer Education Committee - managed pooled funds are channelled towards educating high school learners and the generality of poor South Africans living in impoverished regions about financial literacy. Funds are used to upskill maths literacy and accounting teachers to assist them in developing curriculum-linked programmes. The programmes target learners in grades 9, 10 and 11 educating in subjects such as maths literacy, accounting and financial literacy. Other beneficiaries of this initiative include dispersed communities spread throughout the country. These people are reached through educational dramas broadcast on five community radio stations in five official languages, which will be increased until the information is available in all 11 official languages.

Key programmes:

- **iCount¹⁵** : This is a Teacher Development Project , which uses a step-by-step accounting resource to assist young learners to improve their financial skills and to change attitudes and behaviour in managing finances. It focuses on the Accounting subject for Grades 10, 11 and 12;

¹² Short-term insurance encompasses all types of insurance policies other than life insurance. Amongst others this includes vehicle, property, household, medical, personal liability, travel and business insurance. In South Africa, insurance companies such as Mutual & Federal Limited, OUTsurance Holdings Limited, Santam Limited and Zurich Insurance Company South Africa Limited offer short-term insurance.

¹³ The contribution is 0.2% of net profit after tax per every SAIA insurer. This amounted to R12-million in 2012 and was expected to be R13 million in 2013.

¹⁴ For the 2012/13 initiative, SAIA members contributed an amount of approximately ZAR12-million

¹⁵ iCount is a DVD series that uses animation and teenagers to explain complex accountancy concepts. It consists of 26 episodes that each take 8 minutes to watch. iCount can be viewed on a PC or mobile device.

- *Managing Your Money* is a mathematical literacy resource for teachers, which is implemented in partnership with FSB. The mathematical literacy materials are aligned with the Curriculum Assessment Policy Statement (CAPS);
- *The Radio project* is also implemented by SAIA in partnership with FSB. It aims to familiarise listeners with financial skills topics such as budgeting, saving and short-term insurance products. The programme is broadcasted on several radio stations.

Association for Savings and Investments South Africa (ASISA)

The Association for Savings and Investments South Africa (ASISA) was established in 2008 by members of the Association of Collective Investments (ACI), the Investment Management Association of South Africa (IMASA), the Linked Investment Service Providers Association (LISPA) and the Life Offices' Association (LOA). These associations were disbanded and their staff, assets and activities were transferred to ASISA. ASISA represents the savings and investment industry on the Consumer Financial Education Committee. The association has 120 member companies. Its financial education activities aim to (i) empower consumers of financial services to assess whether financial products are appropriate to suit their personal circumstances; (ii) identify predatory lending practices; (iii) promote a culture of savings and (iv) familiarize consumers with recourse mechanisms. The association aligns its work with the Financial Sector Code, National Treasury regulations and the Financial Services Board. In 2012, ASISA launched the *Foster the Future Foundation*, which is funded by member contributions. The Foundation seeks to pool resources from the investment industry so that the members can collectively address consumer financial educational needs in the country.

Key programme and delivery channels: The Foundation's first project was the 'Saver Waya-Waya' (to save all the time) project, which was implemented in Hammanskraal (Gauteng province). The project was delivered through workshops, industrial theatre and community radio sessions. It reached 7,506 community members through 161 workshops and 28 industrial theatre sessions.

Savings Association of South Africa (SASI)

The South African Savings Institute (SASI) is an independent non-profit organization which aims to foster the development of a robust culture of savings in South Africa. SASI currently relies on IDC sponsoring to finance its operations.

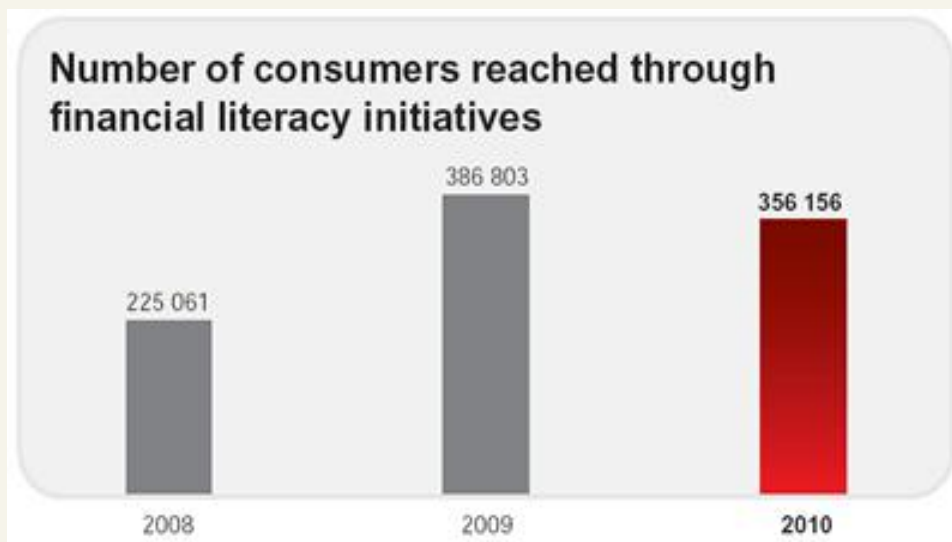
Key programme: As part of its strategies towards tackling the financial literacy challenge and to promote a national culture of savings, the South African Savings institute (SASI) adopted (ten years ago) July as *National Savings Month* in partnership with key industry players. SASI's activities involve advocacy with policy makers and regulators, research initiatives (to monitor savings performance in the country), publishing of a Quarterly Savings Barometer, development of educational materials, awareness raising through networking and the facilitation of meetings and promotion of activities particularly during the annual National Savings Month media campaign.

3.2.2. Banks

- **ABSA**

ABSA's flagship financial education programme 'Bubomi' ('it is life' in Xhosa) is offered through a classroom-type delivery method. By 2012, ABSA had reached nearly half a million employees from a number of South African organizations across all income levels. Its financial education programmes are offered by a national team of permanent ABSA Financial Education Officers. Between 2008 and 2012, ABSA's investment in free financial education through its national financial literacy programme topped ZAR 30 million.

Figure 4. ABSA - Number of consumers reached through financial literacy initiatives



- **Standard Bank**

Standard Bank South Africa offers its Corporate Social Investment programmes through the Standard Bank Foundation which was established in 1985. The Foundation is currently focusing on education, placing emphasis on financial literacy and outreach programmes. As part of its inclusive banking strategy, Standard bank's consumer education strategy seeks to provide low-income consumers¹⁶ with essential financial information, knowledge and skills that enhance their confidence and enable them to make more informed financial decisions. The bank's programmes are designed to empower consumers (i) to understand the terminology used in the financial services sector; and (ii) to assess the suitability of financial products. The bank also runs a financial literacy programme targeted at schools. Grade seven to nine learners are taught banking, personal and business finance. More than 800,000 learners in

¹⁶ Consumers who earn less than ZAR 8,000 per month.

Gauteng, Western Cape, KwaZulu-Natal and Eastern Cape have benefited from the project which will now be extended to other provinces.

Delivery Channels: Standard Bank mainly delivers its financial education programmes through face-to-face interactions. Ninety-six percent (96%) of its consumer education activities were delivered through classroom-based learning. Some initiatives are done through the radio. In 2013, Standard Bank also introduced community-based workshops to deliver a personal financial management programme as well as a financial literacy awareness campaign using community-based radio. Besides workshops and radio campaigns, Standard Bank also ran the *Winning Teams Programme* and the *Teach Children to Save* campaign in 2013. Standard Bank engages in monitoring of its programme activities through surveys and feedback forms that are used by educators and volunteers. The feedback is used to gauge programme relevance to target audience.

Key target groups: The bank's financial education initiatives target adults and the youth. It includes Standard Bank customers and the broader South African community. In 2013, the bank's financial education programmes reached 54% urban and 46% rural communities. Available statistics indicate that the bank spent ZAR 15.1 million in 2012 and ZAR 20.2 million in 2013 on financial education-related programmes.

- **First National Bank**

Like other commercial banks, First National Bank (FNB) has been implementing the TCTS SA Programme for the past six years and reached around 59,300 children countrywide. Its financial education programmes¹⁷ are designed to instil the "money smart" concept. Topics include budgeting, investing, savings, credit, home ownership and small business development. FNB's financial education and related tools are implemented in partnership with other organizations such as local employers, schools and non-profit organizations.

Key programmes and delivery channels: FNB makes use of the Wisconsin Bankers Association's (WBA) "*Bankers Teaching Financial Literacy*" program for its financial literacy training which is geared towards children and adults. The programme involves hundreds of bankers who volunteer their time to conduct consumer education sessions in their communities. Through this rollout strategy, FNB has made over 40 presentations annually, reaching over 1,600 students and adults. In partnership with VISA, FNB also conducts nationwide financial literacy road shows, targeting historically disadvantaged communities. These awareness campaigns were held in Gauteng, Kwa-Zulu Natal, North West, Free State, Western and Eastern Cape over a period of nine weeks. The campaigns focused on sensitizing the target audience on banking options available to them such as opening a bank account, withdrawing money, using a debit and credit card and internet-based and mobile phone banking services. Furthermore, the bank has made a three-year commitment to the *EverFi*¹⁸ initiative and plans to promote financial literacy among its target constituencies using this platform. *EverFi* provides a 10-unit course (at 6 hours of programming) aimed at teaching, assessing and certifying students in a variety of financial topics including credit scores, insurance, credit cards, student loans, mortgages, taxes, stocks and savings. The system tracks

¹⁷ Programmes include: First At Work, Kids Banking, Teach Children To Save SA and Community Development team.

¹⁸ EverFi (www.everfi.com) is an education technology platform company that teaches, assesses, and certifies students.

the progress and score of individual students and provides those who successfully complete the course with a Certification in Financial Literacy.

Key target groups: The FNB programmes are mainly targeting in-school youth and has a few programmes designed to reach out to people in disadvantaged communities.

- **Nedbank**

In September 2012, Nedbank - through its Client Engagement department - launched the *MyFinancialLife*[™] financial literacy programme, in partnership with SASI. *MyFinancialLife*[™] is a free online personal financial management tool that allows consumers to view and manage their consolidated financial position. The online tool seeks to empower consumers to manage their finances, understand their spending habits, save and plan towards achieving their financial goals. The bank further launched the *MyMoneyMap*[™], which is a free online tool for kids and parents (including non-Nedbank clients). The tool assists children to manage their pocket money. With assistance from their parents, the tool equips kids to get acquainted with money management issues - it teaches kids how to spend, save, grow and make good use of their money.

Key target groups: The Nedbank programmes mainly target in-school youth as well as adults that make use of banking services.

Delivery takes place mainly through online platforms.

3.2.3. Insurance Companies

Discussed below are financial education initiatives that are undertaken by some insurance companies.

- **Old Mutual**

Old Mutual's investment in financial education programmes is part of its social responsibility to educate the wider South African population on responsible financial behaviour by providing knowledge and tools around money management. The aim is to help the nation break the cycle of generational poverty, get out of the debt trap and show people how to use the limited financial resources that they have to realise their goals. Its financial well-being programmes (FWP) includes *Fin360* and *On-the-Money* programmes. FWP is offered as a free service, in partnership with like-minded employers, funds and trustees. The *Fin360* programme is designed for an audience that already has some grounding in basic money matters and that is keen to further its financial and investment knowledge. This programme targets directors, middle to senior-level management, current and future professionals, small business owners and retirement fund members. *Fin360* is modular based and the modules can either be taken individually or as a complete course. The modules include:

- Retirement planning
- Wills & Estate Planning
- Fund member education
- Leaving a retirement fund
- Wealth and your business
- Perspectives on financial planning
- Risk management

- ***On-the-money***

The On-the-money financial education programme on the other hand is designed to teach the generality of South Africans how best to manage their finances. On the money workshops are designed to teach basic lessons in personal financial management. It is designed to communicate five essential “secrets” of good financial management:

- The secret of the *Lion*: Save first, save fast
- The secret of the *Leopard*: If you can’t dream it, you can’t do it
- The secret of the *Elephant*: Easy budgeting, regular budgeting
- The secret of the *Rhino*: Charging down your debt
- The secret of the *Buffalo*: Protecting and investing your wealth

Other financial well-being programmes include:

- *Financial health assessment* tailored for the needs of the individual
- One-on-one *individual advice* offered by trained and accredited Old Mutual Financial Advisers,
- *Member support services* (call centre-based) targeted at Old Mutual members. The service provides members with financial decision support and guidance during crucial life events such as joining a fund, resignation, retrenchment, retirement, death and disability. It is offered in close working partnership with employers and Fund trustees.

Besides the FWP, Old Mutual also offers financial planning and advice which is provided by brokers and financial advisers and financial literacy training in local communities. This is done in partnership the South African Savings Institute (SASI) and involves taking financial literacy programmes to under privileged communities (rural and peri-urban) in KwaZulu Natal, Eastern Cape, Free State and Gauteng. This community-focused financial literacy programme which targets women and young people is called ‘*Financial Knowledge, Save Your Future*’ and seeks to raise awareness (through workshops) around the lack of savings and it’s the impact on the country’s economy. The workshops were run free of charge over a six months period. Old Mutual, as part of support to its ‘On the money’ financial literacy

programme teaches basic financial literacy on request to groups of people in churches and community centres around the country. This programme has been successfully operated since 2005.

- **Hollard**

Hollard's financial education programme combines customer-focused course with a generic course. The customer-focused course is targeted at Hollard's new clients, as a way to familiarise them with topics such as budgeting. This will enable them to include their premiums in their monthly budgets. Other training topics include funeral insurance, the claims process, and restrictions in the insurance products. New customers are identified and invited to participate in the financial literacy courses, which are offered in close proximity to their respective locations. Training of new customers is outsourced. Hollard trained the service provider and their team and got them accredited. On a weekly basis they train between 300 and 500 people. In 2016, they plan to train their own staff to be able to administer the training. This programme contributes towards customer empowerment through increasing their insurance knowledge

The generic financial education course is offered in partnership with Avocado Vision at Medupi Eskom power station. It familiarises participants, who are mainly based in rural locations, with concepts such as the Unemployment Insurance Fund (UIF), retirement annuity, needs and wants. In 2014, Hollard spent R2.2million on financial education activities through the Medupi project and trained 2,500 people. Its facilitators speak at least four official South African languages. Hollard's financial education budget for 2014 was ZAR 9million. It partnered with the KwaZulu Natal Financial Literacy Association (KZNFLA) where it sponsors the production of the KwaZulu Natal (KZN) financial literacy publication. Hollard spent ZAR 100,000 of its own resources and a further ZAR 100,000 of funds received through the Gates Foundation in the KZN partnership. The course takes 2.5 hours. The KZN financial literacy programme also targeted traditional leaders and SMEs. Training materials are pitched to meet the needs of the Amakhosis/Ndunas¹⁹.

In terms of impact monitoring, Hollard has contracted an independent evaluator. The evaluator participates in some training sessions and provides feedback to Hollard after the workshop. Furthermore, participants complete evaluation forms at the end of each training session. After 4 to 5 months the independent evaluator conducts focus groups to further assess the impact of the course. Lastly, Hollard plans to provide financial education training to its employees.

3.2.4. Other Private Sector Initiatives

- **Stanlib**

Stanlib, which is an asset management company, has developed a financial education movie called 'Smartbucks - Mind Your Moolah', as part of its corporate social investments programme. The movie aims to familiarise young South Africans with concepts such as budgeting and savings. The movie was

¹⁹ A Nduna is an official functionary of a king or chief.

first produced in 2012 and starred popular comedians, Mpho “Poppo” Modikoane and Toll A\$\$ Mo in a township setting. In 2013, ‘*Smartbucks 2*’ was produced which again featured “Poppo”. The movie tackled challenges faced by youth, such as over-indebtedness, lack of savings and wasteful spending. Its four main characters (Faith, Katlego, Mam’ Gloria and T.T.) present these challenges in the different episodes. In 2014, *Smartbucks 3* (a one- hour movie) was produced and screened at Ster Kinekor cinemas countrywide, reaching disadvantaged high school learners.

Partnerships and delivery mechanisms: The Department of Basic Education²⁰, a key partner in this project, has selected the participating schools. The movie is displayed free of charge, and the young people that view the movie receive interactive booklets to reinforce financial lessons from the film. After watching the movie they also complete a five-question evaluation form to help them to reflect on what they have learned. The Smartbucks campaign has reached over 45,000 teenagers across South Africa since it was launched in 2012, and today it reaches 15,000 kids annually. Each annual campaign costs ZAR 5 million. The movie is screened a Sunday mornings in all 9 provinces of South Africa simultaneously. Cost factors include transporting children to and from movie theatres, hiring cinemas, and providing snacks. The production of the movie has been financed by Stanlib, with sponsorships from Liberty Life, Samsung, NYDA, Putco, Bidvest Steiner, Letlalo Interface and Gearhouse.

- **Avocado Vision**

Avocado Vision is a private company that seeks to build and deliver training solutions that empower people and develop their insight to make better choices and live bigger lives. Its services for communities are geared towards both urban and rural communities countrywide. Avocado Vision’s financial education training programme seeks to develop knowledge and skills in handling money, and aims to create a savings culture. The training programme consists of five components: (1) managing my money; (2) saving my money; (3) credit; (4) providing for risks; and (5) planning to reach goals. During the past 5 years, Avocado Vision has reached 189,471 people through its financial education programmes.

Delivery Channels: Avocado’s financial literacy programmes are targeted at lower-income workers in corporate and government organizations. Financial education programmes are generally delivered in the local vernacular, using picture-based learning materials to address challenges related to low literacy and language barriers. The institution uses a variety of training delivery channels which include simulated board games. The *Drive Your Life* course assists participants to design a road map for achieving their dreams.

Avocado also undertakes financial literacy on large scale project sites. For example, the company ran financial education sessions for 14,000 people which included employees working at Eskom’s Medupi power station as well as community members in and around Medupi.

²⁰ The storyline of ‘Smartbucks - mind your moolah’ movie is based on Economic Management Sciences curriculum

3.3. Donors, Multilaterals and Development Organizations

Donors, multilaterals and development organizations also directly or indirectly contribute to the development and roll out of financial education programmes in South Africa. This section provides some examples of such initiatives.

- ***World Bank and International Finance Corporation***

The World Bank does not directly engage in the delivery of financial education programmes, yet through its work on financial inclusion the Bank contributes to the financial education agenda worldwide. Data reported by the World Bank indicate that globally, around 2 billion people do not use formal financial services; more than 50% of adults in the poorest households are unbanked and 73% of poor people are unbanked because of costs, travel distances and the often burdensome requirements involved in opening a financial account. The World Bank strengthens financial education globally through multiple initiatives, such as undertaking impact analysis, incorporating financial literacy in financial inclusion agenda, promoting the inclusion of new technological approaches to financial inclusion, and strengthening financial consumer protection frameworks. The World Bank and the Financial Literacy Program Trust Fund provided funding for a global survey of financial literacy levels, and support local baseline surveys to avail information for benchmarking progress over time. The World Bank underlines that financial education requires a multi-sector approach in order to make optimal use of public policy interventions and private sector initiatives. The finance and education sectors each play a pivotal role in advancing financial education initiatives.

Delivery Channels: The International Finance Corporation (IFC), which is a member of the World Bank Group, offers financial literacy services to owners of SMEs via a global online portal called '*smetoolkit*'. The financial literacy section of the portal contains articles and tools designed for SMEs to improve their ability to obtain and repay loans, and to choose the right credit products, amongst others. Some of the tools provided through the portal include:

- Budgeting: Rework Your Budget
- Saving: Save for a Goal
- Saving: How Much Will My Savings Grow?
- Debt: How Much Will My Loan Cost?
- Debt: Should I Consolidate My Debt?
- Handling the Unexpected: Emergency Fund
- Retirement: Do I Have Enough Retirement Money?
- *Department for International Development*

In 2008, the Department for International Development (DFID) created the *Financial Education Fund* (FEF), which was designed to build awareness of financial literacy by supporting financial education initiatives by the public and the private sector. The fund had an initial start-up capital of £4 million (USD 6.3 million). It was operated as a Challenge Fund, granting once-off grants in line with a predetermined selection criteria to successful applicants on a competitive basis, and through multiple funding rounds. Grants were made up to a maximum of £250,000 per project, each with a maximum duration of 24 months. The initial Fund targeted a few select countries in Africa²¹. Beneficiaries included government institutions, NGOs, local community organizations, training institutes, professional and industry umbrella associations, and consumer bodies.

In South Africa, DFID implemented FEF through Emerging Markets Group (UK) in partnership with Genesis Analytics, a local South African company, which managed the implementation of the Challenge Fund over a three-year period. Genesis was involved in the design of the fund, and was responsible for the collation of quantitative and qualitative data reported by the grantees. The firm evaluated the programme and, having successfully managed it for three years, hosted a number of learning events that were intended to culminate in best-practice financial education toolkits for DFID worldwide. Genesis placed emphasis on impact evaluation, which was built into each project as a core operational component. This included the preparation of baseline studies, on-going monitoring and a final evaluation. The four grantees in South Africa which benefited from the Fund were South Africa Insurance Association (SAIA), the Department of Trade and Industry South Africa (Office of Consumer Protection), Postbank SA and Teba Bank. These ran various pilot projects that included radio drama, money advice and consumer recourse referral service, face to face financial education and commercial viability of the model and financial education seminars for mine workers (2 day sessions). DFID's intention (depending on the success of the Fund) was to launch a second, larger phase. It is not clear whether the funding will continue as DFID's strategic plan reflects an intention to change the focus of funding priorities for South Africa.

- **FinMark Trust**

FinMark Trust, which is a South Africa-based independent trust, was established in 2002 with the main purpose of making financial markets work for the poor, by promoting financial inclusion and regional financial integration. The organization also aims to contribute to institutional and organizational development by increasing access to financial services for the un-served and undeserved. FinMark Trust is funded mainly by DFID through its Southern Africa office.

Consumer financial empowerment is one of its nine current areas of focus. FinMark achieves its work by commissioning research to identify the systemic constraints inhibiting financial markets from reaching out to poor consumers and using research results to advocate for change. The purpose of the researches is to better understand consumer behaviour and to identify actions that can be taken by policy makers, the private sector and civil society to improve financial capability of consumers.

FinMark Trust has also conducted research on financial inclusion. Its 2014 FinScope survey for South Africa shows that financial inclusion increased significantly (from 61% to 86%) between 2004 and 2014. This was mainly driven by organic banking growth and the South African Social Security Agency (SASSA) roll out of social grants, which resulted in an increase in access to banking products. The survey also

²¹ Botswana, Ghana, Kenya, Namibia, South Africa, Tanzania, Uganda, and Zambia

noted that the number of excluded people has dropped to 5.3 million in 2014 from 5.7 million in 2013. Almost half (48%) of the excluded population resides mainly in rural traditional areas. The challenge for financial institutions is to bring appropriate affordable services to those who are not banked.

FinMark Trust has developed a *financial education toolkit*, aimed at building the skills and capacities of organisations and individuals that are involved in the design, funding, management and/or implementation of financial education programmes. It is a modular, practical step-by-step guide on best practices in the design and implementation of financial education interventions at national and programme levels. The toolkit is thus not geared towards the ultimate trainees of financial education programmes but aims to reach rather the intermediary organisations developing and delivering such programmes.

Delivery Channel: FinMark's delivery of financial education training for intermediary organisations is free, based on the online toolkit which is available to anyone interested in the subject.

4. Conclusions and Recommendations

Over-indebtedness is a major challenge in South Africa. In its 2014 annual report, the NCR reported that 44.2% of the 21.7 million active credit consumers had impaired records. Improving financial literacy skills is therefore fundamental for current and potential consumers of financial services.

The study shows that a wide range of actors engage in the design and delivery of financial education trainings across the country and that frameworks are in place to facilitate such delivery, such as a national strategy and a committee on consumer financial education. Some institutions provide training content that is in line with the financial services that they offer. However, the initiatives are scattered with low levels of coordination or information sharing among the key stakeholders. Even though some initiatives reach a significant number of people, there are still many more in need of accessing financial literacy trainings. Up-scaling of financial education initiatives would be desirable to increase their outreach. Besides, trainings are mainly geared towards in-school youth and to a lesser extent to some other target groups such as clients of financial service providers or 'the general public'. Even though many financial education programmes are implemented in collaborative relationships aimed at pooling resources and expertise to enhance outreach, there is still room for increased standardisation of the financial education curricula to avoid duplication of efforts.

Current financial education initiatives are to a large extent funded through the FSC-prescribed sources of finance (for financial services institutions) and through government funds. Some funding has been availed for financial education initiatives by private sector organisations and multilateral or bilateral donor agencies.

The study also revealed the need for conducting impact assessments. Some institutions have made deliberate efforts to evaluate or measure the impact of their trainings. Yet there is ample scope to develop impact assessment tools, and to collect, document and disseminate information on the effectiveness and impact of financial education initiatives for the respective target groups.

Furthermore it appears that there is no platform where financial education experiences, successes and lessons learnt are shared. A database and a monitoring and reporting framework could be put in place as a way to systematically track these initiatives, to share information on best practices and to identify and foster partnerships.

Annex 1. Other Financial Education Initiatives

The Johannesburg Stock Exchange

The Johannesburg Stock Exchange has a contractual agreement with a number of provincial Education Departments through which it provides courses to schools which teach learners (as part of the syllabus) and teachers about banks, savings, investment and related topics.

Key programmes developed and rolled out: Since August 2011, the Johannesburg Stock Exchange has annually run (in Gauteng and KZN) the National Youth Financial Literacy Day²² (NYFL) in conjunction with financial institutions and other organizations in order to enhance financial literacy among the youth. The event targets high school pupils, university students' young entrepreneurs and other youth. Topics covered include:

- Diversify your Investment Portfolio Using Exchange Traded Funds
- Attaining Financial Freedom through Life Planning and Debt Management
- Protect and Maintain a Healthy Credit Status

VISA's Financial Literacy Programmes in South Africa

VISA, a global payments technology company see their contribution to financial inclusion for the financially underserved as being through a three pronged strategy:

- Products, services, technology and payments expertise
- *Financial literacy tools and resources*
- Strategic partnerships

Financial Education Delivery Channels: Some highlights of VISA's involvement in financial education programmes in South Africa include: road shows of financial education plays launched in 2005, live performance which builds on the African tradition of storytelling and drives financial education in communities, entertaining, educational and engaging. Other financial education initiatives engaged include questionnaire-based research in 2007 which showed 93% audience retention of key messages. VISA also partnered with banks and government agencies to increase reach through a financial literacy theatre programme which reached over 150 000 people. The Ticket Fund initiative with FIFA brought football-themed financial literacy messages to under-privileged South Africans as well as tickets to 2010 FIFA World Cup games in South Africa.

DEPARTMENT OF BASIC EDUCATION

Through the Economic Management Sciences (EMS) subject offered in grades 7 to 9, financial education has been integrated in the school curriculum. Financial education comprises of 40% of the EMS curriculum.

²² Offered by the JSE in partnership with South African Reserve Bank (SARB), Financial Planning Institute of South Africa (FPI), the South African Savings Institute and the National Credit Regulator (NCR)

The Teach Children to Save South Africa™ (TCTS SA™) is a generic financial literacy programme championed by the Banking Association South Africa was customised to align with the EMS subject curriculum content. A total of 19 banks and 43 financial institutions are participating in the implementation of TCTS SA™ whose aim is to teach children to save as well as promote voluntarism.

Besides EMS, some aspects of financial education are covered under Life Orientation skills in the elementary grades.

The KZN Financial Literacy Association (KZNFLA)

The KwaZulu Natal Financial Literacy Association (KZNFLA) was established in 2011 by the KZN Finance Member of Executive Council (MEC). By February 2014, the association had a total of 106 members drawn from a diverse spectrum of stakeholders with an interest to support financial education. The main thrust was to co-ordinate financial education activities in the region and come up with effective FE strategies aimed at enhancing financial literacy in the province.

Key programmes developed and rolled out: One of its successful financial education projects was the 2012 high school competition which targeted Grade 11 learners. The learners were given FE topics to research and deliver speeches on. A total of 960 public high schools in all 12 districts. The winner of the competition won a bursary to study a Bachelor of Commerce degree in Financial Planning funded by the Financial Planning Institute of Southern Africa (FPI). This initiative was co-sponsored by the Insurance Sector Education and Training Authority (INSETA) which gave R80,000 as sponsorship as well as twelve months scholarships for some of the speech competition finalists. A total 1,200 schools were reached during the competition which placed emphasis on making informed decisions before purchasing any financial products. Other collaborators included the FSB and the KZN government departments.

Financial Education Delivery Channels: In partnership with the INSETA, Imsimbi Training, and Creative Minds and collaboration with the Burial Society of South Africa (BUSOSA), KZNFLA ran joint training sessions for burial societies in October and November 2013. The course covered Basic Financial Skills (focusing on balance sheets, income statements and cash flow statements); Governance; Secretarial skills and Basic Computer Literacy.

Key target groups as relevant for the ILO

KZNFLA and its partners seek to promote financial literacy in the province targeting: in-school youth; out-of-school youth; women and vulnerable groups; Micro, Medium and Small Enterprises (MSMEs) and co-operatives; government employees and traditional leaders. There is a close link with ILO target groups providing an opportunity for collaborating.

Bright media - financial literacy teacher training and classroom resource project

Bright Media is a specialist educational media development and training company based in Johannesburg, South Africa. Working with both government and corporate institutions, Bright Media targets children and their teachers at Further Education and Training (FET) level. Bright Media focuses on teacher training and curriculum-aligned (CAPS) materials development. With funding from the DFID, the company developed a radio-based financial literacy programme for SAIA.

Key programmes developed and rolled out: Bright Media works in collaboration with both the National and Provincial Departments of Education with whose approval they developed Maths Literacy materials including an extensive face-to-face training element titled: Managing Your Money for Grades 10, 11 and 12. Through this programme, they trained over 8000 Mathematical Literacy teachers who in turn are

estimated to have reached over 960 000 learners in the respective grades. Sixteen thousand 16 000 Managing Your Money files containing multimedia CD Rom and posters were printed as part of this project.

HIVOS

Hivos is a Dutch international organization that focuses on achieving structural change through confronting issues such as discrimination, inequality, abuse of power and the unsustainable use of the planet's resources. In South Africa, Hivos' thrust is towards Deepening democracy with the aim of building social cohesion and local economic development by creating an enabling environment for economic development to work. Hivos works with community based organizations (CBOs) based in North West, Free State, Limpopo and Mpumalanga provinces. They are currently providing small annual grant funding to 40 grantee CBOs with small grants ranging from R50,000 to R250,000.

Financial Education Delivery Channels: In the area of financial education in South Africa, Hivos only offers training that is geared towards equipping grantee organizations with skills that enable them to meet Hivos's financial reporting requirements. The content covered includes book keeping, balance sheet as well as role definition for the different individuals running the community based organizations with whom they work. Hivos does not offer structured financial education programmes per se. Its training sessions covering financial education topics depend on the needs of grantee CBOs identified upon undertaking an institutional assessment of the grantee CBOs. Training sessions are then tailored to address the specific identified training needs of the organizations. Access to training among funded grantee organizations continues throughout the tenure of the funding period on per need basis.

Heartlines

Heartlines is an NGO that produced a film campaign about values and money called 'Nothing for Mahala' (A series of short movies cautioning against the "Get rich quickly schemes" - love for easy money comes at a high cost, and emphasizing the need to work hard for one's wealth and also to avoid being over-indebted). The programme apparently has gained a lot of popularity especially among the youth.

Operation HOPE of South Africa

Operation HOPE, a global NGO with operations in the South provides financial literacy empowerment through its Banking on Our Future (BOOF SA) programme targeting economically disadvantaged learners, youth and adults throughout South Africa. Since mid-2007, the NGO and its partners²³ committed to spending \$1 million (US) to train and mobilise more than 250 local HOPE Corps volunteers in private/public partnership targeted at teaching 50,000 South African youth and women in financial literacy and other programmes.

Offering a curriculum (Banking on Our Future) approved by the national and provincial Departments of Education customised for both language and culture in South Africa, Operation HOPE in partnership with Peace Corps South Africa educated 30,000 youth and women in Gauteng and Western Cape provinces. The programme was later expanded to North West, Limpopo and Mpumalanga provinces.

²³ Some partners included the Gauteng and Western Cape Education Departments, the Nelson Mandela Children's Fund, Citi, Sanlam and the Anglican Youth of Southern Africa

Since inception in South Africa, the NGO mobilized and trained over 2,500 local volunteers and implemented Banking on Our Future in schools, government departments and non-profit organizations throughout the country in local languages that youth and women understand. It has reached 48,900 youth and adults nationwide. The curriculum is delivered free of charge to schools and NGOs in underserved impoverished communities

Sanlam

In partnership with Avocado Vision, Sanlam ran a pilot '*Money fo Sho*' financial education programme targeted at reaching 15,000 people in six provinces by mid-2014. This basic financial skills and insight project sought to enable consumers to make better financial choices and encourage savings. The project involved the training of 30 peer trainers recruited from communities in the Western Cape, Eastern Cape, KwaZulu-Natal, Gauteng, Limpopo and the North West. The trained trainers get rewarded for recruiting and training their own learners. They are now busy recruiting and training learners from schools, churches, enterprises, community and political organizations and NGOs.

Training is provided free of charge, offered in vernacular using interactive and experiential approaches. Training sessions are conducted in locations that are convenient for participants - sometimes under a tree, in a church building or community hall etc. In terms of content, the focus is on managing money, managing risk, and managing credit.

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