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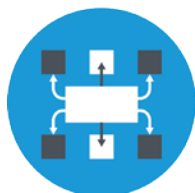
Financial Literacy Program Evaluation

Final Report

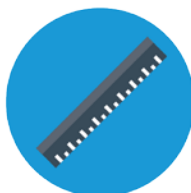
Prepared for
Wingate Avenue Community Centre



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EVALUATION



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The evaluation was initiated with staff from Roberts Evaluation. Dan Healy continued to manage the evaluation under First Person Consulting to ensure continuity of staff on this project.

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Executive Summary

The Financial Literacy Program

Wingate Avenue Community Centre (Wingate) received a \$100,000 grant from Financial Literacy Australia (FLA) to deliver the Financial Literacy Program (the Program) to newly arrived migrants and refugees, and other culturally and linguistically diverse (CALD) community members in the inner northern suburbs of Melbourne between January 2015 and June 2016.

Led by Wingate, the aims of the Program were to reach 800 CALD community members through the delivery of 320 classroom sessions within existing English language courses and two financial literacy focused community forums. The classroom component was composed of two four-hour long sessions (or equivalent) on each of four topics: services, tools, loans and debt.

The overarching goal of the Program was to improve the financial literacy of newly arrived migrants and refugees to enable better-informed financial decisions and, in turn, improved financial outcomes. The objectives were to:

- develop a package of tailored resources for newly arrived migrants, refugees and other CALD community members;
- improve financial literacy knowledge, skills, attitudes and behaviours, for better financial decisions and financial outcomes; and
- have a package of tested resources and delivery methods for CALD community members.

To achieve these objectives, Wingate has developed targeted financial literacy resources and delivery methods specifically for CALD community members, and has implemented these into existing English language course classes and one-off community financial literacy forums.

Evaluation objectives

The overall purpose of the evaluation is to assess the reach, appropriateness and effectiveness of the Program. The objectives are to evaluate:

- to what extent the Program delivered its targets
- to what extent the Program has resulted in changes in participants' financial literacy awareness, knowledge, attitudes and behaviour
- the overall effectiveness of the Program, so that the most appropriate and successful elements of Program content, resources and delivery can be more widely delivered.

Evidence to support the evaluation was collected from a range of sources, including: pre- and post-Program participant surveys and semi-structured interviews from the trial phase of the Program; surveys and semi-structured interviews with Program deliverers from the trial phase of the Program; post-event surveys from attendees at both public forums; surveys and a focus-group with Program deliverers after Program content and resources had been improved and updated; and detailed observations and feedback from the Program Manager.

Overall findings

Based on data presented against evaluation questions and in relation to the evaluation objectives, the **overall findings of the evaluation are:**

- The Program achieved **close to the targeted number of sessions and forums**, and reached **close to the targeted number of CALD community members**.
- **Content and delivery of the Program was fairly appropriate for students and teachers**, predominantly relying on data from the trial phase of Program delivery.
- **Program teaching resources and content were adapted and improved throughout the Program**.
- There is evidence from teachers of pre-ACSF level 1 and ACSF level 1 classes that **the content and delivery of the Program was fairly to very appropriate for students and teachers after aspects of the Program were adapted and improved**.
- There is evidence that **some positive change in knowledge, skills, attitudes and behaviour was experienced by students participating in the Program across all four topics (services, tools, loans and debt)**, predominantly relying on data from the trial phase of Program delivery.
- Students experienced learning outcomes across three broad areas: (1) **learning about financial literacy concepts that students were not already familiar with**; (2) **learning vocabulary and context-specific conversational skills for financial literacy concepts that students were already familiar with**; and (3) **improving general conversational and English language skills**.
- **Program participants and deliverers cited a range of aspects of the content and delivery that were most useful and appropriate**. For example, the audio visual and practical content of the Program, the adaptability of teaching resources, and the range of financial management options and information that Program participants were exposed to.
- **An adaptable, transferrable package of resources has been developed so that the Program can be more widely delivered**.
- Based on evidence from post event surveys and reflections from the Program Manager, the **public forums were fairly to very appropriate in their content and delivery**. They complemented the classroom sessions with more targeted financial literacy information, and engaged different members of the target CALD communities.
- There is evidence that **forum attendees experienced significant positive change in knowledge, attitude and skills, and evidence of some positive change in behaviour as a result of attending one of the forums**.
- **There is evidence that the Financial Literacy Program has been valuable to participants**. As such, there is value in continuing to deliver this Program.
- **It appears that there are also a range of benefits and outcomes of the Program that are more difficult to measure and evaluate**, particularly some longer term cultural and developmental changes within CALD communities, and improvements in the financial situation of participants and their families.

Lessons learned

Wingate and various other community learning centres will continue to deliver the Program over the next five years. A range of lessons learned have emerged from the Program design process and initial stages of Program delivery.

- The first year of delivering the Program has demonstrated that **there is value in continuing to deliver the Program.**
- **The Program complements other programs and services available to CALD communities,** for example, the Ascot Vale financial safety program and advice offered by the Moonee Valley Legal Centre.
- Delivery of the Program as part of general literacy classes was a key feature of the delivery approach and raised specific challenges as well as delivering a number of benefits.
- **A combination of classroom sessions, workshops and forums on financial literacy is likely to continue delivering a range of benefits to CALD communities in the inner northern suburbs of Melbourne and beyond—for community members with varying numeracy and literacy levels—in the areas of financial literacy, independence and empowerment.**
- **The forums were valuable in engaging participants with higher levels of literacy and a higher level of interest in financial literacy.** This enabled the delivery of more targeted financial information and advice than the classroom sessions.
- **The resources developed through the Program have been tested and evaluated in classroom settings, and have been continually improved and made available for wider use.**
- **The adaptability of resources to differing contexts, themes and literacy and numeracy levels is crucial for the ongoing delivery of the Program.**
- **Successful delivery of the Program remains heavily dependent on the teachers' adaptation of resources.**
- **There are opportunities to increase the practical components of Program delivery,** for example, through the use of demonstration EFTPOS machines and ATMs in the classroom or through more visits from representatives from financial institutions.
- **There are opportunities to either widen the scope of public forums, or to deliver more targeted financial literacy workshops for CALD community members with more advanced literacy and numeracy skills.**
- Measuring and **evaluating changes in knowledge, attitudes, skills and behaviour in relation to financial literacy in CALD communities is challenging,** particularly for participants with lower literacy levels.
- Ongoing evaluation of the Program over the next five years would benefit from using more appropriate data collection and evaluation methods.

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Acronyms

ACSF	Australian Core Skills Framework
CALD	Culturally and linguistically diverse
FLA	Financial Literacy Australia
INC	Inner North Cluster
KEQ	Key evaluation question
LLN	Language, literacy and numeracy
NILS	No interest loan schemes
The Legal Centre	Moonee Valley Legal Centre
The Program	Financial Literacy Program
Wingate	Wingate Avenue Community Centre

1 Introduction

1.1 Overview

This report provides an evaluation of the Financial Literacy Program (the Program), delivered by Wingate Avenue Community Centre (Wingate) between July 2015 and June 2016.

1.2 Financial Literacy Program background

Wingate received a \$100,000 grant from Financial Literacy Australia (FLA) to deliver the Program to newly arrived migrants and refugees, and other culturally and linguistically diverse (CALD) community members in the inner northern suburbs.

The aims of the Program were to reach 800 CALD community members through the delivery of 320 classroom sessions within existing English language courses and two financial literacy focused community forums. The classroom component was originally composed of two four-hour long sessions on each of the following four topics:

- Internet banking, credit cards, Banking and BPAY (services)
- Importance of planning and budgeting (tools)
- Financial “Knowledge is Power” – Loans “101” (loans)
- How to reduce debt and day to day costs in bills, payment plans and options (debt)

Wingate led the Program, which it delivered in conjunction with Moonee Valley Legal Centre and Inner North Cluster (INC)—composed of a cluster of six neighbourhood centres in inner northern suburbs of Melbourne.

1.3 Financial Literacy Program goal and objectives

The overarching goal of the Program was to improve the financial literacy of newly arrived migrants and refugees to enable better-informed financial decisions and, in turn, improved financial outcomes. The objectives were to:

- develop a package of tailored resources for newly arrived migrants, refugees and other CALD community members);
- improve financial literacy in the key areas of knowledge, skills, attitudes and behaviours, for better financial decisions and financial outcomes; and
- have a package of tested resources and delivery methods for CALD community members.

To achieve these objectives, Wingate has developed targeted financial literacy resources and delivery methods specifically for CALD community members, and has implemented these into existing English language course classes and one-off community financial literacy forums.

Appendix 3 presents a program logic, identifying the expected outcomes and impacts arising from the Program's activities and outputs. It presents a results chain of how the activities and outputs were expected to lead to the achievement of the intended outcomes and impacts.

1.4 Objectives and scope of this evaluation

1.4.1 Financial Literacy evaluation objectives

The specific objectives of this evaluation are exploratory and seek to:

- Establish to what extent the financial literacy program has delivered the targeted number of sessions and forums to reach the targeted number of CALD community members
- Establish to what extent the Program has resulted in changes in participants' financial literacy awareness, knowledge, attitudes and behaviour, specifically:
 - what parts of the Program resources and delivery have been most appropriate to CALD community members, what parts could be better tailored to suit low English literacy learners
 - what parts of the Program resources and delivery have been effective in increasing financial literacy and behaviour change, and what parts could be altered to increase effectiveness of training resources and delivery
- Review the overall effectiveness of the completed Program so that successful elements of Program resources and delivery can be packaged for broader use.

1.4.2 Evaluation audience and scope

The primary audience of this evaluation report includes Wingate, FLA and INC organisations. There may also be interest in the findings from service providers and organisations providing training and learning programs for CALD community clients, however, the dissemination of the evaluation findings is at the discretion of Wingate and FLA.

The scope of this evaluation project includes:

- the Financial Literacy Program;
- Program participants;
- the Wingate Program team;
- Program teachers and collaborating organisations involved in the delivery of the Program.

The evaluation will include a targeted assessment of the reach, appropriateness and effectiveness of the Program as set out in the key evaluation and sub-evaluation questions (KEQs) below.

1.4.3 Key Evaluation Questions

The following KEQs and sub-KEQs guided this evaluation, and each will be responded to in turn throughout this report.

KEQ1. To what extent was the Program appropriate?

1a. Was the method of recruitment appropriate for the population?

1b. Was the planned delivery and content appropriate?

- For deliverers (resources, time)
- For participants (language, style)

1c. If so, what was most useful/appropriate? If not, what could be improved and how?

KEQ2. To what extent did the Program achieve its objectives?

2a. Did the Program deliver the target number of sessions (320) and forums (2)? If not, why?

2b. Were the target number of participants involved (800)? If not, why?

2c. To what extent did the participants experience change across the 4 key topic areas (services, tools, loans and debt) in:

- Knowledge
- Skills
- Attitudes
- Behaviour

2d. Was a package of transferable financial literacy training resources and delivery methods developed for broader dissemination? If not, why?

KEQ3. What has been the impact of the Program?

3a. Have participants improved their financial position?

3b. Were there any unintended consequences?

2 Methodology

2.1 Evaluation scope and design

The scope of this evaluation involved a targeted assessment of the reach, appropriateness and effectiveness of the Program as set out in the KEQs listed in section 1.4.3 above. The scope of the evaluation included the Program, the Program participants, the Program Manager and team at Wingate, and organisations and learning centres involved in the delivery of the Program.

The monitoring, reporting, evaluation and improvement (MERI) plan in Appendix 1 presents an overview of the evaluation process and actions against the KEQs. This includes the data sources and collection methods, monitoring and/or evaluative activities, responsibilities and timeframe.

The scope of this evaluation also included evaluation capacity mentoring with the Program Manager throughout the Program delivery and evaluation. This largely involved guidance on evaluation data collection design and methods and a series of meetings.

2.2 Data sources and collection

Data collected in this evaluation is both qualitative and quantitative, coming from a range of sources. The main data collection sources and methods are included in Table 1.

Table 1. Data collection methods and target groups.

Data collection source	Data collection methods	When	Who
Participants / students	Pre- and post-Program surveys	(trial phase)	Teachers
	Post-forum survey	(both forums)	Program team
	Semi-structured interviews	(trial phase)	Program Manager
Deliverers / teachers	Teacher evaluation surveys	(trial phase)	Program Manager
	Semi-structured interviews	(trial phase)	Program Manager
	Focus group	(after Program improvements had been implemented)	Program Manager
	Observations	(ongoing)	Program Manager
Program Manager	Program records	(ongoing)	Program Manager /Evaluation team
	Detailed observations	(ongoing)	Program Manager /Evaluation team

Student pre and post survey data was collected by Program deliverers through the distribution of hard-copy questionnaires, and raw data was entered into digital format by Wingate staff and volunteers.

As the Program participants are CALD community members, the pre and post surveys used simple language as well as pictures and diagrams. The surveys were designed to be appropriate for the varying literacy levels of the students participating in different units of the Program. Students in all units were asked the same basic questions in the post unit surveys, as well as questions measuring knowledge, attitudes, skills and behaviour relevant to the content of the specific units in pre and post surveys.

The majority of remaining data was collected and entered into digital format by the Program Manager.

2.3 Data analysis

Data was analysed against the KEQs. The qualitative data was thematically coded and clustered, and quantitative data analysis mostly involved descriptive statistics (for example, the number of students and attendees, and averaged ratings by teachers on program content and delivery, the average level of students' knowledge at the start and end of the units).

2.4 Synthesis

Determining the overall effectiveness and significance of the Program is the main objective of this evaluation, which involves making overarching evaluative judgments based on synthesis and triangulation of analysed data from all sources of evidence and presented against the KEQs.

Drawing conclusions about the Program in answer to KEQ 1b (appropriateness of Program content and delivery for participants and deliverers) and KEQ 2c (change experienced as a result of participating in the Program) involves making evaluative claims and inferences about the meaning of the feedback provided by participants, deliverers and the Program Manager, and making judgments about the strength of evidence provided by the different data sources. Rating rubrics have been developed (see Table 15 and Table 16 in Appendix 1) to provide a transparent basis on which these evaluative judgments have been made.

Our approach to the synthesis of evidence accounts for some of the limitations with the main sources of data in this evaluation, as discussed below.

2.5 Limitations

There are limitations with some of the main data sources in this evaluation, including:

- Data was predominantly collected from students and teachers during the trial phase of the Program, before Program resources were adapted and improved.

- Data was predominantly collected from students and teachers at Wingate, with little to no data collected from students and teachers at other learning centres involved in delivering the Program.
- The low literacy level of some of the students—particularly for students at pre-ACSF level 1 and ACSF levels 1 and 2—means that student survey data is not reliable, as teachers reported that many students had difficulty in comprehending and completing the questionnaires.
- There was a high degree of variability in the assistance that students were given by teachers in completing the surveys. Some teachers reported that students were copying answers from each other, further reducing the reliability of data.
- The majority of data was collected from students being assessed at pre-ACSF level 1 and ACSF levels 1 and 2.

2.6 Reporting

Throughout the Program, the evaluation team reported to the Program Manager on progress and outcomes through a combination of informal phone call and emails, and more formal meetings.

This evaluation report has been prepared in consultation and collaboration with the Program Manager and Wingate staff.

The primary audience of the evaluation is Wingate and the other learning centres involved in the Program, as well as FLA. There may also be interest in the findings from service providers and organisations providing training and learning programs for CALD community clients. The reporting and disseminating of research and evaluation findings will be at the discretion of Wingate and FLA.

3 Evaluation

3.1 Overview

The key components of the Program included the delivery of:

- 254 financial literacy sessions of around two hours in duration to 681 students
- Two financial literacy public forums.

This is presented against Program targets in Table 2 below.

Table 2. Financial Literacy Program targets and activities.

	Target	Actual
Sessions	320	254
Students	800	681
Forums	2	2

The achievement of these Program components is discussed in further detail in the sections below.

3.1.1 Profile of Program trial students

This section presents a profile of students participating in the trial phase of the Program. It is a large sample of the total number of students, but includes students primarily at the Wingate Community Centre and **cannot be seen as representative of the Program as a whole. This profile can only give an indication of the varying age, gender and literacy level of students**, as the student cohort at each community centre involved in the Program is different.

Gender

The gender distribution of students was uneven, with more than double the number of women than men participating in the Program (see Figure 1 and Figure 2). Overall, women represented around 68% of students and men represented around 29%; this was generally consistent across all units.

Figure 1. Gender distribution of participants in each unit, based on pre-unit surveys (459 total responses).¹

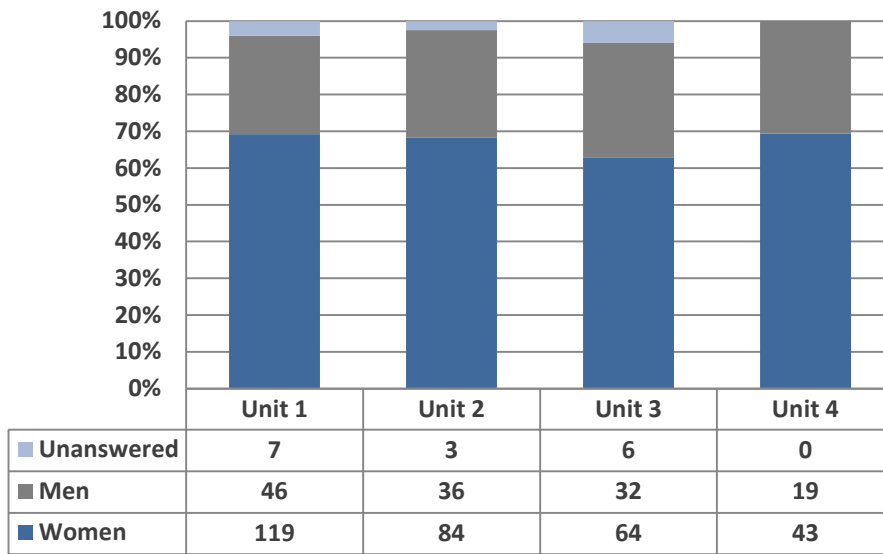
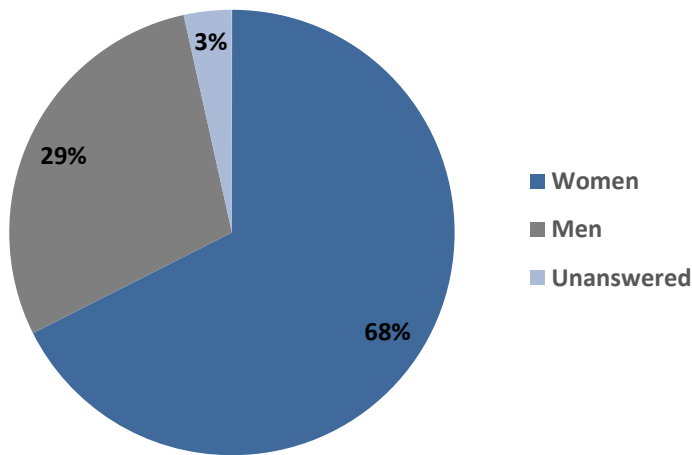


Figure 2. Gender distribution of participants overall, based on pre-unit surveys, (459 total responses).²



Age

The age distribution of students was fairly even across all four units (see Figure 3 and Figure 4). There were very few students under the age of 20. Units 1 and 2 tended to include a higher proportion of students between the ages of 41 and 60, and Units 3 and 4 tended to include a higher proportion of younger students (between the ages of 20 and 40).

¹ This includes duplication of some students who completed multiple units, but this does not significantly change the overall gender distribution of participants.

² This includes duplication of some students who completed multiple units, but this does not significantly change the overall gender distribution of participants.

Figure 3. Age distribution of participants in each unit, based on pre-unit surveys (459 total responses).³

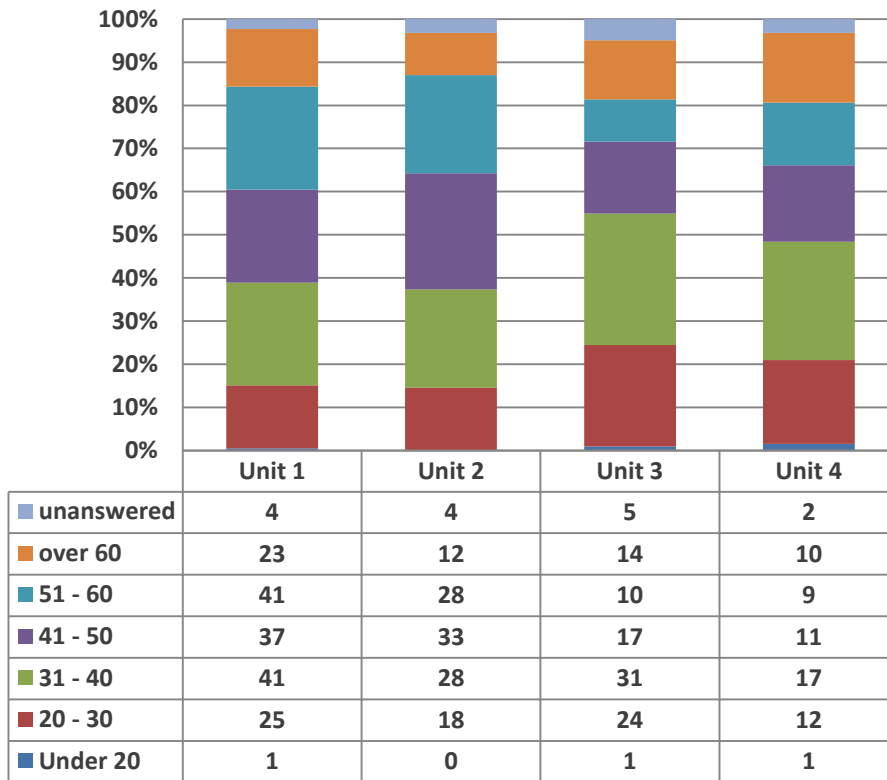
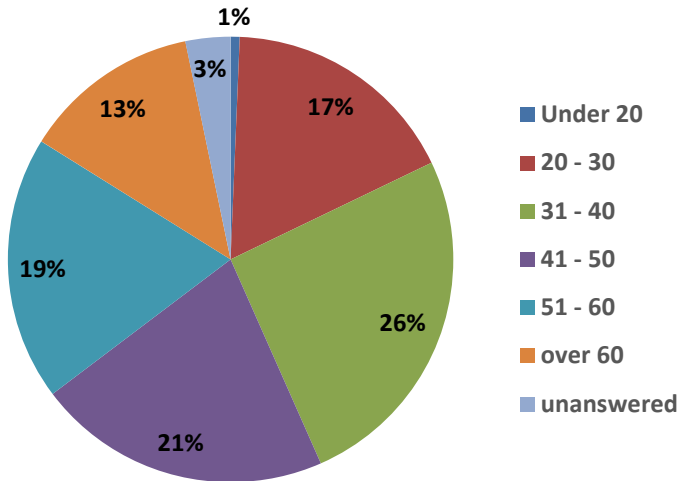


Figure 4. Age distribution of program participants overall, based on pre-unit surveys (459 total responses).⁴



Literacy level

Participating students are assessed using the Australian Core Skills Framework (ACSF).⁵ **The Program was delivered to classes with varying language, literacy and numeracy levels (LLNs), ranging from**

³ This includes duplication of some students who completed multiple units, but this does not significantly change the overall gender distribution of participants.

⁴ This includes duplication of some students who completed multiple units, but this does not significantly change the overall gender distribution of participants.

⁵ <https://www.acer.edu.au/cspa/australian-core-skills-framework>

students being assessed at pre-ACSF level 1 and ACSF levels 1, 2, 3 and 4. See Table 3 for a description of the varying ACSF levels that students are working towards.

Table 3. Literacy level of classes receiving the Financial Literacy Program, based on internal Wingate Avenue Community Centre document, 'Overview of classes and labels for data collection'.

Level	Indicative reading level
Pre-ACSF1	May not be able to locate and confirm name, address, phone number and date of birth on a form
ACSF 1	Locates and confirms name, address, phone number and date of birth on a form
ACSF 2	Reads and compares information contained in two column tables, for example, uses a timetable to find the time of the next bus
ACSF 3	Identifies key messages in a longer text, for example, a newspaper feature article or a health website
ACSF 4	Integrates information and ideas from a range of texts in order to form an opinion on a contentious issue

Importantly, **the Program was delivered to many more students being assessed at pre-ACSF level 1 and ACSF levels 1 and 2 than levels 3 and 4.** Almost double the number of sessions were completed by students with lower literacy and numeracy levels.

3.2 Key evaluation question 1—to what extent was the Program appropriate?

3.2.1 Key evaluation question 1a—appropriateness of method of recruitment

The methods of recruitment used by Wingate and other community learning centres involved in the Program provided access for:

- The CALD community accessing language, literacy and numeracy classes (recruited through existing classes)
- Locals accessing other programs such as the Men's Shed (interest-based recruitment)
- The wider community who chose to attend one of the public forums (widely promoted using a range of recruitment methods including print and electronic media).

These groups covered the Program's target population. **Evaluation and feedback from Program deliverers and participants presented in the following sections of this report indicate that the Program was fairly appropriate, which suggests that the methods of recruitment were appropriate in reaching the target audience.**⁶

⁶ Information, feedback and observations provided by the Program Manager.

However, in relation to the forums, the Program Manager indicated that there was some difficulty in getting community members to attend; it was found that there was a reasonably high level of interest in the forums, but that in many cases this did not translate into attendance. And in the post forum feedback surveys, one respondent suggested that *“for or future publicity flyers [regarding talks or forums] can the speakers’ names and where they’re from be printed on the flyers too?”*.

3.2.2 Key evaluation question 1b—appropriateness of delivery and content for deliverers and participants

Overall, the content and delivery of the Program was fairly appropriate for students and teachers.

The Program Manager and deliverers were adaptable, and changes made to the Program throughout its delivery ensured that the Program was made more appropriate for students and teachers. Some particular challenges were faced in delivering the Program to students at the pre-ACSF1 level and students working towards ACSF levels 1 and 2.

The data presented in this section of the report predominantly relies on data from the trial phase of Program delivery, as this was when the vast majority of data was collected from students and deliverers.

In the early stages of Program delivery, there were some concerns raised by Program deliverers about the appropriateness of the course content and resources. As a result, **some aspects of the Program were adapted and improved.** This section also includes some follow-up data collected from teachers of the lower literacy level classes after teaching resources were updated. This data suggests that from the perspective of deliverers, **the content and delivery of the Program was fairly to very appropriate for students and teachers after improvements were made.**

The public forums complemented the classroom session delivery method; they were fairly to very appropriate for engaging CALD community members with higher levels of literacy and a higher level of interest and engagement with financial literacy.

Box 1. Reflections on adapting the appropriateness of the Financial Literacy Program

“One of the difficult aspects of developing this program was designing a resource that would be appropriate and engaging for a range of learner groups who may have different needs. Although our target group is mostly people from non-English-speaking backgrounds, the skills and experiences of these learner groups is very diverse, and whilst highly visual picture stories are appropriate tools to use in [lower level] classes, they may not be appropriate for [higher level classes] or the Men’s group. In response to this, an auditing process was used to check task appropriateness for all key concepts.

This process checked to ensure that for each key concept explored in the program there were activities and content appropriate for ACSF levels [up to and including] level 3. Where there were any gaps, new activities and resources were found or created for the level concerned. These levels are also now clearly labelled in the lesson plans, allowing facilitators to easily select the appropriate content for their learner group. The facilitators that have since used the latest version of the resource pack have agreed that it is much easier to use and is consistent across ACSF levels”

(Program Manager).

Deliverers

In the trial phase of the Program there was notable variation in teachers’ experience of delivering the Program. Analysing individual survey responses shows, in some cases, wide variation in the teachers’ ratings. This is perhaps indicative of the fact that many teachers noted that the success of their classes relied heavily on their own interpretation and adaptation of course resources and materials, and wide variation in the literacy, numeracy and existing knowledge of students.

As shown in Table 4, on average, teachers found that during the trial phase of the Program:

- timeframe for delivery was **fairly appropriate**
- content delivered was **somewhat appropriate**
- delivery methods were **fairly appropriate.**

Table 4. Program appropriateness, based on trial phase teacher survey results (13 teachers, across all four units).

	(5 point scale average)		
	Timeframe	Content	Method
Unit 1	3.8	3.8	3.6
Unit 2	3.9	3.1	3.8
Unit 3	3.4	3.9	4.0
Unit 4	4.2	3.8	4.5
Average	3.8	3.6	4.0

As stated above, the trial phase of the Program and accompanying teaching resources contained content that was not entirely appropriate for pre-ACSF level 1 and ACSF level 1 students as it dealt with complex concepts in written and spoken form. This was an issue that was raised by teachers

and meant that, in initial sessions, these participants did not engage fully. Alternative resources and activities were developed in response to this need. These resources have since been used in program implementation and the responses from teachers have been very positive, described by one teacher as “much more appropriate”.⁷

Another concern raised by Program deliverers was about the ability to deliver the Program while also delivering content that was appropriate to individual curriculums in use. In response to this, assessment tools and mapping documents were created to show links between different curriculum items and the Financial Literacy Program. The mapping documents have been included in the resource pack.

After the updated and improved Program content and resources had been used in the classroom, a focus group was conducted with five teachers delivering the Program to pre-ACSF level 1 and ACSF level 1 students. Through the focus group, teachers provided feedback on the appropriateness of content and delivery.

As shown in Table 5, teachers found that after Program improvements had been made:

- content was **very appropriate** for students assessed at pre-ACSF level 1 and ACSF level 1
- content was **fairly appropriate** for achieving learning outcomes
- the method of Program delivery was **very appropriate**.

Table 5. Program appropriateness, based on post-improvement teacher focus group results (5 teachers across pre- and ACSF level 1)

	(5 point scale average)		
	Literacy	Learning outcomes	Delivery method
Pre-ACSF level 1	4.7	4.2	4.8
ACSF level 1	4.9	4.8	4.8
Average	4.8	4.5	4.8

In the focus group, the updated content and resources—particularly the cartoons—received positive feedback from the Program deliverers. However, there were still some concerns about the ability for pre-ACSF level 1 learners to engage with the Program content. For example, one teacher stated that “the resources are really clear” but “some concepts may just be impossible to explore with some pre[-ACSF level 1] students. Some have no English language skills”. Another teacher expressed concern for some “people who don’t have that capacity to engage” and discussed the difficulty some learners faced in dealing with basic language tasks.

Participants

Overall, student feedback from the trial phase of the Program suggests that the course content and its delivery were fairly appropriate, and that there are opportunities for improvement.

⁷ Information, feedback and observations provided by the Program Manager.

As shown in Table 6, on average, participants across all four financial literacy units in the trial phase of the Program found that:

- information provided was **fairly useful**
- activities were **fairly helpful**
- they understood information **fairly well**.

Table 6. Post Program student evaluation results, based on trial phase post-unit surveys.

(5 point scale average)				
Question	Useful	Helpful	Understand	Responses
Unit 1	3.7	3.9	3.9	146
Unit 2	4.3	4.3	4.0	96
Unit 3	4.1	4.2	3.8	86
Unit 4	4.2	4.2	4.0	49
Average	4.1	4.1	3.9	377

In post-unit survey responses from the trial phase of the Program, students identified a range of aspects of the Program as “the best things” about the unit, but these mostly focused on the content of the Program rather than the methods of Program delivery. Data about the most useful aspects of the Program from the perspective of students is included in section 3.2.3.

In some cases students were quite knowledgeable about financial literacy concepts, and that it was the English language components of the class that were most useful for some students. This was noted by teachers:

- *“I found the students knew a lot more than expected”* (Program deliverer).
- *“Some tasks that were all level or low level are a bit difficult for the [pre-ACSF level 1 and ACSF level 1 students]”* (Program deliverer).

This was reflected in student feedback. In semi-structured interviews with students after the trial phase of the Program, students commented on the appropriateness of course content and delivery:

- *“Before in my country I know this, it’s really just the language. Some people maths is really bad [...] some things are difficult for other people but not for me”.*
- One student noted that picture stories in Unit 1 were *“easy to understand”*, and that looking at different types of accounts *“made sense”* In relation to Units 3 and 4, the student stated that information *“was good”* and *“some things I didn’t know”*.
- Another student noted that she already had these skills prior to participating in the program and she found the unit quite easy, but noted that *“some people are hopeless with simple math, so they might have gotten something out of this unit”*. It’s *“easy for some, hard for others – everyone is at different levels [but] for most of them it’s interesting”*.
- One student stated that Units 1 and 2 were *“very good”*, and suggested that the videos, guest speaker and opportunities to practice through hands-on tasks were useful. The student noted that they found some things a bit hard to understand (for example, budgeting) but were still *“good”*.

It was noted by the Program Manager and Program deliverers that a valuable aspect of this approach to delivering financial literacy is that the trust between teachers and students built up over the weeks and months of delivering the broader literacy course as well as Program content allowed students to engage with the content more meaningfully. This sense of trust enabled students to engage with financial literacy content and relate it to their own lives and financial situations by sharing stories and experiences.⁸

Box 2. Reflections on Bendigo Bank in-class EFTPOS demonstration

A representative from Bendigo Bank's Flemington branch visited one of the classes at the Wingate Avenue Community Centre to show students a working EFTPOS machine, demonstrate its use and allow students to use it for simple transactions.

"The students seemed a little shy but interested in seeing the EFTPOS machine at work. They noted the slightly different language and procedures used on the model compared to the model used in the resource pack. Bendigo Bank's model has a touch screen which students seemed to find much easier to understand and use than the older models. It was great being able to put the language we'd explored to use too; 'swipe', 'insert' and 'tap' could all be demonstrated in reference to using the chip or magnetic strip. All students seemed happy to observe (and seemed to gain a good understanding of the procedures used) but most were reluctant to try to use the machine in front of others. A practice machine would be ideal" (Program Manager).

"I never knew this [EFTPOS] and I want to do now. I always want to, but I didn't know. This is good" (student).

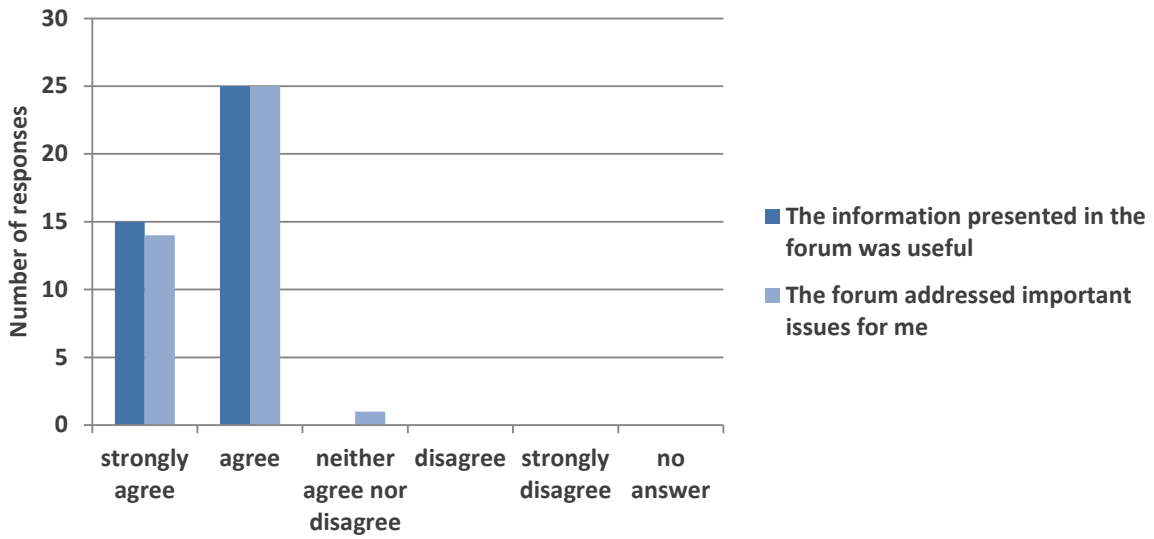
Public forums

Data from post-event feedback surveys at both public forums and reflections from the Program Manager suggest that the content and delivery of the forums were fairly to very appropriate.

Survey responses from 40 of the 65 attendees at the public forum held in July at the Wingate Avenue Community Centre show that 100% of respondents either agreed or strongly agreed that the "information presented in the forum was useful" and 98% of respondents either agreed or strongly agreed that the "forum addressed important issues for me" (see Figure 5).

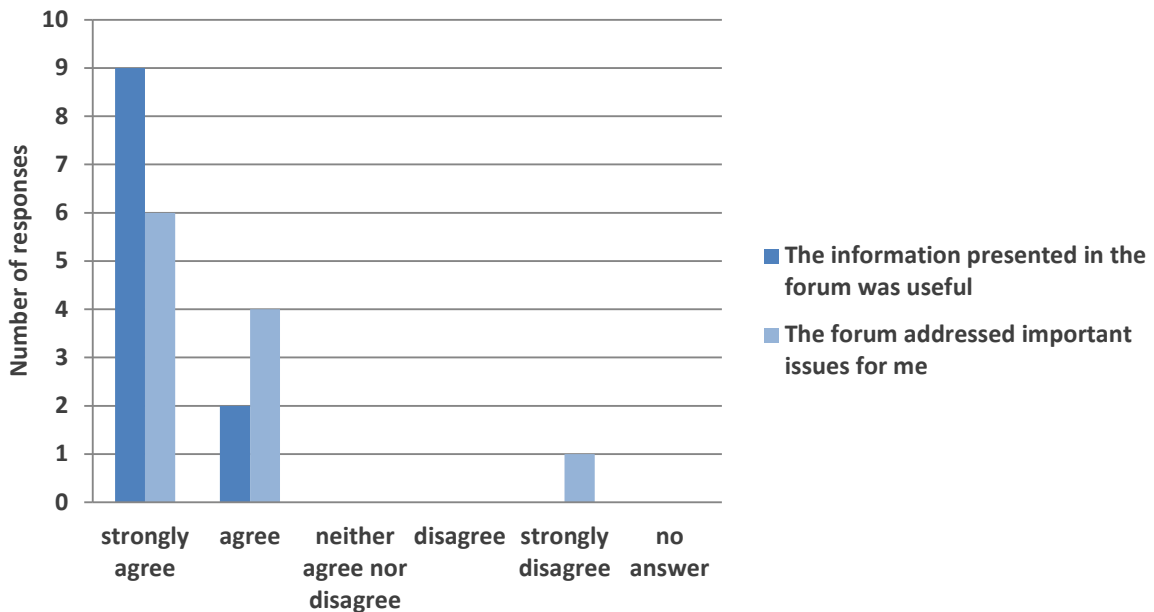
⁸ Information, feedback and observations provided by the Program Manager.

Figure 5. Post July forum survey responses (40 responses).



Survey responses from 11 of the 33 attendees at the public forum held in November at the Flemington Community Centre show that all respondents either agreed or strongly agreed that the “information presented in the forum was useful” and that all except one of the respondents either agreed or strongly agreed that the “forum addressed important issues for me” (see Figure 6).

Figure 6. Post November forum survey responses (11 responses).



In contrast to the classroom sessions, the forums engaged participants who were seeking information about financial literacy and had a higher level of understanding about key concepts and more advanced English literacy skills. In many cases, forum participants had a keen interest in the financial literacy concepts that they wanted to learn about.

The forums provided more targeted and practical knowledge, which was delivered by guest speakers who were experts on a range of financial literacy topics. Forum content was shaped by advice from the legal centre and local accounting advisers; the targeted and practical content of the forums was

seen as a real benefit. Participants saw the presenters as trusted sources of expert advice, which helped to generate a positive atmosphere.⁹

3.2.3 Key evaluation question 1c—most useful aspects and improvements identified

Deliverers

There were varying responses from Program deliverers regarding what was most useful or appropriate about the Program. Some teachers thought that the films and picture stories were the most useful tools, others liked online resources, and yet others role plays. This may be a matter of opinion, but it be impacted by the skill levels of the learner groups concerned, or partly due to differing teaching and learning styles or teacher and student confidence in using computers.¹⁰ The Program Manager stated that *“all the teachers I spoke to said that learners seemed engaged and were conversing quite eagerly on provided topics”*.

From the survey responses and semi-structured interviews, the four main aspects of the program that worked best from the teachers’ perspective across all four units in the trial phase of the Program included (in order from most commonly identified to least commonly identified):

- Resources provided to teachers, particularly in their variety and adaptability
- Relevance and appropriateness of the unit content, generally
- Visual components of the units, particularly the videos, and interactive and web-based activities
- Valuable discussion generated in classes among students.

Problems identified by teachers and suggestions for improvement included (in order from most commonly identified to least commonly identified):

- More visual content and real life resources (including role plays, guest speakers etc.)
- More options for appropriate content for different literacy levels (some content was too easy, and some too hard)
- Reluctance of some students to disclose financial information detracted from the value of some activities (even though it was stated in teaching resources that this information was to remain private)
- Success of in class activities depended largely on how well resources were adapted by the teachers to meet the needs of their students
- More time allocated to allow students to complete activities (particularly for lower literacy classes)
- Some of the sheets and photocopied resources were unnecessary
- Tech problems detracted from the success of some activities
- Inconsistency in the use and understanding of evaluation forms

⁹ Information, feedback and observations provided by the Program Manager.

¹⁰ Information, feedback and observations provided by the Program Manager.

- Required extra time outside of class for teachers to prepare and deliver the course content.

As stated in Section 3.2.2 above, this feedback about the trial phase of the Program was addressed by the Program Manager, and content and resources were improved as a result.

In the focus group after Program improvements were made, it was noted by one teacher that the usefulness of the content and resources in achieving learning outcomes is still very much dependent on the *“individual teachers, their access to technology and student attendance”*.

Participants

In post-unit survey responses from the trial phase of the Program, students were asked to identify the *“the best things”* about the unit, which gives an indication about what the most useful or appropriate aspects of the Program were for students.

Table 7 includes the top two or three aspects of the Program content that students reported were *“the best things”* for each unit, listed in order from most to least commonly identified.

Table 7. Usefulness, appropriateness and things to improve on from all four units in the trial phase of the Program.

Unit	Most useful content
Unit 1	<ul style="list-style-type: none"> • Confidence and skills in how to use ATMs, EFTPOS and going to the bank • Internet banking and B-pay • Safety
Unit 2	<ul style="list-style-type: none"> • Budgeting, financial planning, saving money • Credit cards
Unit 3	<ul style="list-style-type: none"> • Credit history • Interest and interest-free loans • Calculating percentages
Unit 4	<ul style="list-style-type: none"> • Options for banking and paying bills (including direct debit, payment plans and lay-by) • Scams

In the semi-structured interviews after the trial phase of the Program, students made some comments about the usefulness of different aspects of content and delivery:

- One student commented on the usefulness of language improvement: *“I’m not good at speaking, I want more hearing and speaking”*, although it is *“at first difficult”*. It was noted that the timeline was *“good”* and they liked the videos.

- Another student suggested extra content that would be good to cover: *“tax, superannuation, overtime, double time, shift work, payslips, checking pay... because my husband didn’t ask his boss [didn’t understand]”*.
- One student noted that *“the time was good, the only inconvenience was when we wanted to use the computer and we couldn’t use it”*, and indicated that they want more practice with banking processes (using the technology in particular).
- Another student noted that they *“enjoyed all”* and that *“activities were good”*. It was stated that *“how to use Internet banking is very important”* and that the *“timeline was good but some people need to practice”*.

Some other important findings about the usefulness of Program content and delivery from the participants’ perspective include:

- In both semi-structured interviews and post Program survey responses from the trial phase, **a number of students from each unit commented that they found everything about the unit or all the information to be “the best thing”**, for example, in relation to Unit 3 one student stated *“All the information were perfect and helpful, all financial literacy is important”*.
- **There were a few neutral or negative comments about every unit in both semi-structured interviews and the post Program survey responses** from the trial phase.
- There is limited data from students about the appropriateness and usefulness of the method of program delivery, however in the post Program survey responses from the trial phase, **a number of students from each unit identified the worksheets and videos as being “the best things” about the unit**.
- There is limited data from students about specific things about the Program that need improvement—there are very few responses to the “things I liked the least” question from post Program survey results.

Public forums

Post forum surveys did not include questions about which aspects of the forum that attendees found most useful. However, when asked to identify improvements that could be made, some students suggested that the forums were so useful that they should be repeated in future:

- *“Probably come more often”*
- *“Come in more often”*
- *“I think we need more forums in the future”*
- *“I want the Financial Literacy Program forum to continue for all people and any community area. Thank you.”*

In addition, positive results about the appropriateness of the forum in section 3.2.2 and evidence of some positive change in knowledge, attitudes, skills and behaviour in section 3.3.3, indicate that the forums were generally useful.

Some suggestions for improvement were included in post forum survey responses, for example, to include more information:

- *“To ask more and talk about more”*
- *“Please let us know more about our life issues”*

And to improve visual resources:

- *“If you can do more PowerPoint it could be more interesting”.*

3.3 Key evaluation question 2— to what extent did the Program achieve its objectives?

3.3.1 Key evaluation question 2a—did the Program deliver the target number of sessions (320) and forums (2)? If not, why?

Sessions

It was initially intended that the Program would be delivered to students as a 32 hour course, including 8x4 hour sessions, however it was decided that the Program should include 16x2 hour sessions instead (still a 32 hour program). This took into account the variation in running times of classes (some shorter than others), the fact that some teachers felt they should cover other content and skill development in each class, and because of the natural breakdown of key concepts in the course. Most participating students engaged in the full 32 hour program.

While the hours completed and number of sessions delivered was slightly under the set targets, some of the reasons for this include:

- The initial trial runs for lower level classes spent less time on units 3 and 4, as the original content was quite complex, which has since been amended
- Some Program deliverers found that their pre-existing curriculum assessment requirements took up so much time that it was difficult to fit in the Financial Literacy Program in its entirety, and they did not complete the full 32 hours. Mapping and created assessment tasks should assist in future delivery.
- Participants in some of the existing literacy and numeracy classes start and finish their hours at different stages, and although almost all Wingate Program deliverers ran the full Program, their participant groups may have changed slightly in the time they took to run it.¹¹

Public forums

The two intended public forums were undertaken on:

- Wednesday 29 July 2015 at the Wingate Community Centre with 65 attendees
- Thursday 19 November 2015 at the Flemington Community Centre with 33 attendees.

¹¹ Information, feedback and observations provided by the Program Manager.

3.3.2 Key evaluation question 2b—were the target number of participants involved (800)? If not, why?

The Program Manager's records show that a total of 681 students participated in the Program. However, this may under-represent the current number of participants at the time of writing. In addition, there is also a school with over 200 students that is interested in running the program, although their involvement has not been confirmed at this stage. The figure of 681 students also does not include the impacts on people who did not participate in the Program but to whom some of the knowledge and skills in the sessions may have been passed on (discussed further in section 3.4.2 on unintended consequences).¹²

Not reaching the target number of 800 students can be explained by the following key points:

- The target of 800 participant objective was based on the estimation that 40 groups would use the program and that each group would contain on average 20 students.
- This estimation was close for classes at Wingate, but this was not the case for other learning centres, which had class sizes much lower than that estimation (for example, classes at North Melbourne Language and Learning averaged approximately 12 students).
- Some classes that were assumed would deliver the Program were either unable to complete the whole Program or not deliver it at all. In some cases this was because the material was not able to be easily integrated into their particular contexts. For example, courses with particular themes (such as English as the Additional Language Access course) or courses with a particular skills focus (such as computer use) had trouble integrating the Program.

The breakdown of program delivery across learning centres is included in Table 8 below.

Table 8. Program delivery breakdown of learning centres and participant numbers.

Learning centres	Participants	Comments
Wingate Avenue Community Centre (trial phase)	243	Higher than expected, due to a larger number of groups involved.
Wingate Avenue Community Centre North Melbourne Language and Learning Carlton Neighbourhood Learning Centre Kensington Neighbourhood House Farnham Street Community Centre The Centre	196	Lower than expected.
Djerriwarrh Lalor Living and Learning Centre	242	As at last recording period (some schools have mentioned

¹² Information, feedback and observations provided by the Program Manager.

Olympic Adult Education	further classes and not reported participant numbers).
Glenroy Neighbourhood Learning Centre	
Jesuit Community College	
Williamstown Community Centre	
Yarraville Community Centre	
Kangan Institute	

3.3.3 Key evaluation question 2c—change experienced as a result of the program

Overall, there is evidence of some positive change in knowledge, skills, attitudes and behaviour across the four key topic areas (services, tools, loans and debt)

The data presented in this section of the report predominantly relies on data from the trial phase of Program delivery (as this was when the vast majority of data was collected from students and deliverers) and survey responses from the public forums.

Participant survey findings from Program trial phase

Unit 1

Table 9. Unit 1 changes between pre and post Program in the trial phase

Question	(% yes/know)						Responses
	Credit card	Debit card	PIN	Fees	Interest	Statements	
Unit 1 pre	31.4%	61.6%	84.3%	44.8%	40.1%	69.8%	172
Unit 1 post	28.8%	74.0%	89.7%	58.2%	67.1%	84.2%	146
% change	-8%	20%	6%	30%	67%	21%	

- Before and after the trial phase of the Program, students who participated in Unit 1 were asked the following questions:
 - Do you have a credit card?
 - Do you have a debit card?
 - Do you know your PIN?
 - Do you know the fees you pay to your bank?
 - Do you know what interest is?
 - Do you read your bank statements?
- From the survey responses presented above, there is **some indication of improved understanding in these areas as a result of the Program, with the most significant increases in knowledge in understanding bank fees and interest.**

- The negative result for the first question about credit cards could be explained by students gaining understanding from the Program about the difference between credit and debit cards.

Table 10. Unit 1 changes between pre and post Program in the trial phase

Question	(5 point scale average)							Responses
	Cash	B-pay	ATMs	EFTPOS	Internet banking	Going to bank	Keeping money safe	
Unit 1 pre	4.2	2.1	3.7	3.3	1.9	3.5	3.8	172
Unit 1 post	4.2	2.6	3.7	3.3	2.3	3.9	3.9	146
% change	1%	21%	0%	0%	25%	10%	1%	

- Before and after the trial phase of the Program, students who participated in Unit 1 were asked the following questions:
 - How confident are you using cash?
 - How confident are you with using B-Pay?
 - How confident are you with using ATMs?
 - How confident are you with using EFTPOS?
 - How confident are you with using internet banking?
 - How confident are you with going to the bank?
 - How confident are you with keeping money safe?
- Results indicate that **there was little to no improvement in students' confidence in keeping money safe and using cash, ATMs and EFTPOS after participating in Unit 1.** This may reflect feedback from Program deliverers and qualitative comments from students after the trial phase of the Program that **students were already familiar with some content.**
- Survey responses show **some increases in confidence using B-pay and internet banking and going to the bank.**
- However, when students responded to what they thought were “the best things” about Unit 1 in survey responses, the most commonly identified things were confidence and skills in how to use ATMs, EFTPOS and going to the bank, followed by internet banking and B-pay, and safety, for example:
 - *“The best things are using EFTPOS and debit cards, because it was my first time to learn about it.”*
 - *“I learned new words about banking and about how to use money safely.*
 - *“I learned about pay bill, using ATM, using B-pay, keeping money safe and internet banking.”*
 - *“I learn to use Netbank. I learn how to change my pin number.”*

Unit 2

Table 11. Unit 2 changes between pre and post Program in the trial phase

Question	(% yes/know)		(5 point scale average)			Responses
	Income	Expenses	Save	Budget	Bills	
Unit 2 pre	86.2%	74.0%	3.2	3.6	4.0	123
Unit 2 post	86.5%	74.0%	3.5	3.8	3.9	96
% change	0%	0%	9%	7%	-3%	

- Before and after the trial phase of the Program, students who participated in Unit 2 were asked the following questions:
 - Do you know your income?
 - Do you know your monthly expenses?
 - How confident are you at saving money?
 - How good are you at budgeting?
 - How confident are you at reading your bills?
- Survey results indicate that **students were already aware of their income and expenses prior to the Program, and that they experienced little to no change in knowledge, attitudes, skills or behaviour in relation to saving, budgeting and bills.**
- However, when asked about “the best things” about Unit 2 in survey responses, students identified that they had gained information, confidence and skills about budgeting, financial planning, saving money and credit cards, for example:
 - *“Financial budget is the best thing because that help me to save money”.*
 - *“The best things are helping us to manage the budget and all expense monthly. Because it is very important to know and understand about it.”*
 - *“I learnt about budget, I learnt about ways to save and I learnt about credit cards.”*
- Notably, a few students identified an increase in knowledge about how to save money around the house (by saving water and electricity, going to op-shops and food planning) as “the best things”, for example:
 - *“Electricity because take shorter showers, use less hot water, and turn off lights.”*
 - *“The best thing for save money: close lights if you don’t need them on. Don’t spend money on water for nothing.”*
 - *“Help me understand to food budget.”*
 - *“Clothes, because second hand sale buy cheap labels.”*

Unit 3

Table 12. Unit 3 changes between pre and post Program in the trial phase

Question	(% yes/know)				(5 point scale average)		Responses
	Loan	Lay-By	Interest-free loans	Credit History	Signing contracts	Borrowing money	
Unit 3 pre	73.5%	50.0%	45.1%	50.0%	3.5	3.7	102
Unit 3 post	82.6%	77.9%	68.6%	70.9%	3.9	3.5	86
% change	12%	56%	52%	42%	11%	-4%	

- Before and after the trial phase of the Program, students who participated in Unit 3 were asked the following questions:
 - Do you know what a loan is now?
 - Do you know what 'Lay-by' is now?
 - Do you know anything about interest-free loans?
 - Do you know what 'credit history' means now?
 - How confident are you of your rights and responsibilities when it comes to signing contracts?
 - How worried do you feel about borrowing money?
- Survey results indicate a **marked increase in knowledge about lay-bys, interest-free loans and credit history, and some increase in knowledge about loans.** There is also **some indication that students are more confident about signing contracts, and are now slightly less worried about borrowing money.**
- The marked increase in understanding about no-interest loans schemes (NILS) and lay-bys are reflected in some qualitative feedback from students. Some of "the best things" identified in student survey responses include:
 - *"All the information were perfect and helpful, all financial literacy is important but the best for me is information about layby."*
 - *"I understand the information about loans."*
 - *"I learnt about interest, interest free, lay by, debt collector, calculate percentages."*
 - *"Layby it's good for me, loan it helps me in the future."*
 - *"I learned about credit history, I learned about interest-free."*

Unit 4

Table 13. Unit 4 changes between pre and post Program in the trial phase

Question	(% yes/know)				Responses
	Trouble paying bills	Scam	Insurance	Concession rates	
Unit 4 pre	74.2%	32.3%	85.5%	80.6%	62
Unit 4 post	89.8%	79.6%	81.6%	83.7%	49
% change	21%	147%	-5%	4%	

- Before and after the trial phase of the Program, students who participated in Unit 4 were asked the following questions:
 - Do you know what the best thing to do would be if you had trouble paying a bill?
 - Do you know what a 'scam' is?
 - Do you feel you understand how insurance works?
 - Do you know if you should get concession rates on bills?
- Survey results indicate a substantial increase in knowledge about scams, a marked increase in understanding what to do about being unable to pay a bill, and little to no change in understanding eligibility for concession rates.
- The substantial increase in knowledge about scams is reflected in qualitative feedback from Program deliverers, and comments in the student surveys.
- Options for banking and paying bills (including direct debit, payment plans and lay-by) and scams were most commonly identified by students as the "best things" about Unit 4, for example:
 - *"To learn more about so I did like because before I didn't understand. I learn about options and scams."*
 - *"You don't sign without understanding, scams, direct debit."*
 - *"Understand about bills for services and things, all information is very important because always for different things or services pays bills."*
 - *"Direct debit, paying a bill, don't sign without reading, save money."*
- The negative change in relation to insurance is partly explained by Program deliverers indicating that a number of students were not interested in insurance because they are aware of it but choose not to use it. Also, content on insurance is covered early in the Program, and it is possible that some students would not have been present to learn about the topic.

Semi-structured interviews after the Program trial phase

Semi-structured interviews with students after the trial phase of the Program include some feedback from students about experiencing some positive change in financial literacy knowledge, skills, attitudes and behaviour after participating in the Program, for example:

- One student described the impact of learning about insurance and how this has helped them to make more informed financial decisions: “[...] buying a new car and we are having a house so now I know insurance which is good for me. I knew a different system in Japan, I didn’t know if I hit another car I have to pay. [When we learnt about insurance] I said ‘ooh’ and I got third party car insurance because I drive all the time. Very different in Japan.”
- The same student also noted that “I know now to stop people from door-knocking... I don’t like them coming to the door... now I say ‘no’”, and that “now I understand more” in relation to insurance and credit. The interviewer reported that the student now feels “more confident, independent and in-control”.
- In relation to NLS one student stated: “That’s the first time I know about it”.
- Another student noted: “How to use Internet banking is very important”.

Evidence from semi-structured interviews, feedback from Program deliverers and insights from the Program Manager indicate that some cultural change was experienced by participants, particularly in relation to the use of electronic banking as opposed to cash, understanding about financial safety and financial independence for some students who had not previously been aware of or responsible for household finances. These changes are difficult to evaluate and happen over time, as participants have conversations with their families and other community members.¹³

Box 3. Reflections on change experienced by participants in the Financial Literacy Program

In a semi-structured interview with the Program Manager after the trial phase of the Program, one student described the changes in her life and financial management. Through participating in the Program, the student has transitioned from only using cash to now using debit cards, EFTPOS and ATMs.

“Before I did not like [electronic banking], I am not interested. But then my teacher talked about ATM and shopping, and so I told my husband and we opened an account and got a card. Then I used the ATM to get money out and also used my card for shopping. Before I was always saying I like cash money, but now I don’t.”

The participant also spoke about how the Program “was good” and had helped her to understand new things, such as interest, lay-by, NLS and payment plans.

There were also some students who indicated that they experienced little to no change in knowledge, skills, attitudes and behaviour in relation to financial literacy:

- “Nothing changed because I had the habit already”.
- “Before in my country I know this, it’s really just the language”.
- “[I] already had some skills in comparing prices and already has some budgeting practices”.

¹³ Information, feedback and observations provided by the Program Manager.

Public forum survey findings

Survey responses from 40 of the 65 attendees at the public forum held in July show that:

- 93% of attendees either agree or strongly agree with the statement that “I understand more about myself and my spending habits after this forum”
- 95% of attendees either agree or strongly agree with the statement that “I now know more about my rights and responsibilities as a customer”
- 95% of attendees either agree or strongly agree with the statement that “I feel more confident now about making wise decisions about how I use my money” (see Figure 7).

This was supported by qualitative feedback, for example, attendees stated that “*My mind is more confident*”, and “*[I will] be careful with scams, product safety and my rights as a consumer.*”

Survey responses also show that 47% of attendees at the July forum will change their behaviour in some way, answering “yes” when asked “After this forum will you do anything differently?” (see Figure 8).

Figure 7. July post forum survey responses, scaled questions (40 responses).

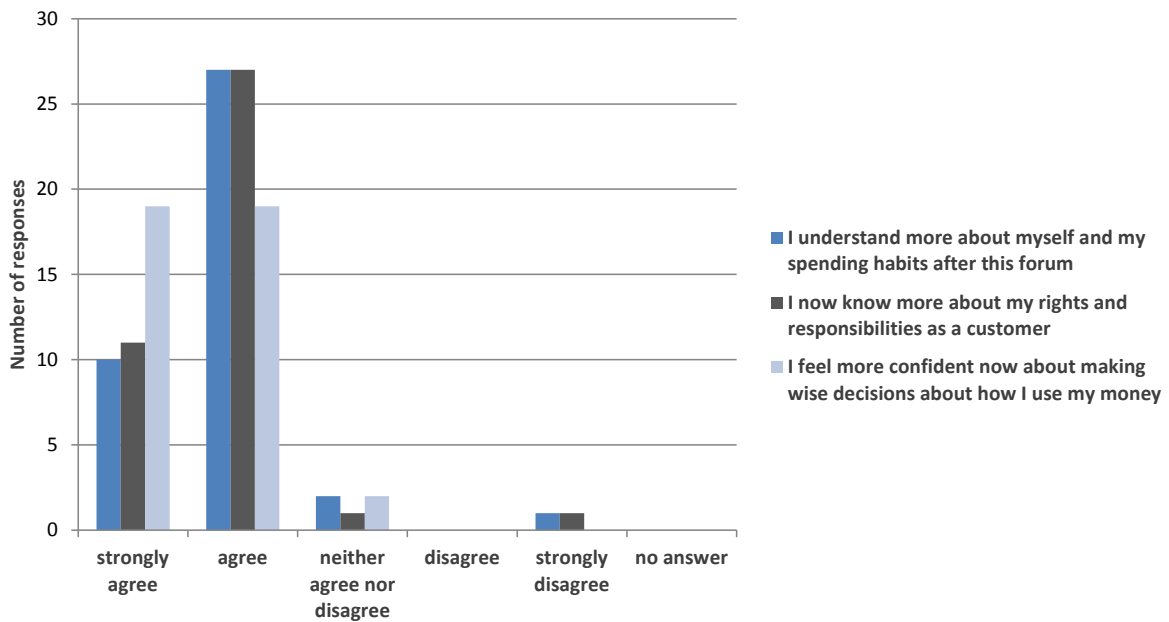
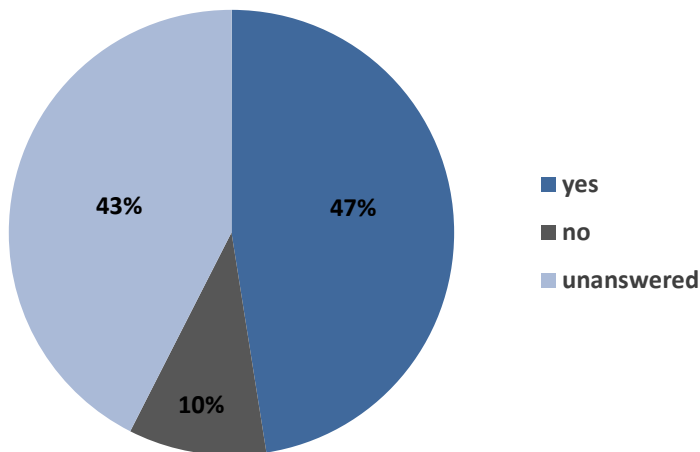


Figure 8. July post forum survey responses, “After this forum will you do anything differently?” (40 responses).

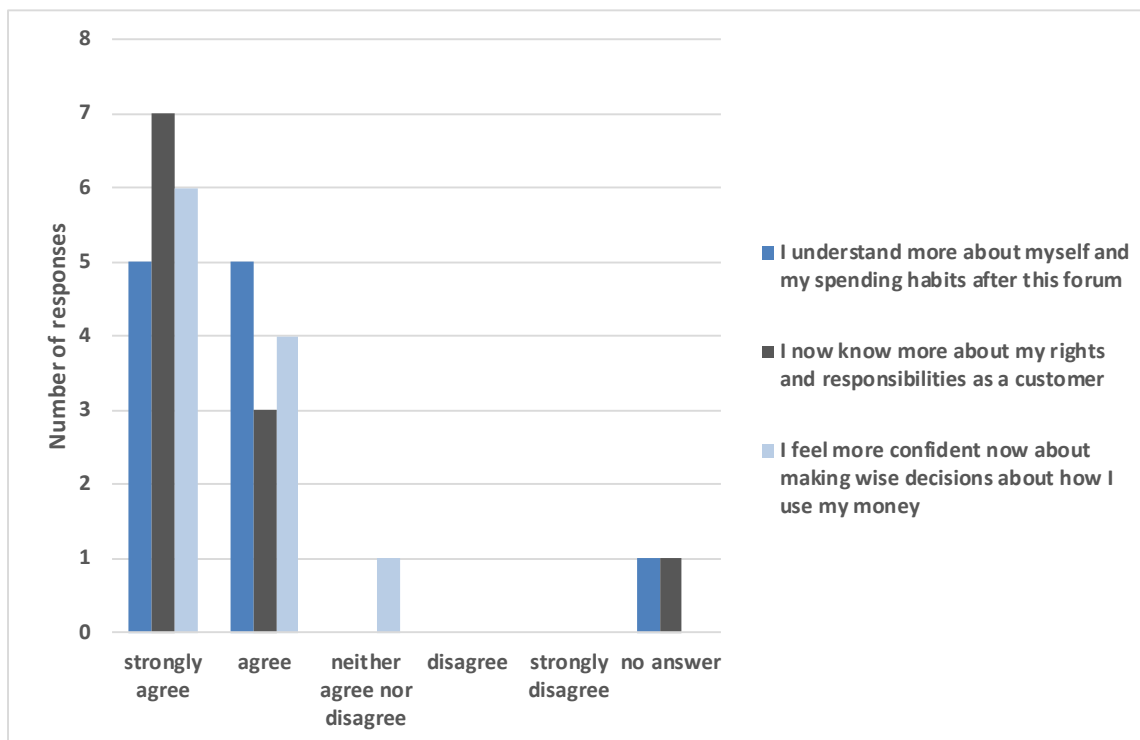


Survey responses from 11 of the 33 attendees at the public forum held in November show that:

- 91% of attendees either agree or strongly agree with the statement that “I understand more about myself and my spending habits after this forum”
- 91% of attendees either agree or strongly agree with the statement that “I now know more about my rights and responsibilities as a customer”
- 91% of attendees either agree or strongly agree with the statement that “I feel more confident now about making wise decisions about how I use my money” (see Table 14).

Survey responses also show that 8 of the 11 respondents at the November forum will change their behaviour in some way, answering “yes” when asked “After this forum will you do anything differently?”.

Table 14. November post forum survey responses, scaled questions (11 responses).



Attendees from both forums suggested that they would do some of the following things:

- *“I will spend my money wisely.”*
- *“I will be careful when dealing with the unsolicited sales people.”*
- *“Make effort to ask around, check details with staff.”*
- *“I will make a plan for my money. I think it's a good idea and lucky I am here today.”*
- *“I'll be doing a plan about money and anything for my life.”*

This quantitative and qualitative data provides:

- Evidence of **significant positive change in knowledge**, with **almost all attendees indicating an increase in knowledge** about finance and financial decisions.
- Evidence of **significant positive change in attitude**, with **almost all attendees indicating an increase in confidence** in making financial decisions.
- Evidence of **some positive change in behaviour**, with **some attendees indicating their intention to change something** about their financial practices.

3.3.4 Key evaluation question 2d—development of transferrable resources

FLA funded the financial literacy program with the intent to produce a package of transferable resources and delivery methods for CALD community members.

A hard-copy package of transferrable resources has been produced for broader dissemination. This includes:

- text book with lesson plans, activities, worksheets and references to online and public resources and their use (4 units, 16 lessons in total)
- DVD of videos
- electronic copies of the resources on a USB drive
- series of readers for lower level learners.

Wingate is exploring the option to create a website or online forum to share these tools and resources.¹⁴

3.4 Key evaluation question 3—what has been the impact of the Program?

3.4.1 Key evaluation question 3a—have participants improved their financial position?

While there is evidence of some positive change in knowledge, attitudes, skills and behaviour experienced by students as a result of participating in the Program, it is difficult to determine the longer-term impact of the Program on students' lives and their financial position. Some reasons for this include:

- The short-term timeframe of the evaluation
- The number and complexity of external factors that influence a person's financial position (such as, unexpected financial crises and varying employment opportunities)
- That some of the benefits of the Program are likely to be experienced by people who did not directly participate in the sessions or attend the forums.
- That some of the cultural and developmental changes that may occur as a result of the Program are long term, complex and difficult to evaluate.

Despite this, some students described the impact of the Program on their lives, for example, one student stated that *"it's good for my life"*, and another stated that the things they learned in the Program *"are helping us to manage the budget and all expenses monthly, because it is very important to know and understand about it"*.

3.4.2 Key evaluation question 3b—were there any unintended consequences?

There were three main unintended consequences of the Program:

- As a result of students not electing to participate in a financial literacy program, an increase in general financial awareness and independence was observed for some students who may not have been responsible for finances in their household.
- A number of students experienced little to no change in financial literacy but benefited from the language and conversational components of the Program. It became clear that there were three distinct learning outcomes: (1) learning about financial literacy concepts that

¹⁴ Information, feedback and observations provided by the Program Manager.

students were not already familiar with; (2) learning vocabulary and context-specific conversational skills for financial literacy concepts that students were already familiar with; and (3) improving general conversational and English language skills.

- A number of students indicated their intention to share information and resources from the Program with other people who were not directly involved, for example:
 - One forum attendee stated: *“I will speak to my family about [the information from] this forum”*.
 - In reference to no interest loan schemes (NILS) one student stated: *“that’s the first time I know about it [and I will] tell other people”*, and another said *“maybe someone might need that and I can tell them”*.

Box 4. Reflections on the unintended impacts of the Financial Literacy Program

“An interesting outcome I observed in my classes and learnt about during my interviews with participants is that participants often reflected on how information and activities might be relevant to other people they know outside the Program. Many participants I observed and spoke to seemed eager to share things they had learnt or even help others to use particular tools. For example, in one pre-ACSF level 1 class when we were engaging in the budgeting component of unit 2 some students requested extra blank budgeting sheets to take home. When others noticed this, many of them also requested extras (the majority of the class requested extras to take away). There may be many reasons for this, but in speaking to the students it seemed that they wanted to share or use the tools with their families. This is something that had not been considered in detail prior to the implementation of the program. In some cases this carry-on effect could be seen as a bonus; that in developing knowledge and skills some participants might pass this on to others in the community, or at least begin conversations about these things that could influence the attitudes or behaviours of others. In other cases participants may have felt that they needed to engage others in these conversations in order to make changes in their lives. One example might be if a participant did not feel that they were in charge of the financial decision-making (many teachers told me of students who had said “my husband does that” in response to banking and budgeting, for example, and I had heard this too). This raises an important issue surrounding the notion of being financially independent; that a person’s ability to achieve this may be influenced by family dynamics, community dynamics and culture” (Program Manager).

4 Findings

4.1 Overview

Based on data presented against each of the KEQs and in relation to the evaluation objectives, the overall findings of the evaluation are:

- The Program achieved **close to the targeted number of sessions and forums**, and reached **close to the targeted number of CALD community members**.
- **Content and delivery of the Program was fairly appropriate for students and teachers**, predominantly relying on data from the trial phase of Program delivery.
- **Program teaching resources and content were adapted and improved throughout the Program**.
- There is evidence from teachers of pre-ACSF level 1 and ACSF level 1 classes that **the content and delivery of the Program was fairly to very appropriate for students and teachers after aspects of the Program were adapted and improved**.
- There is evidence that **some positive change in knowledge, skills, attitudes and behaviour was experienced by students participating in the Program across all four topics (services, tools, loans and debt)**, predominantly relying on data from the trial phase of Program delivery.
- Students experienced learning outcomes across three broad areas: (1) **learning about financial literacy concepts that students were not already familiar with**; (2) **learning vocabulary and context-specific conversational skills for financial literacy concepts that students were already familiar with**; and (3) **improving general conversational and English language skills**.
- **Program participants and deliverers cited a range of aspects of the content and delivery that were most useful and appropriate**. For example, the audio visual and practical content of the Program, the adaptability of teaching resources, and the range of financial management options and information that Program participants were exposed to.
- **An adaptable, transferrable package of resources has been developed so that the Program can be more widely delivered**.
- Based on evidence from post event surveys and reflections from the Program Manager, the **public forums were fairly to very appropriate in their content and delivery**. They complemented the classroom sessions with more targeted financial literacy information, and engaged different members of the target CALD communities.
- There is evidence that **forum attendees experienced significant positive change in knowledge, attitude and skills, and evidence of some positive change in behaviour as a result of attending one of the forums**.
- **There is evidence that the Financial Literacy Program has been valuable to participants**. As such, there is value in continuing to deliver this Program.
- **It appears that there are also a range of benefits and outcomes of the Program that are more difficult to measure and evaluate**, particularly some longer term cultural and developmental changes within CALD communities, and improvements in the financial situation of participants and their families.

4.2 Lessons learned

Wingate and various other community learning centres will continue to deliver the Program over the next five years. The Program will become part of the general content of classes delivered at Wingate, and will be reviewed for relevance after five years, in addition to ongoing improvement of content and delivery.

A range of lessons learned have emerged from the Program design process and initial stages of Program delivery.

4.2.1 Design

Delivery of the Financial Literacy Program as part of general literacy classes was a key feature of the delivery approach and raised specific challenges as well as delivering a number of benefits.

Challenges

- External influences on financial independence and decision-making were not fully anticipated. These included the limited involvement some students had in their household finances. In other similar programs, it should not be assumed that individuals have control or input into the financial decisions and management of their household finances.
- Extensive work was required to develop content appropriate for varying literacy and numeracy levels of the students, and to enable financial literacy classes to be appropriately integrated in the curricula of existing classes delivered by the participating learning centres.
- It is expected that participants, particularly those being assessed at pre-ACSF level 1 and ACSF levels 1 and 2, may require exposure to some aspects of the content up to three times to get the full value of the Program. Initially, complex info can be communicated with visual resources and provide exposure to basic financial literacy vocabulary and concepts, which may need to be continually developed and improved.

Benefits

- Students were not participating in the Program classes with a predetermined interest in learning about financial literacy. While this may have meant that some students were not interested (or felt that they didn't have control), it helped to broaden the range of students involved. This may also have impacts beyond the scope of this evaluation, in that it may have created a sense of interest or need to be involved in financial decisions.
- There were some unforeseen positives such as the flow on effect of students sharing resources and learning with others outside of the class in their households and communities. For example, this was evident in students taking budgeting resources to share with others and the stated intention of some students to tell others about NILS.
- Students were engaged over a period of weeks or months, which gave them more time to become familiar with financial concepts and integrating knowledge over time.
- The most benefit was gained by students who participated in all four Units.

- In many cases, the trust developed between teachers and students over this time was beneficial in giving the students confidence to engage with the Program content in relation to their own lives and financial situations.

4.2.2 Resources

A great deal of work has been put into developing transferrable financial literacy resources for varying ACSF levels and to fit in with different curricula, and providing guidance on which aspects are relevant for different levels. Teaching and learning resources have been developed for four financial literacy units across financial services, tools, loans and debt.

- These resources have been tested through the trial phase of the Program, and subsequently improved to ensure they are appropriate for both teachers and students.
- All resources have been mapped into the relevant ACSF level.
- These resources are now available to be shared where possible and used widely in classrooms.
- There would be great benefit in making these resources available online or through a web-based forum.
- The inclusion of complementary assessment tasks is seen to have improved the perceived value of delivering the Program.
- These resources will be continually updated and improved, ensuring that the Program remains relevant, up-to-date and valuable for students, at the same time as complying with the needs of learning centres, curriculum managers, teachers and funders.
- The audio visual and practical content of the Program was beneficial for participants and a useful teaching resource for deliverers.
- The adaptability of resources to differing contexts, themes and literacy and numeracy levels is crucial for the ongoing delivery of the Program.

4.2.3 Delivery

There were a number of lessons that emerged as the project was delivered. Many of these were captured at the time and used for the ongoing improvement of resources and delivery.

- Acceptance and support for delivery of the Program increased after the initial trial phase of the Program had been undertaken.
- Teaching content and instructions need to be flexible enough to allow for adaptation for different classroom settings.
- Successful delivery of the Program remains heavily dependent on the teachers' adaptation of resources.
- There are opportunities to increase the practical components of Program delivery, for example, through the use of demonstration EFTPOS machines and ATMs in the classroom or through more visits from representatives from financial institutions.

- The combination of delivering both public forums and classroom based sessions was beneficial in engaging a range of people within the target group. The forums were valuable in engaging participants with higher levels of literacy and a higher level of interest in financial literacy. This enabled the delivery of more targeted financial information and advice than the classroom sessions.
- There are opportunities to either widen the scope of public forums, or to deliver more targeted financial literacy workshops for CALD community members with more advanced literacy and numeracy skills.

4.2.4 Assumptions

Reflecting on the Program Logic (see Appendix 3), three of the four assumptions may need to be revised for future delivery of the Program:

- In some cases participants do not have the basic skills necessary for further learning and implementing changes (for example, computer skills to enable online banking).
- That technology is available and reliable within classrooms to support materials and delivery, including computers, projectors and internet.
- That changes in knowledge, attitudes, skills and behaviour can be measured and reported easily and accurately.

In addition, feedback and observations from teachers indicate that some of the cultural norms around financial management of some students in CALD communities may have been stronger and more pervasive than initially assumed by the Program staff, particularly in relation to money lending and borrowing, safety, and the responsibility of different household members for financial management.

4.2.5 Evaluation

Extensive evaluation was undertaken in the initial trial phase of the Program, including surveys at the start and end of each unit to assess changes in knowledge, attitudes, skills and behaviour across the relevant topics. A number of lessons emerged from this:

- The written questionnaires were not appropriate for the lower literacy levels, particularly pre-ACSF level 1 students. Even with pictures and visual aids in the surveys, the questions themselves were too difficult for the comprehension level. Teachers reported spending significant class time in explaining questions and guiding students through completing the surveys.
- Ongoing evaluation of the Program over the next five years would benefit from using more appropriate data collection methods, for example, using focus groups to collect feedback and stories from students in their first languages.
- The ongoing evaluation of the process was very important for the continual refinement of the delivery and resources. This was made possible by the Program Manager continually gathering feedback (both anecdotally and formally) from teachers, as well as developing and

delivering the resource. This meant that feedback could be immediately fed into improving the resources and instructions for delivering.

- The intended outcomes of any financial literacy program need to be appropriate to the content, timeframe, and relevant external factors, such as unexpected financial crises.
- Knowledge, attitudes, skills and behaviour can potentially increase in a short period of time but improvements in the financial position of students are both difficult to change and evaluate.
- Moreover, some of the greatest changes in awareness and confidence were to do with broader financial empowerment and avoiding negative consequences (for example, understanding NILS, scams, contracts and insurance) and as such it may be difficult to measure any negative financial consequences that may have been avoided.
- Evaluation of the wider outcomes for students participating in the Program can conflict with other assessment requirements.

4.2.6 Value

The first year of delivering the Program has demonstrated that there is value in continuing to deliver the Program.

- **The resources developed through the Program have been tested and evaluated in classroom settings, and have been continually improved and made available for wider use.**
- **The Program complements other programs and services available to CALD communities, for example, the Ascot Vale financial safety program and advice offered by the Legal Centre.**
- **A combination of classroom sessions, workshops and forums on financial literacy is likely to continue delivering a range of benefits to CALD communities in the inner northern suburbs of Melbourne and beyond—for community members with varying numeracy and literacy levels—in the areas of financial literacy, independence and empowerment.**

Appendix 1 MERI plan

Evaluation Focus		Monitoring			Evaluation			
Evaluation Question	What do we want to know? (Monitoring Question)	How will we know it? (Indicator / Target)	Where will the data come from? (Source/Method)	Who will capture the data? (Responsibility)	When will data be captured? (Timeframe)	Who will be involved?	How will it be reported?	When will the evaluation occur? (Timeframe)
KEQ1. To what extent was the program appropriate? 1a. Was the method of recruitment appropriate for the population? 1b. Was the planned delivery and content appropriate? <ul style="list-style-type: none"> • For deliverers (resources, time) • For participants (language, style) 1c. If so, what was most useful/appropriate? If not, what could be improved and how?	Number of participants and demographic characteristics, including: <ul style="list-style-type: none"> • Age • Gender • English Literacy Level • Country of Origin Do participants comprehend the materials? Are the materials and delivery style appropriate for deliverers?	Number of participants Participant reactions Positive deliverers' feedback on participants' ability to comprehend the materials Positive deliverers' feedback on participants delivering materials	Program records Deliverers' observation and follow up interviews Participant post survey / dartboard (visual feedback) Deliverers' observations and follow up interviews	Program deliverers (incl. teachers and organisations) Deliverers	Throughout the program (records) End of four week unit block (participant post-survey and deliverer observations) Every few months (follow up interviews with deliverers)	Program team and FPC	Final written report	At the end of the program (June 2016)

Evaluation Focus		Monitoring							Evaluation		
Evaluation Question	What do we want to know? (Monitoring Question)	How will we know it? (Indicator / Target)	Where will the data come from? (Source/ Method)	Who will capture the data? (Responsibility)	When will data be captured? (Timeframe)	Who will be involved?	How will it be reported?	When will the evaluation occur? (Timeframe)			
<p>KEQ2. To what extent did the program achieve its objectives?</p> <p>2a. Did the program deliver the target number of sessions (320) and forums (2)? If not, why?</p> <p>2b. Were the target number of participants involved (800)? If not, why?</p> <p>2c. To what extent did the participants experience change across the 4 key areas:</p> <ul style="list-style-type: none"> • Knowledge • Skills • Attitudes • Behaviour <p>2d. Was a package of transferable financial literacy training</p>	<p>How many sessions have been delivered?</p> <p>And on what topics?</p> <p>How many forums have been held?</p> <p>How many participants have been exposed to the program?</p> <p>What were the pre and post levels of financial literacy in the four key areas?</p> <p>What changes have there been in participants' knowledge, skills, attitudes and behaviours after</p>	<p>Delivery of 320 sessions and 2 community forums that reach 800 participants</p> <p>Changes in financial literacy knowledge, skills, attitudes and behaviours in participants</p>	<p>Program records</p> <p>Participant pre and post surveys coded by class to track average change</p> <p>Participant follow up interviews (cases)</p>	<p>Program deliverers (incl. teachers and organisations)</p> <p>Deliverers</p>	<p>At the start and end of each four week teaching unit</p> <p>Every few months (follow up interviews with deliverers and participants) for longer-term behaviour change</p>	<p>Program team and FPC</p>	<p>Final written report</p>	<p>At the end of the program (June 2016)</p>			

resources and delivery methods developed broader dissemination? If not, why?	the sessions?							
Evaluation Focus	Monitoring				Evaluation			
Evaluation Question	What do we want to know? (Monitoring Question)	How will we know it? (Indicator/ Target)	Where will the data come from? (Source/ Method)	Who will capture the data? (Responsibility)	When will data be captured? (Timeframe)	Who will be involved?	How will it be reported?	When will the evaluation occur? (Timeframe)
KEQ3. What has been the impact of the program? 3a. Have participants improved their financial position? 3b. Were there any unintended consequences?	What additional financial activities are people now doing / accessing?	Participants using financial tools – (e.g. budgeting) Participants using financial services (e.g. ATM card) Participants accessing financial services available to them (e.g. energy concessions, low interest loans)	Participant follow up interviews Anecdotal accounts from deliverers, interviews Anecdotal accounts from other organisations (if possible and could use survey monkey or something simple to set up easy program log)	Program Deliverers Partners, other organisations, e.g. Anglicare	Throughout and at end of program	Program team and FPC	Final written report	At the end of the program (June 2016)

Appendix 2 Rubrics

Table 15 shows the basis for claims made in response to KEQ 1b about the appropriateness of Program content and delivery for participants and deliverers.

Table 16 shows the basis for claims made in response to KEQ 2c about the change experienced by Program participants across the four topic areas (services, tools, loans and debt) in their knowledge, skills, attitudes and behaviour.

Table 15. Rating rubric for the appropriateness of content and delivery of the Financial Literacy Program.

Rating	Descriptor of appropriateness for participants	Descriptor of appropriateness for deliverers
Very appropriate	<p><i>Evidence that the delivery and content was very appropriate for participants.</i></p> <p>Very high student survey ratings and very positive student comments clearly demonstrating the appropriateness of the language and style of course delivery and content.</p> <p>Very few if any neutral or negative responses.</p>	<p><i>Evidence that the delivery and content was very appropriate for deliverers.</i></p> <p>Very high teacher survey ratings and very positive teacher comments clearly demonstrating the appropriateness of the resources and timeframes of course delivery and content.</p> <p>Very few if any neutral or negative responses.</p>
Fairly appropriate	<p><i>Evidence that the delivery and content was fairly appropriate for participants.</i></p> <p>Fairly high student survey ratings and a fair number of positive student comments indicating the appropriateness of the language and style of course delivery and content.</p> <p>Few neutral or negative responses.</p>	<p><i>Evidence that the delivery and content was fairly appropriate for deliverers.</i></p> <p>Fairly high teacher survey ratings and a fair number of positive teacher comments indicating the appropriateness of the language and style of course delivery and content.</p> <p>Few neutral or negative responses.</p>
Somewhat appropriate	<p><i>Evidence that the delivery and content was somewhat appropriate for participants.</i></p> <p>A combination of high and low student survey ratings and a combination of positive and negative student comments. Some evidence indicating that language and style of course</p>	<p><i>Evidence that the delivery and content was somewhat appropriate for deliverers.</i></p> <p>A combination of high and low teacher survey ratings and a combination of positive and negative teacher comments. Some evidence indicating that language and style of course</p>

	<p>delivery and content was appropriate. More positive responses than neutral or negative responses.</p>	<p>delivery and content was appropriate. More positive responses than neutral or negative responses.</p>
<p>Not very appropriate</p>	<p><i>Evidence that the delivery and content was not very appropriate for participants.</i></p> <p>A combination of high and low or very low student survey responses and a combination of positive and negative student comments. Not enough evidence to indicate that language and style of course delivery and content was appropriate.</p> <p>More neutral or negative responses than positive responses.</p>	<p><i>Evidence that the delivery and content was not very appropriate for deliverers.</i></p> <p>A combination of high and low or very low teacher survey responses and a combination of positive and negative teacher comments. Not enough evidence to indicate that language and style of course delivery and content was appropriate.</p> <p>More neutral or negative responses than positive responses.</p>
<p>Not at all appropriate</p>	<p><i>Evidence that the delivery and content was inappropriate for participants.</i></p> <p>Mostly low and very low student survey responses and mostly negative student comments. Evidence to indicate that language and style of course delivery and content was inappropriate.</p> <p>More neutral or negative responses than positive responses.</p>	<p><i>Evidence that the delivery and content was inappropriate for deliverers.</i></p> <p>Mostly low and very low teacher survey responses and mostly negative teacher comments. Evidence to indicate that language and style of course delivery and content was inappropriate.</p> <p>More neutral or negative responses than positive responses.</p>

Table 16. Rating rubric for change experienced as a result of the Financial Literacy Program.

Rating	Descriptor of change experienced by participants
Significant positive change	<p><i>Evidence of significant positive change in knowledge, skills, attitudes and behaviour experienced.</i></p> <p>Survey results indicate a marked increase in knowledge, skills, attitudes and behaviour across all four topics (services, tools, loans and debt).</p> <p>A significant number of qualitative responses describing positive changes experienced across all four topics. Few if any neutral or negative responses.</p>
Some positive change	<p><i>Evidence of some positive change in knowledge, skills, attitudes and behaviour experienced.</i></p> <p>Survey results indicate some increase in knowledge, skills, attitudes and behaviour across all four topics (services, tools, loans and debt).</p> <p>A number of qualitative responses describing some changes experienced across all four topics. A few neutral or negative responses, but more positive responses than neutral or negative responses.</p>
Marginal positive change	<p><i>Evidence of some change in knowledge, skills, attitudes and behaviour experienced.</i></p> <p>Survey results indicate some increase in knowledge, skills, attitudes and behaviour, but not across all four topics (services, tools, loans and debt).</p> <p>Some qualitative responses describing some changes experienced across some of the four topics. A number of neutral or negative responses, but more positive responses than neutral or negative responses.</p>
Little to no positive change	<p><i>Evidence of little to no change in knowledge, skills, attitudes and behaviour experienced.</i></p> <p>Survey results indicate little to no change in knowledge, skills, attitudes and behaviour across all four topics (services, tools, loans and debt).</p> <p>More neutral or negative responses than positive responses.</p>

Appendix 3 Financial Literacy Program Logic

Table 17. Financial Literacy Program Logic.

Program Goal	To improve the financial literacy of newly arrived migrants and refugees to enable better-informed financial decisions and improved financial outcomes						
Timeframe	Sessions from July 2015 to June 2016 to be delivered at different stages to different levels				0 – 3 months	3 – 9 months	9+ months
Situation	Inputs	Activity	Outputs	Audience	Short term outcomes	Medium term outcomes	Longer term outcomes
Identified community needs due to observed low number of recently arrived migrants and refugees using financial tools, such as EFTPOS and online banking, as well as issues with contracts and knowledge of services providing financial assistance	Funding from FLA (\$100,000)	Delivering classroom sessions	320 classroom sessions delivered	Recently arrived migrants and refugees, as well as other CALD community members	Increased awareness across four areas	Confidence to apply skills and use basic financial tools and processes	Confidence to apply additional skills
	Program Staff	Holding community forums	2 community forums held		Knowledge of financial language and basic financial tools and processes		
	Existing resources (e.g. teaching materials)	Developing resources and delivery methods	Package of financial literacy teaching resources and methods for CALD community members	Program Staff and Financial Literacy Australia	Increased understanding of what resources and delivery methods work	Increased application of what works	Positive financial behaviour change
	Facilities	Consulting and coordinating with program managers	Evaluation report		CALD communities and associated organisations	Wider dissemination of what works	
	Existing Client base (e.g. students)	Monitoring and evaluation					
External Influences	Low literacy and other classes including some similar content			Culture (incl. gender access to finances), language, trust			
Assumptions	That participants have the basic skills necessary for further learning and implementing changes – e.g. computer skills to enable online banking etc						
	That technology is available within classrooms to support materials and delivery – computers, projectors, internet						
	People are able to change their behaviour (within constraints of personal and cultural practices etc)						
	That changes can be measured and reported adequately given the levels of literacy, attendance, and confidentiality constraints.						