Final Report:

Evaluation of the Sorted Workplace Pilot
Executive summary

Introduction
The Commission for Financial Literacy and Retirement Income (CFLRI) identified two workplace focussed key deliverables in its statement of intent:¹

- The Sorted seminar facilitators are supported to deliver high-quality seminars to community and workplaces.
- Encouraging workplaces to deliver financial literacy programmes is developed and implemented.

To progress these deliverables, CFLRI in partnership with the Warehouse has piloted an eight-week Financial Literacy Programme - the Sorted Workplace programme. The programme consists of a series of workshops designed to help people understand their money and use it more effectively and aims to encourage and support longer-term behavioural change within workplaces and communities.

The pilot course was run within the Warehouse Distribution centre in Auckland and attended by 14 Warehouse employees. It consisted of eight workshops run by an external facilitator covering: budgeting, managing debt, goals, saving, retirement planning, investments, KiwiSaver, buying a house, insurance and wills.

The evaluation
The pilot course was evaluated to increase information about what financial education works best and how it should be delivered. The evaluation findings will inform the development of a more comprehensive programme located within workplaces (and communities).

The evaluation used the following methods:

- **Observation**: An evaluator observed the orientation session, the family workshop and the final of the eight workshops.
- **Participant surveys**: Completed pre-course and post-course and at the end of each workshop.

Data were collected two-months after the course had ended to explore participants’ retention of knowledge and any changes made through:

- **Focus groups**: Completed with programme participants.
- **In-depth interviews**: Completed with the programme facilitator and participants’ managers.

Programme achievements
By the end of the course, participants had improved in:

- **Confidence**: The number who said they felt confident in dealing with day-to-day money matters increased from 29% to 64%.
- **Planning and budgeting**: At the start of the course one participant had a budget and by the end of the course all participants reported having a budget.

• **Debt management:** At the end of the course participants said they were more confident in money matters they dealt with day-to-day and many (79%) said they were now spending less money than came into their household.

• **Savings:** The number of participants who said they spent less money than they earned increased from 14% to 79% between the start and end of the course. There was also a small improvement in the number of participants who put money into savings (from 71% to 86%). More participants said that in an emergency they could use savings and investments to access three months salary.

• **Retirement planning:** Participants’ retirement planning improved. Many had developed retirement goals, worked out how much they needed to save and the proportion who had made a plan more than doubled (from 29% to 79%).

• **Investments and KiwiSaver:** As almost all (86%) participants had a KiwiSaver account at the start of the course, the number of participants who were part of KiwiSaver did not change substantially. However, the number of participants who said they had a financial plan increased from 7% to 79%.

• **Buying a house:** The number of participants who had a savings plan to purchase their own house more than doubled after the course (increasing from 25% to 67%).

• **Insurance and wills:** At the end of the course, 50% of participants reported they knew how to write a will and 36% were setting up a will.

Participants planned to make a number of changes to their finances after participating in the workshops. Two-months after the course, many changes relating to topics covered in the workshops had been explored further and actioned.

After the course, managers had noticed higher levels of employee engagement, positive and focused attitudes to work and productivity, increased confidence to participate in team meetings and sharing of financial literacy knowledge and resources within teams.

**Programme feedback**

Overall, the participants were satisfied with the course and found the course useful. Aspects of the course that contributed to its effectiveness included:

• **Group work:** The participants particularly enjoyed the group work as it allowed them to discuss their financial position and potential solutions to their problems.

• **Sorted booklet:** Some participants commented how useful the Sorted booklet was as it helped them break down their finances into categories.

• **Structure:** The participants often commented that the structure of the course was well designed and simple. Participants particularly liked how each workshop was broken down into separate sessions.

• **Facilitator:** Many participants praised the delivery of the course by the facilitator and the inclusive facilitation approach that was adopted. Bilingual communications and support where required was appreciated.

• **Bank representatives:** The workshop participants valued the participation of bank representatives in the workshops and this increased their confidence to engage with banking institutions after the course.
Workplace accessibility and support: Participants identified managerial and workplace support, as well as conducting the workshops on-site as factors contributing to their positive experiences and learnings.

Participants suggested opportunities to improve the programme such as:

- Guest speakers: who are specialists in insurance and investments or who have experience in certain aspects of financial literacy such as a retired person with a retirement plan.
- Increased post-programme support for participants - so they can ask questions and have help keeping to their financial plan.
- Sorted website: Some participants asked if the Sorted website could be displayed and referred to during the course.

Potential areas for development

- Workshop groups: The participants often commented that they enjoyed the group/discussion aspects of the course. Including more group work and activities has the potential to maximise or extend the benefit of participation in the programme.
- Information on material and activities outside the workshops: A few of the participants commented they would like more information on the homework booklet, interactive Sorted website and other out of workshop activities. This may help participants facilitate their own learning more effectively.
- Follow-up session: A follow-up session a few months after the final workshop could help cement the knowledge gained from the course as well as giving an opportunity for the participants to ask further questions.
- Course content: Drafting budgets during the orientation meeting, rather than during workshop 1, and reviewing this in subsequent workshops could provide ongoing assistance in developing and reviewing budgets.
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1. Introduction

1.1. Background on the programme

Financial literacy, as defined by the Commission for Financial Literacy and Retirement Income (CFLRI) as “the ability to make informed judgements and effective decisions regarding the use and management of money. It is about having financial knowledge and the understanding, confidence and motivation to make financial judgements and decisions”, 2 financial literacy comprises a range of activities that everyone needs to engage in at different times to live in a modern economy. 3

Financial literacy is important to an economy as it contributes to the financial wellbeing of individuals and communities. In New Zealand, as in other countries, perceptions of financial wellbeing vary between individuals and cultural groups.

Financial education at all ages contributes to financial literacy and financial wellbeing. New Zealand has been delivering financial education to a number of sectors and CFLRI has developed a National Strategy for Financial Literacy. 5 New Zealand’s National Strategy for Financial Literacy focuses on developing quality, extending the delivery of financial education, sharing what works, and working together to achieve the outcome of a financially literate population. 4

However, there is limited objective information from evaluation about what financial education works best and how it should be delivered. There is some indication from the ANZ Retirement Commission Financial Knowledge Survey 5 that it is possible to improve financial knowledge, but that it may be difficult and may take more time to improve from a low base.6

CFLRI has developed an eight-week Financial Literacy Programme that has been piloted and evaluated within the Warehouse Distribution centre in Auckland. The Sorted Workplace programme provided an introduction to basic financial education through a series of workshops run by an external facilitator. The programme aimed to encourage and support longer-term behavioural change within workplaces and communities. The pilot programme was evaluated to build on existing knowledge about works best in financial education, how it should be delivered and to provide information that could be used to refine the programme for a national course.

1.2. Evaluation background

The evaluation was guided by a framework agreed with CFLRI (Table 1).

3 ibid
### Table 1. Evaluation questions

<table>
<thead>
<tr>
<th>Report section</th>
<th>Evaluation questions addressed</th>
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</table>
| **Development**                 | What are the components of the programme?                                                                                       
|                                 | Are the objectives and design of the programme understood?                                                                                                                         |
| **The programme**               | Do Warehouse staff take part in the pilot programme?                                                                                
|                                 | What do participants hope to gain from attending the programme?                                                                       
|                                 | What hopes and expectations do participants’ families have of the programme?                                                            
|                                 | Is the programme effectively delivered?                                                                                           
|                                 | Do participants feel the programme has increased their overall financial literacy and knowledge?                                          
|                                 | Has participants’ financial literacy increased?                                                                                       
|                                 | What aspects of the programme could be changed to improve it?                                                                           
|                                 | What changes do participants plan to make as a result of the training?                                                             |
| **Putting learnings from the programme into practice** | What changes have participants made as a result of the programme?                                                                   
|                                 | What has helped participants to make changes?                                                                                       
|                                 | What has limited or prevented participants making changes?                                                                          
|                                 | How could barriers to putting programme learnings into practice be mitigated in future?                                             
|                                 | Overall, do participants and their employers/managers consider the programme investment to have been worthwhile?                                  
|                                 | What were any unexpected outcomes of completing the programme – both positive and negative?                                           |
| **Project roll-out**            | Is a national CFLRI workplace approach recommended?                                                                                   
|                                 | What changes need to be made prior to a national workplace approach?                                                                |

### 1.3. Evaluation methods

The evaluation used the following data collection methods:

- **Observation**: An evaluator attended the orientation session, the family workshop and the final of the eight workshops to observe the programme. The evaluator introduced the evaluation at the orientation session, and distributed the pre-programme survey. Attendance at the family workshop provided an opportunity to briefly interview family members.

- **Participant surveys**: The evaluator gave a paper-based survey questionnaire to programme participants at the start and end of the programme.
  - The pre-programme survey asked the participants what they hoped to learn about their financial goals and their current financial position.
  - The post-programme survey used a similar set of questions but also asked participants about their experiences in participating in the workshops.

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7 Evaluation Framework (Appendix One)
After each workshop the facilitator distributed a brief post-workshop questionnaire that focused on the learning objectives of that workshop.

Additional evaluation activities two months after the course had ended explored participants' retention of knowledge and any changes made through:

- **Two focus groups**: completed with programme participants on site in their workplace.
- **In-depth interviews**: with five managers of participants and the programme facilitator.

### 1.4. Report notes

This report is grouped into seven main sections.

Quotes presented in the report are either based on written notes recorded in interviews, direct quotes from one of the pre-course, post-course or post-workshop surveys, or transcripts from the two-month participant interviews. Where necessary quotes have been edited to ensure anonymity and ease of reading. English is a second language for some of the participants and quotes have been reported without editing.

Survey results are aggregated except where there is a noteworthy difference between results from each workshop.

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8 Focus Group guide (Appendix Two)
9 Individual interview guides (Appendix Two)
2. The Programme

The Sorted Workplace programme consisted of an engagement workshop and orientation workshop followed by eight workshops covering specific areas of financial literacy. The Warehouse managers invited staff to the engagement workshop to hear more about the programme and indicate their interest in participating. Managers then identified participants for the Sorted Workplace programme from those who indicated their interest, and invited them to the orientation workshop. During the orientation session, the course coordinator introduced the participants to the course, answered questions on the content and structure of the course and reinforced the commitment the course required.

The course was held on-site over an eight-week period during work hours. The Warehouse committed to allowing participants time off work to attend for half of the time required and participants were expected to make up the remaining hours spent on the course at another time. The topics of each of the eight workshops are summarised in Table 2 below:

<table>
<thead>
<tr>
<th>Workshop number</th>
<th>Workshop sessions</th>
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</table>
| Workshop 1: Budgeting | • What is budgeting  
|                     | • How to build a budget  
|                     | • Making it balance - or improving the surplus |
| Workshop 2: Managing Debt | • Is debt good or bad  
|                      | • Types of debt  
|                      | • Cost of debt  
|                      | • Debt repayments |
| Workshop 3: Goals and Saving | • Financial priorities  
|                      | • Financial goals  
|                      | • Setting goals  
|                      | • Financial goals and the budget |
| Workshop 4: Putting It All Together | • Money management systems  
|                      | • Keep it simple  
|                      | • A review and check |
| Workshop 5: Retirement Planning | • Retirement budget  
|                      | • How you can achieve that  
|                      | • Review the Now for Then |
| Workshop 6: Investments and KiwiSaver | • Investments  
|                      | • KiwiSaver  
|                      | • What’s right for you |
| Workshop 7: Buying a House | • Rent or buy  
|                      | • Types of mortgages  
|                      | • Hidden costs  
|                      | • Paying off the mortgage |
| Workshop 8: Insurance and Wills | • Different types of insurances  
|                      | • Risk profile  
|                      | • The need for a will  
|                      | • Writing a will |
A family day was held between workshops 2 and 3 with 12 participants and 12 guests (i.e. spouses/partners and children). The family day aimed to engage with family members to support the behavioural change of the participants.
3. The Participants

Key findings: Pre-programme

- **Motivation for taking part:** Participants wanted to learn about how to improve their money management and budgeting with the hope of either saving or becoming debt free.

- **Confidence:** Before the course, participants lacked confidence about the money matters they dealt with day-to-day.

- **Financial position:** All of the participants reported that their financial positions could be improved. Only one participant had a budget or plan for what they spent and one-half spent more money than came into their household. Few of the participants were able to use savings or investments to access three months income in an emergency and some were unsure how they could access three months income in an emergency.

- **Financial future:** All of the participants believed they were responsible for their financial future. However, only some of the participants had retirement goals or a plan to reach their retirement goals. Few participants had worked out how much they needed for retirement, created a savings plan to purchase their own home or had a will.

Workshop attendance by participants was consistent over the eight workshops with between 12 and 14 attending each workshop (Table 3). The consistently high attendance is likely to have been enhanced by the scheduling of workshops during working hours.

<table>
<thead>
<tr>
<th>Workshop</th>
<th># of participants who attended each workshop</th>
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<tbody>
<tr>
<td>Workshop 1</td>
<td>14</td>
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<td>Workshop 2</td>
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<td>Workshop 7</td>
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<tr>
<td>Workshop 8</td>
<td>13</td>
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</tbody>
</table>

Participants varied in age (Figure 1). The largest group (43%) were Māori, with the remainder being New Zealand European (21%), Tongan (14%), Samoan (7%), Niuean (7%) or Cook Island Māori (7%). Most (79%) of the participants were born in New Zealand and those who were not had lived in New Zealand for 10 or more years.
3.1. At the start of the programme

Before the course, participants did not feel confident with some (71%) or all (29%) of the money matters they dealt with day-to-day. Most of the participants wanted to learn how to improve their money management and budgeting with the hope of either saving or becoming debt free. One participant said:

*Hopefully budget my money easier and better. Being able to have spare money and save money without struggling.*

Some participants highlighted the need to discern the difference between need and want. One said:

*I want to know how to understand need and want, and to … make a better life.*

Almost all (93%) of the participants did not have a budget or plan before the course began (Figure 2).

![Figure 1. Pre-programme survey results showing the participant age breakdown (n = 14).](image)

![Figure 2. Pre-programme survey results showing if the participants have a budget or plan (n = 14).](image)

In the three months preceding the orientation workshop, one-half (50%) of the participants spent more money than came into their household; others spent less (14%), as much (21%) or were unaware (14%) of how much money went into their household (Figure 3).

![Figure 3. Pre-programme survey results showing if the participants have spent more, less or as much money than came into their household (n = 14).](image)

However, most of the participants (71%) had managed to put some money into savings in the three months preceding the course (Figure 4).
The methods that participants would use to access three months of their income in an emergency were through selling something (36%), some form of income replacement (21%), savings or investments (14%), a credit card/bank/lender (14%) or a loan from friends or family (14%). Just under one-third (29%) of participants were unable to access three months income in an emergency or were unsure how they would do so (Figure 5).

All of the participants believed that they were responsible for their financial future and most recognised the need to save for retirement and not rely on New Zealand Superannuation (Figure 6). However, only one-third (35%) had retirement goals or a plan to reach their retirement goals (29%).
Almost all (86%) of the participants were members of KiwiSaver. In the three months preceding the orientation workshop, one-third had reviewed how much they had in their KiwiSaver account.

Almost all of the participants were either renting the property they lived in (50%) or lived with their family, extended family or partner (36%). While all of the participants who did not own their own home wanted to purchase one, few (25%) had a savings plan (Figure 7).

All participants had some form of insurance: 64% had vehicle insurance; 43% had house, content insurance or another type of insurance; and 21% had private health insurance and/or income protection insurance. In the 12 months before the orientation workshop just under one-third (29%) had reviewed their insurances to check that they had the right cover for their situation.

None of the participants had a will at the time of the orientation workshop. Although almost all (86%) wanted to have a will, few (8%) of the participants were in the process of writing a will or knew how to write a will (Figure 8).

Figure 7. Pre-programme survey results showing the participants agreement with each of the above statements if they did not own their own home (n = 12).

Figure 8. Pre-programme survey results showing the participants agreement with each of the above statements (n = varies 13 to 14).
4. Programme achievements

Key findings: Post-programme

- **Increase in knowledge:** Participants consistently said that they knew more as a result of each of the workshops. The comments made about each of the workshops were positive and highlighted that the workshops helped the participants with their debt, insurances, savings and budget.

- **Improvements in knowledge:** Participants’ financial literacy improved in the following areas: planning and budgeting, debt, savings, retirement planning, investments and KiwiSaver, buying a house, and insurance and wills.

- **Changes as a result of the workshops:** Two months after the programme, participants had made numerous behaviour changes such as improving their spending habits, reassessing needs and wants, identifying and implementing actions to manage their debt better and to avoid accumulating more debt. Many had started new savings accounts and engaged with banks to set up new accounts and emergency savings funds. Two participants who were not previously members of KiwiSaver had joined. Others had increased their KiwiSaver contributions or encouraged other family members to join. Long-term goals had been developed with family members and savings plans to achieve these had been actioned. Almost all participants had shared their learnings and programme resources with family, peers and team members within the workplace.

Most participants reported that they would make changes to their finances after participating in the workshops (Appendix Three). Comparison between pre- and post-course surveys and findings from the two-month follow up interviews provide information about increases in participants’ knowledge and behaviours relating to topics covered in the workshops and changes made following the workshops.

4.1. Increases in knowledge

The number of participants who reported learning a lot from the workshops was generally high (over 75%). However, fewer participants reported learning a lot from workshop 1 (Figure 9). This may be addressed by having participants draft a budget during the orientation session rather than in workshop 1. This draft budget will then be reviewed with the facilitator during workshop 1 and subsequent workshops (see section 6: Improving programme content and delivery).

![Figure 9. Workshop 1 to 8 post-workshop surveys showing participants’ increases in knowledge as a result of the workshop.](chart)
Two months after the course, participants described how the course had increased their knowledge about:

- Where they spend their money:
  
  “...its [the workshops] made me more money smart and I’m more aware of where that money’s going now instead of just buying this and that...now we really think about where it goes.” (P1)

  “When I start course everything changed...my family look back at me and today they thought, “oh this fella over here is changed” ... before I have to drink Saturday all the way to Sunday and Sunday night, go home and sleep for work on Monday... I thought, “oh money and that’s it” cause when I get more money I went out with my friend...After that, I forgot I have another week before the next pay... I have to go back home to my Mum and ask them for my money and at the moment I didn’t ask money from her anymore.” (P5)

- Differentiating between needs and wants:
  
  “...since the course start[ed]...[I’m] very glad that I joined the course [because] it’s hard to understand the need and want...that’s my problem because everything just come in front of me is I want it, I need it, need it...I didn’t realise it’s not really needed. I slowly tried to stop the ones that [are] not really need and saving the money because before my pay come here, I use it but I didn’t pay my bill.” (P3)

- Managing their money:
  
  “...since the course it’s sort of made me a bit more aware of where the money’s flowing to, so you sort of prioritise what your goals are and then you allocate your savings or your income towards that. Because before the course you were sort of spending and you weren’t really analysing what you were spending your money on...” (P2)

  “…for me without the course they help a lot not only for money...they change my life you know...in our [Tongan] culture...the money I got I have to give it to my Mum and my Dad and that’s it. My mum and dad do everything for us and [before the workshops] when I got my pay I gave my Mum $800, and the rest of my pay I just splash it on the bar...in our culture you know Tongan, Samoan, Fijian...we don’t care about money, we care about Mum and Dad, they are the ones who do everything. When I start over here, I have a life, you know, not relying on my Mum and my Dad...they know I give them money but I hold money on my hand. The thing is have to be balance...” (P5)

All managers interviewed at two-months also observed positive changes in how participants understand and manage their money, for example:

“I think it’s a very good programme, especially for younger ones, teaching them about money and how to manage it. Normally you get money and you go and spend it, even as old as we get we still do the same...I have spoken to them [my staff] I said “how did you find it?”’, “oh I found out things that I didn’t know” or “it’s made me look at things differently”...it’s opened their eyes a lot.” (M2)

### 4.2. Planning and budgeting

All of the participants reported that the course helped them improve their planning and budgeting. While only one participant had a budget before the course, all said they had a budget after the course (Figure 10).

![Figure 10](https://www.malatest-intl.com)
Two months after the course, participants described how the course had assisted them in preparing and planning a budget:

“I mean me and my family with knowing how to do a budget and putting priorities in place and being honest, that was the other thing, being honest with yourself.” (P1)

The spending diary was noted as valuable resource for planning and budgeting:

“Spending diary, that was very valuable to her and I know two others because it was like, “I didn’t realise I had spent so much on nothing” and that was a big eye opener for everybody and personally, when they did the spending diary I started to do a spending diary myself.” (M3)

One manager identified how a member of staff now had plans and a budget in place to cover future schooling costs for his children:

“…he has a big family to support and he just thought working day in day out would provide for his family…he didn’t realise in the future his kids will need to go to College. After doing this programme it made him think to put money away so when they get older you know for uniform and fees, he’s got the money for them to get into school.” (M4)

4.3. Debt

The number of participants who said they felt confident with any money matters they dealt with day-to-day increased from 29% before the course to 64% at the end of the course. Of the remaining participants some (29%) were confident about some of the money matters they dealt with day-to-day and few (7%) were not at all confident about the money matters they dealt with day-to-day.

Participants also said their spending habits had improved (Figure 11). Before the course one-half (50%) said they spent more money than came into their household. At the end of the course 79% said they spent less money than came into their household.

![Pre-course and Post-course spending habits](image)

**Figure 11.** Pre- and post-programme survey results showing if the participants have spent more, less or as much money than came into their household (n = 14).

Participants interviewed at two-months identified that they are better able to manage their debt:

“…that was good how [facilitator] made us aware of our percentages that we’re paying, interest rates and all the pitfalls to look out for…should you pay this one off quicker than that one? Depending on who’s got the higher interest rate…I gained a lot and slowly but surely my debt is starting to shrink, not as quick as I’d like but the main thing is it’s shrinking and I’m still able to survive.” (P1)

Many noted that they are more aware of the hidden costs associated with accumulating debt, and the importance of reading through loan and hire purchase agreements:
“...For me it was like when you do hire purchases they’re all the hidden... costs that you’re not wary about you just sign on the dotted line because that’s what you want whatever that is...not reading the fine print...” (P4)

One participant described how he reviewed his hire purchase contracts after the course and found that he was paying more than was required. He is now paying the correct amount and his extra payments are to be refunded:

“...[before the course] not even really look at my bills because I just took for granted that as soon as you started these HP forms and whatever that’s it, don’t really need to see [the paperwork], put it somewhere or throw it in the rubbish you don’t need to know about it as long as the money’s coming out. Now I’ve looked at all my contracts and stuff, I looked back at all of them now and yeah I’ve seen a whole lot of things in there that I didn’t see when I first signed it ...I didn’t realise but I was getting charged twice. When I found that out I rung them “hey look mate I’ve just been looking at my bank statements and I’m getting charged twice, how is that?” He goes, “oh mate I need to get back to my computer mate...I’ll get back to you” A day and half later he rings back and he goes, “oh you’re right” and I went, “yeah you know how much I’m right? I’m $3,100 right mate, that’s how much money you owe me...” (P6)

4.4. Savings

The proportion of participants who put money into savings increased after the course (from 71% to 86%). Two months after the course, many participants identified changes they had made to increase their savings. These changes include:

- Starting a new individual or family savings account:
  “I actually went in and opened up an account with a new bank.” (P7)
  “I say to my brother, we have our own saving. I have four brothers at home. We have our own saving, start our own saving...every Friday me and my brothers we always have a collection...I collect the money, put it in a saving...” (P5)

- Reducing spending:
  “...now she brings in her own lunch to work, she doesn’t buy from the canteen. She’ll treat herself if she wants to but she brings in her lunch and saves her money and puts it away in her savings account.” (M3)

- Committing to savings:
  “I also had a savings account which I really shouldn’t call it that because I’d always run out of money and i’d always have to borrow from that...[the course] opened my eyes to what we can do with our money...Since then I’ve really tightened down the hatches... I haven’t touched [my savings] in two months.” (P6)

  “I used to have saving before the course but saving this week and then today, tomorrow I go withdraw...I join a group like Christmas saving and I say, “next week, next week” ...Now I manage to direct some money straight to our saving group thing for Christmas...and now my leader of the group stop hassling me [laughter].” (P3)

- Saving for emergencies:
  “...the emergency like the funeral...we just build [savings]...if we do that we don’t have to suffer getting loan...because if the funeral comes yeah you can understand the Island funeral... we prepare for the emergency, everything goes straight to saving...we don’t need to go and loan it...” (P3)
The methods participants would use to access three months of their income in an emergency changed following the course (Figure 12). Beforehand many were unsure (29%) how they would access three months income. After the course (71%) said in an emergency they had access to savings or investments.

**Figure 12.** Pre- and post-programme survey results showing how participants would access three months income in an emergency (n = 14). Note: Participants could select multiple responses to this question.

### 4.5. Retirement planning

At the end of the course the proportion of participants with a plan to reach their retirement goals had more than doubled (from 29% to 79%). Just over one-half (57%) of the participants had worked out how much they needed to save for their retirement (Figure 13). One participant, interviewed two months after the course, described how she has developed and implemented a plan to reach her retirement goals:

“...it was awesome for me, it was mainly about retirement...looking at my family, like my grandparents aren’t well off, my parents weren’t well off and just doing this course made me realise how they were living week to week on their pension. I thought about it before but it never really sunk in...I doubled my KiwiSaver...I want a decent life when I retire; I need to put away at least a hundred bucks a week so I started doing that.” (P4)
4.6. Investments and KiwiSaver

The number of participants who were members of KiwiSaver did not change from before the course (86%). However, the number who had a financial plan written down increased from 7% to 79% (Figure 14).

By the two-month interviews, participants who were not previously enrolled in the KiwiSaver scheme had joined or were seriously considering their options:

“...him and his partner, they’ve joined Kiwi Saver and they’ve done that with a focus in mind to get into a house one day, use it to help leverage buying a house. They would never ever have done that had they not gone through it.” (M5)

Others had increased their KiwiSaver contributions and/or encouraged family members to join KiwiSaver:

“...I went home, told my partner this is what I’m doing. I said, “what are you gonna live on when you get old cause you’re not getting any of my money” and he goes, “oh well you better sort it out” I said, “no you sort your own Kiwi Saver” I gave him the tools to do it...” (P4)

4.7. Buying a house

One-quarter of the participants (25%) had a savings plan to buy their own home before the course, this increased to two-thirds (67%) after the course (Figure 15).
4.8. Insurance and wills

More participants said they knew how to write a will after the course (an increase from 8% to 50%) and more were in the process of writing a will (an increase from 8% to 36%) (Figure 16).

One participant interviewed two-months after the course described how the workshop on insurance and wills had enhanced her thinking and motivation to set up a will:

“...I never thought much about doing a Will, mind you I haven’t done it yet... I’m a lot more closer to it than what I was before the course...” (P1)

4.9. Goals

Before the course, most of the participants had short-term goals (79%), fewer had medium (64%) and long-term financial goals (57%). After the course all the participants had short, medium and long-term goals (Figure 17).
The course helped participants to make goals and to plan to achieve their goals. Before the course, just over one-half of the participants (54%) had taken actions to build up money to achieve their short-term goals. However, just over one-third (36%) had worked out how much money they would need to achieve their short-term goals. After the course all of the participants had worked out how much money they would need to achieve their short-term goals and all but one of the participants had taken actions to build up money to achieve their short-term goals. The goals most commonly described by participants included: saving for a wedding, paying off debt, saving up for a trip/vacation and buying a house.

Two months after the course, many participants indicated that they are continuing their actions to build up money to achieve their short-term goals:

“…I get a little bit excited when I see my savings build up towards a goal that I want…we’re saving for a wedding… it’s good to have it broken down to a weekly amount so it’s a lot more manageable.” (P2)

One manager identified that a member of staff had set long-term goals with their family and they are working towards these:

“…long term goals, [name deleted] has set his own goals and I said, “well that’s good to know” and he goes, “he set them with his partner and his family”. They all wrote down their goals, their five year goals…he wants to go overseas with his family…I just asked him, “how’s it going?” and “what did you get out of the programme?” and he just sat there and started talking away I was like, oh wow.” (M4)

4.10. Wider impacts of the programme

Participants interviewed two-months after the course identified several unexpected programme achievements and outcomes for staff members and their teams, participants and their families and The Warehouse organisation. These include:

- Participants sharing their course learnings, resources and financial literacy knowledge with other members of staff:
  “…the amount of sharing that actually happened, I didn’t foresee that happening…there was so much sharing of information you know from [name deleted] and other team members who actually came from the course...they were willing to actually go through [the Sorted] books and [for us to] see their retirement and plans that came out of that whole budgeting piece...there was so much sharing of information.” (M1)

- Enhanced family wellbeing, communication, financial literacy knowledge and inclusion in the programme:
“...the course is changing my life and I know it’s gonna change my family...everything change at home with me cause I talk about the course and I talk about managing the money and my Uncle and them joining... it’s not only myself...help my family and maybe I have a family in the future...” (P5)

“...getting the family involved because sometimes there is that imbalance between couples and there’s no point one person trying to go through the budgeting and be thrifty when the other one is spending away...the family and even the kids were involved...they were able to make goals as a family and know what’s happening with money.” (M3)

- Participants changing attitudes, increased confidence and improved health status:
  “...his attitude...he’s got a goal in mind now he can see what he has to do and he’s focussed...” (M5)
  “...some of them are quite shy when you get in a group of people and they won’t really speak up when we do have a group meeting... they actually put their comments in, they’re not afraid to say things now...they have come out of themselves a lot more which is a really good thing.” (M2)
  “...the amount of money [spent] on takeaways was frightening...[name deleted] is the biggest surprise ...she’s looking better, her health is better...” (M5)

- High levels of employee engagement that contribute to improved productivity within The Warehouse:
  “... a real turn around in their attitude towards work... that’s a great thing for them and for us too because we benefit from that happiness and achievement...they’re focussed on what they’ve gotta do. As far as they’re concerned they need a job to be able to get there, so they are very focussed on doing the job and they’ve been doing a good job because they don’t wanna jeopardise it...” (M5)
5. Participants feedback about the workshops

Key findings: Workshop feedback

- **Overall satisfaction with the course:** Participants were satisfied with the course and some commented that they found it highly valuable and informative.

- **Workshop satisfaction:** Several positive comments were made by the participants following the end of some of the workshops. Comments highlighted how much the participants valued the information given in each workshop, structure of the course, the Sorted booklet and facilitator.

- **Factors contributing to participants’ positive experiences and learnings:** Participants identified several enabling factors such as an inclusive facilitation approach, bilingual language support, bank representatives, workplace accessibility and organisational support.

5.1. Satisfaction with the workshops

Overall, the course was well received by the participants.

*It was very helpful to me and my family, because at the beginning I wasn't sure what I needed and what I wanted.*

*Awesome, I needed this twenty years ago.*

*Absolutely brilliant. Thoroughly enjoyed the workshops and have passed on info to others as well.*

Many of the participants commented that the course either met or exceeded their expectations:

*I had expectations that we would be doing workshops and that everything would be explained in-depth. So the Get Sorted Workshops definitely met my expectations :)*

*It exceeded expectations. I have a basic knowledge of budgeting and personal finance but the course expanded on this. They were extremely fun and well run. The presentations were great.*

*It helped to clarify a lot of important questions I had relating to various topics. This has set me up to be able to handle my finances etc and understand them more than I ever did prior. Now it's just sticking to it.*

And that the course was enjoyable:

*Very much enjoyed every class. This will be a new beginning for me and my family.*

*I also had lots of fun... Thank you :)*

Each workshop had an overarching theme and was broken down into three to four sessions covering different aspects of this theme. When asked in the post-course survey what they liked most about the sessions in each workshop some of the participants commented that they liked everything. Some participants added comments to the end of the post-workshop surveys, such as:

*Thanks, very interesting and informative session - Workshop 6.*

*I really enjoyed this session, the most useful for me so far - Workshop 7.*

*Really enjoyed this module, thanks very much - Workshop 7.*
I've really enjoyed these sessions and now have a better and smarter way of thinking towards money, debt, life and insurances. These sessions have changed my life. Thank you for sharing, caring and being a part of not only my life but my whānau’s too - Workshop 8.

Some reported how in-depth, useful, helpful and interactive the sessions were, for example\textsuperscript{10}:

\textit{Good interactive intro. Was great to get everyone involved at the start.}

\textit{Very clear and simple to understand the contents delivered by tutor.}

Some participants commented that they particularly enjoyed the group work in some of the sessions because they could discuss different aspects of their financial problems and possible solutions.

Most participants were satisfied with the amount of information presented in the workshops. Fewer participants wanted more information about the content of the later workshops (Figure 18).

![Figure 18. Workshop 1 to 8 post-workshop surveys showing if the participants felt they needed more information, advice or support.](image)

Participants interviewed two months after the course identified several factors that contributed to their positive experiences and learnings. These include:

- A non-judgemental, genuine and humorous approach to facilitation that caters to all levels of learning:
  
  “…excellent teacher…the way she talk, I can understand cause sometimes people talk sometimes I can’t understand…but her… make us feel welcome…and she’s funny too, and the lolly…” (P3)

  “… the way she taught us from walking it through with us to just making it interesting really…” (P6)

  “it was made clear you know, if that’s what you want to do you know that is your choice, we’re not telling you it’s wrong… people relaxed a little bit more.” (M3)

- Bilingual communications and support where required:

\textsuperscript{10}In the first two workshops a few of the participants misinterpreted this question. They thought this question was asking them to describe each session and what they had learnt from it. The post-workshop survey forms were altered to avoid this misinterpretation.
“...sometimes she wouldn’t understand her but he’d come over and talk to her and she was like, oh okay oh now I know” (P8)

- **Communications with bank representatives during the workshops:**
  “I thought they were awesome to be on site, especially with a lot of finance questions that you would not usually ask anybody...” (P4)

Some participants noted that communicating with bank representatives during the workshops increased their confidence to engage with banking institutions after the course. As noted previously, some opened new savings accounts either in-person or online. One participant changed banks and asked for support to manage her finances better.

“I went to the [bank], swap my bank ...and ask them for help...helping me set up an account...all my bills go there, I just take a certain amount... some of my heavy burden is gone because I don’t worry of paying my bills...the bank do it for me...I’m happy it’s for free and I got saving.” (P3)

- **Workshops held on-site in the workplace:**
  “What made it easy was that it was held here of course during work hours and the fact that they had to pay back half of the time of whatever they spent...the ease of just being able to walk upstairs, go to a course, perfect.” (M3)

- **Workplace and managerial support:**
  “I think the fact that The Warehouse supports its people so much made it easier for [name deleted]... we [managers] were all aligned at making it easy for our team members...to support individuals in personal growth...that actually brings us together as a Company.”

- **Workplace and participant commitment:**
  “...it’s a great investment... I mean for these people it’s commitment from them too cause they put some of their own time into it, it wasn’t purely the Company...It was, we’ll pay for some of it but you’ve gotta put in your own time too, and that helps cement it with them too.” (M5)
6. Improving programme content and delivery

Participants had few suggestions for changes to the workshops (Figure 19). Suggestions that were made included: more advice in workshops one to four which covered budgeting, managing debt, goals and savings and putting it all together; adding to the content, such as more information on the homework booklet, home loans, the Sorted website and property investment.

More info about the homework booklet - Workshop 1.

Have interactive Sorted website open whilst we do the session on projector to see calculations/tools on website whilst we go through the session - Workshop 3.

Interactive bank account comparison - Workshop 4.

Get a representative into the workshop that is currently retired or a budget plan of a retired person. - Workshop 5.

More about property investment - Workshop 6.

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Budgeting (n = 14)</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>2: Managing Debt (n = 13)</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>3: Goals and Saving (n = 14)</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>4: Putting It All Together (n = 13)</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>5: Retirement Planning (n = 14)</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>6: Investments and KiwiSaver (n = 12)</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>7: Buying a House (n = 14)</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>8: Insurance and Wills (n = 13)</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

Figure 19. Workshop 1 to 8 post-workshop surveys showing if there was anything the participants would like to change about each workshop.

All participants in the two-month follow up interviews strongly recommended wider roll-out of the programme across The Warehouse and within other workplaces.

“I think it should get rolled out wider even to our stores and support, support office and have another session here cause there’s still more team members that wanna do it but unfortunately they missed out...” (M4)

“...any organisation that values their employees, their team members... what it actually gives to the team members or the employees is so much more beneficial than what many organisations would think...” (M1)

Changes to strengthen the content and delivery of the programme include:

- Inviting guest speakers to present such as investment advisors, insurance brokers and others (within the workplace or from the course) who are willing to share their experiences and successes relating to topics covered in the workshops:

“I think an investment advisor and insurance broker in would have been a good idea... a professional in the industry that could give you a sort of broader overview of it.” (P2)
“I think if you could use some people as examples for future ones... money is a really difficult subject for people and there are some people out there really struggling with it. But with a tool like this I guess if they saw someone in a similar situation to what they were in, it might encourage more people to jump onto it.” (M1)

- Including a follow-up session six to twelve months after the course to assess and support long-term behavioural change:
  “...it’s still fresh it’s still hot but give them I don’t know however many months, see what impact it did have on their life in reality...a refresher or more of a follow up, a catch up...we’ve got that awareness and it’s like anything, you learn it now but sometimes you don’t apply it for a few years later.” (M3)
  “...there needs to be a follow up...just to see, touch base on how its been going. Anything that’s tripped you up...stuff happens and it can change things again...absolutely a follow-up needs to be done.” (P6)

- Drafting a budget at the orientation meeting rather than during workshop one, and reviewing this in subsequent workshops:
  “...do a budget in the orientation meeting... then I [facilitator] have a draft ...we actually work through in several different workshops to keep the flow...write their own budget...review it in workshop two which is on budgeting and also look at a dummy budget and review that...then we’ll review it again later on in the retirement workshop as well...” (F1)

Participants also commonly noted the need for financial literacy education for senior students within secondary schools and those who enter the workforce directly from school.

“...a lot of young ones say “ah I’m working now I get money”, especially the ones coming straight from school and they think, “this is great” but then you hear they’ve blown it the next day...it’s good having [money] but if you don’t manage it properly you’re gonna miss out on things. It’s a shame that there isn’t a lot more there for younger ones coming straight out from school into workplaces...” (M2)
7. Conclusion

The Sorted Workplace course was well-attended and well received by participants.

Improvements in aspects of financial literacy were demonstrated based on participants’ self-assessments of what they had learned and what they were doing. There were increases in the number of participants who had a budget for what they spent, spent less money than came into their household and saved money. Participants’ financial planning also improved over the programme. Many of the participants had a financial plan following the end of the course and many had begun creating retirement goals and planning for their retirement.

Participants planned to make changes to their finances after participating in the workshops. The two-month interviews identified that a number of these changes had been explored further and actioned. Participants had made numerous changes to improve their spending habits, manage their debt better and avoid further debt accumulation, identify and achieve their personal and family goals, plan for retirement and a more secure financial future for themselves and their families.

Managers had noticed higher levels of employee engagement, positive and focused attitudes to work and productivity, increased confidence to participate in team meetings and sharing of financial knowledge and resources within teams. One manager also noted improved health resulting in a reduction in the number of sick days taken.

Participants were generally satisfied with the programme but a few suggested improvements that included:

- **Group work**: The participants would like more group work, as it was enjoyable and allowed them to discuss their financial position and potential solutions to their problems.
- **Guest speakers**: Having guest speakers who are specialists in insurance and investments or who have experience in certain aspects of financial literacy such as a retired person with a retirement plan.
- **Making more information on programme content and activities available**: A few participants commented they would like more information on the homework booklet, interactive Sorted website and other out of workshop activities. Going through the extra activities that the participants can work on outside the workshop may help the participants facilitate their own learning more effectively.
- **Increasing post-programme support**: Increase support for the participants after the programme so they can ask questions and have help keeping to their financial plan.

Aspects of the course that contributed to its effectiveness included:

- **Location in the workplace and management support**: The managers and workshop participants noted that holding the programme within the workplace increased accessibility and supported consistently high attendance, reflected a committed organisation and made it easier for managers to support staff requests to participate in the programme.
- **An effective facilitator**: Participants described the facilitator as inclusive and able to communicate in a manner with which they could connect.
- **Involving family**: Participants noted that the family day and strong encouragement within the workshops to share their learnings with family members supports the changes they have made following the course.
Appendix One: Evaluation framework
## Evaluation Framework

<table>
<thead>
<tr>
<th>Evaluation questions</th>
<th>Indicators and/or measures</th>
<th>Sources of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Development</strong></td>
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</table>
| What are the components of the programme? | • Description and documentation of the training package | • Document review  
• Programme workshops |
| Are the objectives and design of the programme understood? | • Documentation of the project plan clearly sets out the project’s objectives and design  
• Organisers, participants and managers have the same expectations about what the programme aims to achieve | • Project documentation  
• Interviews with CFLRI, workshop facilitator(s), managers, workshop participants  
• Pre-programme participant survey |
| **The programme**    |                             |                     |
| Do Warehouse staff take part in the pilot programme? | • Warehouse staff participate in the programme  
• Warehouse staff complete the programme  
• Managers support attendance | • Training attendance information |
| What do participants hope to gain from attending the programme? | • Participants’ reported goals and expectations | • Pre-programme participant survey |
| What hopes and expectations do participants’ families have of the programme? | • Participants’ families expectations | • Observation and brief interviews with family members at the family workshop |
| Is the programme effectively delivered? | • The programme has clear learning goals  
• The workshops are effectively facilitated  
• Participants are positive about their experience of the programme | • Observation  
• Post-programme participant survey  
• Post-programme focus groups with participants  
• Post-programme interview with the facilitator(s) |
| Do participants feel the programme has increased their overall financial literacy and knowledge? | • Participants’ self-assessed knowledge increases | • Pre- and post-programme participant survey  
• Post-programme focus groups with participants |
| Has participants’ financial literacy increased? | • Self-reported behaviours relating to budgeting, managing debt, goals and saving, retirement planning, kiwisaver and investments, buying a house, and insurance and wills. | • Pre- and post-programme participant survey  
• Post-programme focus groups and interviews with participants and their managers |
| What aspects of the programme could be changed to improve it? | • Participants’ views on changes at programme completion and two months after completion  
• The facilitators’ views  
• Employers’ views on changes two months after the programme | • Post-programme participant survey  
• Post-programme focus groups and interviews with participants and their managers |
| --- | --- | --- |
| How do participants plan to implement learnings from the programme into practice? | • Participants have ideas about how to implement their learnings into their practice | • Post-programme participant survey  
• Post-programme focus groups and interviews with participants and managers |

**Putting learnings from the programme into practice**

| What changes have participants made as a result of the programme? | • Participants’ description of attitudinal changes toward money, spending and budgeting for example  
• Participants’ description of behavioural changes such as setting goals and developing a savings plan  
• Manager’s description of changes  
• Whether participants report they have shared their knowledge with others in their families, communities and workplace | • Post-programme participant survey  
• Post-programme focus groups and interviews with participants and managers |
<table>
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<tbody>
<tr>
<td>What has made it easy to make changes?</td>
<td>• Participants describe what has helped them put learnings from the programme in the workplace and in their personal lives</td>
<td>• Post-programme focus groups and interviews with participants and managers</td>
</tr>
<tr>
<td>What has limited or prevented participants making changes?</td>
<td>• Participants describe barriers to changing their behaviour in the workplace and in personal lives</td>
<td>• Post-programme focus groups and interviews with participants and managers</td>
</tr>
</tbody>
</table>
| How could barriers to making changes be mitigated in future? | • Participants, managers and facilitators describe how they have or could potentially overcome barriers to changing their behaviour in the workplace and in personal lives | • Post-programme focus groups and interviews with participants and managers  
• Post-programme interview with the workshop facilitator(s) |
| Overall, do participants and their employers/managers consider the programme investment to have been worthwhile? | • The extent to which participants’ pre-programme expectations have been met  
• The extent to which managers’ expectations have been met | • Post-programme participant surveys  
• Post-programme focus groups/ interviews with participants and managers |
| What were any unexpected outcomes of completing the programme – both positive and negative? | • Outcomes reported by participants  
• Outcomes reported by employers | • Post-programme focus groups/ interviews with participants and managers |
| --- | --- | --- |
| Project Roll-out | Is a national CFLRI workplace approach recommended? | • Value of the training  
• All sources |
| What changes need to be made prior to a national workplace approach? | • Feedback on programme content  
• All sources |
Appendix Two: Two-month individual interview and focus group guides
Post-Programme Interview Guide for Managers

**Introduction**

What does financial literacy and knowledge mean in your workplace?

Why did you decide to have your team take part in the programme?

**About the Programme**

Looking back, has your team gained what you hoped you and they would from attending the programme?

What have you heard from the team about the most valuable aspects of the programme with respect to strengthening their financial literacy knowledge and skills?

And the least valuable aspects?

**Making Changes**

What changes has your team made as a result of attending the programme?

What, if any, factors do you think have made it easy or difficult for your team to make changes? Probe: Lack of managerial/workplace understanding, time, personal or family attitudes, cultural obligations

- How did these barriers overcome?

- What could be done to make it easier for others in the future to address the barriers you describe?

Have any changes been made to the workplace as a whole e.g. policy changes, employee support/benefits?

Were there any unexpected outcomes for you, either positive or negative, from members of your team completing the programme?

Would you recommend a financial literacy programme in other workplaces? *Probe: Was the investment worthwhile? Have employers expectations been met? What benefits were there to the firm?*

What changes to the programme or resources would you recommend if the programme was to rolled out more widely?

**Other comments**

Is there anything else you would like to say about the programme?
About the Programme
What expectations did you have of the programme? Were these expectations met? If so, how? If not, why not?

How did you find the different parts of the programme went with the participants?

<table>
<thead>
<tr>
<th>Workshop One: Budgeting</th>
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</thead>
<tbody>
<tr>
<td>Workshop Two: Managing Debt</td>
</tr>
<tr>
<td>Workshop Three: Goals and Saving</td>
</tr>
<tr>
<td>Workshop Four: Putting It all Together</td>
</tr>
<tr>
<td>Workshop Five: Retirement Planning</td>
</tr>
<tr>
<td>Workshop Six: Investments and Kiwisaver</td>
</tr>
<tr>
<td>Workshop Seven: Buying a House</td>
</tr>
<tr>
<td>Workshop Eight: Insurances and Wills</td>
</tr>
</tbody>
</table>

What changes to the programme would you recommend if the programme was to be rolled out more widely?

What changes do you think that group of participants will make?

What, if any, factors might make it difficult for participants to put their learnings from the programme into action? Probe: Lack of understanding, time, personal or family attitudes, cultural obligations

- How could these barriers be addressed?

- What could be done to make it easier for others in the future to address the barriers you describe?

Other comments
Is there anything else you would like to say about the course?
About the Programme
Looking back two-months how valuable would you say the programme was to helping you understand about money, savings and debt?

Probes: Why do you say this?

How useful were each of the workshops in the programme?

| Workshop One: Budgeting       |
| Workshop Two: Managing Debt   |
| Workshop Three: Goals and Saving |
| Workshop Four: Putting It all Together |
| Workshop Five: Retirement Planning |
| Workshop Six: Investments and Kiwisaver |
| Workshop Seven: Buying a House |
| Workshop Eight: Insurances and Wills |

- How useful was having a bank representative at the workshops to help answer any banking questions?
- Is there other support that would have been useful to you or for others who might do the programme?
- From a cultural perspective, how relevant were the workshop exercises, scenarios, examples and facilitation?

Making changes
Now that you have completed the course, have you made any changes to how you manage your money?
Probes: engagement with the bank, clear debt? Joined kiwisaver? Did they complete spending diaries?

Is there anything you plan to do for the future?

Have there been any changes you would have liked to make but have not been able to make?

- Why? Probe: Lack of understanding, time, personal or family attitudes, cultural obligations
- What could be done to make it easier for others in the future to address the barriers you have faced?
• How do you balance your own personal or cultural beliefs and how they might affect your financial decisions?

If we asked your family how useful the course was for you what do you think they would say?
• Probe: sharing knowledge with others?

If we asked your manager how useful the course was for you what do you think he/she would say?
• Probe: what benefits to the workplace and organisation?

Was there anything you didn’t expect that happened from completing the programme?

**Looking to the future**
Would you recommend workshops like these for other workplaces?

How could the programme be improved for others? What changes to the programme would you recommend if the programme was to be rolled out more widely?

**Other comments**
Is there anything else you would like to say about the programme?
Appendix Three: Plans to make changes
Most participants reported that they would make changes to their finances after participating in the workshops (Table 4).

**Table 4. Changes participants report they will make as a result of each workshop**

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Potential changes participants will make as a result of the workshop</th>
<th>% of participants who said they change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workshop One: Budgeting</strong></td>
<td>Write down my budget including my bills and when they need paying (n = 14)</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>Manage my household’s income and outgoings (n = 14)</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Reassess my needs and wants (n = 14)</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>Plan and prepare an emergency fund (n = 13)</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Workshop Two: Managing Debt</strong></td>
<td>Develop a repayment plan (n = 14)</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>Make sure my debt repayments fit into my budget (n = 13)</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>Identify which debt should be paid first in my budget (n = 14)</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td>Access a service for budget advice (n = 14)</td>
<td>64%</td>
</tr>
<tr>
<td><strong>Workshop Three: Goals and Saving</strong></td>
<td>Discuss and agree financial priorities with my family (n = 14)</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Write down my goals (n = 14)</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Write down a savings plan to achieve my goals (n = 14)</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Workshop Four: Putting It All Together</strong></td>
<td>Develop a money management system that works for my budget (n = 12)</td>
<td>83%</td>
</tr>
<tr>
<td></td>
<td>Put a money management system in place for my household (n = 12)</td>
<td>83%</td>
</tr>
<tr>
<td><strong>Workshop Five: Retirement Planning</strong></td>
<td>Write a retirement budget (n = 14)</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Start making the changes I need to make now to achieve my retirement budget (n = 14)</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Workshop Six: Investments and KiwiSaver</strong></td>
<td>Identify what types of investments are right for me and how they can help me achieve my goals (n = 12)</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td>Join KiwiSaver (n = 8)</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>Review who my KiwiSaver fund is with (n = 10)</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Complete the investment planner online (n = 12)</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Workshop Seven: Buying a House</strong></td>
<td>Consider the advantages and disadvantages of renting or owning my own home (n = 13)</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>Consider what type of mortgage I have and how I can manage it better (n = 14)</td>
<td>79%</td>
</tr>
</tbody>
</table>
### Workshop Eight: Insurance and Wills

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete online resources (n = 13)</td>
<td>77%</td>
</tr>
<tr>
<td>Identify the costs and benefits of having insurances that are right for me (n = 13)</td>
<td>77%</td>
</tr>
<tr>
<td>Set up insurances that are right for my situation (n = 13)</td>
<td>85%</td>
</tr>
<tr>
<td>Review my insurances to check that I have the right cover for my situation (n = 13)</td>
<td>77%</td>
</tr>
<tr>
<td>Write a will (n = 13)</td>
<td>85%</td>
</tr>
<tr>
<td>Set up a will (n = 13)</td>
<td>85%</td>
</tr>
</tbody>
</table>

A few participants commented on other changes they would make as a result of the workshops, such as talking to their family about their finances, creating a spending diary, structuring their bank accounts, spending less, budget more and reducing their debt.

The extent to which participants make changes will be discussed with them in the two-month post-course interviews.