

SAIA Consumer Education Projects Proposal: 2009/10

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SAIA Consumer Education Projects Proposal: 2009/10

Background and context

The SAIA Board approved the new SAIA Consumer Education Strategy on 26 November 2008. The strategy affected all of the SAIA members as participation in SAIA consumer education was now a requirement of SAIA membership, irrespective of whether the industry is governed by the Financial Sector Charter (the Charter) or not. The SAIA Board, at its meeting on Tuesday, 4 August 2009, considered a request that SAIA members that have received exemption for consumer education in terms of the Charter will also be exempted from consumer education in terms of the SAIA Consumer Education Strategy. The request was granted.

In view of this decision, all SAIA members that have received exemption from consumer education in terms of the Charter will also be exempt from consumer education in terms of the SAIA Consumer Education Strategy, unless they decide to contribute voluntarily to this cause. In addition, SAIA members who wish to contribute their required 0.2% after tax profits within their groups are free to do so, on condition that these funds are spent within the SAIA Consumer Education Guidelines.

All other SAIA members are still required to participate in the SAIA Consumer Education Strategy by contributing 0.2% of after tax profits to consumer education. A minimum of 50% of this contribution needs to be contributed to the pooled SAIA Consumer Education Initiative. Should a SAIA member decide to use the other half of its 0.2% requirement on their own projects, these funds should be spent within the SAIA consumer education guidelines.

This new strategy came about because of the SAIA's view that financial education is a moral responsibility and that players in the financial industry needs to continue to empower and effectively educate consumers of their products for as long as those products are available, with or without it being a Charter requirement.

In addition, other issues also led to the compilation of this new strategy. The short-term insurance industry has the need to increase access (for business reasons) by creating a footprint in the economically active, lower income market (mostly LSM 6 and 7). The expansion from the LSM target market from LSM 1-5 to LSM 1-7 (as per the SAIA Consumer Education Strategy) will assist in taking the risk off of Government in return for a minimal monthly premium and be of value to both the short-term insurance industry (to inform and educate consumers about their access products) as well as to the consumers who receive education (in order to assist those who are in the market for these products to make informed decisions on which products would be suitable for them and why, in stead of confusing those who are not in the market to buy the products by providing them with information that they perhaps would not be able to understand or use).

A decision was made through the SAIA Consumer Education Committee that the SAIA would, should the Charter be gazetted, engage with the Charter Council to discuss the needs of the short-term insurance industry with regards to consumer education, which includes the expansion of the LSM bracket.

SAIA also recently applied for a grant (approximately 250 000 BP) from Financial Educational Fund (FEF), which would include broadcasting on 4 local radio stations, including 1 “control” station (to monitor the effectiveness of the campaign).

With the FEF project, members would be requested to monitor if they get take-up on products offered through this awareness initiative aimed at lower income people (not subject to the constraints of the Charter or the Codes).

Research on the effectiveness of the proposed radio campaign may be valuable to the industry in supporting the suggestion to the Financial Sector Charter that the 80:20 rule should be revisited (should the Charter be implemented) in order to allow for more media related (awareness) education.

Introduction

After much deliberation, the SAIA made the decision to submit a proposal for the 2009/2010 mix of consumer education projects, even though there remains to be uncertainty of what will happen with the Charter, for the following reasons:

- Should the Charter be gazetted, the SAIA would need to guarantee points for its member companies. However, as mentioned above, it has become clear that the needs of the short-term insurance industry (and its consumers) could be better addressed with a few small adjustments to the current Charter requirements and therefore discussions with the Charter Council would need to take place. This process might take some time and the suggestions might only be approved in 2010.
- Although SAIA had informed the Charter Council that the 2009/2010 SAIA Consumer Education projects would be delayed because of the situation with the Charter, the SAIA aims to keep to the set deadlines of its new strategy (and the Charter) as far as possible.

The SAIA has therefore decided to propose a mix of projects that would adhere to the Charter requirements while also meeting the needs of the short-term insurance industry.

Process of selection

SAIA met with nine possible consumer education service providers in May 2009. Each of the service providers was updated on the current SAIA consumer education environment and the new SAIA consumer education strategy.

They also received a detailed brief on what SAIA would like to see in their proposals as well as how their proposals should meet the new SAIA Consumer Education Guidelines. The SAIA consumer education guidelines for service providers were also distributed to the service providers. The service providers were also informed that, should the Charter be gazetted, the projects should adhere to Charter requirements.

After the proposals were received in June/July 2009, thorough investigation was done to determine the strengths and weaknesses of each proposal in order to make an informed recommendation.

The Charter requirements (below), as well as the SAIA criteria for the selection of consumer education projects (as found in the SAIA Consumer Education Guidelines below) were used to evaluate each project to ensure transparency and efficacy.

Charter requirements

- **Physical accessibility:** Consumer education initiatives and programmes must be offered and available to all consumers of Charter products and services at points of service or transaction.
- **Appropriateness:** Consumer education initiatives and programmes must meet the identified needs of and be directed at consumers in the Charter target groups with the aim of achieving the Charter's access goals. The outcomes of Charter consumer education programmes must be measurable and able to contribute to the achievement of score points. Consumer education must enable consumers to make more informed decisions about their finances and lifestyles.
- **Affordability:** Consumer education must be offered free of charge to the consumer.
- **Simplicity:** Consumer education initiatives and programmes must meet the identified needs of, and be directed at, consumers in the target groups with the aim of achieving the Charter's access goals. All consumer education materials must meet Charter criteria for simplicity and understandability and disclosure.
- **Non-discrimination:** Consumer education materials must be freely available in all languages. Suppliers must meet the Charter's service provider accreditation and BEE procurement criteria.

SAIA Consumer Education Guidelines: Principles

- Providing financial education to consumers should form part of a financial institution's good governance and business practice in respect of their relationship with their clients. This would include providing information, appropriate disclosure and appropriate advice at point of sale according to any relevant legislation, regulation and/or good practice, but also creating financially aware and literate clients in the long term.
- Financial education should be provided in a fair and unbiased manner, and be non-discriminatory.
- Programmes should be co-ordinated and fit into a sector and/or national programme. Therefore, programmes should take cognizance of the national consumer financial education framework/ strategy as approved by the Financial Services Board (FSB), and should seek to fit into this overall strategy. In addition, programmes should seek to fit into the sector initiative and follow the SAIA guidelines.
- Financial education programmes should provide context. For example, should the target audience be lower income, lower educated people, basic financial principles such as budgeting, saving, etc should provide a starting point. General principles regarding insurance, and specifically short-term insurance should provide the backdrop for product information, etc.
- Financial education should be seen as a long-term commitment, although short-term outcomes may be the starting point of a programme. Financial education should be seen as a continuous, ongoing commitment towards clients and potential clients.

- Financial education programmes should be designed to meet the needs of the target market, and should take into account the literacy and financial literacy levels of the target market.
- Financial education programmes, and the outcomes of these programmes, should be shared at a general level in terms of the SAIA requirements as well as a national framework or strategy to prevent duplication and encourage learning.

SAIA Consumer Education Guidelines: Good Practices

- Financial education programmes should be holistic, comprehensive and complementary.
- Financial education could include generic financial literacy concepts, generic short-term insurance financial literacy concepts, as well as general product information.
- Objective information on risks and products and how these relate to the needs of different target audiences should be encouraged.
- A clear distinction should be made between financial information/education and marketing/commercial information. Commercial financial information should be disclosed as such and must fall outside of the consumer education spend required by the SAIA of its members.
- Financial education should be appropriate. The target audience should be identified clearly. The message, content, and delivery mechanisms used should be aligned to the target audience. Information/education provided should be simple and understandable. In South Africa, such education should preferably be provided in the language/s best understood by the target audience.
- Financial education should have specific objectives.
- Financial education should be monitored and assessed to ensure appropriateness and impact.
- Consumer financial education should, if at all possible, attempt to create a link between the consumer financial education and increased access to financial services products.

The definition of consumer education was also taken into account in the selection process:

Definition of financial education

According to the OECD (Directorate for Financial and Enterprise Affairs in the United States of America) definition of financial education, also used by the Financial Services Board (FSB), financial education is *“the process by which financial consumers/investors improve their understanding of financial products, concepts and risks and, through information, instruction and/or objective advice, develop the skills and confidence to become more aware of financial risks and opportunities, to make informed choices, to know where to go for help, and to take other effective actions to improve their financial well-being”*.

Financial education therefore includes improving the levels of knowledge, skills, and attitudes that will lead to behaviour change.

The proposals that have been considered have been grouped into the following categories as it is more practical to analyse the same types of projects:

Categories of the proposals that have been considered

- Category 1: Teacher development project
 - Bright Media
- Category 2: Awareness projects
 - ComutaNet
 - Stokvel TV
 - Nu-Director Productions
- Category 3: Community workshops
 - Inzala
 - Footprint
 - Summit
 - Cence
- Category 4: Youth programmes
 - HDI Youth

An analysis of each of the 9 proposals received

Below are the notes of a careful evaluation of the strengths and weaknesses of each of the nine proposals received.

Category 1: Teacher development project

Bright Media

Tabled below are the advantages and disadvantages of the Bright Media teacher development project:

Advantages	Disadvantages
<p>Already successful, Department of Education (DOE) and Financial services Board (FSB) supported curriculum-based teacher development project and therefore it is credible. The DOE formally requested a roll-out of this project to all Government schools within two years.</p> <p>Based on the success of the initiative in Grades 10-12, existing networks, and the demand for more content and reach.</p> <p>Education reaches teachers (current consumers of short-term insurance products) and learners (potential consumers of short-term insurance products) as well as communities (as teachers are seen as leaders in communities – credible sources of information).</p> <p>Current and potential consumers of short-term insurance products will be reached in all 9 provinces.</p> <p>Workshops are in high demand.</p>	<p>Only children who have not selected Mathematics as a subject choice will receive this education as part of the Math Literacy subject material. Therefore, none of the children who have chosen Mathematics will receive this valuable financial and generic, insurance-related education.</p> <p>This proposal can work well on the core elements suggested, but there are a number of additional and new media elements that can enhance the project, like the new media aspects and use of cell phone messaging and website, adding best value. The potential value of the project is best realized through the addition of all elements of the project simultaneously by extending the reach. However, there might not be enough funds available to do this.</p>

Excellent track record: One of the projects chosen for the 2008/9 consumer education initiative (well conducted and accurate research) Reached around 70 520 learners in 2008/9.

Cost per head/workshop (reach) In order to reach all schools where Mathematical Literacy is taught,

- In the first phase, 22 national workshops, reaching 1 320 teachers (2.5 hours) – $R976\,712/1\,320 = \text{around } R793$ per teacher ($R793/40$ learners = effectively around R18.49 per learner in a trained and resourced classroom). The print reach will be into 5 000 classrooms x 40 learners = 200 000 learners x 3 grades = 600 000 learners.
- In the second phase, 22 + 27 additional workshops (49) national workshops, reaching 2 840 teachers (2.5 hours) - $R1\,880\,000.00/4\,320 = \text{around } R435$ per teacher trained ($R435/40$ learners = effectively around R11 per learner in trained and resourced classroom. The print reach will be to 5 000 classrooms x 40 learners X 3 grades = 200 000 x 3 = 600 000 learners.

The Provincial and National Departments of Education are fully supportive of this initiative. National DOE has responded extremely favourably, and has specifically requested full roll-out of the training for Grades 10 -12 for all schools. This will ensure massive impact.

The DOE has mentioned that they might be in a position to provide financial support.

The DOE logo is used with permission of the DOE.

This project uses a variety of media. Use high-quality, curriculum-based printed material, multimedia (to improve access and reinforce message), face-to-face communication (to explain information and the value thereof)

The content of the project is mediated inside the classroom, through a trained teacher. The content developed is subject specific, and aimed at the Further Education and Training phase of education (FET), Grades 10, 11 and 12 teachers and hence their learners. Active consumerism is best instilled at this age; youth and young adulthood.

Impressive depth of training and good quality training materials.

Satisfies the needs of the short-term insurance industry (through reaching all Government schools, some higher LSM's and more economically active people would also be reached)

Bright Media has an existing network of managing your money champions.

The SAIA Consumer Education Committee voted overwhelmingly, on more than one occasion, that the Bright Media project should continue.

Learners in South African schools are not obliged to enter Grade 10 and could leave school before receiving this education.

Although a need has been identified (for the past 2 years) to supply the training material in different languages, the total amount of funds available might not allow this to happen.

Well conducted and accurate research. In this phase, real impact research will be conducted to compare actual results with the access to the training and materials will be conducted by the specialist independent researcher who specialises in impact research.

When taking into account what the people will be provided with at the workshop/event (a customized laminated file, containing 3 x separate booklets, for Grade 10 - 12, with curriculum-aligned lessons that ensure the content is covered, assessed, inspired to teach, and a light lunch), what they can take home and how it will improve their lives in the long term, this project is exceptional value for money.

The Bright Media Managing Your Money Project has developed a proposal that provides teacher training as well as free learning and teaching resources for each of the three grades which means that teachers can utilize financial contexts as learning opportunities through which their subject can be taught.

Improved access through multi media (sms service and a web information portal – with contact details for further information and of companies which offers Mzansi Insurance products)

Bright Media adapts its strategy to its research outcomes and creates innovative ways to reach the correct target market and meet the needs of the short-term insurance industry

Total campaign cost:

The core project will be the development of content, along with face-to-face teacher training workshops. For this, the following is included:

- Research (monitoring and project impact evaluation) for R104 800.00
- New resource conceptualization for R194 660.00
- Development and production of resource materials – including revision and redevelopment of 3 x booklets 56p (Senior phase) R279 960.00
- Duplication of resources – 5000 x copies of the pack: the triple volume resource packs for teachers; laminated embossed files custom printed, including CD for R1 089 000.
- Packing and Distribution of 5000 packs, drilled holes in each of the 3 resources, spider clips had attached and customised CD inserted into the file, which is then distributed and delivered to all 9 provinces through 22 workshops R99 435.73 including insurance.
- Teacher Training Workshops: 22 workshops 1320 teachers (including travel) for R975712.00 and in the second phase, 49 x workshops in 9 provinces 2 940 teachers (including travel) for R1 026 332.00.
- With all project management, publishing and training, the total for the full package for 2009/2010 comes to: R 3 173 024.50 excluding VAT and R3 617 247.93 including VAT.

<p>Bright Media proposed a cost-effective and interesting solution for the language problem (should additional funds be available): The development of “episodes” of audio content (5 languages x 4 episodes of MYM on edutainment audio episodes duplicated and distributed to all workshops: R975 920.00).</p> <p>The Consumer Education Project Panel has already approved an extension of the SAIA/FSB teacher development project in June 2009. The Department of Education urgently requested 22 more workshops to be arranged countrywide to assist teachers in preparing their matriculants for the Math Literacy final examinations. The workshops started in July 2009.</p>	
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Category 2: Awareness projects

ComutaNet

Tabled below are the advantages and disadvantages of the ComutaNet project:

Advantages	Disadvantages
<p>ComutaNet has access to 19 216 000 economically active commuters from where 83% of all Black Diamonds can be found per day.</p> <p>4 years experience working with SAIA and the FSB and over 20 years of experience in business.</p> <p>Supported by the FSB as the best awareness project.</p> <p>Covers all 9 provinces.</p> <p>Interactive, multi-sensory experience.</p> <p>Variety of different delivery mechanisms, including the media (repetition is the key to effective education).</p> <p>ComutaNet submitted a proposal to suggest how SAIA member companies could effectively market their products in the same areas directly after the SAIA collaborative, generic consumer education has taken place</p> <p>Captive audience</p> <p>Reaches LSM 1-10 (mostly LSM 4-7). The project will focus on reaching LSM 1-5 consumers and potential consumers of short-term insurance products (economically active commuters using taxis, trains and busses).</p> <p>Meets the Charter requirements as well as the needs of the short-term insurance industry with regards to access and marketing.</p>	<p>ComutaNet did not put a lot of time and effort into their first proposal.</p> <p>Unsure whether the service provider will adapt successfully to focusing on content (generic insurance focus) and not branding.</p> <p>Only a limited amount of funds can be allocated to awareness projects according to Charter requirements. This decreases reach and impact of current and future projects.</p>

Impressive frequency and reach:

- Rank TV – reaches 2.1 million commuters daily. This platform consists of 12m² giant screens, elevated 5m off the ground for ease of viewing, installed in 15 of the biggest taxi ranks in the country. Through independent and dipstick research, ComutaNet ensures that content is unparalleled in relevance and substance. Rank TV will flight for 2 weeks monthly over 2 months varying 4 to 5 ads daily. (Currently looking at 105x30 second ads per week – to be finalized once the adverts are created). Will receive 52.5 minutes of TV airtime per week. There will be two additional weeks post the campaign in Jan and Feb to reinforce the message. Recommended dates are 2 Nov to 14 Nov and 30 Nov to 12 December 2009.
- Star Radio – a live, interactive digital satellite radio station which broadcasts to 24 of the largest urban / peri-urban taxi ranks (nationally), from 05:00-19:00 daily. Reach over 2.4 million commuters daily. Star Radio will flight for 2 weeks monthly over 2 months – will continue reinforcing the message with one week in each month January and February 2010 at no charge. This amounts to 22.5 minutes/ week. 2 Nov to 14 Nov and 30 Nov to 12 December 2009 is recommended in terms of paid for airtime
- Commuter FM – broadcasts to 84 Metrorail platforms and reach a captive audience of over a million economically active commuters per day. Launched in 2000, Commuter FM is a joint venture with Government via Metrorail. The broadcasts are highly audible and very clear. Commuter FM will broadcast for 2 months varying the ads daily - 30 minutes a week over 8 weeks = 240 minutes all at no charge.
- Star Music - 90 minute CDs will be produced with SAIA content similar to that used on television and radio. Made up of music interspersed with insurance advertisements (4 755 of these CDs will be produced for national distribution). Musical content will be the latest local Gospel and R & B (easy listening) artists. Select distribution will be used focusing only on taxis that travel within large townships and into major metropolitan areas. Our full technical support team rotates around each site on a roster basis ensuring not just the sound is audible but that acoustically the broadcast is the best possible at each unique site. Star Taxi Music is in high demand among taxi drivers due to the fact that the content is unique and new. Taxi drivers cannot forward or rewind the content therefore all messages will be heard time and time again. Ranks that do not have Radio or TV will receive additional Star Music CDs.
- Roving stage trailers - billboard trailers, equipped with state-of-the-art audio systems and incorporating a foldout stage. These trailers provide ideal platforms for ComutaNet's promoters to interact with the crowds via the PA system. Messaging will be acted out as skits/roll plays and questions and answers. With education interspersed with live music and a fun "vibe" commuters are captivated and keen to learn.

<ul style="list-style-type: none"> • Kiosks / Gazebos - 30 permanent bases at taxi ranks around the country. There are a further 20 ranks that ComutaNet has exclusive rights to. Regular commuters have come to expect and look forward to receive new information. Highly trained, well educated promoters from tertiary institutions will be used. The campaign will take place at 31 large ranks where more, the higher end of LSM 1 -5 commuters are found but higher end commuter will not be ignored. The campaign runs all day at each rank from 08:00 to 16:00 with breaks in between = 8 hours daily. There are 3 specific vibe / mass education times per day that differ by rank. The number of ranks per week depends on the final schedule that will be discussed, but it should be at least 25 ranks per week. 2 weeks per month from 2 Nov to 14 Nov and 30 Nov to 12 December 2009. <p>Total campaign cost R2 400 729 including VAT, and ComutaNet will use 6 media platforms over 6 weeks, for 2 months with two weeks of activity each month. The above costs exclude any collateral.</p> <p>Scientific and useful research. Monitoring and evaluation of interactive campaigns will be in the form of promoter and commuter feedback. Also, there will be formal measurement through FGI (Freshly Ground Insights) who will provide pre and post campaign evaluations. F.G.I. research company will collect quality consumer data quickly through cellular network platforms and conduct face-to-face interviews using hand-held devices. A patented software programme will also record consumer responses, which will be uploaded via GPRS to a central server. FGI will conduct scientific research comprising of 600 questionnaires completed across a range of taxi ranks representative demographically of the urban rank (pre, during and post research will be conducted of 200 each).</p>	
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Stokvel TV & Sun Stokvel News

Tabled below are the advantages and disadvantages of the Stokvel TV & Sun Stokvel News project:

Advantages	Disadvantages
<p>Proven and trusted combination media opportunity (Stokvel TV & Sun Stokvel News) - provides the largest proven access to the black market in SA today.</p> <p>Appeals to the LSM 1-10 (black) market reaching over 6.1 million loyal readers and viewers (economically active consumers and potential consumers of short-term insurance products) per edition.</p> <p>It is something new, different and exciting.</p> <p>Stokvel profile: average household income – R6 675, mostly people between 25 and 49 years old, focus on LSM 4-7 and reaches 1 770 000 black diamonds within the total reach.</p>	<p>The initial proposal did not include a research component and therefore did not adhere to the Charter or the SAIA guidelines.</p> <p>SAIA has never worked with this service provider before. Therefore, there is no track record to refer back to and the service provider is also not used to the processes.</p> <p>Less reach and media types than ComutaNet.</p>

Face-to-face contact is filmed and flighted to reach thousands of stokvel groups, burial societies, church groups, etc. There is no other mechanism which can provide face to face contact to so many groups in a testimonial and appropriate format.

The Daily Sun is bought by each and every person who reads it - 5, 61 million customers per day. Stokvel TV is delivered to one thousand eight hundred congregations. Stokvel TV is also viewed at 12 outdoor points in busy intersections at 12 of the 22 suburbs in Soweto.

Credible delivery mechanisms: daily, 6-minute SAIA reality news programs will be featured on Stokvel TV, flighted for 6 months. These modules will be re-scripted and laid out in print (full colour spreads) for monthly publication in the Daily Sun - opportunity for people to have a second look at the information and a hard copy to refer back to (it also expands reach).

The message is repeated to 1 812 outlets per production, and 5 150 000 readers per programme over a period of 6 months.

Each programme is modular (complete within itself)

People can associate with characters and situations on television which ensures the message is absorbed.

Real life testimonials would stimulate discussions and the combination of audio visual and print provides a second opportunity to convey the same message.

Infotainment – interesting and fun way to get information across without patronizing the customer.

Clients have full editorial control.

The FSB has used them as a service provider (good reference)

Stokvel is proud to be associated with the venture and offers a portion of free content and its production: CTN will produce and flight 1 free, fully branded minute per month for every 5 minutes booked and flighted on StokvelTV. Each Stokvel TV episode is tied into a full page, full colour spread in the Daily Sun SUNStokvel News within that month.

Per month 6 month campaign cost: Daily Sun full page, full colour + StokvelTV 5 minutes + 1min free news slot (6 min total) 6 minutes x 30 days x 6 months and 1 full page Daily Sun x 6 months including production and other costs: R1 542 336 excluding VAT.

Production cost includes:

- On location TV shoot in Gauteng - one day per month.
- Presenter.
- Scripting according to clients! information and brief
- Camera equipment
- Edit, final mix to 6 minutes.
- Newspaper layout plus copy and proofs.

After a discussion with the service provider on the need for scientific evaluation, it was proposed that a competition could be ran as part of the campaign with an entry form published in Daily Sun – added weekly at an additional cost of R27 000 per week – the database information would be available to member companies who could do a direct mail shot to the already aware potential clients. This however, would not be practical as it would not be able to prove the impact of the financial literacy education.

The SAIA member companies who offer Mzansi Insurance products could advertise products on Stokvel TV and through SUN Stokvel News at a combination discounted rate.

The message here is reinforced using many media platforms, audio visual, print, direct contact and database mail shot possibilities. Media platforms include:

- Stokvel TV
- Face-to-face visits and promotions to private stokvel groups
- e-Stokini kiosks in townships
- Exclusive stokvel access to the Daily Sun

Stokvel TV is the sole TV communicator for the South African Council of Churches across 26 church denominations which include over 20 million members and flighted outdoors at viewing points totally free of charge. Second phase viewing is done at home, material is free.

CTN was declared 100% BEE compliant and holds a Nera certificate.

The outdoor public areas are viewed by a large mobile audience, daily. CTN has a policy to never claim outdoor viewership numbers as part of the audiences clients pay for (cognitive numbers are very difficult to establish, as is frequency).

Stokvel TV was the first company to offer financial literacy soapies in this country – both in print and on screen - the only way not to be paternalistic in this market is through dramatic role play.

The size of the target audience in this combination is the largest available aimed at the specific segment in the country, independently verified in the case of Daily Sun.

Compilation DVD copies of all programmes may be supplied for distribution at points of transaction at a cost of R17 each. Daily Sun copies at R2 can be placed at all points of transaction. TV sets can carry the programme for viewing at points of transaction.

After 15 years of communicating with the target market CTN is able to convey messages in a format which is not only understandable to the audience, but enjoyable and accessible.

The print version (Daily Sun) is effective on-day, and is generally still revisited for a few weeks at a time, whilst the TV version is seen in several formats: initially for one month, but then for several years thereafter. The SACCs DVD distribution of 1 800 pieces is done to all 9 provincial representatives who in turn serve a variety of church congregations in their district on an ad hoc basis. They try to reach as many communities as they can with their news, contained in the programme line-up and do not necessarily send the same churches a product every month. After these exposures, Stokvel TV can be taken home by those members and may be used at the stokvel for the good music it contains, to share the fact that the TV crew were at their events... and hence the messages carried stay in the marketplace for several years at a time.

<p>CTN feels that scientific research would be a waste of time and money, however, they suggested the 2 measuring methods below after a request from SAIA:</p> <p>Controlled interceptive research: Identify one large church congregation which regularly receive the medium and utilise its demographic diversity to identify the general cognitive results from the campaign- both before flighting, and after the campaign ends. (Such a church is available in Soweto comprising a total membership of around 40 000). Kuper Research will equip the necessary number of field researches and deploy them onto the premises on any given Sunday and attempt to isolate 500 to 1 000 samples. Assume this universe response will be the same throughout similar groups at which the media is aimed. The cost of this professional, independent research is not included in the proposal to date. Proposed costs: 500 interviews pre- and post-test = an additional R375 000 or 1 000 interviews pre- and post-test = an additional R595 000.</p> <p>Immediate and direct response competition: A competition as measuring tool with an entry form published in the Daily Sun – added weekly at an additional cost of R31 000 per week inclusive of VAT – combined with an sms entry will be run throughout the campaign life. The database information gathered here will identify the exact potential leads (who have been exposed to the educational campaign) and this information will be made available to SAIA member companies for marketing purposes - a receptive, informed base. This information will also serve to evaluate cognisance. Questions would be posed, the answer to which indicates understanding. Proposed costs: Set up R4 000 inclusive of VAT, calls at R1.20, competition prizes – approximately R20 000 per month.</p>	
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Nu-Director Productions

Tabled below are the advantages and disadvantages of the Nu-Director Productions project:

Advantages	Disadvantages
<p>Weekly 26-minute financial literacy “talk-magazine” television program (13 or 26 episodes, depending on funding available). The program will teach viewers about their rights; furthermore, it will teach them to question and compare products and services.</p> <p>The service provider is willing to do 4 episodes as a broadcast pilot to conduct research and illustrate the achievability of educational outcomes on a mass level using broadcast television, trusting that more funding can be directed towards an additional 9 or 22 episodes.</p> <p>Will promote the television series on television as well radio, well before the first episode is broadcast.</p> <p>Real life testimonials would stimulate discussions.</p>	<p>SAIA has never worked with this service provider before. Therefore, there is no track record to refer back to and the service provider is also not used to the processes.</p> <p>The proposal did not include an effective research component and therefore did not adhere to the Charter or the SAIA guidelines.</p> <p>Research would not be practical as it would not be able to prove the impact of the financial literacy education (proof that the campaign reached its objectives).</p>

<p>People can associate with characters and situations on television which ensures the message is absorbed. Real life case studies are given – easier to relate to that.</p> <p>Infotainment – interesting and fun way to get information across without patronizing the customer.</p> <p>It is something new, different and exciting</p> <p>Broadcast on television, offered to all consumers weekly (free of charge) in the comfort of their own homes. Not intimidating – modest, relaxed lounge-like setting reflecting a proudly South African spirit</p> <p>Reaches the LSM 1-7 market, with a strong emphasis on LSM 3-6.</p> <p>The program will be delivered in vernacular (possibly a combination of isiZulu and seSotho as primary languages spoken by the presenter/s. Guests will speak any of the eleven official languages (subtitled in English).</p> <p>Developing the content for each episode will include the selection of the best methodology to get the content across, for example, using case studies, role plays, voxpops, completing forms.</p> <p>Content will be drawn from case studies provided by financial institutions, the various ombuds, as well as from focus groups at various community sites.</p> <p>Each episode will also specify contact details of organisations or institutions that can offer further information.</p> <p>Throughout the series certain basic financial literacy messages will be seamlessly reinforced</p> <p>The company was formed by Thabo Bopape in 1994 - since then produced material for educational television programs such as "Take 5". No history with this service provider, however Thabo Bopape has an excellent track record.</p> <p>Will invite 3-4 guests from existing financial institutions/service providers to speak about their products, promote their merits – would improve access.</p> <p>Through focus groups, materials will be tested in order to certify that it remains at the appropriate level, and achieve objectives. Sample episodes will be run with focus groups to provide input for these and the insights gained will be applied. Focus group sessions will be conducted every 3-4 episodes. An initial baseline assessment of the level of numeracy and literacy of the focus groups' background knowledge will be conducted before the first episode is broadcast.</p>	<p>The focus groups will be drawn from already existing groups that are part of the CLING (Community Literacy and Numeracy Group) project monitored by Vanessa Francis of L.E.A.P. in partnership with CEPD (Centre for Education Policy Development). However, these groups already received training, which would lead to mixed results – not representative.</p> <p>Too many topics to focus on mentioned in proposal.</p> <p>Experts invited to the studio (might not always be available)</p> <p>The service provider aims to have a print supplement, specifically linked to the topics in the broadcast episodes, in newspapers that target the lower LSM groups (such as Daily Sun and/or Sowetan). Not confirmed – will add considerable cost/ require additional sponsorships</p> <p>Might be broadcast on Tuesdays or Thursdays, 21:30 on SABC-2 (the slot currently commands a viewership of roughly 2 million viewers). Not confirmed – might lead to problems.</p> <p>Aim to have a print supplement in the newspapers that target the lower and middle-income LSM (such as Daily Sun and/or Sowetan) – not confirmed yet</p> <p>The information reaches people each week (for 26 minutes) for 3 months long for a total cost of R3 314 175.00</p> <p>Less media types than ComutaNet (same type of initiative) – less frequency and reach – only one medium</p> <p>Very expensive – especially comparing to Stokvel TV which offers a similar initiative (and which includes a print supplement)</p>
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Category 3: Community workshops

Inzala

Tabled below are the advantages and disadvantages of the Inzala project:

Advantages	Disadvantages
<p>Since its establishment in 2006, Inzala has successfully delivered Charter compliant consumer education to more than 65 000 recipients in terms of its contractual arrangements with its clients including SAIA.</p> <p>Existing networks within the community and labour constituencies to access those social strata identified in the Charter.</p> <p>All learning materials have been specifically developed for the South African context and will incorporate new content as stipulated by the insurance industry. Materials developed to date have been written at NQF level 2 (post primary school level) and have been proved appropriate to meet the range of literacy and numeracy levels of the target market.</p> <p>Materials will be based on the requirements of Unit Standard NLRD 119913: "Use a Personal Budget Manage Money". The project deliverables will be South African Qualification Authority (SAQA) aligned.</p> <p>Learners will be recruited in the LSM 1-5 bracket, focussing on people who have been recently been retrenched as a result of the current recession or who are facing the possibility of retrenchment (teachable moment – bigger impact) as there is a huge need for this. These people would then be equipped to re-enter into the job market and be in a position to acquire assets and liabilities which would be to the advantage of the short-term insurance industry with regards to its access requirements.</p> <p>The project will be delivered in five provinces initially (Gauteng, Limpopo, Mpumalanga, Eastern Cape and KwaZulu Natal) and may be expanded to all provinces should further funding become available.</p> <p>Learning materials will be provided in 5 languages (Zulu, Xhosa, Sotho, Pedi and English) suitable for the provinces where the project is being delivered and community and workplace based workshops will be conducted in the official languages according to learner preference.</p> <p>Participants receive in-depth education free of charge.</p> <p>Accredited facilitators to deliver education and assessment (Workshops will be delivered by local trainers in local languages - qualified and trained facilitators)</p> <p>Courses will be free of charge to participants.</p>	<p>Should SAIA not have been able to secure more funds for its 2009/10 initiative, it would not have been possible to include the Inzala workshop project in the mix of projects. This would have negatively influenced the comprehensiveness of the project mix?</p> <p>Inzala is the most expensive community workshop project, however the SAIA Consumer education Committee agreed that impact is more important than cost.</p>

Each recipient of consumer education will receive a pack of learning materials containing:

- A full colour learner booklet in the recipient's language
- A participant profile form to obtain personal details; age, gender, income, LSM category and access to financial services information
- A household budget assignment to be completed during the workshop
- A workshop feedback form

One meal per learner per workshop as well as for transport costs where learners have to travel by taxi or public transport to reach training venues.

Full-day, eight-hour structured workshop - flexible to participants' needs and where necessary, will accommodate participants who may want to divide attendance over two or more sessions (an average of 45 people will attend each workshop)

Assessment has been built into the materials to measure that learning has taken place.

Each learner who attends training will be registered on the system immediately and all assessments will be captured on the system immediately after training. Learners will be assessed using a single assessment instrument to ensure that learning has taken place.

The project reporting process will provide valuable insights and perspectives on the financial needs and practices of the target groups, enabling SAIA to assist its members in refining their products and services to optimise their use and take-up by a largely untapped market segment. The Learner Management System will also enable project partners to track recipients of consumer education to monitor and evaluate future changes in behaviour.

R1 841 812 would include, material development, trainer training, the printing and distribution of 7 000 learning materials packs to learning centres in 5 provinces, the recruitment of workshop participants and facilitated workshops (around 150 workshops for participants in groups of 45 per workshop for total 8 hour course @ R148.11 pp x 7 000).

The total cost per participant is R263.11 inclusive of VAT (or R230.80 excluding VAT). This represents a 14.59% decrease on the project cost per participant on the 2008/9 SAIA/LOA project costs, and includes the development of new training materials.

Footprint

Tabled below are the advantages and disadvantages of the Footprint project:

Advantages	Disadvantages
<p>Training is interactive and done in pictures, therefore, it can be adapted to real life situations/circumstances and address specific needs of workshop attendees and it can be done in any language. This also avoids the common situation where learners are alienated by inappropriate financial examples which create a barrier to internalizing new learning.</p> <p>Picture-based learning methodology does not come with handbooks and learners are not laden with material, which they might not use after the workshop.</p> <p>Role-play, story telling and other activities are used to help convey important facts to an audience with various levels of knowledge and ensure high levels of involvement from the learners</p> <p>Training conducted at work (Union negotiates with employer)</p> <p>One-day workshops (include tea and muffins with lunch and meat (as part of the per head cost) and will be held close to where people live/work for convenience and to save costs.</p> <p>Playing cards with generic basic financial literacy and insurance messages to take home – fun way to reinforce the message and expand reach.</p> <p>Trainers operate within local communities – learners do not feel intimidated and it reduces travel and accommodation costs</p> <p>Service providers proposed that they have already received a partnership commitment from Cosatu in the delivery of training in the Free State, Gauteng and Mpumalanga (812 144 members amongst them) – a focus on hospitals alone could keep a trainer busy for twelve weeks with minimal logistical requirements.</p> <p>Workshops conducted in smaller groups of 16 to 22 people – people are more confident to ask questions on the possibly sensitive issue of personal finances.</p> <p>The workshops are free of charge.</p> <p>The FSB and Hollard have both worked with Footprint.</p> <p>In the strenuous recruitment process potential, rather than existing skills are identified. The training aims to develop peer-trainers in formerly disadvantaged communities, with transferable skills (expanding reach). The initial 15 day training, which is aligned to SAQA unit standards, is preceded by self study of the Money fo Sho! course content, and followed up by on-the-spot mentoring.</p>	<p>Workshops will be arranged through a newly established network of unions - new territory for Footprint to explore and therefore it might fail. No proof that this would work.</p> <p>Too many negotiations still to take place.</p> <p>No in-depth material to take home to refer back to – attendees should make their own notes which could distract their attention, be incorrect (incorrect messages might be spread to friends and family members) and people might not be able to write down all the necessary detail.</p> <p>SAIA has not worked with Footprint and the service provider has never conducted training for employed, economically active people.</p> <p>Some of their venues have been pulled at the last minute as a variety of different venues are used – could create financial and timing problems in future.</p> <p>The largest number of the current footprint target market falls within the lower income and low-skill groups (training materials are designed to be used effectively in any environment, even under a tree?) which proves that the service provider would not be able to effectively meet the needs of the short-term insurance industry with regards to access and marketing (the wrong target market will be reached).</p> <p>Suggest that training is rolled out in only 4 regions.</p> <p>Footprint proposes a chaser fee of R5 per head as they feel that learner recruitment is a tough part of such a project – this might lead to the selection of the wrong target market.</p>

<p>The train-the-trainer material is developed and aligned by Avocado Vision which is a fully accredited service provider with the Services SETA. Avocado Vision's trainers are highly qualified and experienced; accredited assessors and a moderator, John Brooke, is accredited by the Services SETA.</p> <p>Footprint has existing generic course material and can include more insurance specific information. The programme, Money fo sho!, is aligned with unit standard number 15092, "Plan and manage personal finances", originating from the Life Skills Standard Generating Body. It is a generic unit standard and may be used as a core or elective within any qualification for the General Education and Training Certificate qualification or any vocationally based qualification. The Unit Standard carries 5 credits at ABET level 4, NQF level 1. As of 1 June 2009, the SAQA system has been replaced by a new qualifications framework. Unit standards have become obsolete, and the role and function of 'assessor' no longer relevant in the new framework. Footprint will ensure that the programmes remain aligned to the new training framework.</p> <p>As part of the group of companies Footprint has access to, and utilizes the data management system at Ngikwazi, our field marketing company. This is the system that manages the logistical requirements of the Lottery and conducted training 30 000 people in 20 days nationally.</p> <p>Continual monitoring and assessment of the project (from daily sms reporting on how many learners were trained to in-depth weekly reporting on trainers, learners, venues, high-lights and low-lights).</p> <p>Footprint can provide a measurement tool that will give some indication of the effect of the training on people's behaviour. Stage One: a set of research questions will be handed to each learner to complete post the training. These results are captured on the data system and a report generated. Stage Two: 2 months after the training intervention, a sample group of learners can be contacted telephonically to answer a few questions relating to the training; once again the results are captured, collated and reported.</p> <p>The total campaign cost is R4 million: 20 800 people would be trained at approximately R192 per head (total cost per person), whit approximately 25 delegates in the room, over a period of 4 months.</p>	
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Summit Financial Partners

Tabled below are the advantages and disadvantages of the Summit project:

Advantages	Disadvantages
<p>Over 20 well qualified financial literacy facilitators distributed throughout the country reaching most provinces. A further 42 employees manage the coordination, train the trainer, development of material, financial counselling, auditing, research and management thereof.</p>	<p>Not much effort has been put into proposing a project that would adhere to both the SAIA and Charter requirements.</p>

<p>Over 800 000 employees have direct or indirect access to Summit's financial wellbeing solutions.</p> <p>Summit Financial Partners have various licenses and registrations required to carry out its work effectively. This includes training accreditation with FASSET Seta and many of the team members are debt counsellors registered with the National Credit Regulator. (The Financial Services Board confirmed in writing that Summit financial advisors do not require accreditation in terms of FAIS).</p> <p>Summit is the exclusive financial wellness providers to ICAS. ICAS is South Africa's largest employee wellness provider with over 400 blue chip clients servicing over 1 million lives. All their financial wellbeing queries are directed to Summit which manages over 550 cases per month. On average each case requires 80 interactions prior to the case being resolved.</p> <p>National Treasury / ASISA (previously Life Offices' Association) used Summit to roll out financial literacy workshops to over 30 000 Government employees targeting LSM 1-5.</p> <p>Hollard makes use of Summit solutions both for their employees and to educate communities as per the Financial Sector Charter requirements. Summit provides financial literacy training workshops, face to face financial counselling & planning as well as financial telecare solutions.</p> <p>The financial literacy workshops will deliver on material that is updated to include SAIA's consumer education content requirements (recommend a maximum of 25 employees per session)</p> <p>Summit proposed to deliver financial literacy workshops to SAIA's target market as well as provide a financial telecare solution to all learners for three months after their training. This can be accessed via a toll free number made available for 3 months after the training. Such a facility is vital as many participants cannot implement the course learnings until their past mistakes have been corrected. Financial counselling includes holistic advice, action and guidance delivered through a telecare facility or on site mediums.</p> <p>Course language: Multi lingual (our facilitator network covers all official languages)</p> <p>Training technique: Visuals, practical examples and interactive discussions (includes interesting material topics).</p> <p>Summit has built significant networks in communities, Government departments and companies through rolling out projects of similar nature. Summit is experienced in arranging and providing the training in community halls, company venues, taxi ranks, shopping centres and church's around the country.</p> <p>Summit makes use of the following resources when conducting its workshops: Pamphlets (inviting learners to workshops), flip charts, A1 presentation boards (26 boards in each pack), money management manuals, scenario and budget hand outs and evaluation forms.</p>	<p>Focus too much on branding – do not understand SAIA's needs.</p> <p>The service provider is more experienced in, and focused on, and better aligned to provide financial wellbeing solutions such as debt/ financial counselling and audit services, rather than basic financial literacy and generic insurance related education.</p> <p>Computer based training mediums – could lead to problems (transport, technical, reach)</p> <p>No pre-assessment to determine the levels of financial literacy before the campaign takes place in order to effectively measure the success of the campaign.</p>
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<p>Assessments and measuring the effectiveness of Summit's solutions will include the following three mechanisms:</p> <ul style="list-style-type: none"> • Evaluation forms completed after each workshop by all learners • An agreed sample of learners' budgets as at before the training and 3 months thereafter. • Summit facilitators assist learners in compiling the budget using bank statements and interactive discussions. A comparison is reported with emphasis on measuring the improvements in monthly cash flow after the workshop. • Telecare cases report on all assistance provided including the effectiveness of converting negative cash flows to positive cash flows. <p>Summits report will include the following:</p> <ul style="list-style-type: none"> • Attendance registers of all learners signed with contact details • Evaluation report findings • Commentary from learners • Before and after budget sample results • Telecare results including number of cases, number of interactions, reason for query, problem identified, solution or advice provided, saving or refund from challenging lender / collector irregularity • Photographs from a number of sessions bring it alive in the report <p>Summit believes that it can deliver 80 workshops per month comfortably without straining its current capacity in any way. Have coordinated over 1100 workshops, reaching 30 000 employees in over 15 Government departments in all provinces for ASISA.</p> <p>Total cost per workshop R5 550/25 = approximately R222pp. Total costs for 100 workshops with 2 500 learners - as an example: R660 000 (excluding VAT) Therefore, the total cost per participant would be approximately R264 (excluding VAT).</p>	
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Cence

Tabled below are the advantages and disadvantages of the Cence project:

Advantages	Disadvantages
<p>Through this project Cence aims to provide a consumer education programme that specifically addresses the need for information related to short-term insurance options for community members which will allow them to make informed decisions regarding their future financial planning.</p> <p>Each workshop will run for 4 hours. The workshop format allows for discussion at the end of the programme and the introduction of guest speakers. (Workshops would be interactive and informative)</p> <p>Training will take place in a variety of venues, including community facilities and workplaces.</p>	<p>Programme meets needs of LSM 1-5 learners (no higher LSMs included)</p> <p>Monitoring and evaluation has been integrated into the project and undertaken using a sample survey. This will allow Cence to gauge:</p> <ul style="list-style-type: none"> • Levels of interest • General understanding of short-term insurance • Financial planning capabilities <p>No explanation on how evaluation would be able to effectively prove impact of financial education (for instance pre- and post research).</p>

<p>These will be chosen for convenience and accessibility. Where participants are required to travel, provision has been made in the budget for a R5 taxi fare per person.</p> <p>Training materials in a language spoken by the workshop participants. All material used in the workshop has been specifically developed for the South African context.</p> <p>Good programme content.</p> <p>Quality assurance provided.</p> <p>Workshops provided free of charge.</p> <p>250 workshops (training approximately 10 000 people) can be delivered nationally at approximately R973 000 in total, which means that the cost per head would be approximately R98. (Total campaign cost: R1 500 000). Therefore, the total cost per head would be R150.</p>	<p>Guest speakers might not be available</p> <p>People who wish to participate but who can not read or write can be included in the workshops, as has all the relevant information will be presented orally – no indication in the proposal of which training materials would be provided for the attendees to take home (to reinforce the message/expand reach).</p> <p>The project will arrange refreshments during the workshops – the proposal does not specify what this will be (might only be something to drink).</p> <p>It was stated in the proposal that an awareness campaign will be undertaken that inform communities of the planned workshops. This could add unnecessary costs (Marketing is budgeted for R50 000, which is quite expensive – seeing that only around 10 000 people will be reached)</p>
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Category 4: Youth programmes

HDI Youth

Tabled below are the advantages and disadvantages of the HDI Youth project:

Advantages	Disadvantages
<p>Thirteen year track record</p> <p>HDI Youth marketing company can formulate engaging shows that will captivate, entertain and inform.</p> <p>A specific database could be tailor-made to meet objectives.</p>	<p>Using popular South African celebrities as an optional extra (would add to the already high costs).</p> <p>Customised SAIA in-school financial literacy programme - class-room based schools programme would address learners directly in the classroom environment using a facilitator to educate the learners about the insurance industry. Already have a very strong youth focused financial literacy program, provided through Bright Media.</p> <p>Not good value for money (too expensive) - Cost per school: R2 500 excluding VAT (Minimum requirement to activate: 120 schools) - excluded in this amount is celebrity appearances (2 people x 3 appearances R52 000 excluding VAT) and the development of material.</p> <p>Campaign not aligned to specifically address SAIA and Charter requirements.</p> <p>Training not in-depth.</p> <p>Specialist youth marketing company (too brand focussed) – clearly visible when reading their proposal.</p> <p>People will easily forget information.</p>

Information should be provided in an interesting way, however, it is serious (not a party) – too much entertainment could distract attention from the actual consumer education messages.

Focus too much on delivering information in an entertaining and engaging manner, that the message (the actual content) can become unimportant.

A roll call sheet would be completed by the attending learners as a measurement tool to track the programme reach. Learners would complete a pre-assessment form (to determine the knowledge level) and a post assessment form to see how successful the training process was – children will be in a fun set of mind and might complete the questionnaires inaccurately or not at all – it will not be sufficient proof of the real impact of financial literacy.

Funds available

A total of R4 998 466.76 has been pledged for 2009/10 consumer education projects, less the SAIA management fee (5% of the first R2 million and 2.5% of the additional amount), which equals R4 799 010.46.

However, the Department of Education expressed the need for more teacher development workshops and material as part of the 2008/9 Bright Media teacher development project. The Project Panel approved the proposal (R1 399 917.49 including VAT) for 22 additional workshops and R559 967.00 has already been paid. Therefore, the difference should be subtracted from the amount pledged for 2009/2010 consumer education: R4 799 010.46 – R839 950.49 = R3 959 059.97.

Therefore, SAIA has R3 959 059.97 available for 2009/2010 consumer education projects. This means that SAIA would be allowed to spend only R791 812 (20%) on an awareness project according to the Charter guidelines.

However, an additional R1 650 000 is also available to be spent on consumer education (these funds were accumulated through previous funds that were received after project allocations as well as interest gained). These funds could be added to the amount available to be spent awareness or on other projects.

Partners and sponsors

The Financial Services Board has confirmed that they would contribute an additional R800 000 to be included to the funds available for the Bright Media project (as they strongly agree that it should continue) and an additional R800 000 to an awareness project.

In addition, Sanlam has confirmed to pledge R1 million towards the Bright Media project and SAIA is in the process of engaging the Association for Savings and Investments South Africa (ASISA) as a possible partner, to secure more funds.

The Department of Education has also shown interest in pledging funds towards the Bright Media teacher development project (the DOE formally requested for the 2008/9 Bright Media teacher development project to be continued in order to reach all Government schools)

Funding allocation: SAIA recommendation

The final amount that SAIA has available to allocate to 2009/10 consumer education projects is R3 959 059.97.

SAIA would like to propose the below to ensure a comprehensive and balanced mix of projects (the amounts include VAT):

Project	Spend	Project %
<u>SAIA/FSB Teacher development</u>		
<u>Phase 1</u>		
SAIA total	R1 817 247.97	±45%
FSB funds	R800 000	
Sanlam funds	R 1 million	
Overall project total	R3 617 247.97	
<u>ComutaNet (Awareness)</u>		
SAIA total	R791 812	20%
FSB funds	R800 000	
Interest gained	R1 158 188	
Overall project total	R2 750 000	
(R349 271 of this will be allocated towards promotional items and therefore R2 400 729 including VAT is available for the rest of the project).		
<u>Inzala community workshops</u>		
SAIA total	R1 350 000	±35%
Interest gained	R491 812	
Possibly ASISA funds		
Overall project total	R1 841 812	
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SAIA total (all 3 projects)	R3 959 059.97	
Overall total (all 3 projects)	R8 209 059.97	
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The Bright Media proposal includes two years/phases as per the request from the DOE to reach all Government schools within two years. Should additional funds be received from the DOE, it would be added to the 2nd phase of the Bright Media proposal (2010/11 projects) which could commence in 2010.

Should the ASISA contribute funds towards the 2009/10 Inzala project, it would be added to this project.

The SAIA Consumer Education Committee agreed with and approved the above funding summary.

Proposed mix of projects for the 2009/10 SAIA Consumer Education Initiative

Although the SAIA would have liked to propose totally new and different projects, after thorough investigation of the 9 proposals that were received from different service providers, it became clear that it would make sense to continue with the existing projects. The SAIA has always believed that the sustainability of projects is important and that there should be continuity.

It was a difficult decision to choose a mix of projects as each and every one of the proposals had some excellent points. The projects chosen, however, best suit both the SAIA Consumer Education Guidelines and the Financial Sector Charter requirements.

SAIA follows a collaborative approach with regards to consumer education mainly to ensure higher impact. For the same reason, especially because of limited funds available, it is proposed that too many projects should not be included in the mix.

The project mix recommended addresses different areas and aspects of consumer education comprehensively. It includes Bright Media teacher development workshops, where the information will reach Grades 10-12 Maths literacy teachers (and learners) in Government schools, a ComutaNet awareness project and an Inzala community workshop project.

Bright Media

SAIA proposes Bright Media to be added to the mix of projects for the 2009/10 initiative as the core (highest priority) project.

The Department of Education (DOE) - who now endorses (and brands) the teacher development material - has specifically requested full roll-out of this curriculum-aligned training for Grades 10-12 to all public schools within two years. This ensures massive impact and effectively meets the needs of the short-term insurance industry, while adhering to Charter requirements because higher LSMs (economically active current and potential consumers of access products) will also be included in the target market. It is also the ideal time to reach school leavers with financial literacy education when they really need it, in this way making a genuine difference.

The Bright Media education reaches teachers (current consumers of short-term insurance products) and learners (potential consumers of short-term insurance products) as well as communities (as teachers are seen as leaders and credible sources of information in communities) and is extremely cost effective as it works out to be around R11 to reach each student with the valuable and useful information.

The FSB already pledged R800 000 towards this project and the SAIA Consumer Education Committee also voted unanimously, on more than one occasion, that the Bright Media project should continue.

SAIA therefore proposes that the first phase of the Bright Media project should be implemented in 2009/10 and that the second phase (to reach all Government schools as per the DOE's request) in 2010/11 if at all possible.

In addition to the above reasons, the overwhelming demand and the number of compliments received, continuing with this extremely successful project over two years would also be an ideal opportunity to cement the relationship with the Department of Education.

Bright Media proposal summary

The Bright Media teacher development school-based project reaches learners before they leave school (Grade 10 – 12). The product is free of charge to users, aimed at school educators and their learners. Three high-quality, curriculum-based booklets in the best quality dust-resistant files have been developed. The materials were written in English, the majority language of the schools in South Africa. The DOE supported resources are written to contain both teacher and learner materials to be used in class. The education is aligned to Mathematical Literacy, a new and compulsory subject for all who do not have pure Mathematics.

In the past, 16 000 booklets have been printed within high-quality laminated binders. CDRoms containing these resources, housed in a plastic sleeve within the files have also been developed:

- In Grades 10 and 11, 2 213 teachers have been trained in 35 training sessions over all 9 provinces. Assuming a class of 40 learners, this project would have reached 70 520 learners in 2007/8.
- In Grade 12, over 4 000 educators were trained in 62 workshops. If a class size is 40 learners per class, this will reach over 160 000 learners.

Bright Media has an existing network of Managing Your Money champions in the far reaches of South Africa, and proposed an extension of the above project through the existing network to reach all public schools, on the request of the National Department of Education.

The 2010 roll-out (phase 1 of 2) will cost R 3 173 024.50 (R3 617 247.93 incl.VAT): Includes 5 000 resource packs + 5 000 CDRoms, with 22 teacher development workshops.

The 2011 roll-out (phase 2 of 2) will cost R 4 091 106.50 (R4 663 861.41 incl. VAT): Includes 6 000 resource packs + 6 000 DVDs -containing more content and an sms cell phone contact service, with 49 teacher development workshops.

Possible add-on (could be added onto the CDRom or DVDRom in the above proposal options, in any year): With regards to the language issue, Bright Media proposes that 4 episodes in 5 languages should be created which would amount to a sponsorship of R975 920 (R1 112 548.80 incl. VAT).

The two tables below illustrate how Bright Media aligns with the Charter requirements and the SAIA Consumer Education Guidelines.

How Bright Media aligns with the Charter requirements

Charter access principle	Consumer education standard	Bright Media solution
Physical accessibility	Consumer education initiatives and programmes must be offered and available to all consumers of charter products and services at points of service or transaction.	Managing Your Money is implemented in South African public schools. This ensures access to all potential consumers of Charter products and services. The youth is the sector of the population that us the majority –who make up 56% of the population, which is the majority.

		<p>Bright Media Teacher workshops are conducted nationally through face-to face sessions in all 9 provinces:</p> <p>Assuming a class size of 40 learners to teachers, a minimum of 70 520 learners will be exposed to the resources if the trained teachers actually use the resources with one class of 40 learners each. The materials, training sessions are all free to the users.</p>
Appropriateness	<p>Consumer education initiatives and programmes must meet the identified needs of and be directed at consumers in the Charter target groups with the aim of achieving the Charter's access goals.</p> <p>The outcomes of charter consumer education programmes must be measurable and able to contribute to the achievement of score points. Consumer education must enable consumers to make more informed decisions about their finances and lifestyles.</p>	<p>Reaching the majority of South Africans through schools allows the widest possible reach in a heterogeneous society. This project extends the reach to all South African public school children in their final years of education, before they choose further education or enter the economy.</p> <p>The target is clearly identified within the subject of Mathematical Literacy for FET (Grades 10, 11 and 12). Will reach all black children (LSM 1-5) who take Mathematics Literacy in all public schools, plus the other children.</p> <p>Objectives are clear, measurable and well identified within the field of financial education.</p> <p>The content will include understanding of insurance concepts and products, as well as more general understanding of financial literacy concepts.</p> <p>The materials are written within the curriculum, and therefore the content is mediated by the teachers, within the classroom, within the curriculum. Follow-through is ensured by classroom use of a ten week programme.</p> <p>The estimated reach for the face-to-face training in the first phase is 1320 teachers, who, should they teach only one class of 40 learners in each of the 3 grades will reach 52 800 or if they reach 2 classes of learners 105 600 learners reached by trained and resourced teachers. The actual number may far exceed this, based on learner numbers at this phase. The printed copies will potentially reach double this number, as 5 000 copies will be printed, reaching far more classrooms than the individual teachers trained.</p> <p>The content is developed for the audience in a clear but non-patronising way.</p>
Affordability	<p>Consumer education must be offered free of charge to the consumer.</p>	<p>The materials and training are provided at no cost to the user – the teachers attending workshops and their learners in class, receive the lessons through the printed resource pack.</p>

<p>Simplicity and understandability</p>	<p>Consumer education initiatives and programmes must meet the identified needs of, and be directed at, consumers in the target groups with the aim of achieving the charter’s access goals. All consumer education materials must meet charter criteria for simplicity and understandability and disclosure.</p>	<p>The materials and training are researched, written in plain language in the topic of financial literacy, within the subject of Mathematical Literacy Grade 10, 11 and 12.</p> <p>The content was designed to include design and illustration elements like illustrations, tables, as well as activities that are written with a teacher audience in mind.</p> <p>The training materials were developed for the FET level teacher, who may be new to the subject. So subject knowledge was assumed and all answers were shown with full mathematical workings to assist the teacher.</p> <p>The language was edited for the English second language audience, with emphasis on the full content, but explained clearly.</p> <p>The materials were trialled with a target group of Maths teachers to ensure they are appropriate.</p> <p>Workshops were practical and interactive and trainers were matched to province and language predominance of the area.</p>
<p>Non-discrimination</p>	<p>Consumer education materials must be freely available in all languages.</p> <p>Suppliers must meet the charter’s service provider accreditation and BEE procurement criteria.</p>	<p>Materials were produced in English, as was the preference stated by teachers in the focus group, as well as being the predominant language of schooling in this phase (FET)</p> <p>Trainers were selected and allocated provincially, to ensure that language spread matched the target users.</p> <p>Teachers attending the sessions are certified and Bright Media is aligning with SACE to ensure professional development points to teachers attending.</p> <p>Bright Media is a BEE provider, 50% black owned and 50% female owned, ensuring skills development, and using media to make a difference. Team qualifications include, BA, BEd, BA (HONS) Film and Television, Masters of Education, Higher Education Diploma. They use are a member of the private providers of Higher Education, assessor accredited with MAPPP SETA. 75% Female employment. (Level 4 contributor – 100% procurement recognition).</p>

How Bright Media aligns with the SAIA Consumer Education Guidelines

SAIA Consumer Education Guidelines	Bright Media solution
<p>Accessibility</p> <p>Programmes must be free of charge.</p>	<p>The materials, training sessions are all free to the users.</p>
<p>Appropriateness</p> <p>Target audience should include all South Africans, recognizing that the majority of the population are low income individuals.</p> <p>Target audience should be clearly identified.</p> <p>Objective/s of the programme should be clearly identified.</p> <p>Language, message, content, and delivery mechanism must fit the target audience as well as the objective.</p> <p>Content must be simple and understandable.</p> <p>Content must be in context, i.e. generic financial literacy concepts, and/or generic short-term insurance concepts should be included in product specific consumer education to provide context and promote basic understanding.</p> <p>Marketing and/or commercial information will not be seen as financial education and cannot be included in the required SAIA spend.</p> <p>Branding is allowed but should not be the main feature of the content.</p> <p>Content should not be paternalistic.</p> <p>Programmes should consider at least one of the following: reach, frequency, depth of message, as well as follow-up messaging.</p> <p>The size of the target audience should be appropriate and linked to the type of programme and the specific delivery mechanism used.</p>	<p>The largest group in South Africa is the Youth (more than 56% of the population). Reaching the youth through schools allows the widest possible reach in a heterogeneous society. This project extends the reach to all South Africans in their final years of public school education, before they choose further education or enter the economy.</p> <p>The target is clearly identified within the subject Mathematical Literacy for FET (Grades 10, 11 and 12). Will reach all children in public schools.</p> <p>Objectives are clear and well identified within the field of financial education.</p> <p>The written materials are written and edited for English as a second language. The content is both simple and clear, easily understood.</p> <p>The content will include understanding of insurance concepts and products, as well as more general understanding of financial literacy concepts.</p> <p>This project ensures reach to young adults, who are the majority of the population, and therefore reach will be achieved by targeting the general population at SA schools, but depth is achieved as the materials are written within the curriculum, and therefore the content is mediated by the teachers, within the classroom, within the curriculum. Follow-through is ensured by classroom use of a ten week programme.</p> <p>The content is developed for the audience in a clear but non-patronising way. None of the content promotes any specific product and no commercial aim is envisaged in Managing Your Money.</p> <p>The estimated reach for the face-to-face training in the first phase is 1320 teachers, who, should they teach only one class of 40 learners in each of the 3 grades will reach 52 800 or if they reach 2 classes of learners 105 600 learners, and should they reach 158 400 learners directly through trained and resourced teachers. The actual number may far exceed this, based on learner numbers at this phase. The printed copies will potentially reach 600 000 learners, as 5 000 copies will be printed, reaching far more classrooms than the individual teachers trained.</p>

<p>Quality</p> <p>Content of financial education programmes should be accurate.</p> <p>Content should be appropriate to the target audience.</p> <p>The message should be reinforced in different ways, including frequency, repetition, etc.</p> <p>Service providers should be able to prove the necessary skills, qualifications and experience in their area of expertise. Trainers/facilitators should be skilled, qualified and/or trained in their fields of expertise, as well as with regards to the specific content of the message. Such skills should be monitored and evaluated throughout the programme in order to ensure that these are appropriate.</p> <p>Should the message be an in-depth message using a face-to-face delivery mechanism, the content should be appropriately in-depth and should ideally not be a once-off intervention.</p> <p>Should the message be more about awareness creation, the message should ideally be repeated frequently using different channels to reinforce the message to ensure that the message is internalized.</p> <p>Messaging should preferably include information about where consumers can access relevant information when they need to do so.</p>	<p>The content development team is experienced, and works with the stakeholders and partner organisations to ensure accuracy of the content.</p> <p>The content has thus far been extremely well received, and seen as appropriate.</p> <p>The financial literacy messages in the printed resources are mediated by the teacher in their classrooms, lessons are based on the print, providing depth knowledge of this content for the audience.</p> <p>The Bright Media team has extensive experience in educational multimedia development. Bright Media team qualifications include BA, BED MED, trainers are well qualified and mediated by a registered assessor (MAPPP SETA). The course itself has been submitted to the SACE for professional development points for all teachers attending. Train the trainer aspects are included in this course, and moderation of training is ensured to keep quality as excellent.</p> <p>The strength of this project is that it builds on the existing project, and utilizes the champion network around the country.</p> <p>As this is the third year of the project, and the call by the DOE to roll this out into all schools, the intervention is sustained and appropriate.</p> <p>The high-quality, dust resistant printed resource booklets refer to the organisations for further information. Further to this, the web portal will become a repository for the content that has been developed, further extending accessibility of the project.</p>
<p>Monitoring and evaluation or measurement</p> <p>The programme should be monitored and assessed/evaluated in order to make sure that the objectives are met.</p> <p>The implementation of the programme should be monitored on an ongoing basis to ensure appropriate impact.</p> <p>Assessment/evaluation or measurement of outcomes should be included in the programme to include transfer of knowledge, skills, attitudes, and behaviour change if possible.</p>	<p>The M and E aspect is built into the project, in all phases from development to delivery of the materials and workshops.</p> <p>This project is monitored closely, with training sessions moderated by team leaders, and feedback methods ensured through the development and administration of a questionnaire.</p> <p>For this project, the evaluation aspect will be extended into a more comprehensive baseline study, as well as an impact evaluation of the perceived usefulness of the materials, the training efficacy. Further to this, a research study will pursue the comparative impact of the schools where this project has been implemented, and those where it has not, to assess matric results.</p>

<p>Assessment should include the assessment of the target audience, or a sample thereof, as well as the facilitators and/or trainers if relevant.</p> <p>Assessment/evaluation or measurement should take place before and immediately after an intervention, and – if appropriate – followed up over time from between 3 – 12 months after an intervention, if at all possible.</p> <p>The assessment/evaluation or measurement should always take the objective of the programme into account.</p> <p>Assessment/evaluation or measurement should include quantitative and qualitative methods, if possible and appropriate.</p>	<p>Evaluation forms for the intervention are administered immediately after the workshop, as well as further feedback mechanisms encouraged 3 months after this. The use of the SMS campaign will ensure ongoing feedback.</p> <p>The assessment will be developed to assess all aspects: content of resources, format of intervention, knowledge, skills and attitudes of recipients, assessing the objectives of the project itself, and comparative impact in schools using and schools not using the resource packs.</p> <p>In this way, the project utilizes quantitative and qualitative monitoring and evaluation methods, for the elements of the project.</p>
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ComutaNet

SAIA recommends ComutaNet to be chosen as the awareness project for the 2009/10 initiative.

Initially, it was thought that ComutaNet should be part of the mix for the 2009/10 initiative should the Financial Educational Fund (FEF) grant application for the awareness project not be approved. However, ComutaNet is supported by the FSB as the best awareness project and the FSB has committed R800 000 to be added to the amount available to spend on this project. This service provider has also, in the past, successfully reached the objectives, according to the expectations of the industry and the briefs given.

ComutaNet is also the only service provider who submitted an additional proposal aimed at the SAIA member companies who would like to make use of ComutaNet as a vehicle to activate their marketing initiatives in the same areas after generic consumer education has taken place. This proposal will be sent to the relevant SAIA member companies who are interested to create a footprint in this market by improving access and selling products.

Some SAIA member companies have already shown interest in taking up this opportunity.

ComutaNet also offers a more cost effective solution than any of the other two awareness projects (although they are interesting and different) especially when considering the variety of delivery mechanisms, the frequency, the reach and the length of the ComutaNet campaign (2 months activation plus an additional 2 weeks on TV and Radio post the activations).

In comparison to the other two awareness projects, ComutaNet also has the best research component as it is scientifically conducted and guaranteed to clearly show the impact of the financial literacy training.

ComutaNet proposal summary

ComutaNet has access to 19 216 000 LSM 1-10 economically active commuters over all 9 provinces and reaches commuters using taxis, trains and busses (ComutaNet will focus on reaching LSM 1-5 commuters with their 2009/10 project) through a variety of different delivery mechanisms, including the media. Delivery mechanisms include: Rank TV, Star Radio, Commuter FM, Star Music, roving stage trailers and kiosks / gazebos. ComutaNet proposes to use 6 media platforms over 8 weeks, for 2 months (Nov and Dec, 2009) with two weeks of activity each month.

Total campaign cost: R2 400 729 including VAT.

The two tables below illustrate how Bright Media aligns with the Charter requirements and the SAIA Consumer Education Guidelines.

How ComutaNet aligns with the Charter requirements

Charter access principle	Consumer education standard	ComutaNet solution
Physical accessibility	Consumer education initiatives and programmes must be offered and available to all consumers of charter products and services at points of service or transaction.	Programmes are free to all commuters as they are conducted openly in the ranks. The messages will be focused to reach LSM 1-5 commuters as per the Charter requirements.
Appropriateness	<p>Consumer education initiatives and programmes must meet the identified needs of and be directed at consumers in the Charter target groups with the aim of achieving the Charter's access goals.</p> <p>The outcomes of charter consumer education programmes must be measurable and able to contribute to the achievement of score points. Consumer education must enable consumers to make more informed decisions about their finances and lifestyles.</p>	<p>Language will be simple (mostly English)</p> <p>Campaign will target economically active commuters in the LSM 1-5 bracket.</p> <p>Part of the benefit of face-to-face interaction is demystifying insurance communication and making it easy to understand.</p> <p>Content would be provided by SAIA / FSB with the input of ComutaNet to ensure that it would be understood and reach the objective.</p> <p>Marketing and commercial info are handled separately from financial education thus the two proposals.</p> <p>Branding is absolutely minimum with consumer education even subtlety in the verbal communication. However branding is key in the corporate proposal.</p> <p>Communication is fair and shows mutual respect. Commuters are not dictated to.</p> <p>Appropriateness: although needing to be lively and eye catching, the communication will be serious and portrayed in a fun but sober manner.</p>

		<p>The language and examples used will be relevant to the more economically active and discerning commuter within the LSM 1-5 bracket. There will be repetition, but a mixture of messaging to ensure the messages are always hard-hitting and do not become commonplace.</p>
Affordability	<p>Consumer education must be offered free of charge to the consumer.</p>	<p>The information will be free of charge to the commuters.</p>
Simplicity and understandability	<p>Consumer education initiatives and programmes must meet the identified needs of, and be directed at, consumers in the target groups with the aim of achieving the charter's access goals. All consumer education materials must meet charter criteria for simplicity and understandability and disclosure.</p>	<p>Content is provided by SAIA. Content is appropriate and has been redesigned with the new objectives in mind (more generic insurance related information) Using many media types – ongoing reinforcement</p> <p>ComutaNet are experts in disseminating information and there is ongoing monitoring of all media types suggested.</p> <p>There is high repetition in both the education and awareness (through various channels). Messages will be understood and internalized.</p> <p>All messaging is about call to action. Even in consumer education we will be directing commuters to sources to move the process forward.</p> <p>Promoters will be more educated and able to communicate proficiently, also in English. The exact message will continue to be compiled by the SAIA / FSB so that the communication is correct and proper.</p> <p>The campaign will include pamphlets that would be distributed with the contact details of those short-term insurance companies who provide Mzansi Insurance products. SAIA member companies who provide Mzansi Insurance products can also link their marketing efforts to the consumer education efforts by rolling out their initiatives in the same areas after generic consumer education has taken place (as per the proposal for SAIA member companies)</p>

<p>Non-discrimination</p>	<p>Consumer education materials must be freely available in all languages.</p> <p>Suppliers must meet the Charter's service provider accreditation and BEE procurement criteria.</p>	<p>The information will be available freely and in all languages.</p> <p>ComutaNet does not currently have BEE certification due to the implications of delisting from the JSE. They are also going through a process of acquitting their own rating as ComutaNet, independently from Primedia. (Previously, while listed as Primedia, ComutaNet had a rating of 4 through Empowerdex. ComutaNet expects the same rating at the very least.</p>
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How ComutaNet aligns with the SAIA Consumer Education Guidelines

<p>SAIA Consumer Education Guidelines</p>	<p>ComutaNet solution</p>
<p>Accessibility</p> <p>Programmes must be free of charge.</p>	<p>Programmes are free to all commuters as they are conducted openly in the ranks.</p>
<p>Appropriateness</p> <p>Target audience should include all South Africans, recognizing that the majority of the population are low income individuals.</p> <p>Target audience should be clearly identified.</p> <p>Objective/s of the programme should be clearly identified.</p> <p>Language, message, content, and delivery mechanism must fit the target audience as well as the objective.</p> <p>Content must be simple and understandable.</p> <p>Content must be in context, i.e. generic financial literacy concepts, and/or generic short-term insurance concepts should be included in product specific consumer education to provide context and promote basic understanding.</p> <p>Marketing and/or commercial information will not be seen as financial education and cannot be included in the required SAIA spend.</p> <p>Content should not be paternalistic.</p>	<p>Content will include more generic insurance education and will therefore focus on the economically active higher LSMs (mostly within the LSM 1-5 bracket).</p> <p>Language will be simple but mostly English targeting economically active commuter.</p> <p>Part of the benefit of face-to-face interaction is demystifying insurance communication and making it easy to understand.</p> <p>Content would be provided by SAIA / FSB with the input of ComutaNet to ensure that it would be understood and reach the objective.</p> <p>Marketing and commercial info are handled separately from financial education thus the two proposals.</p> <p>Branding is absolutely minimum with consumer education even subtlety in the verbal communication. However branding is key in the corporate proposal.</p> <p>Communication is fair and shows mutual respect.</p> <p>Commuters are not dictated to.</p> <p>Appropriateness: although needing to be lively and eye catching, the communication will be serious and portrayed in a fun but sober manner.</p> <p>The language and examples used will be relevant to the more economically active and discerning commuter. There will be repetition, but a mixture of messaging to ensure the messages are always hard-hitting and do not become commonplace.</p>

<p>Branding is allowed but should not be the main feature of the content.</p> <p>Programmes should consider at least one of the following: reach, frequency, depth of message, as well as follow-up messaging.</p> <p>The size of the target audience should be appropriate and linked to the type of programme and the specific delivery mechanism used.</p>	
<p>Quality</p> <p>Content of financial education programmes should be accurate.</p> <p>Content should be appropriate to the target audience.</p> <p>The message should be reinforced in different ways, including frequency, repetition, etc.</p> <p>Service providers should be able to prove the necessary skills, qualifications and experience in their area of expertise. Trainers/facilitators should be skilled, qualified and/or trained in their fields of expertise, as well as with regards to the specific content of the message. Such skills should be monitored and evaluated throughout the programme in order to ensure that these are appropriate.</p> <p>Should the message be an in-depth message using a face-to-face delivery mechanism, the content should be appropriately in-depth and should ideally not be a once-off intervention.</p> <p>Should the message be more about awareness creation, the message should ideally be repeated frequently using different channels to reinforce the message to ensure that the message is internalized.</p> <p>Messaging should preferably include information about where consumers can access relevant information when they need to do so.</p>	<p>Content is provided by SAIA so this should be concise.</p> <p>Content is most appropriate and has been redesigned with the new objectives in mind (more generic insurance related information)</p> <p>Using many media types – ongoing reinforcement</p> <p>ComutaNet are experts in disseminating information and there is ongoing monitoring of all media types suggested.</p> <p>There is high repetition in both the education and awareness (through various channels). Messages will be understood and internalized.</p> <p>All messaging is about call to action. Even in consumer education we will be directing commuters to sources to move the process forward.</p> <p>Promoters will be more educated and able to communicate proficiently, also in English. The exact message will continue to be compiled by the SAIA / FSB so that the communication is correct and proper.</p> <p>The campaign will include pamphlets that would be distributed with the contact details of those short-term insurance companies who provide Mzansi Insurance products. SAIA member companies who provide Mzansi Insurance products can also link their marketing efforts to the consumer education efforts by rolling out their initiatives in the same areas after generic consumer education has taken place (as per the proposal for SAIA member companies)</p>

<p>Monitoring and evaluation or measurement</p> <p>The programme should be monitored and assessed/evaluated in order to make sure that the objectives of the project have been met.</p> <p>The implementation of the programme should be monitored on an ongoing basis to ensure appropriate impact.</p> <p>Assessment/evaluation or measurement of outcomes should be included in the programme to include transfer of knowledge, skills, attitudes, and behaviour change if possible.</p> <p>Assessment should include the assessment of the target audience, or a sample thereof, as well as the facilitators and/or trainers if relevant.</p> <p>Assessment/evaluation or measurement should take place before and immediately after an intervention, and – if appropriate – followed up over time from between 3 – 12 months after an intervention, if at all possible.</p> <p>The assessment/evaluation or measurement should always take the objective of the programme into account.</p> <p>Assessment/evaluation or measurement should include quantitative and qualitative methods, if possible and appropriate.</p>	<p>There is ongoing evaluation, formal and informal. Changes are enacted in consultation with the client where need be so ensure relevance.</p> <p>All aspects are monitored regularly and feedback are given</p> <p>The promoters undergo training.</p> <p>An environment will be created for follow up activity in terms of reaching this target audience post this commuter education drive by commercial entities. There is a separate proposal regarding the company specific follow up acquisition activity.</p> <p>ComutaNet makes use of commuter feedback and promoter feedback and finally quantitative feedback through scientific research done through Freshly Ground Insights (FGI) to measure the set objectives (pre and post campaign research for consumer education has been incorporated)</p> <p>Monitoring and evaluation will be carried out throughout the campaign as discussed with each media channel.</p> <p>FGI research company will collect quality consumer data quickly through cellular network platforms and conduct face-to-face interviews using hand-held devices. A patented software programme will also record consumer responses, which will be uploaded via GPRS to a central server. FGI will conduct scientific research comprising of 600 questionnaires completed across a range of taxi ranks representative demographically of the urban rank.</p>
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Inzala

SAIA would recommend Inzala to be added to the mix of projects for the 2009/10 SAIA consumer education initiative. The SAIA Consumer Education Committee agreed that Inzala proposed the best project in the community workshop category and that the project would effectively meet both the SAIA Guidelines for Consumer Education and Charter requirements.

Inzala also has an excellent track record (delivered effectively on the project objectives set by the SAIA in the past), established networks in labour and community groups, and provides high quality in-depth training (the messages are reinforced) and the well structured training material can be taken home.

Because of the above, together with the good relationship SAIA has with Inzala, other political reasons, the materials being available in 9 languages, workshops being conducted in all provinces and the 14.59% decrease on the project cost per participant (which includes the development of new training materials) in comparison to the 2009 project costs, gives more than adequate proof why Inzala should be chosen as the service provider to conduct a community workshop project.

Inzala proposal summary

Community members will be recruited in the LSM 1-5 bracket, focussing on people who have been recently been retrenched as a result of the current recession or who are facing the possibility of retrenchment (teachable moment – bigger impact) as there is a huge need for this. These people would then be equipped to re-enter into the job market and be in a position to acquire assets and liabilities which would be to the advantage of the short-term insurance industry with regards to its access requirements. Inzala will provide them with basic financial literacy and generic insurance training, using their existing networks within the community and labour constituencies to arrange eight-hour community and workplace based workshops.

The project will be delivered in five provinces initially (Gauteng, Limpopo, Mpumalanga, Eastern Cape and KwaZulu Natal) and may be expanded to all provinces should further funding become available.

Learning materials will be provided in 5 languages (Zulu, Xhosa, Sotho, Pedi and English) suitable for the provinces where the project is being delivered and community and workplace based workshops will be conducted in the official languages according to learner preference.

R1 841 812 would include, material development, trainer training, the printing and distribution of 7 000 learning materials packs to learning centres in 5 provinces, the recruitment of workshop participants and facilitated workshops (around 150 workshops for participants in groups of 45 per workshop for total 8 hour course @ R148.11 pp x 7 000).

The total cost per participant is R263.11 inclusive of VAT (or R230.80 excluding VAT). This represents a 14.59% decrease on the project cost per participant on the 2009 SAIA/LOA project costs, and includes the development of new training materials.

The two tables below illustrate how Inzala aligns with the Charter requirements and the SAIA Consumer Education Guidelines.

How Inzala aligns with the Charter requirements

Charter access principle	Consumer education standard	Inzala solution
Physical accessibility	Consumer education initiatives & programmes must be available to all consumers of charter products and services at points of service/transaction.	Consumer education workshops will be conducted nationally in workshops in potentially all 9 provinces. Education will be arranged to best suit learner attendance and will take place in community facilities, workplaces and other convenient venues.

<p>Appropriateness</p>	<p>Consumer education initiatives and programmes must meet the identified needs of and be directed at consumers in the Charter target groups with the aim of achieving the Charter's access goals.</p> <p>The outcomes of charter consumer education programmes must be measurable and able to contribute to the achievement of score points.</p> <p>Consumer education must enable consumers to make more informed decisions about their finances and lifestyles.</p>	<p>Recruitment of participants in LSM 1-5 as well as consumers of Charter targeted investment finance will take place through organised community and labour groups in rural and urban areas and will be available to any participants in the designated area who meet Charter requirements. This will include targeting those recently retrenched due to the current recession or those who are facing the possibility of retrenchment.</p> <p>Training materials will be suitable for LSM 1-5 participants. Assessment has been built into the materials to measure that learning has taken place.</p> <p>Learner records will be recorded on an efficient and cost effective learner management system to ensure accurate records and management reporting.</p>
<p>Affordability</p>	<p>Consumer education must be offered free of charge to the consumer.</p>	<p>The proposed budget covers all costs of training and administration, and is fully inclusive.</p> <p>Participants receive all education free of charge.</p>
<p>Simplicity and understandability</p>	<p>Consumer education initiatives and programmes must meet the identified needs of, and be directed at, consumers in the target groups with the aim of achieving the charter's access goals. All consumer education materials must meet charter criteria for simplicity and understandability and disclosure.</p>	<p>The training materials have been developed at the appropriate NQF level. Diagrams and graphics have been integrated into the design of materials.</p> <p>Workshops will be interactive and will adopt action learning methodologies</p>
<p>Non-discrimination</p>	<p>Consumer education materials must be freely available in all languages.</p> <p>Suppliers must meet the charter's service provider accreditation and BEE procurement criteria.</p>	<p>The consumer education materials will be available in the languages spoken by workshop participants and may include Sotho, Pedi, Tsonga, Zulu, Xhosa, Tswana, Venda, English and Afrikaans.</p> <p>Workshops will be delivered by local trainers in local languages.</p> <p>Inzala and its suppliers are BBBEE compliant as defined in the BBBEE Act and its Codes of Good Practice.</p>

How Inzala aligns with the SAIA Consumer Education Guidelines

SAIA Consumer Education Guidelines		Inzala solution
Accessibility	Programmes must be free of charge.	The proposed budget covers all costs of training and administration, and is fully inclusive. Participants receive all education free of charge.
Appropriateness	<p>Target audience should include all South Africans, recognizing that the majority of the population are low income individuals.</p> <p>Target audience should be clearly identified.</p> <p>Objective/s of the programme should be clearly identified.</p> <p>Language, message, content, and delivery mechanism must fit the target audience as well as the objective.</p> <p>Content must be simple and understandable.</p> <p>Content must be in context, i.e. generic financial literacy concepts, and/or generic short-term insurance concepts should be included in product specific consumer education to provide context and promote basic understanding.</p> <p>Marketing and/or commercial information will not be seen as financial education and cannot be included in the required SAIA spend.</p> <p>Branding is allowed but should not be the main feature of the content.</p> <p>Content should not be paternalistic.</p> <p>Programmes should consider at least one of the following: reach, frequency, depth of message, as well as follow-up messaging.</p> <p>The size of the target audience should be appropriate and linked to the type of programme and the specific delivery mechanism used</p>	<p>Target audience will be LSM 1-5 and will include all South Africans. In particular, this project will include targeting those recently retrenched due to the current recession or those who are facing the possibility of retrenchment.</p> <p>Target audience will be sourced from recognised labour and community structures.</p> <p>Objective of the programme is to improve levels of knowledge, skills and attitudes to improve financial well-being.</p> <p>Materials are written at appropriate NQF levels and are available 9 languages.</p> <p>Materials cover generic financial literacy concepts and will be re-developed to include greater emphasis on generic short-term insurance concepts.</p> <p>The materials do contain commercial marketing information.</p> <p>Branding is located on the back cover of the materials and is not a main feature.</p> <p>Content has been developed over a three year period and has been tested extensively with the target market; it has proved not to be paternalistic.</p> <p>Project has reach into all 9 provinces and has proven impact which advocates depth in message.</p> <p>Changes to the programme, primarily in amount of assessments done, have reduced budgeted costs substantially to enable training for greater volumes of learners.</p>

<p>Quality</p>	<p>Content of financial education programmes should be accurate.</p> <p>Content should be appropriate to the target audience.</p> <p>The message should be reinforced in different ways, including frequency, repetition, etc.</p> <p>Service providers should be able to prove the necessary skills, qualifications and experience in their area of expertise.</p> <p>Trainers/facilitators should be skilled, qualified and/or trained in their fields of expertise, as well as with regards to the specific content of the message. Such skills should be monitored and evaluated throughout the programme in order to ensure that these are appropriate.</p> <p>Should the message be an in-depth message using a face-to-face delivery mechanism, the content should be appropriately in-depth and should ideally not be a once-off intervention.</p> <p>Should the message be more about awareness creation, the message should ideally be repeated frequently using different channels to reinforce the message to ensure that the message is internalized.</p> <p>Messaging should preferably include information about where consumers can access relevant information when they need to do so.</p>	<p>The content of materials has been thoroughly researched and tested. New insurance content will be signed off by SAIA.</p> <p>Learning materials incorporate a wide variety of teaching techniques including exercises, assessment, role plays and so on.</p> <p>Inzala has registered materials, facilitators, assessors and moderators assigned to this project.</p> <p>Content will be wholly appropriate to LSM 1-5.</p> <p>Inzala's facilitators are all experienced, and will attend a train the trainer programme to learn new content. A Quality Management System is in place to track and moderate their performance thought the project.</p> <p>Materials are appropriate and researched. Where possible, learners are linked to adjacent projects to re-inforce new behaviour.</p>
<p>Monitoring and evaluation or measurement</p>	<p>The programme should be monitored and assessed/evaluated in order to make sure that the objectives are met.</p> <p>Assessment/evaluation or measurement of outcomes should be included in the programme to include transfer of knowledge, skills, attitudes, and behaviour change if possible.</p>	<p>Learner information is captured on an extensive Learner Management System and learner feedback is recorded and reported. The above will enable regular measurement of the impact of this project.</p> <p>Site visits are conducted in addition to reporting to measure impact.</p> <p>Each learner is assessed regarding transfer of knowledge, skills and attitudes. A record of this assessment is kept for each participant.</p>

	<p>The implementation of the programme should be monitored on an ongoing basis to ensure appropriate impact.</p> <p>Assessment should include the assessment of the target audience, or a sample thereof, as well as the facilitators and/or trainers if relevant.</p> <p>The assessment/evaluation or measurement should always take the objective of the programme into account.</p> <p>Assessment/evaluation or measurement should take place before and immediately after an intervention, and – if appropriate – followed up over time from between 3 – 12 months after an intervention, if at all possible.</p> <p>Assessment/evaluation or measurement should include quantitative and qualitative methods, if possible and appropriate.</p>	<p>Moderation is done on 10% of assessments on the total market.</p> <p>Assessment is done after each intervention. The volume of learners and large distances make it difficult to access learner's months after training has taken place.</p> <p>The assessment of the programme is directly in line with the objective of the programme.</p> <p>Assessment of the overall programme includes a combination of quantitative and qualitative methods culminating in a detailed project report.</p>
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Adèle Joubert
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