



Monitoring and evaluation report for the
Grade R Financial Literacy Speech Festival 2024



Report prepared by
Confluence (Pty) Ltd
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1 Executive summary

The Tshwane South District of the Gauteng Department of Education (GDE) held an initial speech competition for Grade R learners in 2023. The project had a financial education aspect and attracted the attention of the FSCA who successfully leveraged that competition into a pilot Gauteng provincial festival, held in September 2024. The focus now is to assess this pilot Gauteng festival and whether it can be further expanded to other provinces at the Grade R level.

This report, prepared by Confluence (Pty) Ltd, reflects our findings of the monitoring and evaluation of the Grade R Financial Literacy Festival project. We evaluated the project using the Organisation for Economic Co-operation and Development (OECD) evaluation framework of relevance, coherence, effectiveness, efficiency, impact and sustainability. This table lays out the contextualised definitions of the framework and summarises the findings for each.

Table 1 Summary of evaluation against OECD criteria

Relevance ✓ Met	Grade R learners are exposed to foundational financial literacy concepts The festival uses appropriate methods to encourage and stimulate financial literacy amongst Grade R learners.
Coherence ✓ Met	Age-appropriate learning that integrates into a Grade R learner’s life stage The festival and its supporting district events integrate into the GDE curriculum and uses accepted methods of educating and interacting with Grade R learners.
Effectiveness ✓ Met	Grade R Learners develop appropriate knowledge and attitudes around financial literacy The project objectives of currency identification, budgeting and timekeeping have been sufficiently met.
Efficiency ✓ Met	Efficient usage of resources through the partnerships with the GDE schools and GDE structures The festival design is based on efficient usage of resources, combining GDE resources with FSCA support to create meaningful results.
Impact ✓ Met	Grade R learners are able to articulate basic and age-appropriate financial literacy concepts Attendees agree that the festival made a difference and there is a positive appetite for further roll out.
Sustainability ✓ Met	The festival can be repeated in Gauteng, and potentially expanded to other provinces. Significant issues around perceptions of fairness and judging were uncovered. However, we believe these can be addressed and a roll out path to other provinces is available.

The programme has met the OECD criteria, and we recommend that there is potential to expand the project to other provinces. However, a range of important stakeholders expressed negative perceptions around the fairness of the judging and compliance with the Language of Learning and Teaching policy. We find no evidence to support these and we recommend strategies to alter these perceptions so that they do not taint further expansion of the project.

Met



In our capacity as the M&E partner for this Grade R Financial Literacy Festival, Confluence confirms that the project has met the OECD evaluation criteria of relevance, effectiveness, efficiency, impact, and sustainability.

2 About this document

This document has four parts:

1. The first part, *overview and context*, explains the project's objectives, stakeholders and the roll out plan that was followed.
2. The second part, the *monitoring and roll out approach*, discusses the methodology, sample, fieldwork methods and approach towards analysis. This starts by laying out the Theory of Change that underpins the project intent, and the OECD evaluation criteria used to evaluate the project.
3. The third part, *findings*, presents the results of our evaluation of each of the six OECD evaluation criteria: relevance, coherence, effectiveness, efficiency, impact and sustainability.
4. The final part, *recommendations and conclusions*, reflects our conclusions and recommendations for this project.

3 Overview and context

The Grade R financial literacy festival

Financial literacy is a foundational skill and peer reviewed research shows that early acquisition provides positive benefits for both learners and society as a whole (Han, 2022).¹

The Consumer Education Department of the Financial Sector Conduct Authority (FSCA) conducts financial education initiatives to support the FSCA’s mandate to have informed and financially literate consumers. In keeping with this mandate, the Grade R financial literacy festival is an event intended to promote and instil financial literacy concepts amongst Grade R learners in Gauteng. The project was a joint collaboration between the Gauteng Department of Education (GDE) and the FSCA.

The project built on an earlier intervention by the Tshwane South education district in which schools in the district competed to identify the best Grade R learner speech (2023) based on the topic of “**What I want to be when I grow up**” which included a financial education aspect.

The topic for the provincial festival (2024) took on a more directed financial theme: “**What is money and what I would do with R100**” and included eleven of the fifteen districts in Gauteng. Approximately 600 learners were involved in the initial rounds of the festival leading to the final event.

The project supports the FSCA’s view that “financial education (is) a continuum with the foundations for building financial resilience being inculcated into our society from a very young age.”² This view is supported empirically:

The benefits of implementing Grade R financial literacy interventions

Financial literacy interventions at the primary school level have shown promising results in improving children’s understanding and attitudes towards money:

Improved financial knowledge: school-based financial education programs can significantly enhance children’s knowledge about financial concepts such as saving, budgeting and spending. ³

Development of positive attitudes: These programs also help in shaping positive attitudes towards money management. Children who participate in financial literacy programs tend to develop a more responsible approach to handling money. ⁴

Improved behavioural intentions: While actual changes in financial behaviour are harder to measure, studies report that children show a greater intention to practice good financial habits after participating in these programs.⁵

Increased parental involvement: Involving parents in financial education can further enhance its effectiveness. Programs that encourage discussions about money at home help reinforce what children learn at school. ⁶

¹ Han, S. (2022). To what extent do grade levels and the requirement of an economics course in high school impact the financial literacy levels of students in the United States? *Journal of Student Research*, 11(3).

² Stevens, C. (2024). Pilot of Grade R Financial Literacy Speech Festival. *FSCA internal proposal document*, p3.

³ Batty, M., Collins, J. M., & Odders-White, E. (2015). Experimental evidence on the effects of financial education on elementary school students' knowledge, behavior, and attitudes. *Journal of consumer affairs*, 49(1), 69-96.

⁴ *ibid*

⁵ Amagir, A., Groot, W., Maassen van den Brink, H., & Wilschut, A. (2018). A review of financial-literacy education programs for children and adolescents. *Citizenship, Social and Economics Education*, 17(1), 56-80.

⁶ *ibid*

The purpose of the project

The FSCA formulated the aim and objectives of the project as follows:

Aim:

The project aims to:

- Lay the foundations of financial literacy,
- Instil practical money management skills, and
- Enhance communication abilities among Grade R learners

Objectives:

The FSCA set the following project objectives:

- Build the foundations of financial literacy by ensuring that 80% of participating Grade R learners will correctly identify all denominations of South African coins and notes with 75% accuracy based on a randomised assessment of learners at the final.
- Ensure that 85% of participants demonstrate the ability to create and manage a basic budget at the final event.
- Deliver 100% of finalists' speeches with 80% of these completed within time constraint set.

3.1 Stakeholders

The following individuals and organisations played important roles in this project:

The Financial Sector Conduct Authority (FSCA)

As the project owner, the FSCA was responsible for conceptualising, organising, and implementing the festival event. The FSCA also took the lead role in judging the finalists.

Gauteng Department of Education (GDE)

As a project partner, the GDE oversaw the school and district levels of the festival, culminating in the selected finalists attending the provincial festival event. GDE District officials provided guidance and support to Grade R teachers at individual schools. GDE officials also took part in the judging panel.

Grade R teachers and parents

As the core learner contact, teachers and parents provided the guidance and emotional support to participate in an event in which six-year-olds are placed in what could be an overwhelming environment.

Rembrandt Primary School, Edenvale (RPS)

As the host school, RPS provided a convenient, provincially central location for the festival. Grade R participants were placed in a familiar and welcoming school environment which would be similar to their own school classrooms and facilities.

Financial Services Consumer Education Foundation (FSCEF)

As the project funder, The FSCEF raises and allocates funds to consumer financial education initiatives. The FSCEF seeks to allocate resources to the most worthwhile projects, evaluating success in terms of compliance with project objectives and potential for expansion.

Confluence (Pty) Ltd (Confluence)

As the monitoring and evaluating service provider, Confluence was responsible for designing the M&E method, observing the festival, and gathering and analysing data to produce this report.

Confluence is a member of both the South African Monitoring and Evaluation Association (SAMEA) and the South African Research Association (SAMRA).

3.2 The festival roll out

The festival was held at the host school, Roosevelt Primary school in Edenvale on Wednesday 11th September 2024. 91 people attended, made up of finalists, parents, teachers, and GDE and FSCA representatives. The festival was the culmination of a process involving finalists from schools within eleven of the fifteen education districts of Gauteng. The selection process for the finalists took place through school and district level events:

Selection of finalists

School events: Each school in each GDE district was encouraged to integrate the topic of the festival into classroom learning. Each learner prepared a one-and-a-half-minute speech, and the Grade R teacher sent the video of the best learner to the District Director.

District events: Based on the school level videos, district officials chose three finalists from each of the district clusters. These learners participated in a face-to-face event in which one finalist from each district was chosen.

Festival: The festival participants consisted of the eleven district finalists.

Festival logistics

The festival commenced with a warm welcome by the hosting school principal, followed by short speeches by senior GDE and FSCA representatives. Grade R speeches were held in batches of three, interspersed with performance items by Grade R learners from the host school. The programme can be found in **Annexure A**.

The school hall was appropriately decorated and set out to provide a welcoming atmosphere and reflect the premier nature of the event. Prior to the start of the speeches, the Grade R finalists were presented with medals to reflect that they had won in their respective district events. While care was taken by the speakers to emphasise that the festival was a celebration, many of the stakeholders placed great emphasis on the competitive aspect. This is evidenced by analysis and comments latter in this report.

The judges caucused after the last speech and the results were released and trophies awarded. Photos and lunch wrapped up the activities.

Judging panel

Two senior Early Childhood development (ECD) experts from the GDE and two senior subject matter experts from the FSCA made up a four-member judging panel. The panel was chaired by one of the FSCA representatives.

Evaluation rubric

A single evaluation rubric was used to brief and guide the initial school level activities and judge the district and final festival events. The rubric allocated 25 marks across the following sections:

1. **Introduction:** To what extent does the learner capture the attention of the audience and clearly lay out the purpose of the speech (5 marks).
2. **Research on what money is and what they will do with R100:** The ability of the learner to explain the concept of money and provide interesting ideas on how they would use it (10 marks).
3. **Voice and confidence:** Use of tone, speed, and volume (5 marks).
4. **Use of Props:** To what extent does the learner use props to effectively showcase the topic (5 marks).

The full rubric can be found in **Annexure B**.

4 The monitoring and evaluation approach

4.1 Monitoring and evaluation objectives

To assess the project, a set of monitoring and evaluation objectives were created together with the FSCA team. The objectives were to:

- **Assess** the project using the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) criteria, which include relevance, coherence, effectiveness, efficiency, sustainability, and impact.
- **Evaluate** progress against the FSCA project objectives.
- **Recommend** a way forward in terms of a potential roll out to other provinces.

4.2 Theory of change

The FSCA developed and provided the following TOC model to guide this project evaluation:

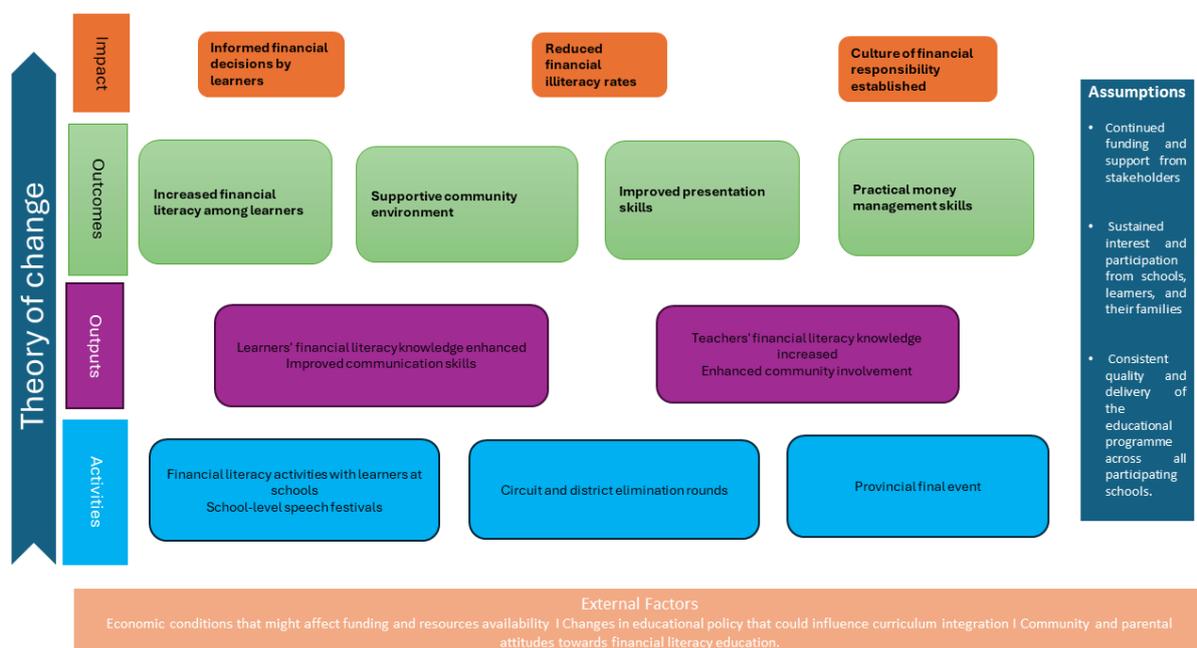


Figure 1: Grade R Festival Theory of Change model

4.3 OECD evaluation criteria

The generic OECD evaluation criteria are:

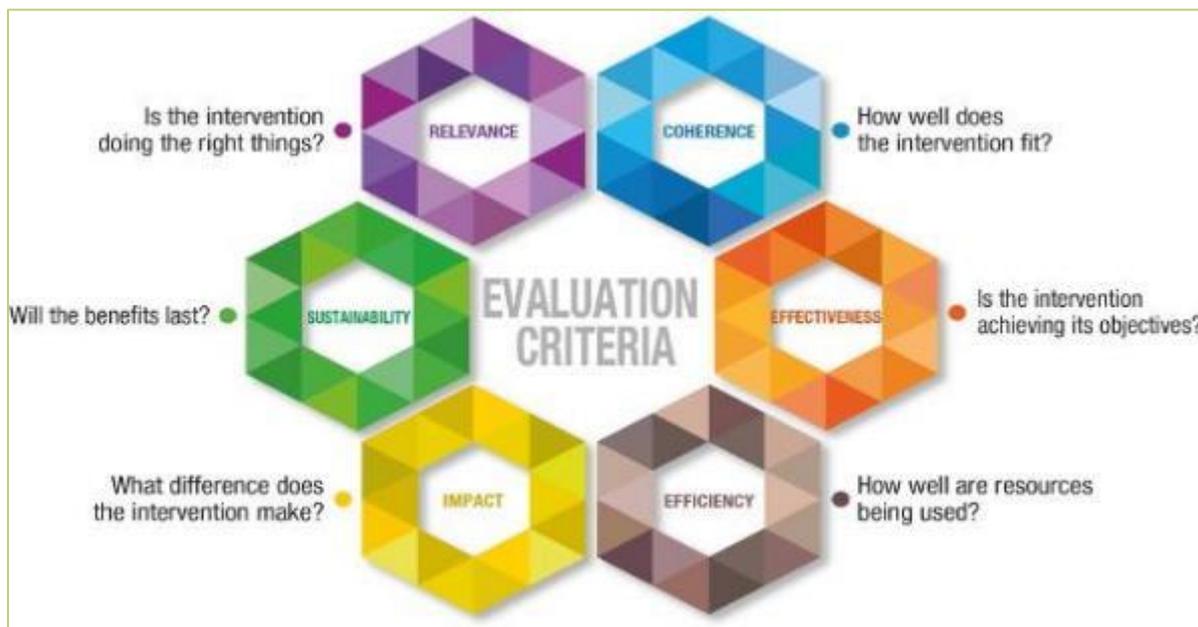


Figure 2: Generic OECD evaluation criteria

The OECD emphasises that each project has a different context, and that these criteria should be customised accordingly.

For this **Grade R project**, we define these criteria as:

Relevance:	<i>Is the intervention doing the right things?</i> Grade R learners are exposed to foundational financial literacy concepts.
Coherence:	<i>How well does the intervention fit?</i> Age-appropriate learning that integrates into a Grade R learner’s life stage.
Effectiveness:	<i>Is the intervention achieving its objectives?</i> Grade R Learners develop appropriate knowledge and attitudes around financial literacy.
Efficiency:	<i>How well are resources being used?</i> Efficient usage of resources through the partnerships with the GDE schools and GDE structures.
Impact:	<i>What difference does the intervention make?</i> Grade R learners are able to articulate basic and age-appropriate financial literacy concepts and show evidence that they can make informed financial decisions.
Sustainability:	<i>Will the benefits last?</i> Stakeholders agree that core financial literacy behaviours have been embedded the festival can be repeated in Gauteng, and potentially expanded to other provinces.

4.4 The method

We used a mixed method approach, combining observation, quantitative surveys, and qualitative discussions with key individuals.

Festival	<p>Observation and assessment: We attended and evaluated the festival.</p> <p>Specifically, evaluation activities around the quantitative objectives of currency recognition and basic budgeting were developed.</p> <p>We had short, curated discussions with the finalists, supervised and accompanied by their parents or teachers.</p>
Key Person Interviews	<p>Assessing success and scalability: We identified five key stakeholders and interacted with them in a semi-structured interview process. The interview schedule was mapped to the Theory of Change developed by the FSCA for the project. These interviews took place after the festival and were aimed at assessing the effectiveness, appropriateness, and scalability of the intervention.</p>
Festival attendee survey	<p>Broadening our data: Using contact details from the festival attendance registers, we invited attendees to a short online survey designed to maximise our data insights.</p>

Festival observation

We observed and evaluated the final festival event, using these assessment criteria:

Venue:	Was the venue suitable, was the setup appropriate and welcoming for Grade R learners?
Timings:	Did the speeches adhere to the time limit, and was the time allocation appropriate?
Participants:	Were they comfortable and confident while giving their speeches? Was the event a positive experience for them? What was their performance in the separate evaluation activities?
Judging:	Was the judging transparent? To what extent were judges consistent in their approach, and did the judging approach result in winners who were clearly better on the day?

We used two senior evaluators on the day. One person focussed only on the festival speeches in the main hall, while the other conducted the exercises with finalists while they were waiting for their speech slot in a separate room (the RPS library area).

Quantitative evaluation

We exposed the Grade R learners to two role play and game activities:

1. **Currency identification:** a game in which learners identified notes and coins and their hierarchy. Learners were also asked to link currency value to different sized chocolate bars.
2. **Shopping activity:** a game in which learners selected groceries to the value of R100, designed to assess basic budgeting skills.

We timed these activities so as not to interfere with the speeches.

Key person interviews

Semi structured discussions were held with two parents, two Grade R teachers and three GDE officials. These were complimented by a variety of informal discussions with stakeholders on the day.

Festival attendee survey

We used the contact details provided by festival attendees to invite them to a short online survey. We initially sent a WhatsApp message explaining who we were, why we were contacting them and requesting permission to invite them to participate. Once permission was received, we sent them an anonymous link to the survey. This anonymity proved invaluable as some quite forthright views were expressed.

The survey was constructed as follows:

1. **Role identification:** a simple demographic question asking whether the respondent was a parent or a selection of GDE roles.
2. **Open ended importance question:** an unstructured opportunity for respondents to tell us about the festival in their own words.
3. **Circuit and district questions:** 10 Likert scale questions focused on the events leading up to the festival.
4. **Festival questions:** eight Likert scale questions focussed on the festival itself.

The full questionnaire is available in **Annexure C**.

Attendee sample

We invited all attendees, except FSCA officials and GDE representatives who we planned to engage with using more detailed key participant interviews. 14 Attendees were not contactable by WhatsApp, either because they did not have the application or the mobile number was incorrect or illegible. This left a potential group of 59 attendees of which we received 24 responses or a **41%** response rate.

At first, we thought this was a relatively low rate for an audience of this nature. However, we then realised that attendees were naturally clustered into groups: A pair of parents or a set of representatives from a school. Responses therefore sometimes represented more than one attendee- for example one parent represented the family and so the other parent did not see the need to respond. Similarly, a Grade R teacher from a finalist school could represent the views of other representatives of the school. Due to the anonymous nature of the survey, we could not directly confirm that this was the case.

Limitations to the approach

While limitations did arise, we are confident that they did not adversely affect our data gathering process:

- **Finalists as proxies for the Grade R:** We only interacted with learners who had risen through the competitive levels. A common comment from teachers and officials was that these learners were good representatives of general Grade R competency and ability.

- **Supervised discussions:** As part of the festival protocol, written permission for participation was obtained from parents and as is appropriate with children of this age, all our interactions with Grade R finalists took place while they were accompanied by a parent or teacher. There was no evidence of any undue influence on their responses during the exercises.
- **Observation effect:** We introduced each interaction by explaining that our activities were for monitoring and evaluation research, which did not have any impact or influence on the judging of the finalist speeches.

5 Findings

5.1 Relevance

Is the intervention doing the right things?

Are Grade R learners exposed to foundational financial literacy concepts?

From the perspective of the GDE, it is important to realise that the festival is not just a financial literacy competition, but rather a holistic intervention designed to support a number of learning areas.

As such, the financial topic and focus of the festival must be viewed as a convenient vehicle for learners to display a broad range of Early Childhood Development (ECD) skills such as self-confidence, public speaking, and storytelling.

5.1.1 District events

Although we did not attend any of the district events, we wanted to assess the foundation that they created for the final festival. We asked festival attendees about how they perceived the district events:

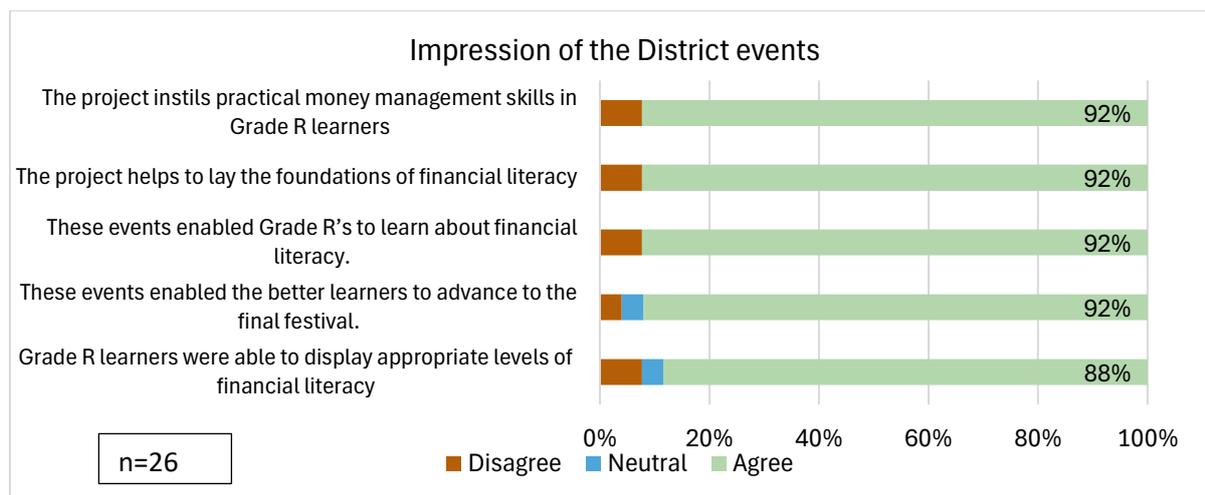


Figure 3: Attendee impressions of the district events

Attendees were overwhelmingly positive about the role of the district events and how they created the appropriate platform for the festival.

5.1.2 Financial literacy festival

We explored these two aspects:

- Is the festival approach appropriate for Grade R learners?
- Do the festival speeches reflect sufficient financial literacy concepts? (**Annexure D** contains speech transcripts)

Is the festival approach appropriate?

The festival encourages best practice: Experiential learning methods are particularly effective at making learning about money more engaging and practical for young children. Roleplaying,

storytelling, games, and play-based activities are recommended by ECD experts as best practice for educating young children.⁷

Age appropriate: Introducing financial literacy concepts at an early age helps to positively influence adolescent financial behaviour, moderating both financial overconfidence and under confidence.⁸

Learner briefing: FSCA and GDE officials took time to brief the learners at the start of the day, using appropriate language and empathy. The learners were also taken to a play area while they were waiting for their speech slot so that they did not have to sit through the entire event.

Financial literacy concepts

We reviewed the content of the speeches themselves. We broke the speech topic **“What is money and what I would do with R100”** into its two natural parts, first focussing on how learners answered the question of **what money is?**

“What is money? Money can be used to buy things such as groceries, school shoes, toys or to pay someone to do something for you.”
Grade R festival finalist

“Money is what we use to buy things that we need and want. It can be coins or notes. Money is a medium of exchange that people use to buy goods and services. Money is also what people receive when they sell their own things or services.” Grade R festival finalist

“What is money? We have two different kinds of money which is the bank notes and coins. What is the purpose of money? We buy things that we need. It is important to learn about money and how to save it.”
Grade R festival finalist

The learners addressed this opening question with flair and age-appropriate insights, although the language register sometimes reflected the older vocabulary of their teachers or parents.

The second core aspect of the speech was how learners would spend R100:

One learner presented this as a list, accompanied by suitable props, playfully placing the items in a shopping basket as he reeled them off.

“I am going to spend a cash of R100 to buy the following:

1. Bread R17
2. Eggs R30
3. Jam R18
4. Butter R20
5. Milk R15

I managed to spend R100.” Grade R festival finalist

⁷ Totenhagen, C. J., Casper, D. M., Faber, K. M., Bosch, L. A., Wiggs, C. B., & Borden, L. M. (2015). Youth financial literacy: A review of key considerations and promising delivery methods. *Journal of Family and Economic Issues*, 36, 167-191.

⁸ Zhu, Alex Yue Feng. "Financial Literacy Types and Financial Behaviors among Adolescents: Role of Financial Education." *Journal of Financial Counseling and Planning* 32.2 (2021): 217-230.

5.2 Coherence

How well does the intervention fit?

Age-appropriate learning that integrates into a Grade R learner's life stage.

“As you all know that the researchers are telling us that most of the learners, they cannot read and write, they cannot read with meaning they cannot comprehend what they are reading in the foundation phase, grade one, two, and three.” Senior GDE official

Research by the GDE during 2021 showed some alarming trends around foundation phase learners of Grades one, two, and three.

To counteract this, the GDE implemented a Mathematics and Language improvement programme directed at improving the teaching and learning practices of Grade R teachers. The aim was to better prepare learners for the foundation phase grades.

This programme led to the original speech competition held in the Tshwane South education district in 2023 in which schools in the district competed to identify the best Grade R learner speech based on the topic of **“What I want to be when I grow up”**. This topic included a financial education aspect.

As such, the financial topic and focus of the festival must be viewed as a convenient vehicle for learners to display not just financial literacy, but rather a broad range of Early Childhood Development (ECD) skills.

From a coherence perspective, attendees of the festival largely agreed that the **district** events promoted core ECD skills and formed a strong foundation for the final festival:

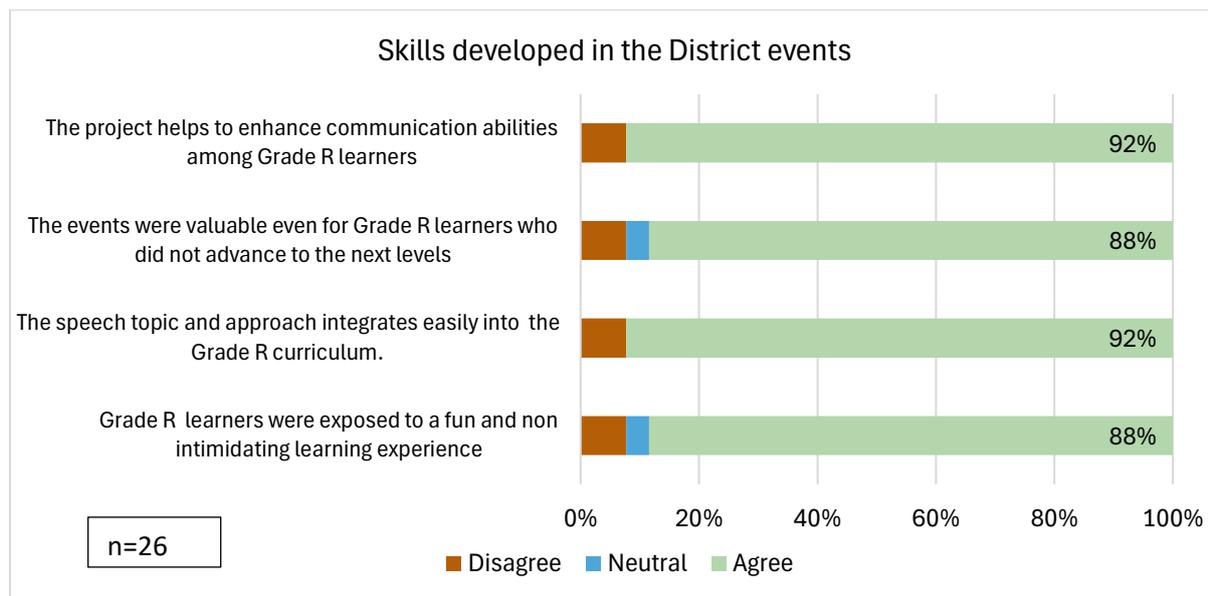


Figure 5: Skills developed in the district events

Attendees to the **festival** generally agreed that the event was set at an appropriate level for Grade R learners although one Grade R teacher did express the concern that the event could have been shorter.

When reviewing the open-ended responses in the survey and interviews, one **notable omission is the concept of fun**. Despite attempts to present the event as a festival celebration, the competitive element was certainly present.

“(the festival) ..might have been a bit too long for the learners.”
Grade R teacher

Finding: Coherence

Met



The festival and its supporting district events integrate into the GDE curriculum and use accepted methods of educating and interacting with Grade R learners. The OECD criteria for coherence are met.

5.3 Effectiveness

Is the intervention achieving its objectives?

Grade R Learners develop appropriate knowledge and attitudes around financial literacy.

The FSCA set the following project objectives:

- Build the foundations of financial literacy by ensuring that 80% of participating Grade R learners will correctly identify all denominations of South African coins and notes with 75% accuracy based on a randomised assessment of learners at the final.
- Ensure that 85% of participants demonstrate the ability to create and manage a basic budget at the final event.
- Deliver 100% of finalists' speeches with 80% of these completed within time constraint set.

5.3.1 Objective 1: Currency identification

We tested currency identification by laying out coins and notes randomly on a desk in the play area where the learners were waiting for their speech slot. We also included tokens as a control mechanism.

We were able to interact with eight of the eleven learners. One was late to the event and needed extra play time to settle down before his speech and another learner started the exercise but was then called to do their speech without completing. The remaining learner was partially sighted and while she was able to participate and identify some currency, it was clear that this exercise was not appropriate for her.

We invited each learner to the “shop” and observed while they played, arranged, and interacted with the items.

The first question was to identify specific notes or coins, either by asking the learner to find it on the table, or to identify a note or coin that was handed to them.

Identification: As is age appropriate, learners were more likely to use the colours and pictures to identify notes rather than the numbers. Learners used the same strategy to identify coins but were less likely to identify these correctly. Of the eight learners, six could correctly identify more than 75% of the coins and notes on display. The R200 note was the least familiar to the group.

This effectively meets the currency identification objective set by the FSCA.

Ranking: We took the exercise a step further and introduced the concept of ranking by value. This was a more difficult exercise for the learners. Some carefully looked for the numbers they were able to identify, but were not sure which were arithmetically bigger or smaller. One learner carefully and successfully measured the size of the notes but could not successfully rank coins using this method. Overall, performance here was age appropriate.



5.3.2 Objective 2: Basic budgeting

We compared two sets of data here. **Firstly**, the speeches themselves contained a budgeting element in that learners were asked what they would do with a R100. Content analysis of the speech transcripts shows that learners were able to complete this task appropriately but used **two distinct approaches**. Three learners used a **list** approach, allocating specific items and their value to the R100.

The remaining eight learners discussed the R100 in a **thematic** way, not linking the amount to any specific breakdown but rather to a spending goal.

List:

“With R50 I will save and invest, R20 I will buy bread, R20 to buy milk and the remaining R10 I will use it for entertainment, buy sweets and snacks.”

Grade R learner 1

Thematic:

“Oh wow! This is a R100 what can I do with R100? My vision is to be an employer so that I can sell snack, sweets so that I can be a businessman like Mr Maponya.” Grade R learner 2

The **second** data source was the shopping exercise we conducted with the learners. We laid out a set of groceries (milk, jam, bread etc) and asked them to select and purchase them to the value of R100. We explained what each item cost in round terms. Here, learners enjoyed the action of shopping and selecting and placing items in the shopping bag and “paying” with the R100. However, there was generally no link between actual value and the R100 budget.

From these two data sources we can conclude that learners show sufficient **awareness** of the concept of budgeting but are not yet numerate enough to **practically apply** it, even in basic terms.

We discussed these findings with two GDE ECD experts and they both confirmed that awareness would be the more appropriate measure of budgeting competence at a Grade R level. The FSCA’s objective of assessing learners’ ability to **both create and manage** a basic budget therefore needs to be interpreted and applied holistically.

Pragmatically, we believe that the FSCA’s intended objective of instilling a budgeting competency at Grade R level has been met.

To explore this issue in further detail, we compared the results of the speech competition to the results of the currency identification exercise. As the sample size is small, we used a Spearman’s Rank correlation test to compare the level of each learner’s performance on the two tasks. We found that the correlation is **small** and **statistically insignificant** ($r_s = 0.06$, $p = 0.88$). This result needs to be interpreted cautiously, but it does appear that learners who were better on the speeches performed less well on the currency identification exercise. This implies that the speech and the currency identification exercise are not measuring the same learner skill set.

This issue is reflected in the position taken by GDE representatives that the financial literacy topic is a vehicle to display other holistic ECD skills and not an assessment of financial literacy in itself.

5.3.3 Objective 3: Timekeeping

All learners successfully delivered their speeches. Only one learner had a discernible lapse, but she recovered quickly and simply started her speech again.

Timekeeping was a more **controversial** issue. The judging panel would ring a bell to signal that the learner could start their speech once they had introduced themselves and their school. A second soft bell was rung when the 1 minute 30 second time limit was reached, but learners were allowed to continue without penalty.

This was explained to all attendees before the speeches started, and at least half of the learners did exceed the time limit, but not to any extent that we believe provided an unfair advantage.

Not everyone agrees with us:

“I believe I was somewhere not treated fairly. My learner got position x of which I believe the rubric was well studied and the speech was rendered accordingly. The Learner who obtained position x & x were timed out as they exceeded 1 min 30 Seconds stipulated, my learner was on point as I was timing her, she presented on point. Time was not considered. In future if that will not be considered, please make us aware. The stake was high as it was the Provincial level and we were not expecting some loop holes. Thanks anyway.” GDE representative

The underlying issue here is the **perception of fairness**. This is further exacerbated by perceptions of the judging which we will explore in the sustainability section of this report.

In our opinion, the underlying timekeeping objective has been satisfied.

Finding: Effectiveness

Met



The project objectives of currency identification, budgeting and timekeeping have been sufficiently met to satisfy the OECD effectiveness criteria.

5.4 Efficiency

How well are resources being used?

Efficient usage of resources through the partnerships with the GDE schools and GDE structures.

The FSCA relationship with the GDE provides an inherently efficient way to access Grade R learners. In fact, there is probably no other way to access this age group more efficiently and ethically.

Certain aspects of the relationship and project flow highlight this:

Curriculum integration: By encouraging the integration of specific basic financial concepts into the grade R curriculum, the FSCA can efficiently leverage teachers who are experts at educating this age group.

Pre- festival events: The GDE takes the role of organising and managing all events leading to the festival, providing the FSCA with a set of finalists for the festival.

Festival venue: The GDE organises a suitable host school environment in which finalists will feel comfortable.

Pilot province: The GDE can be viewed as a pilot project. They should be able to provide contact people and a roll out path to other provinces.

The GDE is indeed a very efficient, valuable partner to the FSCA, and the relationship must continue to be nurtured.

Finding: Efficiency

Met



The festival design is based on efficient usage of resources, combining GDE resources with FSCA support to create meaningful results. The OECD criteria for efficiency is achieved.

5.5 Impact

What difference does the intervention make?

Grade R learners can articulate basic and age-appropriate financial literacy concepts and show evidence that they can make informed financial decisions.

The projects Theory of Change model specified the desired impact as being:

- Informed financial decisions by learners
- Reduced financial illiteracy rates
- Culture of financial responsibility established

Based on other evidence in this report, we are comfortable that the festival project has positively contributed to these desired outcomes. Although only a longitudinal study could definitively show the impact of the festival project over time, it is reasonable to anticipate that the positive findings of other peer reviewed financial literacy studies could be replicated in South Africa⁹.

From the perspective of attendees, there is substantial agreement that the festival project achieved its aim of promoting financial literacy amongst Grade R learners. Attendees were also positive about how well the festival was organised, and crucially support the idea of extending and rolling out the programme.

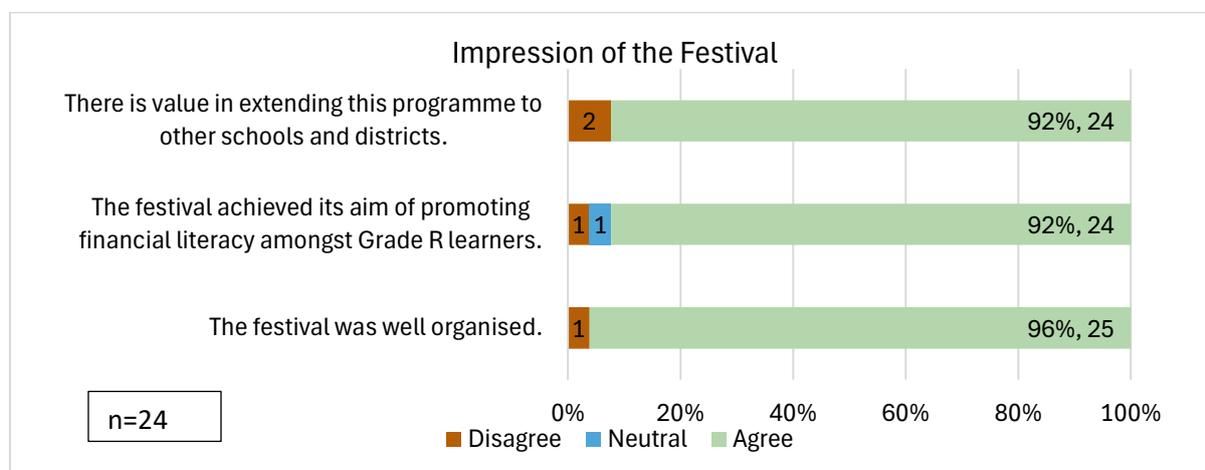


Figure 6: Festival impressions

Finding: Impact

Met



The festival made a difference and there is a positive appetite for further roll out. The project passes the OECD criteria for impact.

⁹ Amagir, A., Groot, W., Maassen van den Brink, H., & Wilschut, A. (2018). A review of financial-literacy education programs for children and adolescents. *Citizenship, Social and Economics Education*, 17(1), 56-80.

5.6 Sustainability

Will the benefits last?

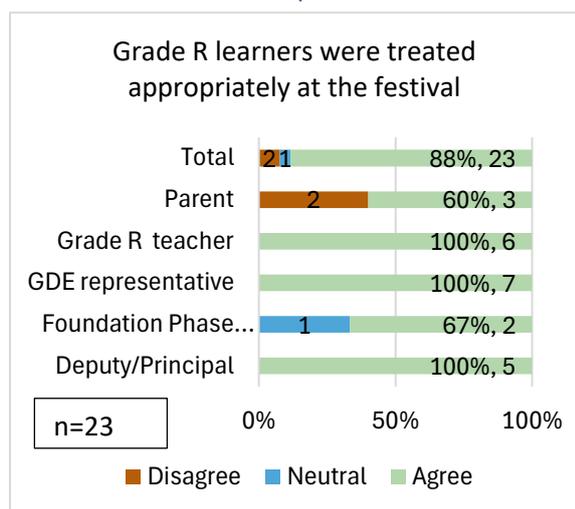
Stakeholders agree that core financial literacy behaviours have been embedded.

The festival can be repeated in Gauteng, and potentially expanded to other provinces.

We look at sustainability through the lens of a potential roll out to other provinces. For this to occur certain criteria must be met:

- The festival must be perceived as fair, and compliant with good education principles
- The festival must successfully meet its objectives
- The festival must develop the reputation of being a core contributor to the advancement of Early Childhood development in South Africa

5.6.1 The criteria of perceived fairness and compliance



This is where challenges lie. While the majority of parents thought that their children were treated appropriately at the festival, two parents disagreed on this area.

On further investigation, this concern related to a language issue and their perceived fairness of the judging system. The language issue permeated many more of the anonymous comments. The judges adjudicated two English and one Afrikaans speaker into the top three positions. The absence of vernacular languages in the top positions was contentious.

Figure 7: Grade R's treatment at the festival

Language in South Africa has a history of being a divisive topic. Section 29(2) of the Constitution provides that every learner has the right to receive a basic education in the language of his or her choice, where this is reasonably practicable. The Language of Learning and Teaching (LOLT) policy is derived directly from this constitutional principle.¹⁰

Some comments were relatively polite:

“I think if maybe consider the learners languages e.g. learners under Nguni languages are competing together same thing to English, Sotho speaking, Xitsonga etc.” Grade R teacher

“Language preference need to be considered. Learners speaking African languages be considered” GDE representative

¹⁰ Veriava, F., Thom, A., & Hodgson, T. F. (2017). *Basic education rights handbook: Education rights in South Africa*. Section 27.

Others disappointingly scathing:

“I had a frustrating experience in the speech competition. Language and Representation: I have pointed out the importance of allowing participants to speak in their home language, because it promotes inclusivity and celebrates diversity, which is crucial in a competition setting. But that never happened in the speech competition financial literacy. Judging Criteria: If the judges favored only Afrikaans speakers, it would be more transparent to communicate this upfront to all participants. I wasn't at all happy.” Grade R teacher

“In future also other LOLT should be considered since there are learners who were best and delivered their speeches in African languages and it was said the speeches should also be written in English for the judges, but not a single African language won only 2 English and 1 Afrikaans, please next time if there is the best learner with African LOLT he or she must be considered. Thanks.” GDE representative

“The judgment was only on English but some learners of african language were the best but never been selected because of african language” Foundation Phase Head

“Language preference need to be considered. Learners speaking African languages be considered” GDE representative

This theme of unhappiness continued in ratings around **judging and scoring**, only half of respondents agreeing that the judging was fair and transparent, and that the top three learners were in fact the better learners on the day.

Perceptions of the scoring rubric being appropriate and transparent were also concerning:

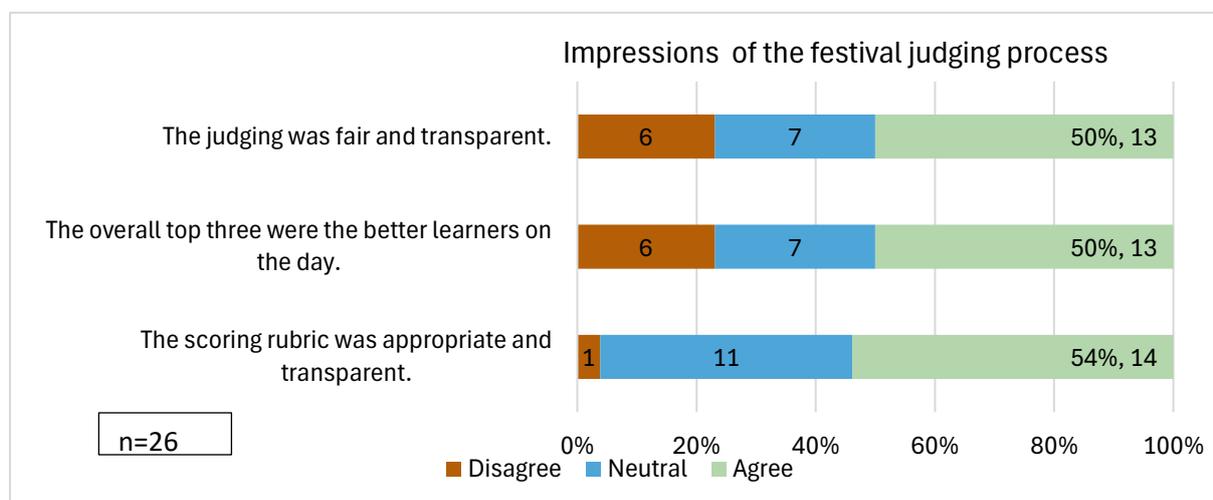


Figure 8: Impressions of the festival judging process

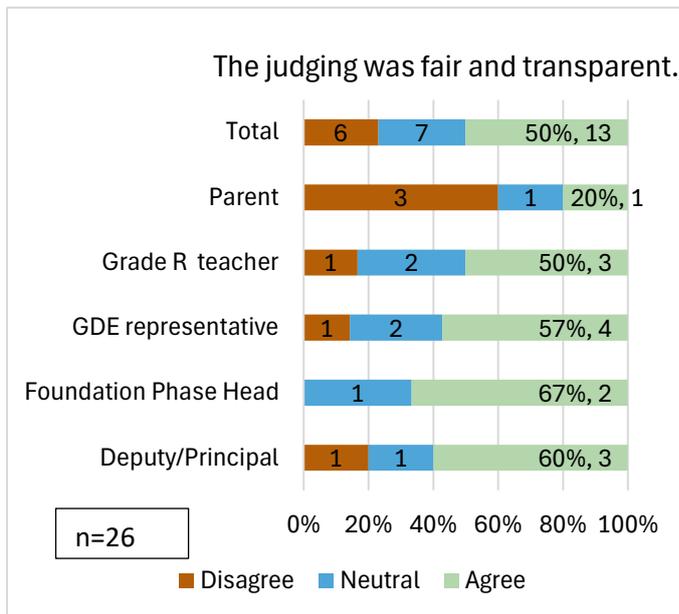


Figure 9: Judging impressions by role

The concerns about the judging were expressed across all stakeholders.

This is a frustrating outcome as we noted the appropriate strategies employed to overcome any issues:

Mixed judging panel: The four judges consisted of two senior **subject matter experts** from the FSCA, and two senior **ECD experts** from the GDE.

Language competency: Three of the four judges spoke at least one vernacular language, and all languages used on the day were spoken by at least one of the judges.

English transcripts: Each learner was required to provide an English transcript of their speech to assist judges (and the M&E team) who did not speak a particular

language. Judges could then use the transcript content and judge the aspects of confidence, use of props and general presentation using **visual cues** and the **demeanour** of the learner.

Festival briefing: These issues were addressed in the opening speeches and more importantly, by the chief judge before releasing the final outcome.

We carefully assessed the **judging patterns** to review whether any of this unhappiness had merit. The following table uses colour formatting to display variation across all judges where darker green signifies a higher individual score and darker red indicates a lower individual score. Important descriptive statistics are added in the final rows.

Table 2: Judging patterns

Learner	Language	Judge 1	Judge 2	Judge 3	Judge 4	Total
		25	25	25	25	100
Learner 1	English	Green	Green	Green	Yellow	Green
Learner 2	English	Yellow	Green	Green	Green	Green
Learner 3	Afrikaans	Yellow	Orange	Green	Green	Green
Learner 4	Setswana	Green	Yellow	Orange	Green	Green
Learner 5	Sesotho	Green	Orange	Orange	Yellow	Yellow
Learner 6	Setswana	Yellow	Green	Orange	Red	Yellow
Learner 7	English	Orange	Orange	Green	Orange	Orange
Learner 8	isiXhosa	Orange	Green	Red	Yellow	Orange
Learner 9	English	Yellow	Red	Yellow	Orange	Orange
Learner 10	Zulu	Orange	Green	Red	Red	Red
Learner 11	English	Red	Red	Yellow	Orange	Red
Average		22.2	18.8	13.9	15.5	70.5
Standard deviation		2.0	1.9	2.0	2.0	5.4
Coefficient of variation		9%	10%	15%	13%	8%
Min		19	16	11	13	63
Max		25	21	17	19	79

Consistency: Each judge chose at least **two of the top three** learners as their first choices. Each judge used a different scale range (this is **statistically normal** behaviour), but their **internal consistency was high**, evidenced by very similar standard deviations and coefficients of variation.

Language Bias: There is **no bias** towards English. This is evidenced by the fact that each judge allocated both high and low scores to learners using this language.

Judge organisation: The two subject matter experts were more likely to award higher marks to all languages, while the ECD experts were more likely to award a range of marks, **independent** of language.

We conclude that the perceptions of judging unfairness are unfounded.

Unfortunately, this is unlikely to change the perceptions of attendees who feel otherwise, and this may negatively influence future expansion of the festival to other provinces.

This issue may be easier to deal within provinces where there is naturally less language diversity and fewer languages to accommodate.

The remaining sustainability criteria were those of success and reputation.

5.6.2 The criteria of success and reputation

The remaining criteria were seen as:

- The festival meeting its objectives
- The festival developing the reputation of being a core contributor to the advancement of Early Childhood development in South Africa

We are comfortable that objectives set by the FSCA have been accomplished. However, GDE officials cautioned that their challenge would be to ensure that the aspect of financial literacy continues through the remainder of the foundation phase.

In terms of **reputation**, the GDE festival coordinator expressed her satisfaction and **delight** at the success of the festival and the role that the FSCA has played. This can be leveraged to other stakeholders.

These criteria are met.

“Great platform to develop knowledge about money and to develop public speaking skills and talent. Did not think Grade R learners had so much talent and potential. Loved this festival.”
Grade R teacher

Finding: Sustainability

Met



Significant issues around perceptions of fairness and judging were uncovered. However, we believe these can be addressed and a roll out path to other provinces is available. The criteria for sustainability are met.

6 The way forward

6.1 Celebration vs competition

Some of the GDE officials expressed **unease** at the competitive nature of the event and the difficulties in distinguishing finalists. **Importantly**, they are not saying that there should be no competitive element, but rather that the **competitive element should not undermine the festival**. The support of the FSCA through sizeable prizemoney may have the **unintended consequence** of undermining the intended celebratory nature of the festival.

There is support amongst GDE officials for a different approach, but none were definitively set on a specific scoring outcome. At district level, we suggest coaching of officials in the application of the rubric. Once finalists come to the festival, there are options for the competitive element:

The current approach: A distinction is made between first, second and third with different trophies and prizes.

Top three: The top three is announced with no separation. Similar trophies and prizes are awarded.

A medal approach: Gold Silver and Bronze medals are awarded for categories of marks. For example, bronze medals to 70 marks, Silver for 71 to 75 and Gold for 76 and above, with prizemoney allocated over these levels.

A pure festival approach: There is no further judging at the festival and all finalists receive similar recognition and prize money. The purpose of the event is to showcase the speeches and provide an opportunity for the province to interact with the FSCA.

Each of these approaches have their own advantages and disadvantages.

The **current** approach exposes the FSCA to the question of fairness. The **top three** approach mediates this but still needs to be carefully transparent. The **medal approach** is logistically difficult and may result in no gold medals being awarded.

The **pure festival** approach may remove motivation and simply push the fairness issue down to district level where the FSCA has **less opportunity to manage the reputation** of the festival.

Ultimately, it does appear that participants value a level of competition and the reward of prizes and so the pure festival approach is overshadowed by the competitive options.

We suggest a debrief meeting between the FSCA and the GDE to agree on a way forward for the future judging system.

6.2 Potential Roll Out

There are two potential roll out paths for extending financial literacy education to school learners.

The **first path** would be to extend the Grade R festival to other provinces.

The festival has been successful to the extent that there is support from key GDE stakeholders to help expand the event to other provinces.

Through our involvement with other financial literacy projects, we have noted the FSCA's successful step by step and incremental approach to project expansion. We see no reason why this approach should not be employed for the Grade R festival.

To select potential further provinces, we suggest the FSCA create a matrix of the following criteria:

Provincial appetite: as measured by discussions with the relevant senior provincial education department officials.

Language diversity: Provinces with fewer Languages of Learning and Teaching may be easier to coordinate.

Geographic size: A single festival for vast provinces such as the Eastern Cape may be logistically difficult for attendees. Here, it may be more appropriate to set the festival at the sub levels of these provinces. Alternatively, the festival could be held online, followed by physical visits by FSCA officials to award prizes.

The **second path** would be to create another tier in the learner competitions. Currently, the FSCA successfully runs a nationwide learner competition at Grade 11 level. Education experts could provide insight into the most appropriate level for a further competition with possible options being the end of the foundation or intermediate phases. This is a longer-term option, and it seems more logical to first build the Grade R festival.

7 Observations and recommendations

To add value to the festival project, the following observations and recommendations are provided:

Observation	Recommendation
Festival logistics	
Duration: The festival is a long morning for a 6-year-old, especially those that speak later in the programme. The separate waiting and playroom for the learners is appropriate, but learners are left mostly to their own devices.	Consider a more semi structured morning for the learners which could include their speech slot, the M&E activities, and play activities under the guidance of a Grade R teacher.
Seating: Attendees tended to sit with their fellow school colleagues, which increases the sense of competition.	Consider a more directive seating plan which allows attendees to meet new people and encourages the sense of celebration over competition.
Judging and fairness	
Selection difficulty: Officials express difficulty in selecting the district winners.	Consider an online workshop with all district officials early in the process, designed to coach them through application of the rubric.
Timekeeping concerns: Concern expressed that some learners gained an unfair advantage by not being penalised for overruns.	Time limit to be reframed as a zone rather than a cut-off. Learners should finish between 1 minute 30 seconds and two minutes. Content quality should be emphasised as being more important than speech duration.
Language of Learning and Teaching: Unhappiness amongst stakeholders that all LOLT's received equal treatment.	<p>Emphasise to all attendees that all LOLT's are equal. This could be demonstrated by:</p> <ul style="list-style-type: none"> • Providing multiple language versions of the Rubric for use at the school, district, and Festival events • Asking the relevant teacher or parent to translate the instructions during the learner briefing. • Officially welcoming the judges to the festival with a brief summary of their competencies and emphasis on their language capabilities. • Welcoming each finalist to the stage in their own language. The MC or a relevant judge could play this role. • Providing final comments in a mix of each language used in the competition.

Observation	Recommendation
<p>English transcripts: These were only provided to the judges on the day, and a number of teachers had to scramble to provide them. We were not convinced that some transcripts reflected everything that the learner had to say.</p>	<p>The importance of the transcripts to the judging process must be emphasised in pre festival communications. Teachers must ensure that the transcript is an accurate reflection of the speech provided.</p>
<p>Judging Panel: The panel consists of four members.</p>	<p>Extending the panel to five judges would allow for potential more language capability. It would also have the effect of smoothing the highest and lowest scores of each judge. It would also provide some flexibility if a judge is unable to attend on the day.</p> <p>The fifth member could be sourced from either the FSCA or from the GDE, or it could be an ECD expert from another education province who is seen as neutral.</p>
<p>Future Roll out</p>	
<p>Build teacher support:</p>	<p>Consider running an online financial literacy course for all Grade R teachers in a target province at the beginning of the school year. The course could be structured to teach target adult outcomes and how they could be taught in a Grade R environment.</p>
<p>Geographic challenges: Gauteng is a geographically small province which allows all districts to gather relatively easily. All other provinces are geographically more difficult, but may offer the advantage of fewer languages.</p>	<p>Consider running other provinces according to sub districts. These could be rotated each year. Alternatively, physical district events could be followed by an online provincial festival. Other M&E research shows this is not ideal but it would offer an alternative to learners travelling vast distances. Where technical barriers exist, the FSCA could send a team to pre-record a finalist. To add credence and substance to the process, FSCA officials should physically visit the schools of the top three to award prizes in person.</p>
<p>Stakeholder readiness: Officials of the GDE support the project and would recommend to other provinces.</p>	<p>The Department of Basic Education at National Level has a Subject Committee structure at which provincial representatives meet. This could provide a route to roll out.</p> <p>Alternatively, the GDE (Ms Ntombikayise Mokoena) would be willing to provide contact details for her equivalent person in other provinces.</p>
<p>Festival debrief: The momentum and success of the festival must be leveraged.</p>	<p>A debrief meeting between the FSCA and the GDE should be held to discuss the festival and the issues raised in this report. Core issues would be addressing perceptions of fairness and the way forward in terms of the competitive element.</p>

In conclusion, the festival successfully met its objectives, despite dissatisfaction raised by some stakeholders. The dissatisfaction does not have any factual basis and by applying the recommendations of this report these perceptions can be carefully managed for future events.

This dissatisfaction should also be seen in context: Other stakeholders saw great value in the event and its potential for expansion:

“The way it was planned, preparations that went into it. Set-up and layout was amazing and out of this world.” GDE representative

“As a teacher and dept head, I see great value in instilling financial education in our young learners. The foundation for all future learning is set in these formative years. Well done to all involved in this worthwhile initiative!”
Foundation Phase head

“Teaching the Grade Rs about financial management and what money could do for people. The learning of the importance of money in an early stage of life. The financial festival literacy will encourage learners to grow up with the concept of using money profitably. It teaches them the responsibility of financial management, saving and budgeting for the use of things that will benefit them.” Deputy Principle

Met



In our capacity as the M&E partner for this pilot project, Confluence confirms that the project has met the OECD evaluation criteria of relevance, coherence, effectiveness, efficiency, impact, and sustainability.

8 Annexures

8.1 Annexure A: festival programme

ORDER OF EVENTS		
Programme Director: Mr Silas Ramaphosa		
08h00 - 08h50	Arrival and registration	
08h30	Finalists' briefing	Mr. Lyndwill Clarke
08h50	Take seats in the hall	ALL
09h00	Opening	Mr. Silas Ramaphosa
	National Anthem: Rembrandt Park Primary: By the learners and Guests accompanied by piano	
09h10	Welcome	Ms. Seema - Rembrandt Park PS - School Principal
09h15	Rembrandt Park Primary: Children Performance Item: RPS Grade R's Song 1	
09h20	Gauteng Department Education	Ms. Tsakane Baloyi – Chief Education Specialist
	Financial Sector Conduct Authority	Mr. Lyndwill Clarke – Head of Department: Consumer Education
9h35 – 9h40	Rembrandt Park Primary: Children Performance Item: RPS Grade R's Song 2	
9h40 – 10h00	Speeches 1, 2 and 3	
10h00 -10h05	Rembrandt Park Primary: Children Performance Item: RPS Grade R's: Reading and Dramatization Physical.	
10h05 – 10h25	Speeches 4, 5 and 6	
10h25 -10h30	Rembrandt Park Primary: Children Performance Item: RPS Grade R's Dance Programme Director (PD) introduces the next 3 districts to perform their speeches	
10h30 – 10h50	Speeches 7, 8, and 9	
10h50 – 11h00	Rembrandt Park Primary: Children Performance Item: RPS Choir 2 Songs	
11h00 – 11h15	Speeches 10 and 11	
11h15 – 11h30	Rembrandt Park Primary: Children Performance Item: RPS Orchestra	
	Adjudicators' deliberations	
11h30 – 11h25	Comments from Chief Adjudicator	Mr. Elliot Modise
11h25 – 11h40	Presentation of appreciation to teachers	Mr. Elliot Modise and Foundation
	Presentation of certificates and Trophy's all 11 participants	GDE District Subject Advisors
11h40 – 11h45	Vote of Thanks	Ms. Ntombikayise Mokoena
11h45 – 12h00	Announcement of the 3 winners	Mr. Elliot Modise and Ms. Tsakane Baloyi
	Photos	All
12h00	LUNCH	

There were some role changes on the day as Mr Elliot Modise fell ill. Alicia Moses (FSCA) stepped in as Chief Adjudicator, Grace Phoshoko (FSCA) filled her place as an Adjudicator and Mamudupi Mampuru (FSCA) was brought in as Timekeeper. These changes positively reflect the FSCA's capacity to adjust to unforeseen events on the day.

8.2 Annexure B: Evaluation rubric

TOPIC: “What is money and what I would do with R100”

AIM OF THE TOPIC:

The aim of this topic is to equip Grade R learners with foundational financial literacy, practical money management skills, and effective communication abilities through engaging activities and challenges centred around the South African Rand.

Name: _____	
Topic: “What is money and what I would do with R100”	
Total out of 25 _____	
Introduction: 5 marks	
5	The introduction is wow , gets the attention of the audience and clearly states the specific purpose of the speech. Main points are clear and organized effectively.
3 - 4	The introduction gets the attention of the audience and states the specific purpose of the speech. Some points are clear and organised.
0 - 2	The introduction is weak and did not capture the listener attention.
Final mark	
Research on what money is and what they will do with R100 – 10 marks.	
8 – 10	Gives an excellent and interesting explanation on what money is and adds some interesting ideas with confidence about what they will do with R100.
4- 7	Gives an average explanation on what money is and shares a few interesting ideas of what they will do with R100.
0 - 3	Gives a minimalist speech on what money is and barely covers the explanation required about what they will do with R100.

Voice and confidence – 5 marks	
4 - 5	Very Good use of tone, speed, and volume. Always appear comfortable and natural with audience.
2 – 3	Effort is made to use of tone, speed, and volume. Mostly appear comfortable with the audience but comes across as rehearsed.
1	No evidence of the use of tone, speed, and volume. Appears unconnected and uncomfortable with the audience.
Use of Props – 5 marks	
5	The props and costumes were used effectively to showcase the topic.
3 – 4	The props and costumes were used but not optimally used to showcase the topic. More effort could have been made to improve the use of the props.
1 – 2	The props and costumes were used ineffectively and did not showcase the topic.
Final mark	

8.3 Annexure C: Attendee questionnaire

Literacy Festival Online survey tool

1) My role in the festival was:

*

Parent

Grade R teacher

GDE representative

Other - Write In: _____

2) What do you think was the most important thing about the festival?

3) The following questions are about the Circuit and District events

Answered on a scale of Strongly Disagree to Strongly Agree
The Circuit and district events were well organised.
Grade R learners were exposed to a fun and non-intimidating learning experience.
Grade R learners were able to display appropriate levels of financial literacy.
These events enabled the better learners to advance to the final festival.
The events were valuable even for Grade R learners who did not advance to the next levels.
These events enabled Grade R's to learn about financial literacy.
The speech topic and approach integrate easily into the Grade R curriculum.
The project helps to lay the foundations of financial literacy,
The project Instils practical money management skills in Grade R learners.
The project helps to enhance communication abilities among Grade R learners.

4) These questions deal with the Festival itself

Answered on a scale of Strongly Disagree to Strongly Agree
The learners at the festival displayed significantly higher financial literacy than other Grade R learners.
The festival was well organised.
The festival achieved its aim of promoting financial literacy amongst Grade R learners.
The scoring rubric was appropriate and transparent.
The overall top three were the better learners on the day.
Grade R learners were treated appropriately at the festival.
There is value in extending this programme to other schools and districts.
The judging was fair and transparent.

5) We would really appreciate any other comments or insights you have about the Grade R financial literacy project and festival.

6) This survey is anonymous. However, if you would like to discuss any issues in further detail then please provide us with your name and contact detail:

Thank You!

Annexure D: Transcripts of festival speeches

First Placed Learner:



ROSENEATH PRIMARY SCHOOL
Cnr. Empire & Queen's Road, Parktown, Johannesburg 2193
Tel: 011 – 484-5732/3, Fax: 011 – 484-2442



Rachel

Roseneath Primary School

Grade R Speech

What is money?

Money is what we use to buy things that we need and want. It can be coins or notes. Money is a medium of exchange that people use to buy goods and services. Money is also what people receive when they sell their own things or services.

One hundred (R100) note is blue, it has a picture of a buffalo on the front and a picture of Nelson Mandela on the back. If I have one hundred rand (R100) I would use it to buy food, clothes, toys and books to read because I love stories. I can save some money in my piggy bank.

It is important to work hard to earn money but it is also important to save money. If you save money today it will save you in the future.

Second placed learner

4

Name: Khanyisile Nhlapo

Selborne Primary

What can I do with a R100?

I am going to talk about money. What is money?

Money can be used to buy things such as groceries, school shoes, toys or to pay someone to do something for you. Where does money come from?

Money doesn't fall from the sky, money doesn't grow on trees. Let me tell you how I earn my own money.

I help my Mom clean the house, I help my Dad wash the car.

I have three piggy banks at home

R50 is for Saving

R40 is for buying macdonalds

R10 is for fundraising at school

The END

Thank you.



Speech Celebration

Mienke de Bruin

Good morning Ladies and Gentlemen
I am Mienke de Bruin from Die Poort primary



 Money , money, money it's not funny in a rich man's world.

 Chairperson,
ABBA did not lie when they sang this song, because I can do with a million rand! Just think how nice it would have been if we get a million

 rand for every tooth the tooth mouse comes and collect, but no, my tooth mouse thinks R100 is enough.

 Mommy taught me that money doesn't grow on trees, and I think she is right, it grows in her card. Last week the tooth mouse brought me

 R100 for my tooth, and all I could buy was a small chocolate, a hair bow and a R10 ice cream.

 Can you believe that I could only buy 3 small things and then I was as poor as a church mouse..... I really did not like it when mommy bought

 2 chocolates and a lot of other nice things because I also wanted to do it. Lucky for me, mommy taught me how to save money, so next

 time I will put two R100's together then I can also buy a big chocolate, a doll and a dress.

 Ladies and gentlemen

 I think we should speak to Mr tooth mouse. I understand he is also as poor as a church mouse but "Mr tooth mouse, can you please bring me one of those nice cards like mommy's next time?" so I can also buy nice things like, chocolates, dresses an barbies?

 Thank you Ladies and Gentlemen

