

SAIA FSC CONSUMER EDUCATION INTERIM REPORTBACK: 2007

1. Summary

1.1. Introduction

The projects selected for the 2007 programme are mainly existing projects as we have had such positive response on these projects that it made sense to continue with them. By supporting existing projects, the sustainability of the projects is achieved and the initiative has continuity. We also investigated and recommended additional projects and product providers to supplement our existing projects to increase the reach.

1.2. Definition of Consumer Education:

Consumer education is the process of gaining knowledge and skills to manage personal resources and to make decisions that affect individual well-being and the public good.

The outcome of the consumer education process is the development of consumers' skills, attitudes, knowledge and understanding of the financial sector and its products and services so that they are able to use consumer information effectively. Consumer education empowers consumers with knowledge and skills to enable them to make more informed decisions about their finances and lifestyles.

1.3. Criteria used to evaluate projects before recommendation

The criteria for the selection of the projects are as set out per the Consumer Education standards and guidelines developed by the Charter Council Access Committee. The standards are as follows:

Consumer Education Standards

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.

1.4. Measurement

As per the Charter requirements, measurement is an important aspect of consumer education. We therefore need to make sure that we include appropriate measurement tools in all projects.

1.5. Funding

Funds from 2007 pledges

A total of R8,724,078.18 has been pledged, less the management fee to SAIA (5% of first R2 million plus 2.5% of additional amount) leaves an amount of R8,455,976.23 for projects. Additional funds were received after the deadline from two of our member companies and this was allocated to the Bright Media project.

Total SAIA funds available for 2007: R8,455,976.23 + R26 635 = R8,482,611.23

The Contributors for 2007 are:

**Santam
Mutual & Federal
OUTsurance
Hollard
Absa Insurance**

Auto & General
Regent
Zurich
Customer Protection
Relyant
AIG Life
AIG SA
Lombard Insurance
Dial Direct
Centriq
Emerald
Compass
Africa RE
MUA

Additional funds were received from the Life Officers' Association (LOA) and the Financial Services Board (FSB).

1.6. SAIA Project Funding summary

Project	Spend	Project %
Community Workshops	R2,959,591.68	± 35%
Teacher Development	R2,563,427.89	± 30%
Awareness	R2,194,371.98	± 25%
Additional Project	R 765,219.68	± 10%
Total	R8,482,611.23	

2. Project Details

2.1. Project 1 – Community Workshops

Introduction

Sponsorship of **community workshops** aimed at specific communities within our target group (again LSMs 1-5 and black people) during which financial literacy education will be facilitated.

Inzala Project

It was decided to select the Inzala project because of the positive feedback received from the participants and SAIA representatives who attended the previous workshops. Inzala has conducted these workshops on behalf of SAIA for the 2005 and 2006 initiatives and has an established footprint in the Labour and Community constituencies

that ensures that these programmes reach the people that they are aimed at. They have also developed a reputation for quality work that has made a big difference in the lives of the people in these communities. The continuity of this project has ensured that the financial literacy education programme reaches those that most need it through an established and trusted service provider, and minimal duplication occurs.

This project is funded by the SAIA and the LOA.

Inzala – Structure of Programme

Participants are drawn from Community and Labour networks falling within the LSM 1-5 category specified by the Charter and who, by the nature of their involvement in the organisational networks of these two Charter constituencies, are readily accessible to track and measure the outcomes and impacts of the project.

They include a representative cross-section of the LSM 1-5 population and have been selected on the basis that, by virtue of having access to disposable income, they will be in a position to make use of the knowledge and skills transferred to them through the project.

The project includes two components recognised in the Charter standards as essential: it incorporates a process of accurately determining needs of the various target groups and develops specific consumer education content to meet those needs. The outcomes are quantified and measured in terms of SAQA protocols and standards. It is thus fully compliant with the Charter requirements and standards and will enable supporting institutions to score maximum points on the Charter scorecard.

Equally importantly, in addition to contributing to the financial literacy of a traditionally underserved social sector, the project reporting process provides valuable insights and perspectives on the needs and practices of the target groups, enabling participating institutions to refine their products and services to optimise their use and take-up by an as yet untapped market segment.

The specific objective of the education initiative is to create, within broad South African society, a general level of understanding of, and fluency with, the services offered by the financial sector – creating a critical mass of individuals within society who understand the financial system sufficiently to integrate its use into their daily lives. Thereafter, the initiative assumes, if a sufficient and appropriate number of people have this knowledge, it will spread more broadly, creating an informed, and thus empowered, society.

Evaluation against FSC Criteria

Charter Access principle	Consumer education standard	Solution
Physical Accessibility	Consumer education initiatives and programmes must be offered and available to all consumers of charter products and services at	Consumer education workshops are being conducted nationally to 18 000 people in 720 workshops taking place in all 9 provinces. Training is being arranged to best

	points of service or transaction.	suit learner attendance and will take place in community facilities, workplaces and other convenient venues.
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>Recruitment of learners in LSM 1-5 as well as consumers of Charter targeted investment finance is taking 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.</p> <p>Training materials have been carefully researched and crafted to the needs of LSM 1-5 learners. These include materials accredited by Merseta in terms of Accreditation 17-QA/ACC/2066/06; Unit Standard NLRD 9268: Manage Basic Personal Finance.</p> <p>Assessment tools have been built into the materials and assessment will be carried out and moderated to SETA requirements.</p> <p>All assessments are recorded on an efficient and cost effective learner management system to ensure accurate records and management reporting.</p> <p>All assessments are available for inspection by the SETA and SAIA members throughout the project.</p>
Affordability	Consumer education must be offered free of charge to the consumer.	The budget covers all costs of training and administration, and is fully inclusive. Learners receive all training free of charge.
Simplicity and understandability	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>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 are interactive and 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 are available in the languages spoken by workshop participants. Materials have been developed and translated into 8 languages - Sotho, Tsonga, Zulu, Xhosa, Tswana, Venda, English and Afrikaans.</p> <p>Lessons are 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>
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2.1.1 Learning Materials

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

- A full colour learner booklet in the recipient's language of choice i.e. Sotho, Tsonga, Venda, Zulu, Xhosa, Tswana, English or Afrikaans. These materials have been accredited by the MERSETA in terms of Accreditation 17-QA/ACC/2066/06 for use in this project;
- A copy of the Unit Standard NLRD 9268: Manage Basic Personal Finance, as required by SETA rules to be supplied to every learner
- pre-assessment form giving learner details and consent
- learner profile form, giving personal details - age, gender, income, LSM category and learner's access to financial services information
- household budget assignment to be completed during the workshop
- knowledge test for assessment
- workshop feedback form

2.1.2 Branding

The Charter Council's consumer education standards implementation guidelines include a limitation on the branding of consumer education, to ensure that the education remains generic and is not confused with the marketing of specific products or services.

To comply with these standards, training booklets will be branded with the SAIA logo above the words "Consumer education sponsored by SAIA (and LOA)" on the back cover. The trainers will tell attendees that the workshop is sponsored by SAIA and the LOA. In addition, SAIA and the LOA may wish to supply banners, flags and posters which will be displayed at the workshop venues.

2.1.3 Timeframe

The project will be implemented between September 2007 and June 2008.

2.1.4 Approach, Plan and Time Lines

(i) Course Duration

Each learner will complete a basic financial literacy consumer education course over a total learning period of 8 hours. Courses may be conducted in any of the following formats to total 8 hours:

- 2 hours x 4 sessions
- 4 hours x 2 sessions
- 8 hours x 1 session

The course format will be dictated by the needs and preferences of the participants. For example, burial society members usually meet weekly on Saturdays, so it is likely they would prefer to have a training course of 4 sessions of 2 hours each following their regular weekly meetings. Trade union shop stewards might find it easier to fit a one day, 8 hour training course into their busy work schedules.

(ii) Training Methodology

All learning materials have been specifically developed for the South African context and utilise an experiential, outcomes-based, visual methodology. Materials developed to date have been written at NQF level 2 (approximately Grade 8, or post primary school level) and have been proved appropriate to meet the range of literacy and numeracy levels of the target market. People who wish to participate but who can not read or write can be included in the workshops, as has been the case in all areas where the project has been implemented during 2006/7.

In addressing the learning needs of the target market Inzala has matched the needs of target learners to the most appropriate unit standards and have developed core learning material and assessments using these unit standards. Learning materials have been designed to meet unit standards determined by National Qualification Framework requirements, which makes learner measurement against a standard possible.

The methodology employed in developing materials to date has been:

- **SAQA approved, NQF aligned, outcomes-based training materials:** Learning programmes have been formally registered so that certificates of competence can be issued to learners who have been appropriately assessed.
- **Facilitation, formative and summative assessments, practical assignments:** Learners will not only attend training, but will be assessed in a number of ways to ensure that they are competent on the subject being taught.
- **Contextualised learning with relevant practical examples:** Learners will be required to complete tasks during the training that use relevant and real examples such as preparing household budgets, so that the training is practical to the learner.
- **Methodology focusing on upskilling rather than simply transferring of knowledge:** Learning has been designed around case studies and actual examples which support and explain the theory, rather than being focused on rote learning of theory.

Once selected, participants will be arranged into groups of up to 25 learners. Each group will be trained in a single training venue. A qualified facilitator and assessor will facilitate the training and assessment of this group for the entire duration of the training.

It is a national education and training requirement that this facilitator should be SAQA accredited so that national qualifications can be issued for competent learners.

The duration of each training course will be 8 hours to cover basic theory and do assignment work. The training methodology will include participative, experiential and action learning techniques. For example, the learners' workbook contains basic definitions and discussion on personal money management issues such as income, expenditure and budgeting. These concepts will be advanced to an illustrative case study in the text. Facilitators will reinforce this with an example and group work around a second case study, including from additional learning resources. Finally, the individual learner will need to build his or her own monthly budget as an exercise which will be assessed.

(iii) Monitoring and Evaluation

Monitoring and evaluation has been integrated into the project and undertaken using the project's Learner Management System. This management tool is fully web-enabled and allows Inzala to project manage and quality assure, training interventions of this nature:

- The project Learner Management System will create a single database for all learners and assessments;
- Each facilitator and assessor will have access to the system via the Internet, using laptops fitted with dial-up modems;
- Each learner who attends training will be registered on the system immediately;
- Stakeholders will have access to the reporting functionality;
- All assessments will be captured on the system immediately after training;
- Project reporting will be administrated from the system and will be current and accurate.

(iv) Logistics

The project will arrange appropriate training venues, transport and refreshments during the workshop or workshops that make up an 8 hour course. Training will take place in a variety of venues, including community facilities and workplaces. These will be chosen for convenience and accessibility as well as for suitability as learning venues.

Provision has been made in the budget for the costs of 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.

(v) Project reporting

Project reports will be provided to SAIA on a monthly basis throughout the project. These reports will describe the implementation of the project during the previous month and provide learner records, including the number of people trained, venues, group affiliation, learner experiences and comments from workshop feedback forms. Statistics will include details of learner profiles in terms of LSM category, gender, income source and family structure. The results of assessment and moderation will be reported and SAQA assessment tools that have been registered against the training unit standard - consisting of the written assignment, knowledge test and learner portfolio- will be available for inspection.

(vi) Consumer profile reporting

In addition to monitoring and assessing learner performance, the project reporting process will provide valuable insights and perspectives on the financial needs and practices of the target groups. In addition to recording learners' basic demographic characteristics, including age, gender, number of dependents, income, income source and employment status, the Learner Management System will also record specific financial services access data. The Learner Management System will also enable SAIA to track recipients of consumer education to monitor and evaluate future changes in behaviour. This information will enable SAIA to refine its products and services to optimise their use and take-up by an as yet largely untapped market segment.

2.2. Awareness Projects

We have implemented 2 projects under awareness.

Introduction

The first project is based on the Commuters financial literacy programme that has successfully been run for 3 years with ComutaNet and an additional and complementary project covering malls through Shoppa Shows and Mall Theatres with Provantage.

We have selected the ComutaNet project because of the reach and proven success of the past years projects, and selected some aspects of the Provantage proposal as well, because this project adds a complementary aspect to our awareness initiative.

These projects are funded jointly by the SAIA and the FSB.

2.2.1. Commuters Financial Literacy Project - ComutaNet

Introduction

A joint financial literacy education drive with FSB has taken place over a period of approximately 3 months, covering all areas of South Africa, and aimed at reaching commuters using taxis, trains and buses. The FSB LSM 1 – 3 booklets have been used as a guide in creating the messages. These are:

- Theme1 – Money Management
- Theme 2 – Debt and credit
- Theme 3 – Short-term insurance
- Theme 4 – Rights and responsibilities of consumers
- Theme 5 – Mzansi Standards

ComutaNet is the biggest commuter marketing company in Africa reaching 17,7 million economically active South African consumers daily through its national infrastructure.

Structure of Programme

ComutaNet has reached commuters nationally through the following communication vehicles/methods over a 3 month period (duration of project):

- (i) **Interactive Kiosk Promotions** - 30 Kiosks over 6 weeks (2 weeks per month from Monday to Saturday) were used to ensure face to face interaction in local languages to spread the financial literacy messages. Leaflets designed using the FSB booklets around the main themes were handed out as additional sources of information. 2 promoters per kiosk were used to interact with commuters through 3x1 hour vibe times as well as conduct 600 dipstick (4-6 questions) interviews nationally over the 3 month period.
- (ii) **Interactive Promotions** – 5 tailor-made mobile promotional units were created to educate commuters over 36 days at various taxi ranks nationally. Two trained staff members interacted with the commuters in English and their mother tongue using question and answer promotions with giveaways based on knowledge retention, and role playing skits with audience members to stimulate interest and educate the participants.
- (iii) **Rank TV** – 16 of the largest taxi ranks nationally have 12x12m screens that flight SABC programmes and sports that incorporated consumer education messages in the advert space. The “adverts” flighted 7 days a week, 2 weeks per month for 3 months.
- (iv) **Star Radio and Commuter FM** – Live radio broadcasted to 24 major taxi ranks (Commuter FM to train stations as well) nationwide were used to each flight consumer education adverts 2 weeks per month over 3 months. The stations broadcast popular music and interviews interspersed with consumer education messages.
- (v) **Star Taxi Music** – A tailor-made CD/tape (5000) with popular music and consumer education messages/adverts was distributed nationally to taxis to play in the vehicles, over a 6 month period.

Please note: ComutaNet research indicates that they reach LSM 1-10, however the bulk of the reach is between LSM 3 - 6

ComutaNet Profile

We recommended Comutanet as a service provider because:

- ComutaNet is a Primedia company
- It is 44% Black controlled
- It reaches approximately 17,7 commuters a day
- It has national coverage
- It has a variety of communication mediums to reach the target audience
- It reaches all LSM's but mainly our target LSM's
- It reaches our target market, mainly Black people
- It has a captive audience. Commuters spend an average of 58 minutes per day in a taxi bus or train with no other media competing for their attention during this time.

Evaluation against Financial Sector Charter criteria:

Charter Access principle	Consumer education standard	<u>Solution</u>
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.	The project is aimed at commuters and was rolled out at all the major taxi ranks countrywide as well as the major bus and train stations.
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>The project used the FSB booklets 1-3 that covers:</p> <p>Money Management, debt and credit, short-term insurance, rights and responsibilities of consumers, and the Mzansi standards.</p> <p>While the commuters reached fall between LSM 1-10 the majority reached fall within LSM 3 - 6</p>
Affordability	Consumer education must be offered free of charge to the consumer.	The project was totally covered by the funds allocated and was free to the consumers
Simplicity and understandability	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.	The booklets and supporting pamphlets are simple to understand with illustrations and the facilitators interact in the indigenous languages with the participants.
Non-discrimination	<p>Consumer education materials must be freely available in all languages.</p> <p>Suppliers must meet the charter's service provider</p>	Comutanet meets the charter's service provider accreditation and BEE procurement criteria.

	accreditation and BEE procurement criteria.	
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Measurement

Comutanet does pre and post dipstick research. The questionnaire was developed with input from the SAIA and the FSB. FGI research is being conducted now that the programme has ended.

2.2.2 Mall Theatre and Shoppa Shows – Provantage

Introduction

Provantage proposed using Mall Theatres and Shoppa Shows in 20 emerging malls – most near major taxi ranks - to showcase and educate shoppers about consumer education.

Structure of Programme

Duration

The programme will run over 20 weeks – from September 2007 to March 2008.

Training Methodology

The project will roll out as follows:

- The Mall stand was designed – with the input of the SAIA and the FSB and then built and placed in the Malls selected.
- The stand will be moved from mall to mall over the 20 week period, the stand will be active in the mall for 6 days – Tuesday to Sunday. A total of 120 days in all 20 malls.
- 4 trained staff members will man the mall stand, and will supply the shoppers with additional information in the form of leaflets and booklets in English and communicate in the mother tongue of the area. Incentives to visit and participate in the stand will be given in the form of a prize draw, with the shoppers supplying their names and contact details, so a database can be captured per mall.
- Proposed Malls to be covered include:

GAUTENG	NO. OF FEET PER MONTH
Randburg Square - CBD	450 000
Mark Park – Vaal	1.7 million
Southgate - Soweto	1.2 million
Golden Walk - Germiston	1 million
Boulders Mall - Midrand	900 000
Dobsonville Mall - Soweto	60 000

Protea Gardens - Soweto	200 000
Bara Mall - Soweto	150 000
Jabulani Mall - Soweto	300 000
LIMPOPO	
Limpopo Mall	800 000
KWAZULU NATAL	
The Wheel - CBD	600 000
The Workshop - CBD	800 000
Umlazi City – South Coast	300 000
EASTERN CAPE	
The Bridge - PE	600 000
WESTERN CAPE	
Promenade – Mitchells Plain	1.2 million
Westgate – Mitchells Plain	700 000
Middestad Mall - Bellville	800 000
FREE STATE	
Central Park	600 000

- The mall stand will be built on the Monday and staffed from Tuesday to Sunday, from 10:00 to 18:00 each day.
- The staff will be trained with input from the SAIA and FSB.

Monitoring and evaluation

Questionnaires for measurability on this campaign will be used at the Shoppa Shows and Mall Theatres at the various venues.

Evaluation against Financial Sector Charter criteria:

Charter Access principle	Consumer education standard	<u>Solution</u>
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.	The Shoppa shows and Mall theatres will be conducted in emerging malls situated near major Taxi Ranks
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	Provantage will be using the FSB/ SAIA pamphlets covering the following areas: Money Management, debt and credit, short-term insurance, rights and responsibilities of consumers, and the Mzansi standards. The consumers reached fall

	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.	primarily between LSM 4-7 and secondly within LSM 1 - 3
Affordability	Consumer education must be offered free of charge to the consumer.	The Shoppa shows and Mall theatre are free of charge to the consumers.
Simplicity and understandability	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.	The pamphlets are simple to understand with illustrations and the facilitators interact in the indigenous languages with the participants.
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.	Provantage meets the charter's service provider accreditation and BEE procurement criteria.

2.3. Project 3 – Financial Literacy in Schools

Bright Media

Bright Media has developed the concept, will manage the full delivery and reporting on the Money Matters – Financial Literacy project for the FSB/ SAIA. They have undertaken the research and have sourced an excellent team who will implement the project. As the pitching company for this project, they have been able to source the best educational print media development and teacher training team for this specific concept, and target audience.

Ownership: They are 50% Black male owned and 50% white female owned. They are deeply involved with skills development projects, and ensure skills are transferred and developed in each project we complete.

Implementation team:

For this project, Money Matters – Financial Literacy, they have sourced the following team to implement the project:

1. For the training section, their team includes Red Feather Consulting (PTY) Ltd. Red Feather provides training project management, training implementation and co-ordination both nationally and provincially.
 - Red Feather Consulting has successfully completed hundreds of projects for a wide variety of clients in both government as well as the private sector.
 - All clients since 2001 have expressed their praise for the high quality work delivered as well as their gratitude for our willingness to always go the extra mile for their clients.
 - They are a BEE company and support BEE company policies by ensuring that they provide workplace empowerment through in-service training to previously disadvantaged groups as well as utilising black-owned SMME companies for networking and subcontracting purposes, ensuring them a preferred service provider status.

2. For the printed resource element, the team includes Sharp Sharp Media (PTY) Ltd. Sharp Sharp Media will provide resource development according to the concept provided, and print project management, development and printing of the final product.
 - Sharp Sharp has been the major supplier of educational print content to support the SABC for the past 6 years, and have successfully completed hundreds of print projects for a wide variety of clients in both government as well as the private sector.
 - Sharp Sharp has developed printed media for the Government Community Information Service (GCIS), for radio and television support.

Structure of Programme

Bright Media has undertaken to develop an innovative multimedia resource and teacher training intervention for teachers of Grades 11 and 12, using face-to-face workshops, printed material for teachers that includes practical lesson resources, as well as added value of radio resources on regional radio that reaches the lower LSM groups - to ensure the information has the greatest impact and reach. This project will reach 12 660 teachers from 3900 secondary schools in South Africa, and 65 workshops will be held through the 9 provinces.

Outcome Based Education includes Financial Literacy as one of the eight competency outputs of the new schooling system. However teachers have not received the needed content and skills for this subject, and this resource and workshop input will provide a much needed boost for secondary schools to ensure the subject has been given due prominence.

Teacher Resource

The teacher resource will be a financial literacy handbook for use by teachers of grades 11 and 12 Mathematical Literacy in the Further Education and Training (FET) band. It is a practical resource. The resources will be prepared according to the requirements of the National Curriculum Statement (NCS) Mathematical Literacy and the principles and methodology of Outcomes Based Education (OBE). An editorial team including experts

in the NCS for FET, representation from the Department of Education, the SAIA and the FSB and others as may be required, such as teachers, will be established for the purpose of developing the resource.

In developing content for the resource, the FSB's consumer education booklets 1, and 3, as well as consumer education materials from the SAIA will be used. The resource will be made available to teachers in electronic format as well as hard copy.

Mathematical Literacy project objectives link to the following Learning Outcomes of the Mathematical Literacy subject in the FET band:

Learning Outcome 1: Number and Operations in Context

The learner is able to use knowledge of numbers and their relationships to investigate a range of different contexts which include financial aspects of personal, business and national issues.

Learning Outcome 2: Functional Relationships

The learner is able to recognise, interpret, describe and represent various functional relationships to solve problems in real and simulated contexts.

Core materials:

1. Books/Files: Developing either the 56 pg booklets, or expanding these as suggested into 56 page files, that can then be used to gather further information in the useful A4 files format of explicit information and lessons in core financial literacy.
2. Posters: Developing 2 x posters on Financial Literacy for school use, using graphic comic layout and educational content.

Please note they have costed for 2 copies per teacher reached, so that we have an "each one teach one" approach, and resources are more widely disseminated, and therefore used. This ensures each school that is reached gets 4 copies of the resource.

3. 2200 CD's will be produced containing all material developed for Grade 11 and 12, with the additional funding received.

Added value materials:

Radio: Writing/scripting of a 5-episode radio series to transform the teacher booklet into a magazine format radio series for broadcast during the Teacher Development slot on all 10 PBS community radio stations in the official languages (1 per week over 5 weeks).

Workshops

Detailed Description of Services and Deliverables: 80 Teacher Awareness Workshops over 9 Provinces

- Design and implement teacher development workshops based on introducing the printed resource to educators and showing them how to use it in classroom practice:
 - The implementation strategy and training project management will reflect the number of workshops per district pro-rata to the number of schools and districts in each province.
 - Develop networks in the provincial and national Departments of Education to ensure that this project is carried out with the Department as full partners in terms of the acceptability of the resource and the project as a whole.
 - Train all facilitators (who will have a financial background as well as good facilitation skills) on the content of the Financial Literacy resources. This task includes all logistics relating to the travelling, accommodation, meals and hiring of training venues (in provinces where required).
 - Identifying and selecting (with the relevant DoE provincial and/or district officials) appropriate training venues, taking geographical elements into account, as well as comfort elements such as size, noise levels and locality (close to public transport routes). These workshops will be focussed, but not limited to, the low income areas (LSM 1-5) and in areas populated by Black consumers, as per brief.
 - Training programmes for the 2-day train-the-trainer workshops as well as the 3-hour teacher training workshops. The workshop format will be participatory with hands-on activities and short demonstration lessons with the teachers to ensure experiential learning takes place in order to facilitate greater success with the implementation phase.
 - Provide training manuals for all facilitators.
 - Administer attendance registers, evaluation forms of training sessions and facilitator reports.
 - Identify relevant schools (per district, in collaboration with DoE officials) for participation in the training. Each school is to send 2 teachers (1 x Grade 11 and 1 x Grade 12) who are involved in relevant finance-related subjects in the FET, thus approximately 60 teachers are to attend each training workshop.
 - Prepare, in collaboration with the relevant DoE officials, the invitation letters which will be sent to schools no less than three weeks prior to training date. Prepare and co-ordinate a reminder invitation which should reach relevant schools no later than one week prior to the training date.
 - Purchase and distribute all teacher training refreshments (biscuits and juice).
 - Design and print (colour on cardboard) attendance certificates for all workshop attendees.
 - Courier and collect all relevant documentation from facilitators after training sessions have been completed (attendance registers, evaluation forms and facilitators reports per training session).

Added value:

Writing/scripting of a 5-episode radio series to transform the teacher booklet into a magazine format radio series for broadcast during the Teacher Development slot on all 10 PBS community radio stations in the official languages (1 per week over 5 weeks).

Implementation of the teacher workshops will be completed within the specific period, commencing in September 2007 and being fully implemented by the end of June 2008.

Workshops in targeted areas

Province	Total number of Secondary Schools, Combined Schools and FET Institutions per province	Number of Districts	Number of workshops allocated per district (pro-rata)	Number of workshops per province	Target number of teachers to be trained per province (workshops x 60 teachers)
Eastern Cape	966	30	0,5 (pairing of districts)	10	600
Free State	320	7	1	7	420
Gauteng	531	13	1	10	600
KwaZulu-Natal	1 643	17	1	10	600
Limpopo	1 447	7	1	7	420
Mpumalanga	599	3	1	3	180
North West	423	24	0.25 (pairing of districts)	6	360
Northern Cape	109	4	1	4	240
Western Cape	354	8	1	8	480
TOTALS	6392	113	N/A	65	3900

Note: These statistics take provincial geographical size, district size and proximity as well as school location density into account

Time Frames:

	Sept 2007	Oct 2007	Nov 2007	Dec 2007	Jan 2008	Feb 2008	Mar 2008	Apr 2008	May 2008	June 2008	July 2008
Planning phase	X										
Liaise with DoE (National & provincial)	X	X	X	X							

	Sept 2007	Oct 2007	Nov 2007	Dec 2007	Jan 2008	Feb 2008	Mar 2008	Apr 2008	May 2008	June 2008	July 2008
Set up provincial & district network		X	X								
Develop handbook, posters, PowerPoint Presentation, training manuals, final sign-off		X	X								
Printing of handbook, posters, training manuals & duplication of CD			X	X							
Set up training logistics (dates, venue selection, school contacts, design invitation, sign-off)			X								
Training of facilitators			X	X							
Send out invitations to schools 3 weeks before training date and a reminder 1 week before training					X	X	X	X	X		
Simultaneous training of teachers in provinces						X	X	X	X	X	
Radio programmes broadcast on all 10 PBS community radio stations (1 per week)							X	X			
Courier and collection of attendance registers, evaluation forms and facilitators' reports after each training session						X	X	X	X		
Collation of data for progress and final training research reports							X				X
Final project meeting and hand-over of final report											X

Evaluation against Financial Sector Charter criteria:

Charter Access principle	Consumer education standard	<u>Solution</u>
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.	The resource and workshops will be produced, distributed and implemented at the selected schools and surrounding areas in all nine provinces targeting LSM 1-5 schools.
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>	The resource and workshops will be developed according to the requirements of the National Curriculum Statement (NCS) Mathematical Literacy and the principles and methodology of Outcomes Based Education (OBE).
Affordability	Consumer education must be offered free of charge to the consumer.	The costs of the resources and workshop will be covered by our consumer education funds.
Simplicity and understandability	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.	All material – files and posters - will be simple to understand with illustrations and the facilitators at the workshops will interact with the participants in the indigenous languages with the participants.
Non-discrimination	<p>Consumer education materials must be freely available in all languages.</p> <p>Suppliers must meet the charter's service provider accreditation and BEE</p>	Bright Media and their partners meet the charter's service provider accreditation and BEE procurement criteria.

	procurement criteria.	
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Monitoring and evaluation

Detailed interim and final reports will be made available to the SAIA and FSB. The SAIA and FSB and their members and stakeholders will be invited to attend the facilitators and teacher workshops.

2.4 ADDITIONAL PROJECT: EMS Resource File

Introduction

A need has been identified by the Department of Education and the FSB regarding the skills level of teachers to teach Economic Management Services (EMS) in the General and Education Training (GET) band. This is mainly due to EMS being a new subject. Many teachers feel that they do not have the correct background, many being former Accounting / Mathematics teachers, or the necessary skills to teach the subject.

According to The World Competitiveness Report, South Africa ranks last (49th) in economic literacy, 46th in finance skills and 47th in skilled labour availability, so the teaching of subjects like EMS is vital to ensure that the entrepreneurial skills of our society is addressed, starting at school level.

As a result of this the Department of Education has embarked on a process to develop the skills, knowledge and information of teachers in the EMS learning area in the GET band. The development of an EMS Resources file has been proposed to help address this situation.

This project aims to develop a resource file for teachers teaching EMS. The content of the file will cover the National Curriculum Statement for EMS and will be compliant with the Outcomes Based Education principles and methodology. Content will be sourced from institutions with existent content, which is inline with the above.

Other necessary content not covered by existing material will be developed through a service provider. The project further aims to mediate the contents of the EMS resource file to national, provincial and district education officials who support teachers who teach EMS. The support staff will then mediate it to teachers as their daily support function.

The SAIA and FSB will help finance the Financial Literacy aspect of the resource file only, and specifically aimed at schools that fall within LSM's 1- 5.

Background on Economic and Management Sciences (EMS)

The economic environment

The economic environment is the context for production, consumption and trade. The Economic and Management Sciences Learning Area Statement examines the physical, social, technological, political and legal environments. Learners are encouraged to see the world as a set of related and interdependent systems.

Leadership and management

This feature covers:

- basic aspects of leadership, such as planning and directing;
- negotiation, motivation, delegation and conflict management;
- basic aspects of management, such as administration, finance and production;
- marketing, purchasing, public relations and human resource development; and rights and responsibilities of management and workers.

Entrepreneurship

This feature covers the development of the skills related to taking initiative, as well as the calculated risks in conceptualising, financing, starting and running a business. There is a special focus on responsible entrepreneurship within communities and environments.

Financial and consumer knowledge and skills

This feature introduces accounting, personal finance, and consumer knowledge and skills.

ECONOMIC AND MANAGEMENT SCIENCES LEARNING OUTCOMES

LEARNING OUTCOME 1: The Economic Cycle

The learner will be able to demonstrate knowledge and understanding of the economic cycle within the context of 'the economic problem'.

LEARNING OUTCOME 2: Sustainable Growth and Development

The learner will be able to demonstrate an understanding of sustainable growth, reconstruction and development, and to reflect critically on its related processes.

LEARNING OUTCOME 3: Managerial, Consumer and Financial knowledge and Skills

The learner will be able to demonstrate knowledge and the ability to apply responsibly a range of managerial, consumer and financial skills.

LEARNING OUTCOME 4: Entrepreneurial Knowledge and Skills

The learner will be able to develop entrepreneurial knowledge, skills and

2.4.1 The project aims to:

- develop an EMS Resource File for teachers in the General and Education Training (GET) band for use in implementing the curriculum.

- train district, provincial and national education departmental officials and support personnel in the GET Band to equip them with the knowledge and skills required to use the resource file effectively.
 - It is hoped that support personnel will then use the acquired knowledge to provide the much-needed in-service training for teachers that are teaching EMS.
- monitor and evaluate the impact that the use of the resource file has on teaching and learning in the EMS learning area.
- improve support to teachers by departmental officials for the effective implementation of EMS.
- develop a sustainable model for the use of the resource in terms of:
 - regular updates;
 - accessibility, use, retention and preservation of the material;
 - further training; and

2.4.2 Target Group

The materials are aimed at South African educators at national, provincial, district and school level, which teach or support the teachers that are responsible for EMS in the GET band.

2.4.3 Timeframe

The Project will run from September 2007 to June 2008.

2.4.4 Project Implementation Schedule

The project will be implemented in phases with the update of current and development of new content occurring on an annual basis

	Item	Projected End Date
1.	Presentation Consumer Education Committee and Project Panel	August 2007
2.	Sourcing and development of content	September – November 2007
3.	Compilation and proof reading	November -December 2007
4.	Testing of content with teacher and learner groups	January – February 2008
5.	Finalising product	February 2008
6.	Distribution to schools	March- April 2008
7.	Training of National, provincial and district officials	March – June 2008
8.	Training of teachers – part of provincial and district support and teacher development programs – Dept of Education	July 2008 - Ongoing

Evaluation against Financial Sector Charter criteria:

Charter Access principle	Consumer education standard	<u>Solution</u>
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.	The resource file will be distributed to all schools – SAIA funding will be used for the LSM 1-5 schools which is determined by the following: The Department of Education divides the schools into quintiles based on: the physical condition, facilities and crowding of the school, and the relative poverty of the community around the school – so the SAIA funding will be allocated to the schools that fall in the two poorest quintiles as per the resource allocation table used.
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.	Material will be developed in conjunction with the Department of Education, the FSB and the SAIA
Affordability	Consumer education must be offered free of charge to the consumer.	The resource file will be developed and distributed at no cost to the schools
Simplicity and understandability	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	The resource will be produced in English as per the directives of the Department of Education, as this is the medium of instruction in Department schools

	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.	This project is being run in conjunction with the Department of Education and the FSB.

Melanie Pillay
Project Manager

25 February 2008

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