**Erasmus+ Strategic Partnerships Project**

**KEEP INVEST DONATE SPEND**

**KIDS**

**PRE TEST-POST TEST EVALUATION REPORT**

**CONTENTS**

**1. INTRODUCTION …………………………………………………………….……………………… 3**

1.1 Background ………………………………………………………………….………………………...…3

1.2 Pre Test and Post Test Evaluation Report ..…………………………..……………………4

1.3 Study Plan and Methods …………………………………………………………………………...4

1.4 Description of Surveyed Respondents ……………………………………………………….4

**2. INFORMATION and EVALUATION ……………..……………………………………………5**

2.1 Data Summary for Bank Visit Activity ………………………………..…………………….5

2.2 Data Summary for Entrepreneurship Fair Activity ..…………………………….…..7

2.3 Data Summary for Planting Tree Activity ………………………………………………..9

2.4 Data Summary for Supermarket Visit Activity ……………………………………….11

2.5 Data Summary for Wist Tree Activity …………………………………………………….13

2.6 Data Summary for Paper Money Museum …………………………………………….15

**3. CONCLUSION …………………………………………………………………..…………………..16**

**INTRODUCTION**

**1.1 Background**

Saving habit is most important part of our life. This is known as financial discipline or financial literacy. If you look at our earlier generations lifestyle, savings are very closely associated with their daily life. They had considered savings as the most important aspect of life and it helps them when they reach the old age. However, with the modern economics and globalization, young generation is forced to spend more money for their daily life and one cannot control them self if the environment itself promoting the lavish life.

Child learn from examples. If you team them something, you have to follow the process. Otherwise you will set a bad example for them, your teaching won’t be effective. If you follow what you are preaching them, they will follow you without any hesitation. It is not only for the finance, all other things they feel parents and teachers have to be an example. So our project includes not only parents education but also teachers on financial literacy.

In order to make our pupils, parents and teachers for financially literate we organised some activities like:

- Creating a Facebook group and the website of the project

- Creating a moneybox

- Drama, hands on and class activities with parents and teachers, group games, interactive trainings

- Entrepreneurship fair

- Teaching where money comes from and different currency units

- Planting trees

- A visit to a local bank

- Sharing activities and organizing company for help

- Exchange of good practises

- Preparing pocket money diary

- Visits to supermarket, grocery, market, etc.

- Preparing the poster of the Project

- Family, teacher and pupil workshops on financial literacy

- Making a wish tree and paintings

- Financial fairytales

-Computer based applications, modules, virtual bank, computer games, digital quizzes, multimedia posters, memory games, videos, etc.

With all of these activities we would like to make our target groups gain good saving and spending money and sharing habits. In order to make this known by more people we organised workshops including modules on how to be financially literate and how to teach our pupils and children to be financially literate.

**1.2 Pre Test-Post Test Evaluation Report**

Pre test-post test evaluation report has been conducted as one of the project activities. The pirinciple objectives of this report were to:

- To show pupils’attitudes and opinions towards KIDS project.

- To indicate the effectiveness of the project activities.

- To show to what extent awareness has been gained on financial literacy on pupils.

**1.3 Study Plan and Methods**

The activities were divided into three sections as preparation, analysis and reporting phases.

 a) Preparation

Initially, Turkey who is responsible for the evaluation tools of the project prepared five pre and post tests for the activities in the project-bank visit, entrepreneurship fair, planting tree, supermarket visit and wish tree. In Portugal pupils had a visit to Paper Money Museum and pre and post testswere applied to them for that activity. Pre and post test were sent to project partners-29 Eylul Primary Ilkokulu (Turkey), l. osnovna skola Cakovec (Croatia), Szkola Podstawowa nr 23 im. gen. J. Bema (Poland), Agrupamento de Escolas de Marco de Canaveses (Portugal) and SCOALA GIMNAZIALA NR. 79 (Romania) with answer sheets.

b) Analysis

During the second phase, partners were requested to apply the tests before and after the activities stated above and provided information about the results with the excel sheets prepared. Turkey analysed the test results.

c) Reporting

The final phase of the study involved pre and post test results comparing the given answers by pupils to the questions to be able to see the effet of the activities on pupils.

Finally, Turkey integrated and analysed the information and produced the report on the activities.

**1.6 Description of the Surveyed Respondents**

For bank visit activity 273 pupils, for entrepreneurship fair 287 pupils, for planting tree 247 pupils, for supermarket visit 305 pupils, for wish tree 270 pupils and for Paper Money Museum 58 pupils participated in the activities and responded to survey in all partner countries.

**2. INFORMATION and EVALUATION**

**2.1 Data Summary for Bank Visit Activity**

Pupils were asked to comment on 10 statements stated below before and after the activity. The statements and results are as follows:

1. I know the function of the bank.

2. I know what ATM is.

3. I have an idea about interest rate.

4. I guess how to open a bank account.

5. I know what savings account is.

6. I have an idea about what interest means.

7. I have an idea about online banking.

8. I guess the job description of bank employees.

9. I have knowledge on credit cards.

10. I have knowledge on bank credit.

According to graphics below pupils ideas have changed positively after visiting a bank in their region. The most prominent changes are 5th, 6th, 8th and 9th statements. In pre test for 5th statement 27% of pupils had a lot knowledge on what saving account is but later it rises to 72%. In statement 6 28% of pupils have an idea about what interest means and then it rises to 65%.Again in statement 8 37% of pupils could guess the job description of bank employees but later it becomes 72% and in statement 9 only 28% of pupils had knowledge on credit cards but later it becomes 69%. The answers given to ‘’Not very much’’ and ‘’Not at all’’ choices in pre test decreases considerably in post test answers.

**PRE TEST-BANK VISIT**

**POST TEST-BANK VISIT**

**2.2 Data Summary for Entrepreneurship Fair**

Pupils were asked to comment on 10 statements stated below before and after the activity. The statements and results are as follows:

1. I think earning money is difficult.

2. I am capable of bargaining.

3. I I can determine the prices of products to be sold myself.

4. I I am aware of the fact that I must consider people’s needs to earn money.

5. I I think selling something is fun.

6. I am capable of competing skill.

7. I can sell my products without hesitation.

8. I can guess the amount of money I will earn.

9. I can convince the costumers while selling something.

10. I can guess what entrepreneurship means.

In entrepreneurship fair activity it can be seen that there is a noticeable change for each statement in pupils opinions about the activity. Before the activity pupils had hesitation about selling their products (30% give the answer ‘’Not very much’’ and 21% gave the answer ‘’Not at all’’) and could not guess the amount of money they would earn (30% gave the answer ‘’Not very much and 17% gave the answer ‘’Not at all’’ ). In post test their answers decreased to 13% and 4% for statement 7 and 14% and 8% for statement 8. The most rise was for statement 7 as in pre test only 12% of pupils thought that they could sell their products without hesitation but in post test it rose to 47%.

**PRE TEST-ENTREPRENEURSHIP FAIR**

**POST TEST-ENTREPRENEURSHIP FAIR**

**2.3 Data Summary for Planting Tree**

Pupils were asked to comment on 10 statements stated below before and after the activity. The statements and results are as follows:

1. I know how to plant tree.

2. I am aware of the importance of tree for our world.

3. I know the suitable season for planting tree.

4. I know which kind of trees we grow in our region.

5. I know how often I should water the tree.

6. I know the meaning of ‘water of life’.

7. I can determine the suitable ground for planting tree.

8. I know what to do after planting tree.

9. I know the distance between two trees while planting tree.

10. I can guess when young plant will be a tree.

The answers for the statements ‘’Not very much’’ and ‘’Not at all’’ in pre test decrease in post test. But for statements 7, 8 and 9 there is a chocking decrease in the answers given. Pupils could not determine the suitable ground for planting tree, did not know what to do after planting tree and the distance between two trees. But know they already know these steps as the answers show that 37%, 28% and 38% of pupils for statement 7,8 and 9 changed their opinions as 9%, 4% and 10% in order. Also for statement 9 there is a huge gap betwwen pre test and post tst result. Before the activity only 19% of pupils knew the distance between two trees but in post test 59% learnt it. That means they learnt how to plant a tree and the steps of it.

**PRE TEST-PLANTING TREE**

**POST TEST-PLANTING TREE**

**2.4** **Data Summary for Supermarket Visit**

Pupils were asked to comment on 10 statements stated below before and after the activity. The statements and results are as follows:

1. I go to supermarket for shopping.

2. I compare prices of the items.

3. I know the cheapest supermarket in our region.

4. I know the price of bread.

5. I know the price of vegetable.

6. I know the price of fruit.

7. I know the price of chocolate.

8. I know the price of lolipop.

9. I know the price of haribo.

10. I know the price of stationery items.

In this activity pupils were asked to go to supermarkets and learn the prices of items given to them. The most prominent change was in statement 5. Only 17% of pupils knew the price of vegetable very well in pre test but later it rose to 50% and that means that it is a great success. Also for statements 2, 8 and 10 percentages of the answers nearly doubled. For statement 2 it rose from 24% to 51%, for statement 8 it rose from 33% to 60% and for statement 10it rose from 30% to 59%. The percentages show that pupils learnt the prices of items which they often eat or buy in their daily lives with supermarket visit activity and it contributed a lot to pupils.

**PRE TEST-SUPERMARKET VISIT**

**POST TEST-SUPERMARKET VISIT**

**2.5 Data Summary for Wish Tree**

Pupils were asked to comment on 8 statements stated below before and after the activity. The statements and results are as follows:

1. I know the purpose and function of the wish tree.

2. I know the steps of making a wish tree.

3. I can guess the suitable materials for making a wish tree.

4. I know how to prepare tree planter (base).

5. I have decorating ideas for wish tree.

6. I can guess the size of wish cards.

7. I know how to hang wishes.

8. I know the best place to put the wish tree.

Again for wish tree activity there is an inevitable change for pupils. According to the graphics below for statements 2,7 and 8 there is a great change in pupils’ answers. First, 26% knew how to make a wish tree, 37% knew how to hang it and 31% knew the best place to put the wish tree. But in post test results 70% knew how to make a wish tree, 78% knew how to hang it and 74% knew the best place to put the wish tree. Moreover there is great decrease in pupils’ answers for ‘’Not very much’’ and ‘’Not at all’’ statements as some of them even decreased to 0%. This shows that pupils learnt how to make a wish tree and decorate it.

**PRE TEST-WISH TREE**

**POST TEST-WISH TREE**

**2.6 Data Summary for Paper Money Museum**

This was an activity performed by Portuguese pupils in their own country. They were asked to comment on 10 statements stated below before and after the activity. The statements and results are as follows:

1. I have knowledge on the history of money in my country.

2. I know the currencies used in Europe.

 3. I am aware of the images on Euro banknotes.

 4. I know some of the most emblematic characters in the world of paper money.

 5. I can manage my own money in a healthy way.

 6. I know the meaning and function of the word share.

 7. I know the meaning and function of the word exchange bill.

 8. I know the meaning and function of the word cheque.

 9. I know the meaning and function of the word emergency money.

 10. I know the meaning and function of the word stamped paper.

 About 94% of the students didn’t know much, or knew just a little about the subject– “a little” 84,5%, “not very much” 10,3% . After the visit “a little” became 45,6% and “a lot” rose to 51,4%.

 Before the visit, only 19% say they know a lot. The others say they know a little or not very much– “a little” 60,34% , “not very much” 20,69% . After the visit, “a lot” rises to 40,5% and “a little” to 59,5%.

 Only 24,14%, say they know a lot, 34,48% know a little, 36,21% say they don’t know much and 5,17% say they don’t know anything. After the visit, “a lot” rises to 56,8%, “a little” to 35% and “not very much” becomes only 8%.

 Only 27,59% of the students say they know “a little”, 72% say “not at all” and “not very much”. After the visit, 16% of the students say” a lot”, while the percentages “a little”, “not very much” and “not at all” are lower.

 75,86% of the students say “a lot” and only 3,45% “not very much”. These opinions are similar, even after the visit.

 Only 12,07%say they know ”a lot”, most of them say they know “a little” 43,10% and 37,93% “not very much”. After the visit, the percentage of “a lot” and “a little” rises.

 65,52% say they don’t know anything at all - “not at all”. After the visit, the percentage of “a little “rises considerably.

 More than 50% of the students say they know “a little” and only 34,48% say they know “a lot”. At the end of the visit, the percentage of “a lot” rises to almost 70%.

 About 79% of the visitors don’t know much or know a little about it– “a little” 36,21%, “not very much” 43,10%. After the visit, most answers turn out to be focused in “a lot” and “a little”.

 Only 5,17% say they know a lot. The others say that they don’t know much, that they know a little or even nothing– “a little” 12,07% , “not very much” 37,93% “not at all” 44,83%. After the visit the percentage of “a lot” and “a little” rises considerably.

 **3 Conclusion**

 As it is seen from the pre-post test results that the project was a great success both for pupils and teachers. There is an increase of knowledge for the participants with project activities. The project activities were extremely useful, excellent or very good for the participants. The project had great contribution to financial literacy activities and the knowledge of the participants has imroved a lot. Pupils have learnt new things and become aware of the facts, events, people around them.

 We all want our children to grow up to become successful, capable adults who are able to earn a living, pay their own bills, and save for the future. These are skills that must be taught, just the same as we teach our children table manners and how to dress themselves. However, how often do we give our children the opportunity to learn those skills? We all need to begin early to teach financial literacy to our kids, and continue to teach them as they grow older.

 The importance of Financial Education in schools stems chiefly from the fact that children and young people are increasingly becoming consumers at an earlier age, and specifically consumers of financial products and services. Also financial decisions throughout life increasingly require in-depth mastery of information and knowledge in the financial area, due to the growing complexity of the financial products and services available in the market.