

Erasmus+ Strategic Partnerships Project

KEEP INVEST DONATE SPEND

KIDS

GENERAL EVALUATION REPORT

Introduction

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 teach 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.

After two years within Erasmus+ Strategic Partnerships project Keep Invest Donate Spend (KIDS) two questionnaires for pupils and teachers for general evaluation of the project were applied to the participants. 330 pupils and 165 teachers participated in the questionnaires from partner countries. Pupils and teachers were asked to answer/give 9 questions/comments. The questions and the test results are as follows:

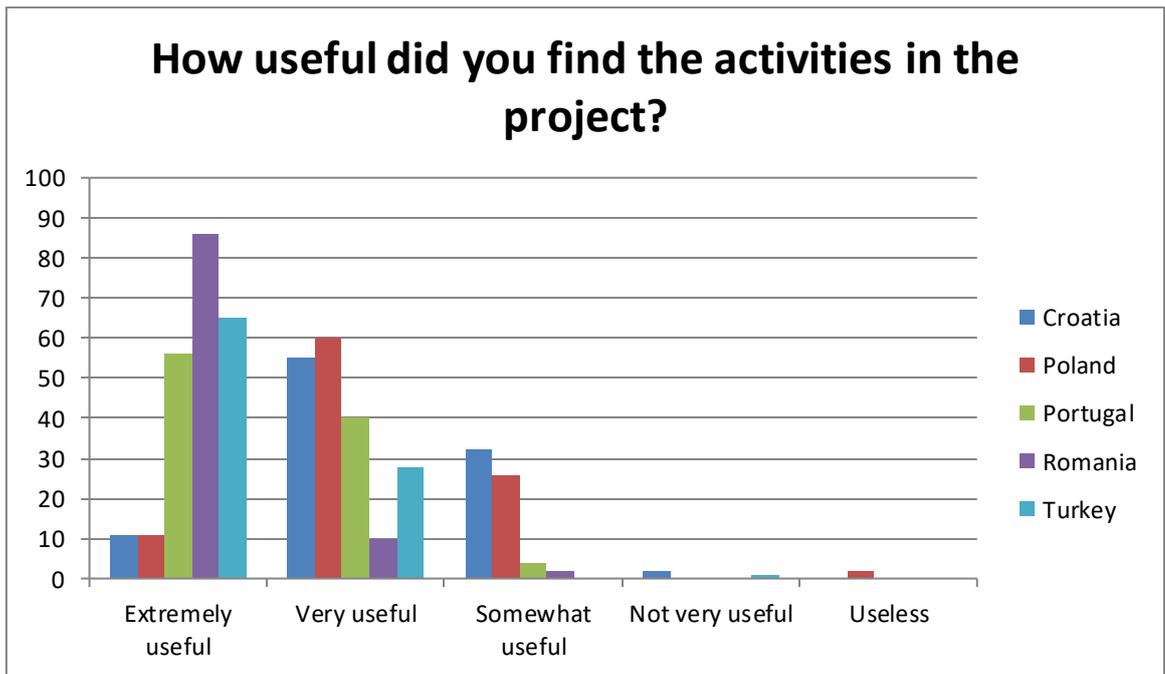
Questions for pupils and teachers

Pupil	Teacher
1.What did you particularly like in the project?	1.What did you particularly like in the project?
2. What did you dislike?	2. What did you dislike?
3. How useful did you find the activities in the project?	3. How useful did you find the activities in the project?
4. a)Rating/Creating a moneybox b)Rating/Entrepreneurship fair c)Rating/Planting trees d)Rating/Visits to supermarket, grocery, market, etc. e)Rating/Pupil workshop on financial literacy f)Rating/Making a wish tree g)Rating/Financial fairytale h)Rating/A visit to a local bank	4. a)Rating/How adequate is the time plan of the project? b)Rating/To what extent has the project realized its proposed objectives? c)Rating/To what extent have the project activities contibuted to teaching and capabilities of the school? d)Rating/How helpful were the activities for your occupation/education? e)Rating/Was the use of information and communication technologies taken into account sufficiently? f)Rating/Opportunities for the development of positive attitudes towards Europe and transnational activities g)Rating/Extent and quality of the intercultural dimension h)Rating/Extent of the opportunity for participants to share relevant information about their countries i)Rating/Evidence that the needs and expectations of participants have been taken into account j)Rating/Relevance and quality of materials issued during the events k)Rating/Collaboration and communication between partners-channels established and evaluated l)Rating/How was the project evaluated?

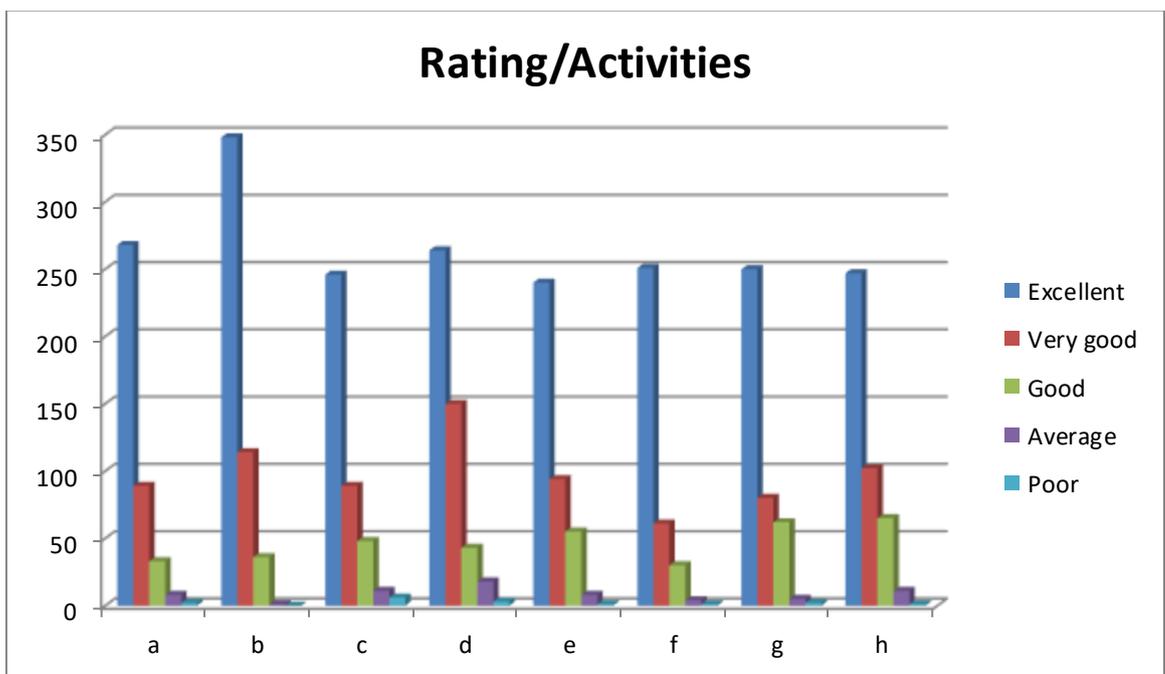
	<p>m)Rating/How was the project monitored?</p> <p>n)Rating/Pedagogical Innovation</p> <p>o)Rating/Curricular Integration</p> <p>p)Rating/Collaboration between partner schools</p>
5. Do you think that this project has made contributions to financial literacy?	5. Do you think that this project has made contributions to financial literacy?
6. My knowledge about financial literacy has improved.	6. My knowledge about financial literacy has improved.
7. The project was innovative and complementary.	7. The project was innovative and complementary.
8. The project has contributed to my lessons at school.	8. The expected results were reached.
9. Additional comments and suggestions	9. Additional comments and suggestions

Results for pupils

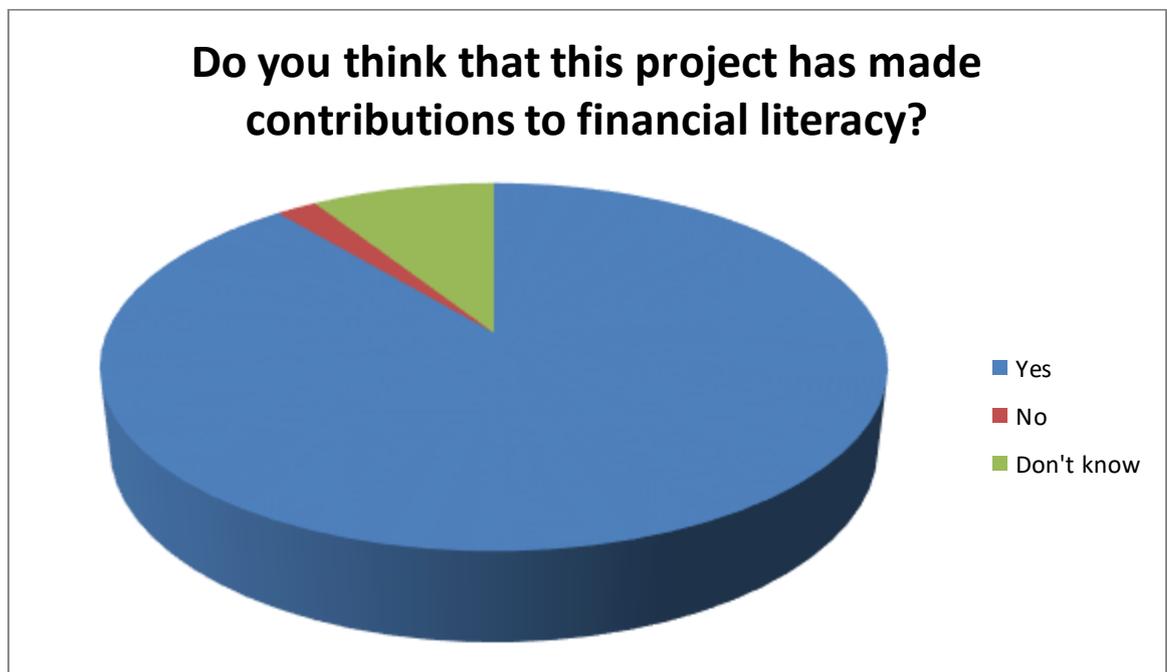
1. According to the answers pupils liked learning to save money, fairytale, drama, entrepreneurship fair, visiting bank and learning new things about money, fairytale activity and creating moneyboxes, interaction with other cultures and loved to see the bank and money in it. They had the chance to compare prices, manage their money and introduce their culture to other countries. It was good to protect environment. (For Portugal) Cupertino Miranda Foundation competition was good. The best part was pupil workshop and the award taken and they loved all the activities.
2. Some pupils thought that there would be more time for activities and they would get more information about financial system. Some of them did not like going to the supermarket, drawings, history of money and making posters.



According to pupils answers most of them found the activities extremely useful and very useful. 47% of the participants found the activities extremely useful and 39% of them found them very useful.

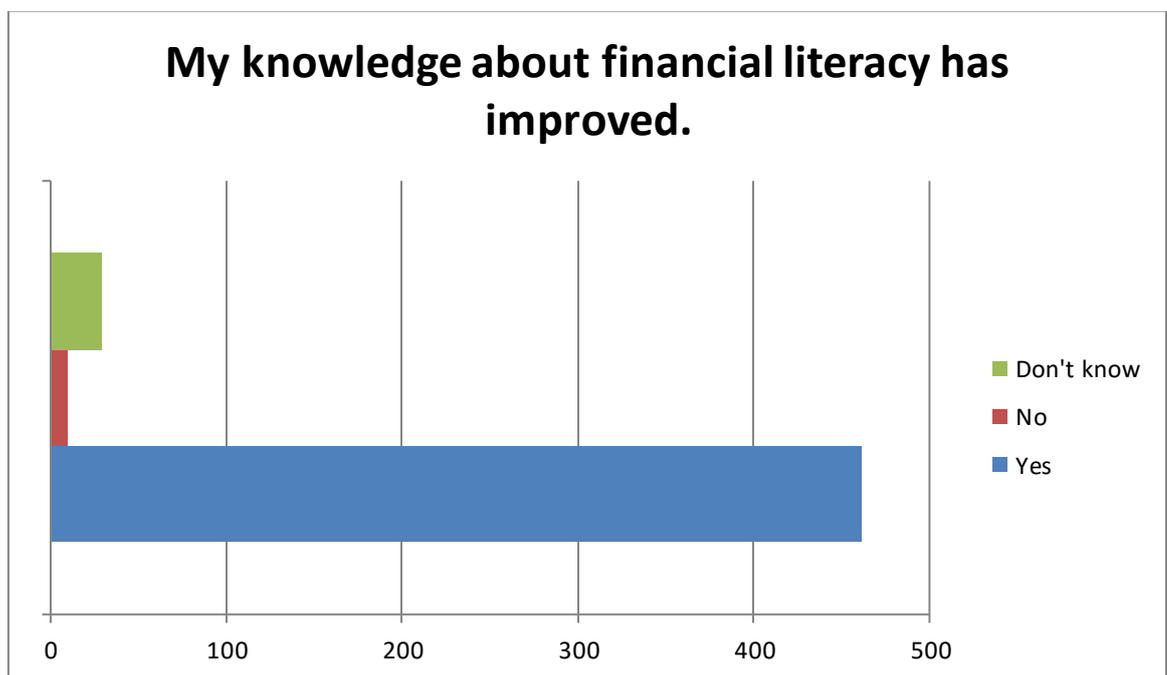


It is understood from the graphic that most of the pupils found the project activities excellent and very good. While 63% of the pupils found the activities excellent and 23% of them found the activities very good while 11% found the activities good, 2% average and 1% poor. Portuguese partner also had different activities to be evaluated by pupils. According to the results for collaborative history in financial education 41% found it extremely important, 36% found it very important and 23% found it important. For the participation in activities portal "In Saving You Gain" 71% gave the answer extremely important, 19% gave the answer very important and 10% gave the answer important. For 60% Global Money Week celebrations were extremely important, for 30% very important and 10% important. For the monthly design challenges "In Saving You Gain" 60% gave the answer extremely important and 40% very important. In collaborative work in www.explee.com tool 36% found it extremely important, 50% found it very important, 9% found it important and 5% found it little important. For saver quiz creation in Kahoot it was extremely important for 75% of the participants and very important for 25% of them. In participation in the 6th edition of the competition "In Saving You Gain" 86% found it extremely important, 9% found it very important and 5% found it important. Lastly for correspondence with project partners it was extremely important for 83% and very important for 17%.



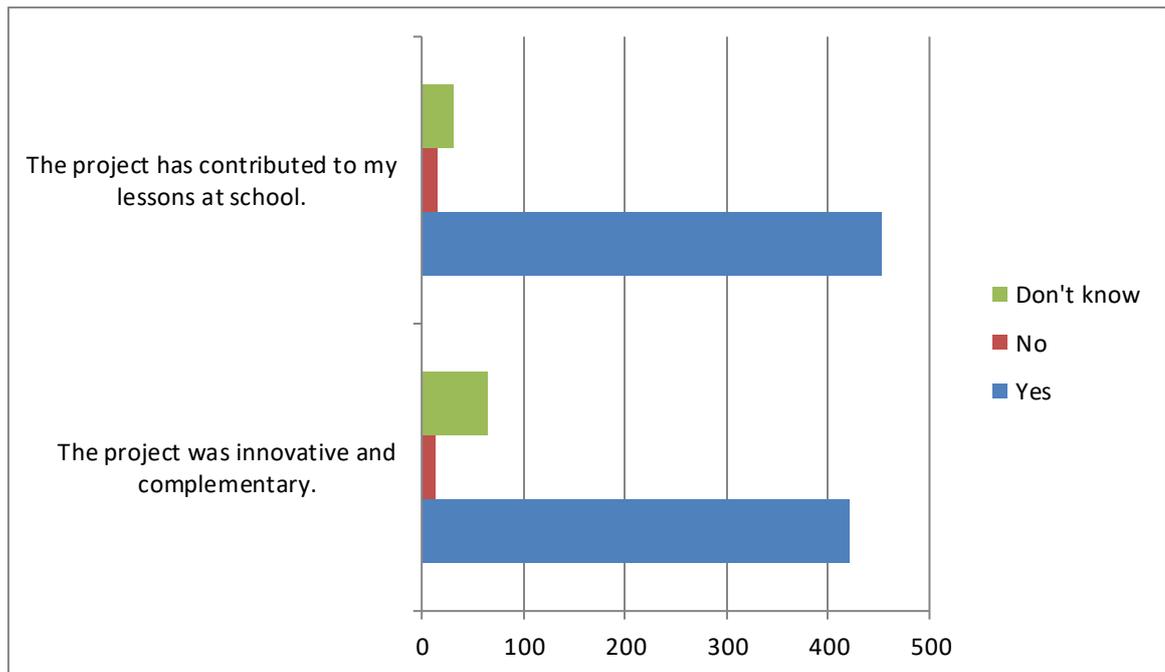
5.

The graphic indicates that most of the pupils think that the project has made contributions to financial literacy. 89% of the respondents thought in that way. 2% thought that it did not have any contributions and 9% had no idea about the question.



92% of the participants thought that their knowled about financial literacy had improved. 2% thought that it did not make any changes in them and 6% did not have any idea about the statement.

7.



It can be said that 84% of the pupils found the project innovative and complementary, 3% did not find it in that way and 13% had no idea about the statement. 91% of the pupils thought that the project made contribution to their lessons, 3% thought vice versa and 6% had no idea about the statement.

8. For additional comments and suggestions and other activities they would like to have done under the Erasmus + KIDS project the answers given by pupils are:

- I want more Erasmus+ projects. It's fun. I don't want projects with drawing. I liked it very much. I liked the activities, we can do the same project again.

- I really enjoyed to participate in all activities and especially to work with my teacher Helena Serdoura who accompanied me from the beginning to now with great affection.

- I really enjoyed the experience of participating in the project "Erasmus + KIDS" learned a lot about saving and I'm sure when most it will serve me much.

- In my opinion, the project Erasmus + KIDS could have students acquire knowledge on financial matters with motivating activities, dynamic, interesting and fun.

- I think some subjects covered would be more fun if, once when they could join groups, for example 6 A and 6 D.

- I really enjoyed to participate in this project by the content addressed and continue to participate in the ERASMUS + KIDS projects. I suggested that all schools participate in this type

of project because I am aware that in some schools the students were not aware of this type of initiatives that are extremely useful in the development of their learning.

- I liked all the activities in the project.

- I liked all the activities in the project. There was a lot of fun. It was good to work together with my friends.

- Under this project I would like to make a study visit to a partner country.

- I wish I had done more study visits to understand a little more about savings and some games on savings.

- I would have explored and researched more about the culture of the partner countries of the project and have written more letters to students from other countries.

- Create a portal for young people to learn more about financial education.

- Make a garage sale to raise money to go to KidZania.

- Having gone to a factory to see how to do certain things in order to see what is done and realize it costs money.

- How to create a bank account.

- A visit to the Bank of Portugal or the European Central Bank.

- We could make a visit to the Lisbon Stock Exchange.

- I like everything, I did not need anything else.

Results for teachers

1. According to the answers given to the question "What did you particularly like in the project?" teachers gave the answers as follows:

- It was planned well. It was something new for our teachers and pupils. There were many activities. Children loved it. Pupils learned a lot.

- The possibility to share educational and financial practices; help our children to make decisions about personal finances, giving them ways to plan their future in a conscient way.

- The excellent activities. The involvement of both pupils and teachers in accomplishing the activities. The fact that the school was really "alive", with this project.

- The peer collaboration.

- The relevance of the project, interdisciplinarity, the articulation of knowledge, collaboration, involvement of students, the commitment of all.

- The cross-curricular activities, boosting team work at school level, the connection made between the National Core Competencies for Financial Education and the project activities, participating in International Conferences and National Competitions in Financial Education, the involvement of a great number of teachers, pupils and parents from different school levels and the visibility given to the school and the school community in the region and nationwide.

- It was a good project. All the activities were very useful for pupils and teachers.

- It was a good project. All the activities were very useful for pupils and teachers. It created awareness on financial literacy.

2. For the question "What did you dislike?" teachers gave the answers as follows:

- There wasn't such a thing.

- I have not to say about this point.

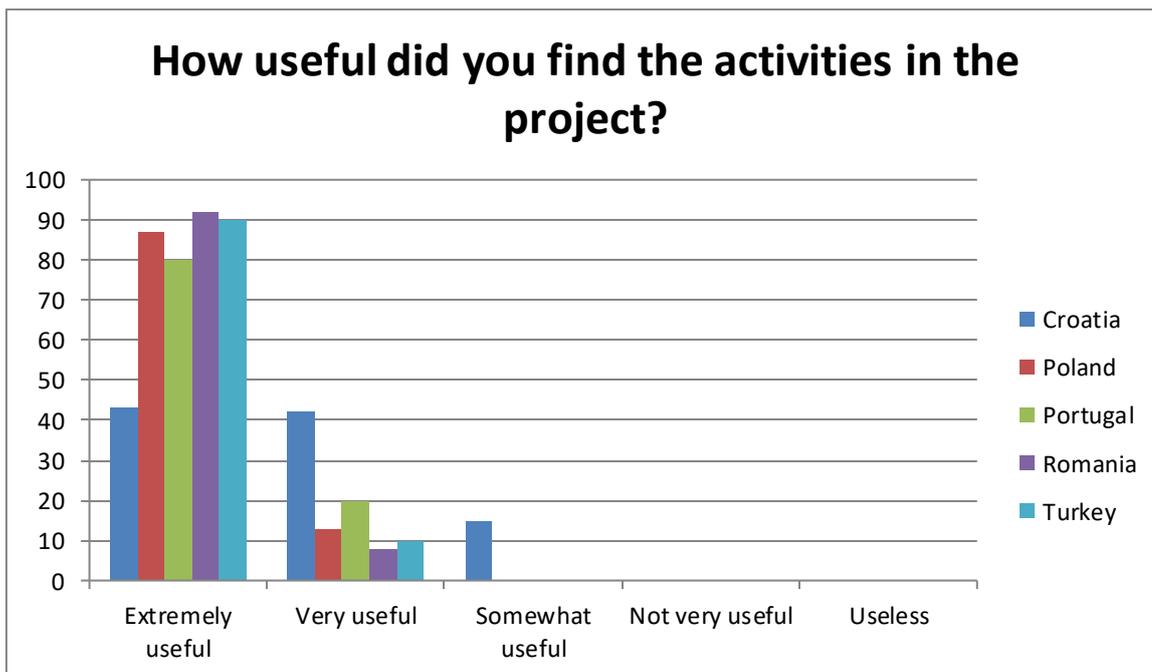
- The lack of orientation by the coordinator of the project.

- The lack of time to work best in the project

- The lack of time to develop more contents

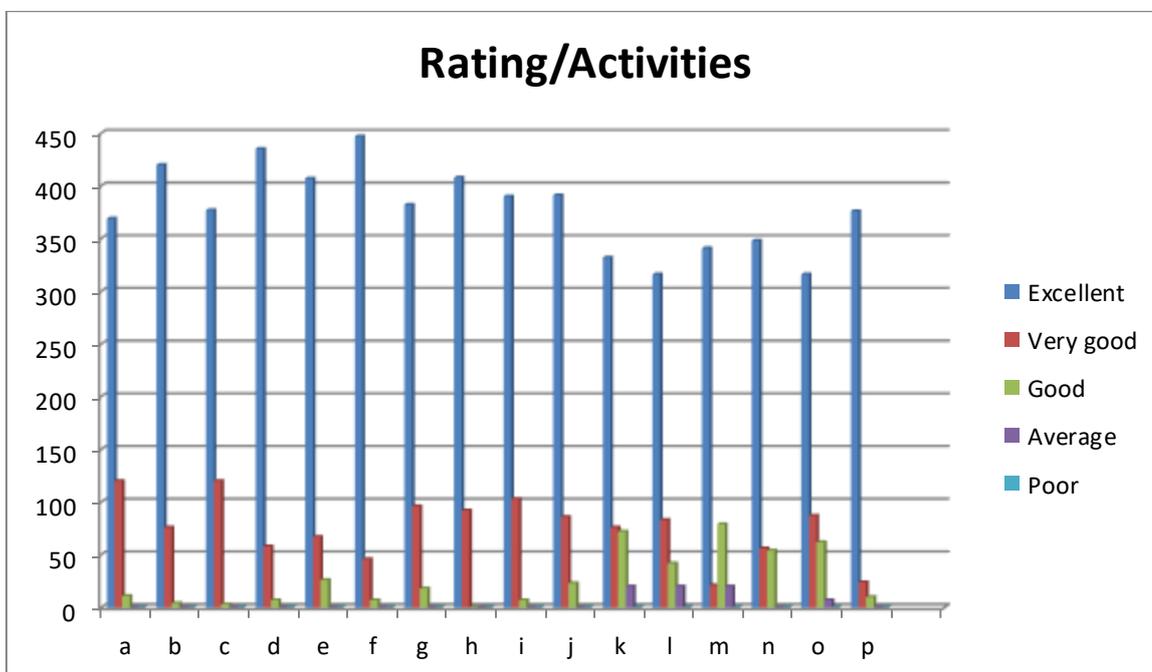
- The lack of project coordination and communication among some project partners.

- There was nothing.



3.

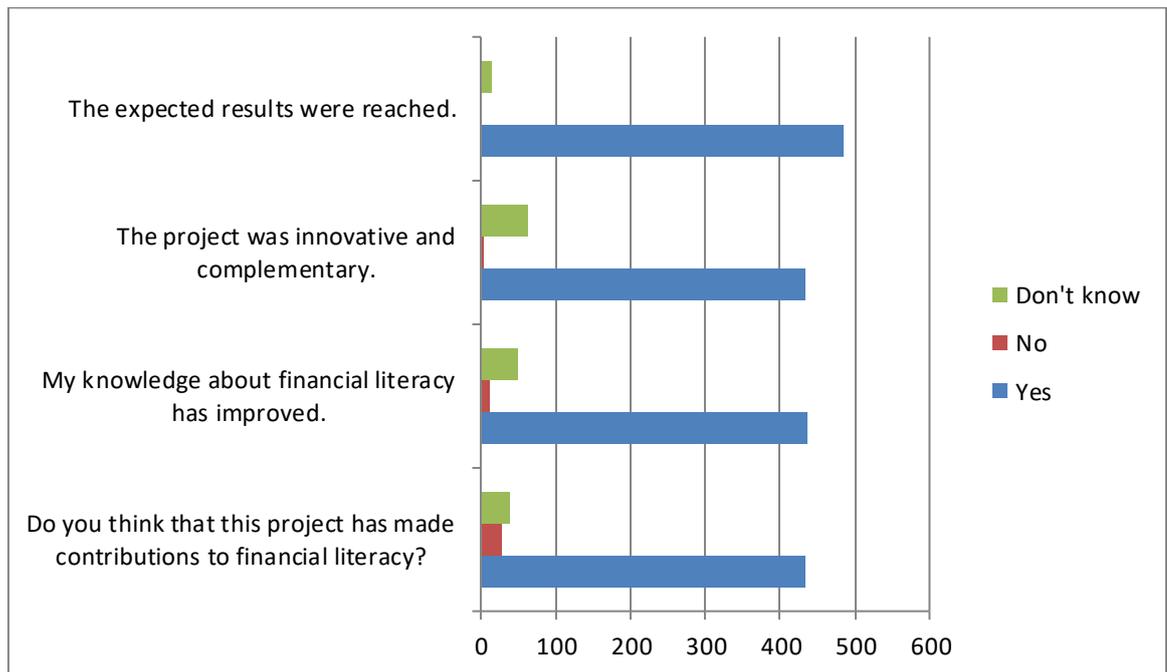
The graphic indicates that teachers found the activities extremely useful and very useful. 78% of them found the activities extremely useful, 19% found them very useful and 3% of them found them somewhat useful. They did not find the activities “not very useful” and “useless”.



4.

According to the graphic results it is understood that most of the teachers found the project activities extremely good (78%) and very good (16%). Only 5% found them good and 1% average.

5.



The graphic indicates that 87% of the participants thought that the project made contributions to financial literacy. 6% thought vice versa. 7% did not have any idea about the statement. 88% of the teachers their knowledge about financial literacy improved. Only 2% thought the other way. 10% did not have any idea about the contribution. 87% of them thought that the project was innovative and complementary-all the participants except only 3% of them thought that the expected results were reached.

6. Additional comments and suggestions for the evaluation the ideas are as follows:

- It was interesting.
- It was a pleasure to be part of this project. It was really interesting. Our pupils need projects like this one. It was something new and fresh.
- I really think projects like this should continue and to repeat.
- We have learnt new things and had fun.
- It was an enjoyable project. We have learnt new things and had fun.

Conclusion

As it is seen from the questionnaire 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 improved a lot. The project also had contributions to the lessons at school. It was innovative and complementary and the expected results were reached successfully in the project.

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 project activities can go on by adding new and innovative activities about financial literacy to be implemented not only at schools but also in other schools and institutions. It will be good to cooperate for the future of pupils and the architects of the future-teachers.