



Papua New Guinea (PNG):
Children's Financial Literacy
(CFL) Project Pilot
Evaluation Report
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Key Acronyms

Acronym	Definition
BSP	Bank of South Pacific
CFL	Children's Financial Literacy
DFAT	Australian Government Department of Foreign Affairs and Trade
EPF	Equal playing field
NGO	Non-government Organization
PNG	Papua New Guinea

Background

The Children's Financial Literacy (CFL) program aims to increase the financial literacy of children to develop positive financial habits and make informed financial decisions in the future. It contains five key elements:

1. Five fun in-class lessons.
2. Access to a digital learning platform
3. A lesson workbook.
4. A study tour to/from a local bank (we partner with various local institutions including BSP, Westpac, TISA, and Mama Bank) - note we only involved Mama Bank at the pilot phase; and
5. A home visit to engage with children's families was anticipated but not conducted due to short timeframe for the pilot phase (January – June 2023).

CUFA adopted and implemented a measured start-up approach between January and June 2023 (Terms one and two of the PNG school year), working with three initial schools (Bavaroko, Salvation Army, and Coronation Primary School) in Port Moresby reaching more than 350 primary school aged children (12-16 years old) – of whom at least half were girls. The Schools have been identified in consultation with our partner, Equal Playing Field (EPF), a local youth- focused NGO. EPF delivers youth outreach programs across Port Moresby schools and have already socialised the CFL concept, receiving strong interest.

The Children's Financial Literacy Program foresees that investing in children's career pathways and enabling them to understand the concept of career being a lifetime opportunity to create better living standards through economic development is fundamental for future sustainable livelihoods.

From July 2023, CUFA will triple its scale up on the CFL significantly and make it an ongoing program with confirmed resources from the Australian Government through DFAT.

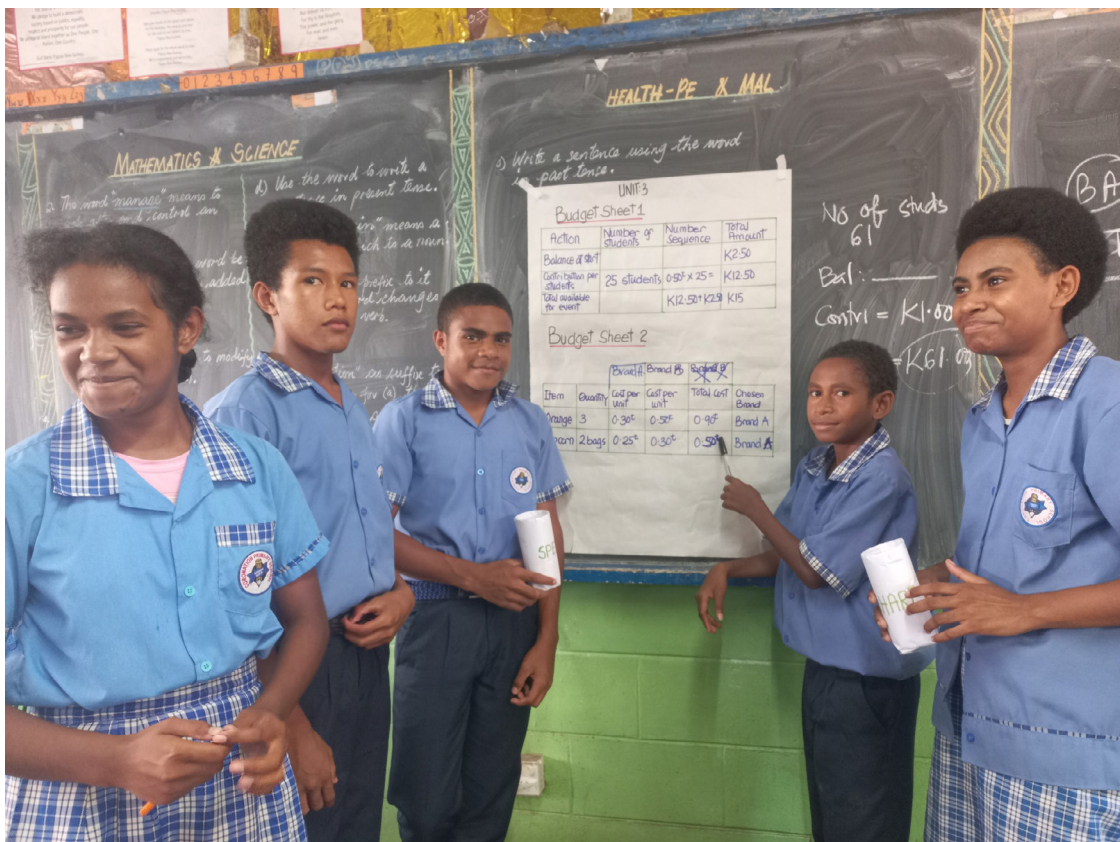
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Introduction

This evaluation report will share key observations gained over the course of the CFL Pilot Phase, share key achievements, challenges and learning that the project established over the course of implementation and evaluation exercises. A three set evaluation was conducted including program evaluation with the children and the teachers who are the core target audience. Additional learnings were established through the CFL Trainers Weekly Journal and those were the basis of results from the evaluations. The three (3) types of evaluation exercises conducted over the pilot course included:

1. Teachers pre and post-test
2. Student pre and post-test
3. Student focused project evaluation



Purpose

The specific purpose of the project evaluation is to verify the effectiveness, relevance, innovation, inclusiveness, and sustainability of the project pilot phase. The research proposed were brief and specific to the core deliverables of the program content and context. The students pre and post tests were conducted before and after the financial literacy training for the students to observe the change in basic financial knowledge and skills at the primary school level. Pre and post-tests for the teachers were also conducted before and after the teacher’s financial literacy training delivery methods to assess the teachers understanding of the children’s financial literacy training delivery methods. A further overall project evaluation with students was designed to measure the effectiveness, relevance, innovation, inclusiveness, and sustainability of the project.



Design

Initial design of the CFL program is based on the core program outcomes and defined in the project's MEL Framework. The design of this evaluation will inform the project's MEL plan and its output objectives. Project outputs that are observable over the course of project implementation and articulated in the evaluation questions are tested. Other aspects of the project learning inputs and processes involved in the program delivery are speculated to understand appropriate interventions for further expansion and ongoing programming.

Methodology

Mixed methods of evaluation were used for project evaluation at different situations. Both Quantitative and Qualitative methods were utilised to capture children's and teachers' involvement and impact of the project through the content delivery and associated skills.

Quantitative data collection requires facilitators including the MEL Lead to conduct one-on-one interviews with students and teachers using the questionnaires designed with pre-coded responses.

Pre-coded responses are anticipated responses with similar responses from previous evaluations. Teachers pre and post tests were conducted using downloaded Kobo Forms saved on the home screen of the tablets offline and uploaded when connected to internet at the office.

The qualitative data collection is arranged to conduct one-on-one interviews with the teachers and students to share their experiences of the program, how they have benefitted from the project, challenges faced and areas of improvement.

Sample

For project evaluation with the students, a sample size was selected to test between 5-10% of the overall student population reached in the project evaluation. In the pre and post tests, all teachers and students present at the time of training and test were required to complete the test.

- An average of 20 students (10 boys and 10 girls) per grade 6 class was selected randomly to participate in the survey. In a grade six class, every third student was selected to participate in the survey.
- When facilitated, 148 students participated in the pre-test and another 310 students took part in the post test assignment.
- All 33 teachers took part in the pre and post test conducted at the time before and after teacher training. However, 31 forms were successfully uploaded, validated and utilized.
- Three target schools:
 - Coronation Primary School
 - Bavaroko Junior High School
 - Boroko Primary School (also referred to as Salvation Army)

Questions

All questions are designed to measure project effectiveness, relevance, innovation, inclusiveness, and sustainability of the project purpose. Specifically, the questions are disaggregated to those categories and facilitated as stipulated in the design, methodology and sampling approach used.

For both the student and teacher pre- and post-tests, the same tools were facilitated before and after the training. The instruments used are available at the respective Annexes: CFL Program Evaluation Guide (Annex A); and CFL Teachers/Students Pre- and Post- Training Survey (Annex B).



Data Validation and Analysis

There was inconsistency in the number of teachers who participated in the pre and post-tests. Data here was carefully cleaned and a total of 31 teachers fully participated in the pre and post-tests. Two teachers' data were not properly conducted and uploaded, this was not included in the data analysis. The data analysis was done based on the results produced and extra or incomplete data were taken out to ensure there is even data for comparison at the pre- and post- knowledge about children's financial literacy lesson delivery methodology.

In relation to the student pre and post-tests, 148 took part in pre-test and a total of 310 children completed the post test. Another 56 children (27 girls) were interviewed one on one on project overall evaluation upon doing random selection of students in the randomly selected classroom.

Comparative data analysis was done on the pre and post-tests against gender. Pre and post comparisons data were compared by gender throughout the data validation and analysis process. Project evaluation with the students was aimed at interviewing 20 students per school, however, 4 student's data were missed due to missed uploading of online data and not uploaded and as such, 56 forms were uploaded and analysed for further reporting.



Results and Discussion

Results observed in the process of various evaluation activities are presented graphically and in tables below under specific types of evaluations conducted. Additional discussions are reflected on the project completion report shared by the CFL project facilitators generated through children’s financial literacy and teacher trainings as well as the project’s weekly journals and specific activity reports.

Teacher’s pre and post test

The results projected from the teacher training assessment pre, and post-test are teachers’ knowledge on children’s financial literacy training delivery methodology. There were 31 (5 male) out of 33 teachers who took part in the teacher’s training who completed the assessment and uploaded it for analysis.

Inclusiveness in teacher CFL training

Only 3 female teachers who took part in the assessment have some form of disability. One has vision, the other hearing, and the third teacher has physical/mobility impairment. Closer attention was provided to those three teachers with a support teacher to work with the teacher with a disability.

Table 1. Teachers with some form of disability.

Does the teacher have any form of disability?	Pre-F	Pre-M	Pre-T	Post-F	Post-M	Post-T
Don’t know.	0	1	1	0	0	0
No	24	4	28	23	3	26
Yes	2	0	2	3	0	3
Grand Total	29	8	31	26	3	29

Core objective of the training was to ensure that the teachers fully understood the core objectives of the children’s financial literacy program before and after the training.

Understanding of the core objectives

From Figure 1 below, before the training, 12 out of 31 teachers agreed that the objectives of the teachers training were

clearly communicated before the training. After the training, 14 out of the 31 teachers agreed that the training objectives were clearly communicated prior to the training. That means about 50% of the teachers were made aware of the training objectives prior to the training.

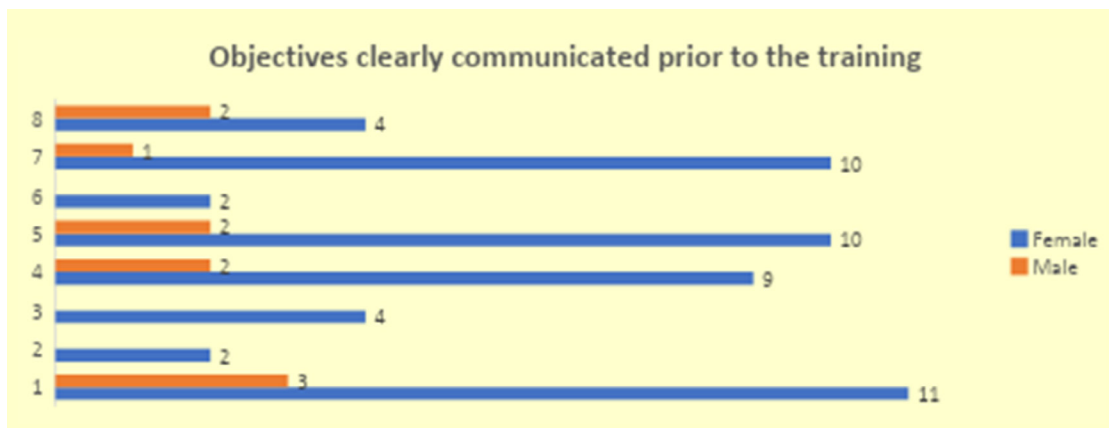


Figure 1. Training objectives were clearly communicated prior to teachers arriving at the training.

In total, 35% (11/31) of the teachers were at least aware of the context of Children Social and Financial Enterprise in the primary school. At the end of the training, the trend shifted to the Children’s Financial Literacy Concept, where 58% (18/31) teachers were not familiar even after the training. That means additional effort is required to capacitate the teachers well, so they are fully aware of the concepts to deliver the Financial Literacy and Social Enterprise in their schools.

Table 2. Financial Literacy topic areas the teachers are least familiar with.

Which of the following areas are you least familiar with?	Pre-Female	Post-Male	Pre-total	Post-Female	Post-Male2	Post-Total
Rights and Responsibilities	2	0	2	6	1	7
Personal Exploration and Understanding	4	1	5	0	0	0
Saving and Spending	4	1	5	1	0	1
Children's Financial Literacy Concept	6	2	8	14	4	18
Child Social and Financial Enterprise	10	1	11	5	0	5
Grand Total	26	5	31	26	5	31

Almost 74% (23/31) of the teachers strongly agree that they are confident in delivering lessons using brainstorming teaching methods. However, after the training, only 68% (21/31) teachers strongly agree that they are confident in using brainstorming. There was a significant increase with 71% (22/31) of the teachers reported being strongly confident in delivering financial literacy lessons using the KWL charts, where (K) being what they know, (W) want to know and (L) what did they learn from the topic or a word. This means that the teachers in the 3 pilot schools are more confident in using the brainstorming and KWL charts for delivering financial literacy lessons. That means greater emphasis on other teaching and learning strategies including problem tree, running directions, image theatre, memory cards and jigsaw is needed to train and mentor the teachers so that the financial literacy topics associated with those active learning methods are delivered well.

Table 3. Teachers feel confidence in the various financial literacy delivery methods.

I am confident that I know how to use the following active learning methods in my own teaching	Pre test	% pre	Post test	% post
a) Brainstorming				
Strongly Agree	23	74	21	68
Agree	12	39	8	26
Strongly disagree	2	6	0	0
b) Problem tree				
Agree	18	58	14	45
Don't know	14	45	7	23
Strongly Agree	3	10	5	16
Disagree	2	6	3	10
c) KWL Charts				
Agree	18	58	7	23
Strongly Agree	14	45	22	71
Don't know	3	10	0	0
Strongly disagree	2	6	0	0
d) Running dictations				
Agree	17	55	9	29
Strongly Agree	15	48	14	45
Don't know	5	16	5	16
Disagree	0	0	1	3

e) Image Theatre				
Strongly Agree	13	42	4	13
Agree	12	39	11	35
Don't know	3	10	19	61
Disagree	1	3	3	10
f) Memory Cards				
Agree	11	35	14	45
Strongly Agree	8	26	13	42
Don't know	8	26	9	29
Strongly disagree	1	3	0	0
Disagree	1	3	1	3
g) Jigsaw Strategy				
Agree	12	39	20	65
Don't know	9	29	12	39
Strongly Agree	7	23	4	13
Disagree	1	3	1	3

Over 40% (13-18/31) teachers believe that to improve financial literacy in primary schools, the program should deliver intensive CFL Training for teachers, be supplemented with CFL teaching and Learning Materials and make the program be part of the SCB curriculum and scale up or expand to more schools. Teachers further suggested that the program be expanded to include many schools instead of just a few. Many more students from the other grades require basic financial knowledge to help prepare them to pass on from one stage to another so that they can make sustainable financial decisions to be productive in society after school.

Table 4. Teachers who have provided open response feedback on key areas to improve children's financial literacy.

Does the teacher have any form of disability?	Pre-F	Pre-M
Provide Sufficient CFL Materials	15	48
Deliver Intensive CFL Training	18	58
Provide CFL at appropriate grade level	2	6
Mainstream CFL in the SBC Curriculum and scale up	13	42
No idea/ don't know	14	45
Total	31	100

Approximately 97% (30/31) teachers would like to have additional information on children’s financial literacy before the training. After the training, just over 81% (27/31) of the teachers mentioned they would like additional information about the children’s financial literacy. After receiving the training, teachers feel confident as they understand the logical approaches in delivering the children’s financial literacy, as such, the number of teachers who wanted additional information was higher than those after the training. Figure 2. below shows details of results discussed.



Figure 2. Teachers interest for additional information on children’s financial literacy

Core financial literacy activities in primary schools as shown in Figure 3 below include the formation of Financial Literacy Clubs and conducting social and financial enterprises as indicated by over 90% (28/31) of the teachers before the training. After the teachers training, over 77% (24/31) of the teachers revealed that practicing savings systems and conducting social and financial enterprises are core financial literacy activities. This indicates that teachers are knowledgeable on the core financial literacy activities that are significant in promoting financial awareness and engaging children to develop financial savings attitude.

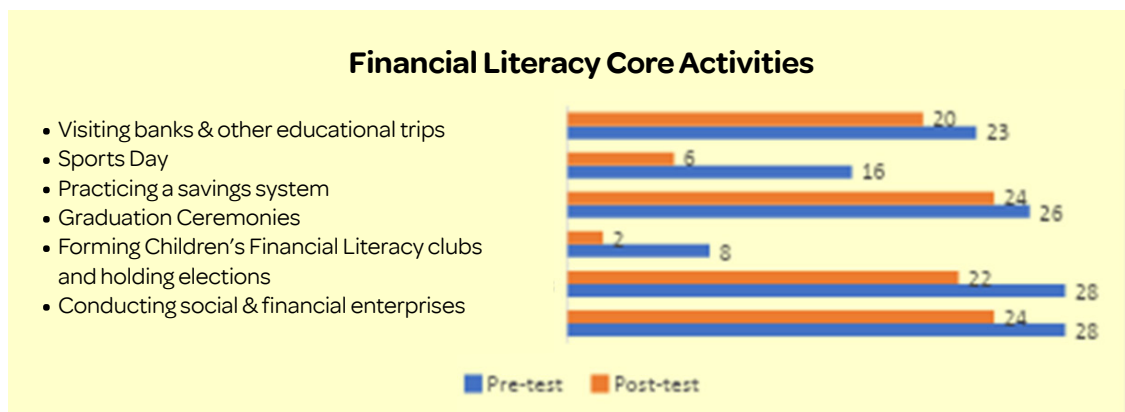


Figure 3. Teachers’ knowledge of core financial literacy activities in the school.

Teachers were asked on their overall confidence in delivering the children’s financial literacy training, more results are shown in Figure 4 below. Before the training, about 85% (26/31) teachers agree that they feel confident to conduct financial literacy classes in their schools. This was reversed where a smaller proportion of teachers, about 48% (15/31) agree that they are confident to deliver the financial literacy training in their schools. This means that after the training, there were some specific lesson delivery methods that teachers still need additional training and mentoring on CFL lesson delivery methodology.

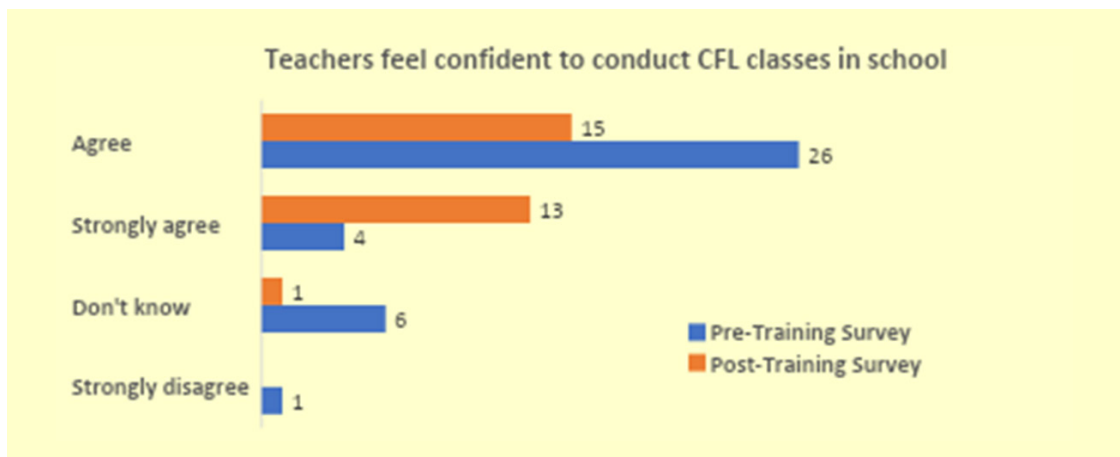


Figure 4. Teachers feel ready to conduct Children’s Financial Literacy classes in their school

Teachers also are faced with various obstacles in delivering effective lessons to the children. With the underpinning pressure of extremely high student to teacher ratio, teachers have an additional role to play in ensuring a peaceful learning environment while trying to deliver quality lessons to the children. When Children’s Financial Literacy is introduced prior to the training, just over 87% (27/31) of the teachers feel that sufficient teaching and learning materials will be an obstacle as teachers believe that if sufficient materials is provided to the children, teachers will have a reduced effort in providing enough time to the slow learners to help them better understand the learning objectives. Just over 77% (24/31) of the teachers still feel that sufficient teaching and learning materials will be the main obstacle after the training. Final CFL Pilot phase project presented by the two project facilitators highlighted that,

“The only significant challenge that we faced during the implementation was the ratio of facilitators to the students. The number of students is more and the facilitators so the way forward to address this challenge is to engage 2-4 volunteers to deliver the program”.

Referring to Figure 5 below for more of the minor obstacles that are worth considering to some degree for effective CFL lesson delivery in schools.

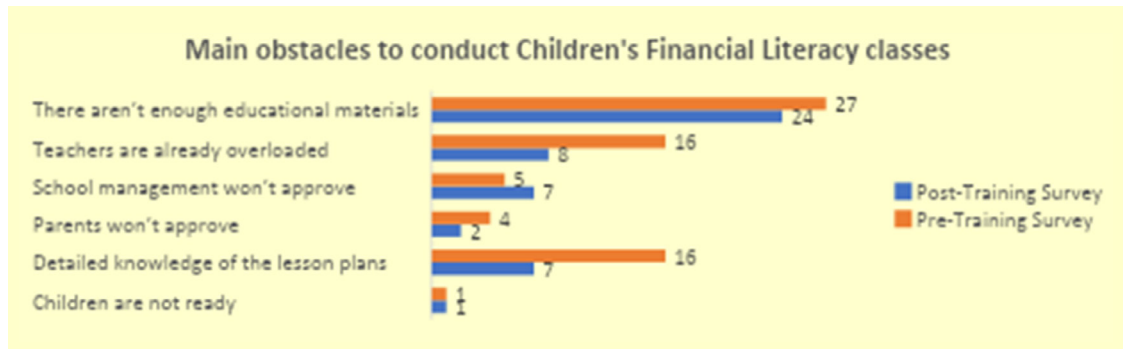


Figure 5. The main obstacles to conducting Children’s Financial Literacy classes at school.

Teachers feedback before and after the training indicate that intensive teachers training on children’s financial literacy concept delivery methodology is required. Not only teachers training, however sufficient teaching and learning materials should complement the training to enable teachers to effectively deliver the CFL lessons during and after the project period. Figure 5 and Table 3 provides specific information on the areas that need improvement.

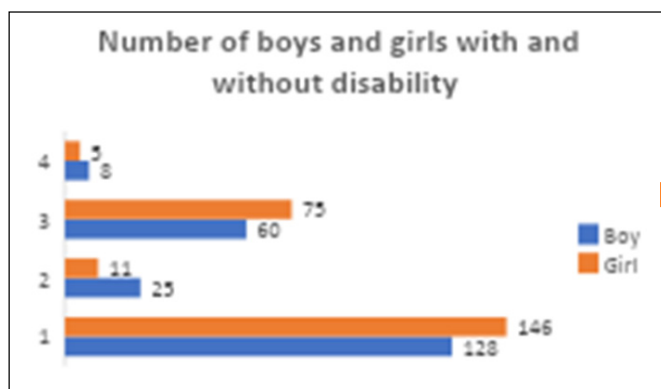
Students pre and post test

It was observed that the number of students increased from the time of pre-test that was conducted with 148 students (80 female) to when post-test was conducted with 310 (157 female) students. The reason for the high retention rate was due to the message that spread about the relevance of the Children’s Financial Literacy Program and how interactive the lessons were unlike their usual lessons. The statement on the unintended outcome from the trainers (Jehu and Susan) as well as the results on student interest to join CFL lessons in Table 11 under Student Evaluation Section reveals those facts of the statement below from the Project Completion Report.

“An unintended outcome observed over the course of pilot implementation was that the total number of students involved in the program was about 150 when the project was introduced to the 3 schools. Two or three weeks into the project implementation, the message was spread to other grade 6 students and that has caused the total number of students to increase from approximately 150 to over 350 at the end of the program.”

For the program to be inclusive, basic analysis was done to identify the number and types of disabilities present in the class. Refer to the graph

Table 5. Number of girls and boys with and without disability.



Another 8% (26/310) of the students in the three pilot schools have some form of disability. Their impairment ranges from vision, hearing, mobility and learning so appropriate learning support with closer attention was provided by the facilitators.

Gender equality and inclusion

Prior to the children’s financial literacy training for the children, approximately 44% (65/148) of the students agree that all students should be treated the same way and another 49% (72/148) strongly agree with the statement that all students should be treated the same way. After the training, just above 33% (104/310) students agree that all students should be treated the same and over 51% (161/310) students strongly agree with the statement. The number of students agreeing decreases from pre to post surveys and those strongly agreeing increase from the pre to post surveys. It implies that many students are fully aware of the equal rights that both boys and girls must be treated and cared for equally. Additional results on students’ perceptions on rights can be seen from the Table 6 below.

Table 6. Perception of children’s rights regardless of gender, age and status.

All children should be treated the same way.	Pre-M	Pre-F	Total	Post-M	Post-F	Total
Agree	33	32	65	51	53	104
Strongly Agree	30	42	72	76	85	161
Disagree	3	1	4	8	4	12
Don't know	2	5	7	18	12	30
Strongly disagree	0	0	0	0	3	3
Grand Total	68	80	148	153	157	310

Student savings attitude

Students at the primary school age are at the most crucial stage of learning and developing appropriate life skills to make better decisions as they grow up. As the core focus of the project to deliver children’s financial literacy in the pilot stage, questions around whether or not students save money or not is crucial.

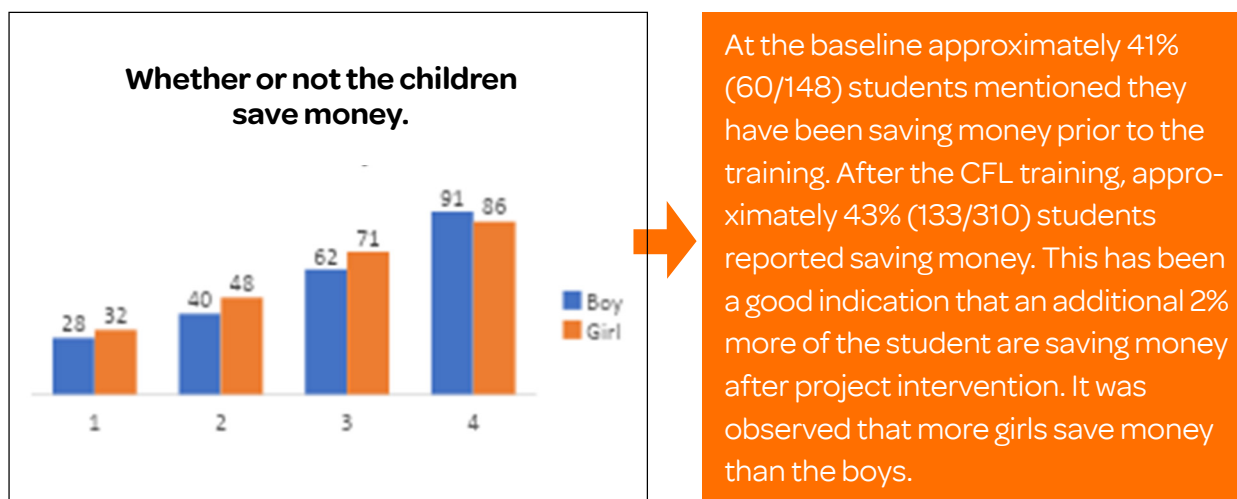


Figure 6. Children saving money before and after the CFL intervention.

Further analysis was conducted to confirm the amount of money saved by the students. The total responses are relevant to only those students who reported saving money in the previous section above. The results indicate that, at the baseline, about 24 out of 60 (40%) students save between K1-K49, another 13 out of 60 (22%) students had been saving K50-K99. At the end of the project, 62 out of 133 (47%) students were saving money between K1-K49 and 17 out of 133 (13%) students have been saving between K50-K99. The proportion of students saving money generally increased from the baseline to the end of project assessment. An increase by 7% is a positive impact the project has made in improving the overall student financial literacy and savings attitude.

Table 7. Amount of money saved by gender compared before and after CFL intervention.

How much money (K) do you have saved right now?	Pre-M	Pre-F	Total	Post-M	Post-F	Total
1-49	10	14	24	21	41	62
1000 +	5	2	7	2	3	5
50-99	4	9	13	8	9	17
400-499	4	0	4	0	1	1
100-199	3	3	6	9	5	14
600-699	1	0	1	0	0	0

200-299	1	1	2	8	2	10
700-799	0	0	0	1	0	1
900-999	0	1	1	2	1	3
800-899	0	1	1	3	2	5
300-399	0	0	0	6	3	9
500-599	0	1	1			
0	0	0	0	2	4	6
Grand Total	28	32	60	62	71	133

Before the project intervention, almost 37% (22/60) students reported saving money at least few times a month. After the CFL intervention, approximately 35% (46/133) of students were saving money at least once a week. There was a slight decrease by 2% with the increased student participation in the program. That means, more students have developed savings habits and were saving at least once a month, several times a week and almost every day.

Table 8. Frequency of students saving money before and after CFL project

How much money (K) do you have saved right now?	Pre-M	Pre-F	Total	Post-M	Post-F	Total
A few times a month or less	12	10	22	23	16	39
Almost every day	8	7	15	15	13	28
About once a week	5	10	15	17	29	46
Several times a week	3	5	8	4	12	16
Never, I don't save money.	0	0	0	3	1	4
Grand Total	28	32	60	62	71	133

The methods by which students save money in relation to Figure 7 may vary from the amount of money they earn and how the money is earned. Many students 25 (13 female) who save their money use a coin bank (piggy bank) to save their money even before the project. Even after the project intervention, the number increased to 41 (28 female) who save their money using a coin bank (piggy bank).

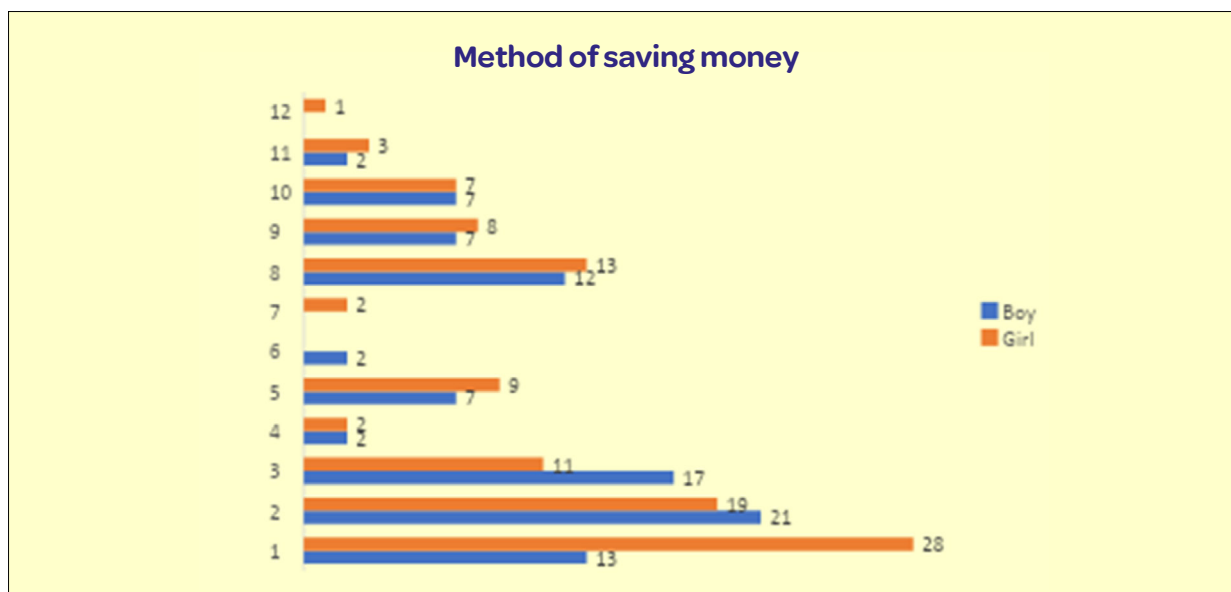
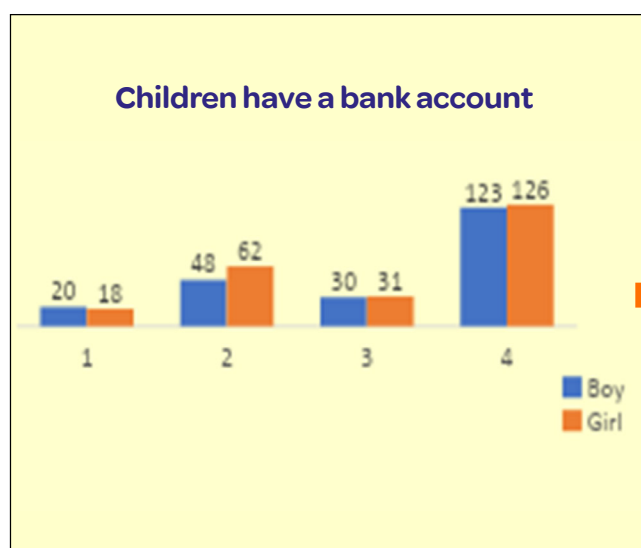


Figure 7. Methods by which children save money before and after CFL projects by gender.



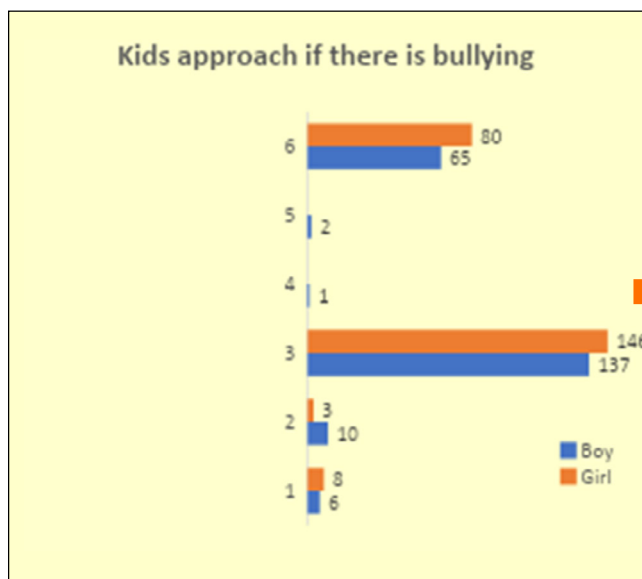
In CFL's effort to help children formalise their means of saving money, Mama Bank was engaged to provide information and knowledge sharing events in all 3 schools. A total of 28 (17 female) students were delighted about the benefits and relevance of having a kid's savings accounts with Mama Bank. From the data in Figure 8, there were 38 students (18 female) at the baseline and 61 (31 female) at the endline, an increase by 21 students.

Figure 8. Children having bank accounts in various banks.

Student general behaviour

The overall attitude and behaviour of a student is a reflection of the environment that is created at home and at the school where most of their lifetime is spent. Students can be different at home but can turn out differently at school. If a student came from a violent home, that student can be transformed into a decent and successful man or woman provided the teacher portrays an appropriate teaching and learning environment both academically and socially.

Students' general observations on the positive and negative behaviours were assessed and the result is positive on their reaction to the scenario bullying.



In the event of bullying, at the school before CFL training approximately 98% (145/148) of the students said they will report a teacher, and over 91% (183/310) of the students said they will report bullying to a teacher. That means, before actual CFL training, some of the misbehaving students would leave the class and needs closer attention. After the project intervention, they tend to receive feedback from their friends of the fun and relevance of CFL and return to their classes.

Figure 9. Children’s response on their attitude towards bullying at school.

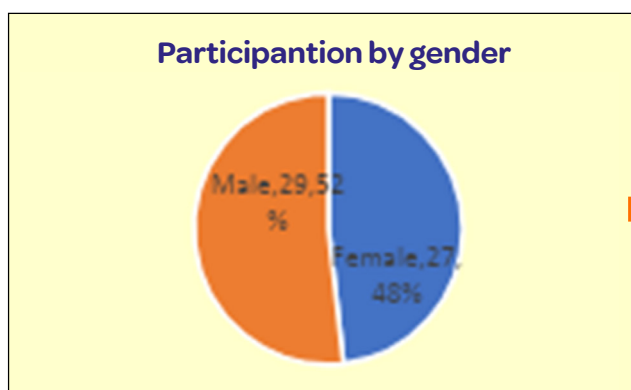
This shows that despite the large size of classes to deliver lessons as indicated by the project completion report under lessons learnt, under challenges section,

“ Too crowded to run the session in the class”.

The trainers were able to use interactive classroom management skills to manage the classroom, seek attention and redirect students from the negative behaviour and reinforce positive behaviour.

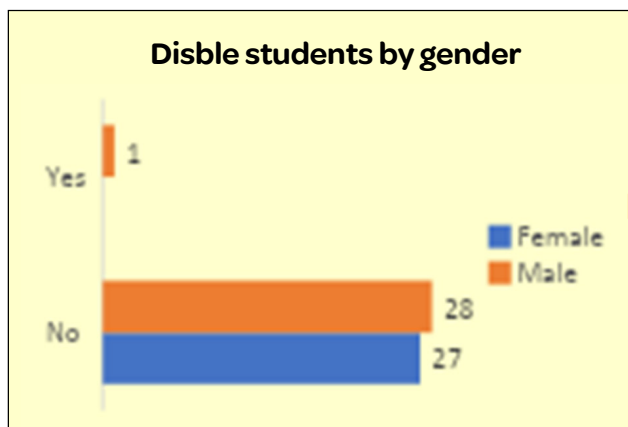
Student Evaluation

Student evaluation was conducted 2 weeks before the completion of the project lesson delivery due dates. It was aimed at exploring the student’s general knowledge of the key topics delivered and whether the lessons have improved their financial decision-making attitude and practices.



There were 56 (27 female) students who have participated in the project evaluation. Some student data were not collected and uploaded due to malfunctioning tablets and data break-up and loss.

Figure 10. Student participation in the project evaluation.



Just over 3% of the female students who participated in the project evaluation have some form of disability. The types of disability involve hearing and vision, that is about 2% of the overall 56 students who participated in the survey. Refer to the Figure 11 opposite.

Figure 11. Disble involved in the project evaluation.

Gender sensitivity

In Figure 12, about 97% of male students reported that teachers shared resources equally between both boys and girls while 100% of the girls' said teachers treat both genders equally. That means for unknown reasons, some boys are mistreated compared to girls.

Teachers appointing girls to be group leaders during group work is reported by 52% of the male students and only 48% of the total girls who participated in the survey said teachers do appoint girls as group leaders. There is a good gender sensitive approach being delivered by the project facilitators and their class teachers.

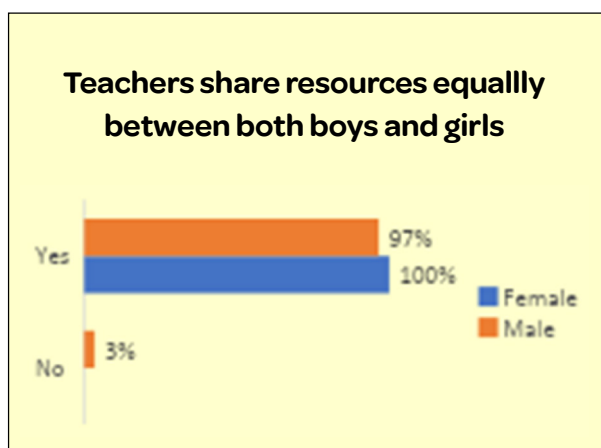


Figure 12. Teachers treat both boys and girls equally.

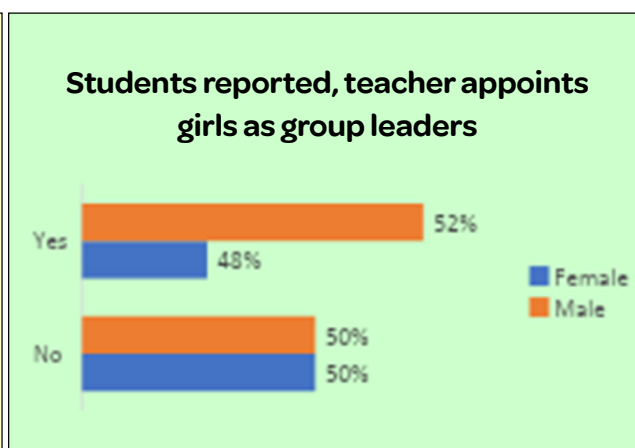


Figure 13. Teachers sometimes appoint girls as groups leaders.

Student perception of the CFL program

Considering the relevance of the program to the core beneficiaries, 85% of the students (85% female) in Table 9 feel that the program is very useful and they have pretty much enjoyed participating in the CFL lessons.

Table 9. Relevance Financial Literacy Program to the children.

Overall, how useful did you find this Financial Literacy Program?	Female	Male	Grand Total
A little useful	11%	14%	13%
Not at all useful	4%	0%	2%
Very useful	85%	86%	86%
Grand Total	100%	100%	100%

Student knowledge of the CFL content

In relation to the complexity of the training at the grade level in which the training was provided, 70% of the grade six (6) students in Table 10 feel that the level in which the training was provided is just right. Another 29% reported that the level of training provided is too easy for them. That means, for most students, the training level is just right while for a few others, it is too easy and that needs to be adjusted to fit for everyone at specific grade levels. For those that think that the training level is too easy, something higher is relevant to meet their learning standards to avoid students getting bored and disturbing the most excited students.

Table 10. Level in which training was provided.

Was the financial literacy training provided at an appropriate level?	Female	Male	Grand Total
Just right	70%	69%	70%
Too difficult	0%	3%	2%
Too easy	30%	28%	29%
Grand Total	100%	100%	100%

One thing that attracted many students to participate and involve in the Children's Financial Literacy Program was that the response from 66% mentioned the topics were useful and the lessons delivered were interactive (child centred) as shown by the results in Table 11 below. This statement was also revealed by the CFL Lead trainer when asked why the number of students increased from baseline to endline of the project evaluation.

Table 10. Level in which training was provided.

Was the financial literacy training provided at an appropriate level?	Female	Male	Grand Total
Just right	70%	69%	70%
Too difficult	0%	3%	2%
Too easy	30%	28%	29%
Grand Total	100%	100%	100%

One thing that attracted many students to participate and involve in the Children’s Financial Literacy Program was that the response from 66% mentioned the topics were useful and the lessons delivered were interactive (child centred) as shown by the results in Table 11 below. This statement was also revealed by the CFL Lead trainer when asked why the number of students increased from baseline to endline of the project evaluation.

Table 11. What motivated many students to participate in the program

What made you decide to participate in the financial literacy training?	Female	Male	Grand Total
Lessons were interactive	19%	17%	18%
Teachers were full of fun	19%	14%	16%
Topics were helpful	63%	69%	66%
Grand Total	100%	100%	100%

Training materials from the initial Aflatoun Program were contextualised to fit the PNG context of teaching and learning. About 43% of the students feel that they were able to understand most of the training materials. All of the materials were understood by 25% and only 20% of the students understood all of the training materials. Now that the training materials have been trialled and the facilitators are well aware of the methods that are relevant to deliver financial literacy training for children in primary schools, they have worked on contextualising the materials which will be useful in the next phase of the project.

Table 12. Level of understanding of the financial literacy materials.

What made you decide to participate in the financial literacy training?	Female	Male	Grand Total
Few	7%	17%	13%
Some	22%	28%	25%
All	33%	7%	20%
Most	37%	48%	43%
Grand Total	100%	100%	100%

Innovation in CFL program

Looking at the results in Figure 13, about 79% (70% female) students agree that they have enjoyed using the tablets during their financial literacy sessions than their usual core subject lessons. Other students totalling 11% (15% female) disagree with the statement that they enjoy using the tablets and the other 11% (15% female) said they are not sure what to say about the statement as they were not involved in the session much or the number of tablets issued was few that some students do not have the opportunity to fully participate in the sessions when tablets were used.

Table 13. Students who have enjoyed using the tablets for financial literacy lessons.

Do you enjoy using the tablets than usual teaching and learning.	Female	Male	Grand Total
Disagree	15%	7%	11%
Not sure	15%	7%	11%
Agree	70%	86%	79%
Grand Total	100%	100%	100%

The 79% of students who enjoyed using tablets more than usual teaching and learning when asked if the materials were easy to understand agreed that the learning materials in the tablets were easy to understand. About 20% were not sure and the remaining 2% disagreed with the statement. Refer Table 14 below for further male and female proportion of the responses.

Table 14. Level of understanding of the learning materials on the tablets

Learning materials in the tablets are easy to understand.	Female	Male	Grand Total
Agree	81%	76%	79%
Disagree	0%	3%	2%
Not sure	19%	21%	20%
Grand Total	100%	100%	100%

In Table 15, student opinions about the future e-lessons were assessed and the result indicated that 82% (78% female) of students agree with the statement that lessons will be interactive when topics related to Children’s Financial Literacy as well as the core subjects are integrated into e-learning platforms.

Table 15. Student suggestions on how interactive it will be if lessons are integrated on e-learning platforms.

Lessons will be interactive when topics related to CFL and core learning subjects are integrated in the e-Learning applications.	Female	Male	Grand Total
Disagree	7%	7%	7%
Not sure	15%	7%	11%
Agree	78%	86%	82%
Grand Total	100%	100%	100%

Impact of CFL on Students financial decision making

After the CLF training for students, 88% of the students planned to do something differently in handling their finances as a result of the CFL project intervention. That is about 85% of the total females who participated in the assessment. Just about 13% did not plan to do anything differently in handling their finances after the training as reflected in Table 13 below. That indicates that students have learnt something meaningful and have a plan in place as to how they can handle their finances.

Table 16. Students planning to do something differently with handling finances after CFL training.

Have you planned to do anything differently in handling your finances as a result of financial literacy training?	Female	Male	Grand Total
No	15%	10%	13%
Yes	85%	90%	88%
Grand Total	100%	100%	100%
Grand Total	100%	100%	100%

After the CFL training, from Table 14, almost 34% of the students (30% female) were able to set financial goals and discuss them with their family. This confirms again the results in Table 13, that students have moved forward in their financial decision making positively.

Table 17. Student set financial goals and share them with their family.

You set goals about how to spend money and discuss them with your family.	Female	Male	Grand Total
Never	33%	28%	30%
Always	30%	38%	34%
Sometimes	22%	17%	20%
Usually	7%	10%	9%
Rarely	7%	7%	7%
Grand Total	100%	100%	100%

At the time when the project evaluation was conducted, refer to Table 18 which shows that 96% of the students (93% female) interviewed admitted that they feel confident in achieving their future financial goals. That means after receiving the financial literacy training, students can set financial objectives and work towards achieving it in the future. When giving closing remarks at Bavaroko Primary School, the Head Teacher stated that:

“ providing Financial Literacy training at the primary grade students while they are at their peak period to receive such life transformational trainings is vital. As they grow up, the financial literacy training will help them to make informed financial decisions and be able to sustain themselves not only by completing higher education but getting themselves involved in business opportunities”

Table 18. Students feel confident that they can achieve their financial goals after the CFL training.

Are you confident that the financial literacy training is sufficient to guide you achieve your future financial objectives?	Female	Male	Grand Total
No	7%	0%	4%
Yes	93%	100%	96%
Grand Total	100%	100%	100%

Conclusion

The project evaluation provided succinct evidence of the pre and post-tests for both the teachers and the students as well as the lessons learnt during the project pilot. Further analysis on the inclusive learning practices used in the classroom by the teachers and their attitude towards student behaviour management is practiced to some degree by the teachers as well as students both inside and outside the classroom.

Recommendations

Several recommendations can be drawn from this evaluation of the January-June 2023 pilot to inform a future, scaled-up program:

1. Intensive teacher training on the key financial literacy lesson delivery methodologies is required and be supplemented with sufficient teaching and learning materials for both the teachers and the students.
2. With the overwhelming interest from the schools, teachers and the students, additional facilitators will be required to deliver lessons within the project period. Short term engagement of support staff during the training duration is relevant.
3. Additional classroom management teaching strategies are required to help the teachers manage the increased number of students.
4. Students require daily role models and socially inclusive education to be able to explore and take the best out of them to be successful regardless of their age, gender and status.
5. A culture of savings is not prevalent in PNG. Testimonies and life transformational development stories will encourage students to make better financial decisions. Students need the courage to feel that they can be as successful as others.
6. More electronic devices are needed to make e-learning involve all the students, some students need more and closer attention than others.



Annex A

SECTION I: PERSONAL PROFILE

Please provide some information about yourself. (This is confidential information and for internal purposes only).

1. Are you:

(circle one) Male | Female

2 Nationality:

(circle one) PNG | International

3. What is your age?

(circle one) under 18 Over 18

SECTION II: INCLUSIVENESS

4. Any form of disability present?

(circle one) Yes | No

5. If disable, do your teacher spend some time to help out with your learning?

(circle one) Yes | No (relevant if Q4 is yes)

6. If disable, do your teacher ask a friend to work together with you in class?

(circle one) Yes | No (relevant if Q4 is yes)

7. Does your teacher allow you to work in mix (boys/girls) groups?

(circle one) Yes | No

8. Does your teacher share resources equally for both boys and girls?

(circle one) Yes | No

9. Does your teacher appoint girls as group leaders?

(circle one) Yes | No

SECTION III: RELEVANCE

10. Overall, how useful did you find this workshop? (circle one)
Very Useful A little useful Not at all Useful
11. What was the best topic of the financial literacy for you?
 World of Aflatoun Understanding Myself and Others
 Making our School a Better Place CUFA helps us Save Our Wider World
 Being a Good Consumer Being Enterprising
12. Which topic of the workshop would you say needs the most improvement?
 World of Aflatoun Understanding Myself and Others
 Making our School a Better Place CUFA helps us Save Our Wider World
 Being a Good Consumer Being Enterprising
13. Have we missed any topics that you would like to see covered?
 World of Aflatoun Understanding Myself and Others
 Making our School a Better Place CUFA helps us Save Our Wider World
 Being a Good Consumer Being Enterprising Specify if other.
14. Was this training at an appropriate level? (circle one)
Too easy Just right Too difficult
15. What made you decide to participate in the financial literacy training?
Lessons were interactive teachers were funs topics were helpful
16. Would you be interested in attending additional trainings like this one?
(circle one) Yes | No

SECTION IV: EFFECTIVENESS

17. Please rate the instructor's effectiveness for last week's lesson. (circle one)
Excellent Good Average Fair Poor
18. Was the atmosphere of the lessons comfortable for you? (circle one)
Yes/No
19. How much of the workshop material did you understand? (circle one)
All Most Some A little None
20. Is it OK if we contact you to follow up on this week's sessions? (circle one)
Yes | No
21. Do you plan to do anything differently in handling your finances as a result of this workshop? (circle one)
Yes | No

Rate Your Financial Behaviour on a Scale of 1 to 5

1=Never 2=Rarely 3=Sometimes 4=Usually 5= Always

22. I keep track of my expenses on a regular basis.

1 2 3 4 5

23. I put money aside for future purchases or emergencies.

1 2 3 4 5

24. I prepare a budget every week/fortnight/month.

1 2 3 4 5

25. I make goals about how to spend money and I discuss them with my family.

1 2 3 4 5

26. I currently have or own in my name: (circle all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Savings or Share Account | <input type="checkbox"/> Checking or Share Draft Account |
| <input type="checkbox"/> Credit Card | <input type="checkbox"/> None of the |

SECTION V: INNOVATION

27. Do you enjoy using the tablets than usual teaching and learning (select one).

- a) Agree b) Disagree c) Not sure

28. Learning materials in the tablets are easy to understand. (select one).

- a) Agree b) Disagree c) Not sure

29. Lessons will be interactive when topics related to core learning subjects are integrated in the e-Learning applications (select one).

- a) Agree b) Disagree c) Not sure

SECTION VI: SUSTAINABILITY

30. Will your friends in other schools enjoy sessions on financial literacy? (circle one)

Yes | No

31. Are you able to or have shared what you learnt on financial literacy with your other friends or family members? (circle one)

Yes | No

32. Are you happy that the financial literacy training is sufficient to guide you achieve your future financial objectives? (select one)

Agree | Disagree | Not sure

THANK YOU FOR YOUR TIME AND PARTICIPATION



Annex B

CFL Teachers Pre and Post Training Survey

Hello, my name is (facilitator name) and I work for CUFA PNG. Cufa is conducting Children's Financial Literacy Training in your school and your class is selected to be fortunate to be part of the training. As part of the training, the facilitators are required to establish the current status of Financial Knowledge, Attitude and Practices for you. You can provide the responses that best suit your choices for the questions. Please answer questions 1-18 to the best of your ability.

Training Venue?

Enter a date and time yyyy-mm-dd hh:mm

Name of teacher

Teacher gender Female Male

Does the teacher have any form of disability?

Yes No Don't know.

If yes, specify.

Vision Hearing Mobility

Physical body

Learning Mental disorder Other

Specify if other

School name

How would you rate your computer skills: None Poor Good

Do you have access to internet: No Rarely Often

Phone number/whatsapp #

Email address if any?

What is your preferred method of communication with CUFA and Children's Financial Literacy trainers?

Internet (online discussion, course or blog) Email Phone

Meetings Other methods

Specify if other methods.

Is this a Pre or a Post Training Survey?

Pre-Training Survey Post-Training Survey

REACTIONS

1. Before you arrived, the objectives of the training were clearly communicated

Strongly Disagree Disagree Agree Strongly Agree Don't Know

2. The facilitator made the material interesting and exciting.

Relevant to Post Training Survey only

Strongly Disagree Disagree Agree Strongly Agree Don't Know

3. The contents of the CUFA Children's Financial Literacy training were clear, easy to understand and useful

Relevant to Post Training Survey only

Strongly Disagree Disagree Agree Strongly Agree Don't Know

4. Which of the following areas are you least familiar with?

*The number is deliberately set up to skip from 1 to 4 if it is pre training survey.

Children's Financial
Literacy Concept

Personal Exploration
and Understanding

Rights and
Responsibilities

Saving and Spending Planning and Budgeting Child Social and Financial
Enterprise

5. I am confident that I know how to use the following active learning methods in my own teaching:

a) Brainstorming

b) Problem Trees

Strongly disagree

Disagree Agree Strongly Agree

Don't know

c) KWL Charts

d) Running Dictations

e) Image Theatre

f) Memory Cards

g) Jigsaw Strategy

6. What do you think are the most important result of the CUFA Children's Financial Literacy training? (Select as many as you want)

Detailed knowledge of the lesson plans	systems	participatory
Information about Children's Financial Literacy Savings	Passion about the Aflatoun programme	approach to training
	Confidence in using in an active,	

7. To improve its training, CUFA should: (Open ended question)

KNOWLEDGE

8. Please list the four main groups of rights of a child:

9. Which of the following are CUFA Children's Financial Literacy core activities? (Check all relevant boxes)

Sports Day	Forming Children's Financial Literacy clubs and holding	elections	Visiting banks & other educational trips
------------	---	-----------	--

Practicing a savings system
Graduation Ceremonies
Conducting social & financial enterprises

10. Please list CUFA Children's Financial Literacy main saving models:

11. Please give your own example of social or financial enterprise activities that children under Financial Literacy

Program can implement:

12. I would like additional information on Children's Financial Literacy Program?

Yes No

If yes please write your phone number or email here:

ATTITUDES

True False

13. Which of the following statements are true (T) and which are false (F):

Children can learn from play

Teachers should promote activities in class other than lecturing

Children cannot lead class activities

Children should be the center of learning

It is stressful to let children participate in class activities

Agree Disagree

14. Which of the following statements do you agree (A) or disagree (D) with.

Poor children do not have enough money to make savings

Children should not be allowed to earn money

Children are able to manage their money in order to achieve their goals

Educating boys should be given priority if resources are limited

Girls should participate in after-class activities or their own projects

BEHAVIOUR

15. I feel ready to conduct Children's Financial Literacy classes in my school

Strongly disagree Disagree Agree Strongly agree Don't know

16. I feel comfortable sharing the Children's Financial Literacy programme with others

Strongly disagree Disagree Agree Strongly agree Don't know

17. I feel comfortable with the savings part of the Children's Financial Literacy programme.

Strongly disagree Disagree Agree Strongly agree Don't know

18. The main obstacles to conduct Children's Financial Literacy classes at my school are:

Children's Financial Literacy
can't fit into the curriculum.

Teachers are already overloaded
School management won't approve

Parents won't approve I don't feel confident enough There aren't enough educational materials
Children are not ready Other

Specify if other

Any other comments if any?

If you agree, I would like to take a picture of you and your classroom?

Yes No

Point and shoot! Use the camera to take a photo

Click here to upload [le. \(< 10MB\)](#)

[Thank you for your time and for participating in the survey.](#)





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