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Aan: Adjunk-direkteurs-generaal; Hoofdirekteure; Direkteure; Hoofonderwyskundiges; Hoofde: Kurrikulumkoördinerings- en -advies; Kringbestuurders; Hoofde: Bestuur en Beheer; Adjunk-hoofonderwyskundiges; Assesserings- en Eksamenkoördineerders; Vakadviseurs vir Ekonomie, Rekeningkunde, Wiskunde en Lewensoriëntering; en Prinsipale van skole wat graad 10 tot 12 aanbied

**Onderwerp: Die Finansiële Sektor Gedragsowerheid se 2019 Interprovinsiale Finansiële Geletterdheidstoetspraakkompetisie**

1. Die Finansiële Sektor Gedragsowerheid (*Financial Sector Conduct Authority*) (*FSCA*), in samewerking met die Wes-Kaap Onderwysdepartement (*WKOD*), nooi skole uit om aan die 2019 Interprovinsiale Finansiële Geletterdheidstoetspraakkompetisie deel te neem.
2. Die toetspraakkompetisie bied aan graad 11-leerders, wat minstens een van die Besigheids-, Handels- en Bestuurs- (*BHB*-) vakke, soos Rekeningkunde, Besigheidstudies en/of Ekonomie neem, die geleentheid om deel te neem.
3. Daar word van deelnemers verwag om 'n voorlegging van vyf minute oor verskeie finansiële geletterdheidsonderwerpe te lewer. Dié onderwerpe is in die 2019 *FSCA*-toetspraakkompetisieraamwerk (**Bylae A**) uiteengesit. Deur navorsing oor en voorbereiding vir die aanbieding, sal leerders se finansiële geletterdheidsvaardighede versterk word. Leerders moet hul toesprake in Engels kan lewer.
4. Dié kompetisie strek oor vier rondtes en die sperdatums word vir elke rondte aangedui, d.w.s.:
  - Eerste rondte (skool) – moet teen 31 Mei 2019 afgehandel wees
  - Tweede rondte (distrik) – moet teen 26 Julie 2019 afgehandel wees
  - Derde rondte (provinsiaal) – moet teen 31 Augustus 2019 afgehandel wees
  - Vierde rondte (interprovinsiaal) – is vir **VRYDAG, 04 Oktober 2019** beplan

Verwys asseblief na **Bylae A** (Bladsy 5 & 21) vir verdere besonderhede.

5. Pryse:
- Die drie beste interprovinsiale en provinsiale weners se pryse word belê en kontant sal nie uitbetaal word nie. Beleggings- en finansiële beplanningsadvies sal deur die Finansiële Beplanningsinstituut (FPI) van Suider-Afrika voorsien word.
  - Die drie beste interprovinsiale en provinsiale weners sal elkeen onderskeidelik pryse ter waarde van R30 000, R15 000 en R7 500 ontvang.
  - Alle provinsiale finaliste sal 'n tablet met internetverbinding ontvang.
  - Distriksdeelnemers sal sertifikate vir deelname en geskenkpakkies ontvang. Die drie beste distriksweners sal medaljes ontvang en ook aan die provinsiale rondte deelneem.
  - Een onderwyser van elk van die beste drie provinsiale finaliste sal elkeen 'n sertifikaat vir deelname en 'n R1 000-geskenkbewys ontvang.
  - Die skool wat as gasheer vir die provinsiale uitdunne optree, sal 'n geraamde sertifikaat van waardering asook 'n R2 000-geskenkbewys ontvang.

Verwys asseblief na **Bylae A** (Bladsy 9 - 11) vir meer besonderhede oor die pryse.

6. Onderwerpe met hul beskrywings en riglyne vir die toespraakkompetisie word in **Bylae A** (Bladsy 11 -13) uiteengesit. Die onderwerpe is:
- *Saving makes cents!*
  - *Failing to plan means planning to fail ...*
  - *Being an entrepreneur is the woke thing to do*
7. Die rubriek wat by **Bylae A** ingesluit is, sal as 'n riglyn vir beoordeling dien, en behoort oorweeg te word tydens die voorbereidingsproses vir die toespraak en aanbidding.
8. Navrae oor die toespraakkompetisie moet aan die distrik se vakadviseurs vir Rekeningkunde, Besigheidstudies of Ekonomie gerig word.
9. Prinsipale word versoek om die inhoud van hierdie minuut onder die aandag van alle graad 11-onderwysers vir Rekeningkunde, Besigheidstudies en Ekonomie te bring.

**GETEKEN:** PAD BEETS

**ADJUNK-DIREKTEUR-GENERAAL: KURRIKULUM- EN ASSESSERINGSBESTUUR**

**DATUM:** 2019-05-07

Annexure A



Helping you make the most of your finances

**FINANCIAL SECTOR CONDUCT AUTHORITY**  
**NATIONAL FINANCIAL LITERACY SPEECH COMPETITION**  
**GENERIC COMPETITION FRAMEWORK 2019**  
**A competition for Grade 11 learners**



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## 1. INTRODUCTION AND BACKGROUND

For the past two decades the KwaZulu-Natal Financial Literacy Association (KZNFLA) has hosted the annual *Money Talk Speech Competition* which is open to Grade 11 learners across KwaZulu-Natal (KZN). The focus of the competition was to encourage learners to become more financially literate through research and the presentation of a five-minute speech on various financial literacy topics. Previous topics included; consumer protection, financial planning, rights and responsibilities, starting a business (entrepreneurship) and engaging with Financial Services Providers (FSP's).

Based on the successes of the KZN model, the Financial Sector Conduct Authority (FSCA) or the Financial Services Board (FSB), as it was known up to 31 March 2019, received funding from the Financial Services Consumer Education Foundation (FSCEF) to pilot the same model in Gauteng. The FSB partnered with the Gauteng Department of Education and the Financial Planning Institute (FPI) and in 2016, the inaugural Gauteng School's Financial Literacy Speech Competition was successfully implemented.

In 2017, the FSB approached the FSCEF for additional funding to expand the project and include three additional provinces, namely; Eastern Cape, KwaZulu - Natal and Mpumalanga. Due to austerity measures, the Mpumalanga Department of Education withdrew from the project and the competition was implemented in the remaining three provinces. The format of the competition in 2017 included an inter-provincial final where the top two learners from each province competed for the title of "Winner of FSB *my life my money* inter-provincial financial literacy speech competition 2017".

Based on the success of the competition in 2016, 2017 and 2019, funding was sourced from the FSCEF to expand the speech competition to all nine provinces. Thus, in addition to the Eastern Cape, KwaZulu-Natal, Gauteng the North West, Western Cape and Mpumalanga, Free State, Northern Cape and Limpopo departments of education were approached to participate in the 2019 speech competition.

The format of the competition will be run in the same way as in 2019 with the initial eliminations taking place at school level and ultimately culminating in the interprovincial where the top learners from each province will compete for the title of the "Winner of the FSCA National Financial Literacy Speech Competition 2019".

## 2. PROJECT OVERVIEW

The Interprovincial Financial Literacy Speech Competition for 2019 will be overseen by the FSCA. The project co-ordination and events management will be outsourced to a service provider with a national footprint. It will be the responsibility of the relevant Provincial Education Departments (PED) to communicate competition details to participating schools.

The speech competition project will comprise of:

- 2.1 A launch to be held in Gauteng.
- 2.2 Finals per participating school (school round).
- 2.3 District finals to be held in each of the four provinces (district round).
- 2.4 A provincial final for each of the provincial finals (provincial round).
- 2.5 An interprovincial final to be held in Gauteng (interprovincial round).

The launch will be co-ordinated by the FSCA. The school round of the competition will be co-ordinated by the relevant PED's. At each provincial final, up to 15 finalists can be accommodated. It will be left to the discretion of the PED's to determine the numbers of participants from each province as some provinces have varying numbers of districts. The top learners of each province will be invited to participate at the interprovincial final in Gauteng.

The FSCA will appoint an external monitoring and evaluation company to monitor and evaluate the competition against success indicators, as well as determining the impact of the competition.

## 3. PROJECT OBJECTIVES

The objective of the project is to:

- 3.1 Promote financial literacy in schools on topics such as budgeting, savings and investments and consumer rights.
- 3.2 Create awareness on the importance of financial advice.
- 3.3 Promote careers in the financial services industry for example, a Financial Services Provider (FSP).
- 3.4 Encourage entrepreneurship.
- 3.5 Introduce insurance as an investment choice for all individuals and use the youth to discuss financial concepts with their parents.
- 3.6 Integrate theory and practice as an important principle in the **Curriculum and Assessment Policy Statement (CAPS)**

## 4. ENTRY REQUIREMENTS

- 4.1 Grade 11 learners following Business, Commerce and Management stream subjects; Business Studies, Economics and Accounting (provinces may have additional criteria).
- 4.2 Learners must present their speech in English.

- 4.3 Participants must be from quintiles 1, 2 and 3.
- 4.4 All participants must have an assigned teacher to coach the learner throughout the competition.
- 4.5 Participation is subject to consent from both the Head of the school as well as the learners' parents or legal guardian.
- 4.6 Learners who participate will be required to thoroughly research and present a five-minute speech on one of the three financial literacy topics, as described in paragraph on section ten **(10)** below. Learners will present the same researched speech at each competition round and will be assessed, according to the rubric attached, during each round of the competition.
- 4.7 Participants are required to sign the photo and video permission slips in order to have their photos and names captured for marketing and reporting purposes.

## **5. DESCRIPTION OF THE SPEECH COMPETITION LAUNCH AND ROUNDS**

### 5.1 The launch (April 2019)

- 5.1.1 The launch will take place in April 2019.
- 5.1.2 Electronic invitations will be sent to all guests.
- 5.1.3 Guests will include relevant officials and Heads of Department of PED's.
- 5.1.4 Information packs will be provided to Coordinators detailing the responsibilities of all parties involved in the competition as well as the protocols and procedures that need to be adhered to at each competition round.
- 5.1.5 The cost of the launch will be covered by the FSCA.

### 5.2 Round one (school/classroom)

- 5.2.1 The first round (school round) will be at classroom level and will be coordinated by the subject specialist of each district in the six provinces.
- 5.2.2 All eligible schools will be invited to participate.
- 5.2.3 Staff from the Consumer Education Department (CED) at the FSCA will orientate senior subject specialists from participating districts with the requirements for participating in the competition if required to do so.
- 5.2.4 Information/resource packs will be provided by the FSCA. Resourced packs will be couriered to District or Provincial offices by the FSCA for further distribution by the PED's
- 5.2.5 The relevant PED's and participating schools will administer and co-ordinate this round independently of the FSCA;
- 5.2.6 It will be the responsibility of the learner to prepare a researched 5 minute speech on one of the topics provided.
- 5.2.7 The learner will then present to an audience at school.
- 5.2.8 The school's best learner, based on the rubric and recorded on the FSCA recording sheets, will advance to the next round.
- 5.2.9 The teacher will attend, coach and support the learner.



5.2.10 The teacher/s may be asked to make themselves available to be interviewed by the monitoring and evaluation company.

5.2.11 The winners of this round will progress to the District Finals.

### 5.3 Round two (District)

5.3.1 This round will be for the winners of each school competing at district level.

5.3.2 The PED's will provide the venues and will be responsible for all communication with the district officials and schools.

5.3.3 The schools will be responsible for the transport of learners and teachers to and from the competition venue.

5.3.4 The FSCA will be responsible for funding and providing the lunch packs (learner, teacher and adjudicators), medals (for first three places), certificates and promotional bags for the learners.

5.3.5 The responsibilities of the learner, teacher, PED co-ordinator, judges and timekeeper is explained in paragraph 14 on roles and responsibilities below.

5.3.6 At least two judges per district final will be provided by the PED (officials and industry representatives).

5.3.7 The timekeeper and an administrator will be provided by the appointed service provider.

5.3.8 The timekeeper and administrator will be responsible for the following additional responsibilities: distribution of food packs, distribution of trophies, certificates and promotional bags.

5.3.9 The winners and the two runners up of this round will receive a medal.

5.3.10 All participants will receive promotional goodie bags and participation certificates.

5.3.11 The winner will progress to the provincial final.

### 5.4 Round three (Provincials)

5.4.1 The provincial finals will be held at a venue (preferably a school hall) provided by the PED in each province.

5.4.2 There will be a final in each province.

5.4.3 The FSCA will be responsible for the competition logistics.

5.4.4 The district winners from each province will compete at the provincial finals.

5.4.5 The FSCA will be responsible for funding the catering (learner, teacher and adjudicator), trophies, certificates, promotional bags, accommodation and transportation of the teachers and learners to and from the event. District officials will be accommodated only.

5.4.6 The service provider will be responsible for events management which will include; catering for learners, teachers and adjudicators, photography, décor for the stage, prize table and judges table, gifts for the adjudicator, timekeeper and auditor (box of chocolates), development and distribution of a programme book, sourcing of a Master of Ceremonies as well as the entertainment for the event. This also includes sound and technical support.



- 5.4.7 The responsibilities of the learner, teacher, adjudicator and timekeeper remain as is in the school and district rounds of the competition.
- 5.4.8 The auditor will be responsible for ensuring that the scores are honest and fair.
- 5.4.9 The responsibility of the timekeeper will be the responsibility of the service provider and FSCA.
- 5.4.10 All provincial finalists will receive a Tablet with WIFI connectivity
- 5.4.11 All the finalists will receive certificates.
- 5.4.12 The winner of this round will also receive an engraved trophy and a personalised framed certificate.
- 5.4.13 Accompanying teachers, district and provincial officials will receive personalized certificates.
- 5.4.14 A number of prizes will be awarded at the provincial finals. These are specified in paragraph 9.

## 5.5 Round four (National)

- 5.5.1 The winner from each province will compete at the national finals which will be hosted in Gauteng.
- 5.5.2 The FSCA will be responsible for the event logistics.
- 5.5.3 The travelling, meals and accommodation cost for the winning learners, their teachers, their district officials and the provincial coordinators per province will be covered by the FSCA.
- 5.5.4 The service provider will be responsible for events management which will include; catering for learners, teachers and adjudicators, photography and videography, décor for the stage, prize table and judges table, gifts for the adjudicator, timekeeper and auditor (box of chocolates), development and distribution of a programme book, sourcing of a Master of Ceremonies as well as the entertainment for the event. This also includes sound and technical support.
- 5.5.5 The responsibilities of the learner, teacher, adjudicator and timekeeper remain as is in the school and district rounds of the competition.
- 5.5.6 The auditor will be responsible for ensuring that the scores are honest and fair.
- 5.5.7 All the finalists will receive personalised certificates.
- 5.5.8 The top three learners will receive personalised framed certificates.
- 5.5.9 The winner will receive a large engraved floating trophy.
- 5.5.10 The winner will also receive investment prizes as described in paragraph 9:
- 5.5.11 The Financial Planning Institute (FPI) will also facilitate a financial planning sessions for the top three learners and their families at no cost.

## 6. ADJUDICATION PROCEDURES

- 6.1. The adjudicators in the provincial and interprovincial finals will be led by a Chief Adjudicator.
- 6.2. The Chief Adjudicator will be assisted by representatives from various financial institutions

such as the FSCA, National Credit Regulator (NCR), Financial Planning Institute (FPI), Financial Services Consumer Education Foundation (FSCEF), INSETA and representatives from the PEDs/and/or the Department of Basic Education.

- 6.3. At each provincial and interprovincial final a maximum of 5 adjudicators will be present.
- 6.4. A timekeeper will ensure that learners stick to the allocated five minutes and will also ensure that the scores and learner information are captured correctly.
- 6.5. The results of the provincial and interprovincial rounds will be audited by an independent representative from the South African Institute of Chartered Accountants (SAICA).

## **7 COMPETITION PROCEDURES**

- 7.1 From the district level of the competition, participants, a school teacher, and two or three adjudicators/judges as well as a timekeeper are required.
- 7.2 At the provincial and interprovincial finals an auditor will be present.
- 7.3 At district, provincial and interprovincial levels lunch packs will be provided to learners, teachers and adjudicators.
- 7.4 Learners must be dressed in school uniform.
- 7.5 When learners and teachers arrive at the competition venue, they must request for the timekeeper. The timekeeper will show the learner and the teachers where they are to be seated.
- 7.6 The learners will usually sit behind the judges.
- 7.7 Learners will be required to pull a number out of a hat. The number that they have selected will dictate the order in which the learners participate. E.g. If you pick number 5, then you will present your speech 5<sup>th</sup> in line.
- 7.8 The MC for the day (DoE representative or the timekeeper) will open the competition and go through the programme. She/he will outline the rules of the competition.
- 7.9 Speech procedure:
  - 7.9.1. When the learners name is called out, the learner must proceed to the stage.
  - 7.9.2. The timekeeper will signal the learner to commence with his/her speech with the ring of a bell.
  - 7.9.3. The bell will ring again at exactly 4 minutes indicating to the learner that they have 1 minute remaining to conclude and complete their speech..
  - 7.9.4. Once the speech is completed the learner will proceed back to their seating and the next learner will be called up until all participants have had a chance to speak.
- 7.10 Water will be provided to learners and adjudicators during this time.
- 7.11 After the first 5 learners have completed their speeches there will be a 5 minute comfort break for judges to discuss their interim scores.
- 7.12 The timekeeper will ensure that he/she has the correct spelling of the participants' names.
- 7.13 The timekeeper will collate all the scores from the judges and punch it into the excel spreadsheet to determine the winner.
- 7.14 The top three names will be provided to the Chief Adjudicator.
- 7.15 The adjudicator will then go to the stage and say a few words of encouragement to the learners.
- 7.16 He/she will then be accompanied by other dignitaries to hand out the

prizes/certificates/trophies/goodie bags.

- 7.17 The Chief Adjudicator will then call out the names of the top three learners starting with the runner up, first runner up and then the winner.
- 7.18 The timekeeper will be responsible for taking photos.
- 7.19 The independent monitoring and evaluation company will be present, at random competition rounds, to interview adjudicators, teachers and/or learners where it is deemed appropriate.

## **8 SUPPORT TO TEACHERS AND LEARNERS**

- 8.1 The initial point of contact for the teachers and learners will be the relevant PED representative who will then communicate pressing issues to the FSCA.

### **8.2 Hard copy content resources**

The FSCA will provide hard copy and CD copies of resources to district officials. Electronic copies of these resources are also available on the following website:  
[www.fsca.co.za](http://www.fsca.co.za)

### **8.3 Human resources**

The FSCA will be available telephonically and via email to provide any content support to teachers and learners. Contact details are:

- [colin.stevensr@fsca.co.za](mailto:colin.stevensr@fsca.co.za)
- (+27) 12 367 7858/083 513 1248 – Colin Stevens

### **8.4 Coaching**

The Financial Planning Institute (FPI) will provide coaching support to the finalists. The coaching will include presentation tips as well as improvements to the content of the learner's speeches. Contact details are:

- Tel: (+27) 11 470 6111 - Ms Riana Badenhorst
- Fax: (+27) 86 631 2485
- E-mail: [Riana@fpi.co.za](mailto:Riana@fpi.co.za)

## **9 PRIZES**

- 9.1 **Classroom round** - None.

- 9.2 **District round** - The FSCA will provide the following:

- 9.2.1 Personalised certificates for the participants
- 9.2.2 Goody bags for the participant
- 9.2.3 Medals for the top three learners

9.3 **Provincial round** - The FSCA will provide the following:

9.3.1 The finalists

9.3.1.1 All finalists will receive a tablet with internet connectivity

9.3.1.2 Personalised certificated of participation

9.3.2 The winners

9.3.2.1 Winner: Prize to the value of R 30 000.00

9.3.2.2 First runner-up: Prize to the value of R 15 000.00

9.3.2.3 Second runner-up: Prize to the value of R 7 500.00

9.3.2.4 Personalised certificate

9.3.2.5 Trophy

9.3.2.6 The services of a CERTIFIED FINANCIAL PLANNER ® from the FPI to provide pro-bono financial planning advice to the parents/legal guardians and the top three learners for the purposes of disbursing the prize money.

**PLEASE NOTE: THE PRIZES FOR THE TOP THREE LEARNERS ARE INVESTMENT PRIZES. CASH WILL NOT BE DISBURSED. THE PRIZE WILL BE PAID IN ACCORDANCE WITH THE FINANCIAL PLANNING ADVICE PROVIDED BY THE FPI**

9.3.3 The schools of the top three learners

9.3.3.1 Winner: Prize to the value of R 30 000.00

9.3.3.2 First runner-up: Prize to the value of R 15 000.00

9.3.3.3 Second runner-up: Prize to the value of R 7 500.00

**PLEASE NOTE: SCHOOLS WILL BE REQUIRED TO IDENTIFY ITEMS WHICH WILL SUPPORT THE SCHOOL. PAYMENTS WILL BE MADE INTO THE SCHOOLS' VERIFIED BANK ACCOUNT WITH SGB COMMITMENT TO BUY ONLY IDENTIFIED ITEMS. FSCA WILL AUDIT THIS PROCESS.**

9.3.1 The teachers of the finalists (only one teacher per finalist)

9.3.1.1 Personalised certificate of participation

9.3.1.2 R 1000.00 voucher

9.3.2 Subject advisor/district official for the finalists (only one official per finalist)

9.3.2.1 Each district coordinator will receive a R 1000.00 voucher (please note: if two or more learners come from one district the voucher will remain to the value of R 1000.00).

9.3.3 The schools of the finalists

9.3.3.1 The FPI will provide a pro bono financial literacy day to the staff/teachers at the schools of the finalists. This event will include one

on one appointment between the teacher and the financial adviser.  
Logistics to be confirmed.

- 9.3.4 Hosting school for the provincial final
  - 9.3.4.1 The school hosting the provincial final will receive a framed certificate of appreciation as well as a R 2000 gift voucher.
- 9.3.5 Provincial coordinator
  - 9.3.5.1 The provincial coordinator will receive a framed certificate of appreciation and R 1000 gift voucher.

#### 9.4 Inter-provincial round

**FINALISTS MUST COME TO THE COMPETITION WITH PROOF OF BANKING ACCOUNT DETAILS.**

- 9.4.1 The top three learners will receive:
  - 9.4.1.1 Winner: Prize to the value of R 30 000.00
  - 9.4.1.2 First runner-up: Prize to the value of R 15 000.00
  - 9.4.1.3 Second runner-up: Prize to the value of R 7 500.00
  - 9.4.1.4 Personalised certificates
  - 9.4.1.5 Trophies.

## 10 TOPICS and Rubric

The topics and rubric for 2019 are as follows:

### **TOPIC 1: Saving makes cents!**

#### **DESCRIPTION:**

Mpho, a grade 11 learner constantly hears that she must save. However, no one is telling her how to go about this and where she will get the money from to save. She believes that this can only happen when she starts working one day and that day is far off! Convince Mpho as to why it is important to develop good money management habits from an early age. Advise her also on spending without a plan. Explain to her the advantages of saving and investing as well as the differences between the two. Explain also how to safeguard money and how to avoid get rich quick scams.

#### **AIM OF THE TOPIC:**

*The aim of this topic is to create awareness around money management. It includes the need to have a sound financial plan and knowing where to go for financial advice on how to save and invest money; how to avoid getting into a debt trap and how to avoid get rich quick scams.*

**Learners are expected to conduct research into and speak on the following:**

- Good financial management.
- Budgeting
- Difference between saving and investment
- Avoiding unnecessary debt
- Avoiding get rich schemes

**TOPIC 2:     **Failing to plan means planning to fail...****

**DESCRIPTION:**

Siyanda wants to be a CERTIFIED FINANCIAL PLANNER® but he is not sure about the path he needs to follow to become one. He knows he wants to help others and he loves his commerce subjects. Explain role of financial planning in growing the economy, what is needed to be a successful planner and how having a financial plan can be beneficial to all.

**AIM OF THE TOPIC:**

*To create awareness that financial planning is a noble and worthwhile profession that enables people to manage their finances, build wealth and ensure that they can retire comfortably without depending on the government or their families. While qualifications are important, there are soft skills that are equally important when dealing with the highly emotional topic of money.*

**Learners are expected to conduct research into and speak to the following:**

- What is a CERTIFIED FINANCIAL PLANNER® professional? What does he/she do?
- What does financial planning entail?
- What role do financial planners play in the financial well-being of society?
- Why financial planning should be chosen as a career and what it takes to become a Financial Planner?
- Besides trust and integrity what other skills should a financial planner possess?

**TOPIC 3:     **Being an entrepreneur is the woke thing to do****

**DESCRIPTION**

In South Africa a large number of the working age population are unemployed and of these, the youth makes up a large chunk. South Africa is amongst the top ten of the world's countries in terms of unemployment rate. Sarah is worried about this and believes that a big part of the solution is for young people to start their own businesses. Explain why starting a business can

be an option for young people to escape poverty, unemployment and misery. Also explain the process to follow to make this happen and the attitude and skills needed to succeed.

**AIM OF THE TOPIC:**

*The aim of this topic is to demonstrate an understanding of what planning it takes to start and grow a business. It includes understanding the importance of a proper business action plan in starting up and when the business is running what is needed to grow it further. This includes how personal discipline impacts the business.*

**Learners are expected to conduct research into and speak on the following:**

- Types of small businesses that could be started.
- How to go about starting these.
- Points to be included in the business action plan.
- What is required to grow the business?
- The mechanisms that are currently in place to support young entrepreneurs.
- The Importance of financial literacy for entrepreneur.
- The financial skills an entrepreneur needs to have



ADJUDICATING ITEMS	TOPICS		
	TOPIC 1	TOPIC 2	TOPIC 3
	<p><b>Saving makes cents!</b></p> <p><i>The aim of this topic is to create awareness around money management. It includes the need to have a sound financial plan and knowing where to go for financial advice on how to save and invest money; how to avoid getting into a debt trap and how to avoid get rich quick scams.</i></p> <ul style="list-style-type: none"> <li>• Key principles of good money management.</li> <li>• Difference between Saving and investment</li> <li>• Budgeting</li> <li>• Avoiding unnecessary debt</li> <li>• Avoiding get rich schemes</li> </ul>	<p><b>Failing to plan means planning to fail...</b></p> <p><i>To create awareness that financial planning is a noble and worthwhile profession that enables people to manage their finances, build wealth and ensure that they can retire comfortably without depending on the government or their families. While qualifications are important, there are soft skills that are equally important when dealing with the highly emotional topic of money.</i></p> <ul style="list-style-type: none"> <li>• What is a CERTIFIED FINANCIAL PLANNER® professional? What does he/she do?</li> <li>• What does financial planning entail?</li> <li>• What role do financial planners play in the financial well-being of society?</li> <li>• Why financial planning should be chosen as a career and what it takes to become a Financial Planner?</li> <li>• Besides trust and integrity what other skills should a financial planner possess?</li> </ul>	<p><b>Being an entrepreneur is the woke thing to do</b></p> <p><i>The aim of this topic is to demonstrate an understanding of what planning it takes to start and grow a business. It includes understanding the importance of a proper business action plan in starting up and when the business is running what is needed to grow it further. This includes how personal discipline impacts the business.</i></p> <ul style="list-style-type: none"> <li>• Types of small businesses they could start.</li> <li>• Points to be included in the business action plan.</li> <li>• Mechanisms that are currently in place to support young entrepreneurs.</li> <li>• What skills does an entrepreneur need to have?</li> <li>• How they could go about starting it.</li> <li>• What is required to grow the business?</li> <li>• Why is it important for an entrepreneur to be financially literate?</li> </ul>

<b>Introduction</b> (States the purpose) 5	<b>5</b>	The purpose is clear and captures the listener's attention		
	<b>4</b>	The purpose is stated but attention is not totally captured.		
	<b>3</b>	The purpose is only apparent.		
	<b>0 -2</b>	The purpose is not evident.		
	<b>Research</b> (Supports Ideas)	<b>13 - 15</b>	Shows an EXCELLENT depth of research and mentions facts that cover ALL the aspects and more as stated in aim of topic	Shows an EXCELLENT depth of research and mentions facts that cover ALL the aspects and more as stated in aim of topic
<b>10 - 12</b>		Shows GOOD research and mentions SOME facts that cover the aspects as stated in aim of topic	Shows GOOD research and mentions SOME facts that cover the aspects as stated in aim of topic	Shows GOOD research and mentions SOME facts that cover the aspects as stated in aim of topic
<b>6 -10</b>		Shows AVERAGE research done and covers a LIMITED amount of facts around the areas stated in topic aims.	Shows AVERAGE research done and covers a LIMITED amount of facts around the areas stated in topic aims.	Shows AVERAGE research done and covers a LIMITED amount of facts around the areas stated in topic aims.
<b>0 - 5</b>		Shows very MINIMAL research done and barely covers the aims stated in topic description	Shows very MINIMAL research done and barely covers the aims stated in topic description	Shows very MINIMAL research done and barely covers the aims stated in topic description
<b>13 - 15</b>		Displays an excellent and thorough understanding of the need and function of Money Management, Savings, Investment, debt consequences and the importance of effective Budgeting	Displays an excellent and thorough understanding of what financial planning (FP) is, why the profession exists, the path to a career in FP and the different kinds of skills needed in the profession.	Displays an excellent and thorough understanding of, what entrepreneurship is, the tools and skills needed and to grow a business. Also shows outstanding awareness of support available for entrepreneurs in South Africa.
<b>Content</b> (Organises Content )				

				Displays a good understanding of what financial planning (FP) is, but gives only some reasons for the existence of FP, touches superficially on a career in FP and mentions only shallowly the set of skills needed in the profession.	Displays an excellent and thorough understanding of, what entrepreneurship is, the tools and skills needed and to grow a business. Also shows outstanding awareness of support available for entrepreneurs in South Africa.
		Displays good awareness of the need and function of Money Management, Savings, Investment, debt consequences and the importance of Budgeting.	Displays an average mindfulness of Money Management, Savings, Investment, debt consequences and Budgeting.	Displays an average understanding of what financial planning (FP) is, very limited reasons for the existence of FP, touches slightly on a career in FP and mentions minimally of the skills needed in the profession.	Displays an average understanding of, what entrepreneurship is, limited knowledge of the tools and skills needed and how to grow a business. Shows an average awareness of support available for entrepreneurs in South Africa.
		Displays little awareness of Money Management, Savings, Investment, debt consequences and Budgeting. Topic areas basically defined only.	Displays very little understanding of what financial planning (FP) is, no or very little reasons for the existence of FP, no or little mention of a career in FP and mentions no or little of the skills needed in the profession.	Displays very little understanding of, what entrepreneurship is, the tools and skills needed and no or little knowledge of how to grow a business. Also shows no or little awareness of support available for entrepreneurs in South Africa.	
<b>Conclusion (Summarise main ideas)</b>	<b>10 - 12</b>				
	<b>9 - 10</b>	The conclusion unites the important points of the speech and encourages future discussion.			
	<b>7 - 8</b>	The conclusion unites the important points of the speech but does not explore further			
	<b>4 - 6</b>	The conclusion only summarizes the main ideas.			
	<b>0 - 3</b>	The speech ends without a summary.			
<b>Delivery</b>	<b>5</b>	Demonstrates an exceptional awareness of listener's needs. Speaks very clearly with appropriate vocabulary and accurate information. Uses tone, speed, and volume as tools. Appears comfortable with audience at all times			

	<b>4</b>	Shows some awareness of listener's needs. Speaks clearly with mostly apt vocabulary and information. Changes tone and volume at times. Appears comfortable with audience.
	<b>3</b>	Shows limited awareness of listener's needs. Speaks clearly with an average vocabulary and some accurate information. Limited variation of tone and volume. Appears uncomfortable with audience at times
	<b>0 -2</b>	Shows little or no awareness of listener's needs. Speaks inaudibly with a limited vocabulary and some incorrect information. Little or no variation of tone and volume. Appears unconnected and uncomfortable with audience.

### SUMMARY TABLE

ADJUDICATING ITEMS	RATINGS				
	TOTAL	EXCELLENT	GOOD	AVERAGE	NOT ACHIEVED
<b>Introduction (States the purpose)</b>	5	5	4	3	0 - 2
<b>Research (Supports Ideas)</b>	15	13 - 15	10 - 12	6 - 9	0 - 5
<b>Content (Organises Content )</b>	15	13 - 15	10 - 12	6 - 9	0 - 5
<b>Conclusion (Summarise main ideas)</b>	10	9 - 10	7 - 8	4 - 6	0 - 3
<b>Delivery</b>	5	5	4	3	0 - 2

## 11 TRAVEL AND ACCOMMODATION

- 11.1 Transportation and accommodation requirements are customised to each participating province at provincial and inter-provincial rounds of the competition.
- 11.2 More information can be found in the individual provincial framework documents.
- 11.3 There will be **no transport** and accommodation offered at the following rounds for each province:
- 11.3.1 School/Circuit round
  - 11.3.2 District round
- 11.4 Transport and accommodation will be provided for the **provincial round** as per below. Please also note that:
- 11.4.1 The FSCA will not pay for any subsistence for teacher, district and provincial officials.
  - 11.4.2 The FSCA will not pay for any transportation for the district and provincial coordinators at this level.
  - 11.4.3 The FSCA's appointed service provider will source:
    - 11.4.3.1 transport to and from an agreed upon pick-up point for the finalists (with teacher); and
    - 11.4.3.2 one night's accommodation for the finalists and their accompanying teachers and the district coordinator for the day before the competition. This will include dinner and breakfast. The FSCA will pay for the cost of the accommodation.
- 11.5 Transport will be provided for the National round as per individual provincial framework document. Please note that:
- 11.5.1 The FSCA's appointed service provider will source:
    - 11.5.1.1 Transport to and from Gauteng from an agreed upon pick-up point for the finalists, teachers, finalist district coordinator and for the provincial coordinator. This might include air travel; and
    - 11.5.1.2 One night's accommodation for each provincial winner, the accompanying teacher, one district co-ordinator from each province and one provincial co-ordinator from each province for the evening before the competition. This will include dinner and breakfast. The FSCA will pay for the cost of this travel and accommodation.

**PLEASE NOTE: THE FSCA WILL PAY FOR THE COSTS OF THE TRANSPORT AND ACCOMMODATION AT SOME LEVELS OF THE COMPETITION. HOWEVER, THE PROVINCES WILL CARRY ALL LIABILITY AND MUST ENSURE THE INDEMNITY OF ALL PARTIES CONCERNED. LEARNERS AND TEACHERS MUST PROVIDE ORIGINAL INDEMNITY FORMS TO THE DRIVER FOR THE TRANSPORTATION. NO INDEMNITY FORM. NO TRANSPORT**

## **12 INDEMNITIES**

- 12.1 Though the FSCA will cover the cost for transport and accommodation as specified in the document the FSCA will carry no responsibility for teachers, learners or departmental officials.
- 12.2 It is the sole responsibility of the department of education to ensure all indemnities for teachers, learners and departmental officials are legal and binding.
- 12.3 The FSCA is not liable for the conduct of learners, teachers or departmental officials.
- 12.4 No learner, teacher or departmental official will be permitted to use FSCA funded transport and/or accommodation if the FSCA does not have copies of all indemnity forms five (5) days before the use of the FSCA funded transport or accommodation.
- 12.5 A learner will not be permitted to travel without an accompanying teacher who will be responsible for the learner.
- 12.6 It is the responsibility of the department to ensure that all documentation required for travel is provided to the FSCA appointed service provider.

## **13 FUNDING**

The project management and the stated travelling and accommodation for the project will be funded by the FSCA.

## **14 ROLES AND RESPONSIBILITIES**

### **14.1 Timekeeper**

- 14.1.1 Facilitating the random selection of numbers to determine the order of the learners participating in the competition.
- 14.1.2 Providing the learners with guidelines for the competition.
- 14.1.3 Correctly capturing learner information.
- 14.1.4 Providing judges with hard copy score sheets.
- 14.1.5 Capturing judges scores electronically to calculate the winner of the particular round.
- 14.1.6 Send the score sheets to the FSCA.
- 14.1.7 Ensuring that Judges sign the score sheets and email copies thereof to the FSCA.
- 14.1.8 Indicating the start and finish times to the learner. Note that the bell will ring at 4 minutes indicating to the learner that they have 1 minute remaining to wrap up their topic.
- 14.1.9 General facilitation of the room, distribution of food packs and cleaning up of venue.
- 14.1.10 Distribution of prizes, certificates, promotional bags, trophies or medals whichever applies at the various levels.
- 14.1.11 Take photos of winners and judges for marketing and reporting purposes.
- 14.1.12 The service provider will be responsible for the above. The FSCA will perform timekeeping responsibilities at the provincial and inter provincial finals

## 14.2 Adjudicator

- 14.2.1 The judge will adjudicate based on the rubric supplied.
- 14.2.2 The judge will be required to fill in the score sheets correctly and accurately and provide this information to the timekeeper.
- 14.2.3 The judge must double check that the scores have been correctly entered electronically by the timekeeper.
- 14.2.4 The judge may be interviewed by the monitoring and evaluation staff.
- 14.2.5 At least two judges are required on the day, one to announce the winners and another to hand out prizes.
- 14.2.6 A judge will be required to say a short speech at the provincial and interprovincial finals.

## 14.3 Learner

- 14.3.1 The learner must be dressed in school uniform.
- 14.3.2 The learner must have a 5 minute researched speech prepared and be well prepared for the day.
- 14.3.3 The learner may use supporting resources, but **not power point presentation**, in their speech.
- 14.3.4 If the learner is successful in going to the next round, he/she will say the same speech.
- 14.3.5 The learner will report to the timekeeper to select a number at random which will determine the order of participants in the competition. Sit in seating directed by the timekeeper.
- 14.3.6 Adjudicator tips can be viewed in Addendum A

## 14.4 Teacher

- 14.4.1 The teacher will attend, coach and support the learner.
- 14.4.2 The teacher/s may be interviewed by monitoring and evaluation staff.
- 14.4.3 The teacher will travel with the learner to the provincial and interprovincial finals.

## 14.5 Service provider

- 14.5.1 The FSCA will appoint a service provider to project manage the processes in conjunction with the PED's. The services provider will be responsible for the following:
  - 14.5.1.1 Sourcing catering for the district rounds, provincial finals and interprovincial final
  - 14.5.1.2 Promotional items, media packs, prizes and certificates
  - 14.5.1.3 Comprehensive events management for the provincial and interprovincial finals in liaison with Provincial Coordinator
  - 14.5.1.4 Liaising at district level with officials to ensure smooth running of all district finals
  - 14.5.1.5 Timekeeping and administration of all finals



- 14.5.2 The above services required from the appointed service providers, will have to cater for all the PED's.
- 14.5.3 The service provider will meet with provincial Coordinators at least two times per province to discuss and clarify implementation plans.

#### **14.6 Financial Sector Conduct Authority**

- 14.6.1 The appointment of the service provider.
- 14.6.2 Project management of the project.
- 14.6.3 Provision of content/topics for the project.
- 14.6.4 Media liaison.
- 14.6.5 Liaison with department co-ordinators.
- 14.6.6 Setting up meetings and drafting minutes and agendas for monthly co-ordinating meetings.

#### **14.7 PED's**

- 14.7.1 Liaising with schools.
- 14.7.2 Distribution of material to schools.
- 14.7.3 Sourcing locations/venues for the district finals and the provincial finals.
- 14.7.4 Coordinate all logistics in liaison with FSCA at school level and district level.
- 14.7.5 Transportation of learners to district
- 14.7.6 Ensure that learners and teachers sign indemnity forms.
- 14.7.7 Ensure that learners sign the FSCA's photo and video permission slip forms.

### **15 TIMELINES**

The following dates are proposed:

- 15.1 Launch date May 2019
- 15.2 Schools rounds completed by end of July 2019.
- 15.3 District finals completed by Mid-August 2019.
- 15.4 Provincial finals to be held during August - September 2019
- 15.5 Interprovincial Final – **Friday 4 October 2019**

### **16 MONITORING AND EVALUATION**

The project task team will be responsible for the implementation plan and will include representatives from the CED, PED's, Financial Planning Institute (FPI), other stakeholders and an external monitoring and evaluation service provider.

The monitoring and evaluation process will include reviews by the PED's, district officials, teachers and learners in the provincial finals and interprovincial finals. **This will be done at convenient times in consultation with the PED coordinators.**

## 17 ADDENDUM A – CHIEF ADJUDICATOR’S ‘TOP TIPS’ FOR LEARNERS

Below are a few tips to learners from the judges themselves who have judged previous competitions.

- 17.1 **Pick the topic you are most comfortable to speak about:** When picking a topic try to choose one which you would like to know more about. This will make you enthusiastic to conduct research around the topic and to speak about the topic.
- 17.2 **Research your topic thoroughly:** Remember the judges are all seasoned experts in the field of financial literacy, they will know if a speech has been well researched or not. If you know your topic very well you will be comfortable in what you are saying and this will be come across to the judges.
- 17.3 **Time yourself and stick to the time allocation:** The timekeeper will stop you if you speak longer than the time allowed. There will be a bell to indicate when you have 30 seconds at this point you should begin your conclusion. Another bell will ring when you have 10 seconds left and a continuous bell will ring when your time is up. You will be penalised if you speak longer than the allotted time.
- 17.4 **Take careful note of your tone:** Be careful not to speak too quickly or to speak with no expression. Both put your audience off. Practice by saying your speech to someone else who can give you input.
- 17.5 **Practice, practice, practice:** Practice really does make perfect! The more you practice the more comfortable you will become with your speech.
- 17.6 **Relax:** Begin by addressing the audience. It buys you time and calms your nerves. Pause, smile and count to three before saying anything. ("One one-thousand, two one-thousand, three one-thousand. Pause. Begin.) Transform nervous energy into enthusiasm.
- 17.7 **Make sure to keep eye contact with the audience:** Think about how you lose interest if you are having a conversation and the person keeps on looking over your shoulder! A tip is to pick three people in the audience (one of the left, one in the centre of the audience and one on the right). Make sure to address each of these people as you speak- this will create the sense that you are speaking to the whole audience.
- 17.8 **Use your body to convey your message:** make sure you do not ‘bob’ up and down on your feet, be careful of pacing up and down the stage. If you want to emphasize point use hand gestures but make sure they do not distract from your message. When practicing your speech ask others for opinions on if your body matched the verbal message you are trying to get across.
- 17.9 **Don’t apologize for any nervousness or problem:** the audience probably never noticed it.
- 17.10 **Enjoy yourself!** Nothing impresses the judges more than a speaker who is well-prepared enjoys speaking. This is your chance to stand out from the crowd. Smile, and enjoy every moment!