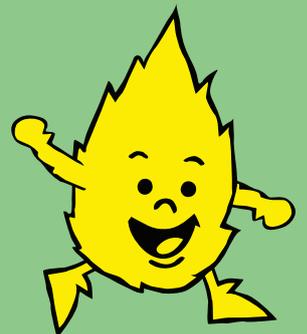


**PARTNERS**

**FOR**

**CHANGE**





# Introduction

This publication, Partners for Change, details the commitment of the key stakeholders in support of Aflatoun's vision of a new generation of economically and socially empowered children as of March 2008.

The publication is separated into 3 parts

1. Three-year action plans submitted by country partners detailing how many children they are going to target to reach by 2010, and what the key steps are to achieve this.
2. One-page Campaign Commitment documents from a wide range of other stakeholders detailing who they are and why they believe that Aflatoun is important for children's futures, plus, where agreed, the details of their involvement and commitment to the Aflatoun vision.
3. Details of the research institutions who are involved in developing the Aflatoun approach to Impact Assessment and Quality Assurance: who they are, and why they give of their time so freely!

This document is designed to be read in conjunctions with Aflatoun's 2008 Strategic Plan, and gives a deeper level of insight into the specifics of programme delivery and the depth and breadth of the Aflatoun network approach.

Aflatoun truly believes in the participatory multiple stakeholder network approach, where everyone works as equal partners bringing unique skills and capabilities to the table to deliver our vision of the future.

We hope you enjoy gaining a deeper understanding of how we plan, hand in hand, to make the Aflatoun vision a reality by 2010.

Should you have any questions with regard to this document please do not hesitate to contact our partners directly (their details can be found online at [www.aflatoun.org](http://www.aflatoun.org) in our Member Area) or us at the Secretariat in Amsterdam on +31 (0) 20 6262025.

And finally, our heartfelt thanks to everyone involved in the support which has been shown for us in this document.

With best regards

The Aflatoun Team

# Acknowledgements

We could not have completed this publication without the input of those who inspire and support us.

**Our Aflatouns** – to all the Aflatoun children, for their support of and enthusiasm about the Programme, and your beautiful pictures for this publication! You're what it's all about. We look forward to working for you in the years to come and seeing you grow as we grow.

**Our Implementing Partner Organisations and prospective implementing partner organisations** – for taking on a new programme and making it your programme!

**Our donors** – for your continuing and ever increasing support of Aflatoun, your support and your belief in Aflatoun and CSFE, and being the first ones to take this exciting journey. You put petrol in our tank so we can put our foot on the gas.

**Our incredible Team of Volunteers** – we are continually amazed by the philanthropic streak that runs through all of you who give so freely of your time and energy to support Aflatoun. Thank you for the rigour and focus you have brought to grounding Aflatoun's work in existing theory and practice, and for challenging us to challenge ourselves. You keep us fresh.

**Our Board** – For your friendship and support for the daily oversight over our operations, holding us true to Aflatoun's longer term vision and mission, and attending board meetings into your precious evenings!

**Our Pro-Bono Partners** – you know who you are: thank you for your philanthropy! For your meeting rooms, your printing, editing, brainpower, your book keeping, your creative genius, your counsel, your long-suffrage, and the hours of your own time you commit to working with us in cafes, bar, basements, trains and flats around the world: for nurturing us and keeping us warm as we grew, and most of all for believing we were worth going the extra mile for!

**Our Friends and Families** – Aflatoun, like any new organisation takes a lot of dedication. Thanks to those of you who know what Aflatoun means to us, but who watch from the sidelines as we email late into the night, and do what we need to do to make Aflatoun work. We love you. You are all Aflatouns. You make Aflatoun what it is today. You help nourish it to become what we dream it will be in the future, and we thank you all so very much!

Thank you.

# Executive Summary

We are delighted to have received such an outpouring of commitment and support for Aflatoun's vision in the run up to the Global launch of the Aflatoun campaign in Amsterdam in 2008.

For us, this begins to demonstrate one of the most Powerful elements of Aflatoun's approach to programme implementation and policy reform – the principle of egalitarian partnership to drive, together, towards meaningful change for the future.

Whilst 'Social Franchising' would be the pigeonhole that most would cheerfully like to fit Aflatoun into, this document starts to show that Aflatoun's management methodology goes far beyond the paradigm of a fixed, top-down franchise approach and is truly finding ways to harness the best of bottom-up insight and ingenuity within a central facilitation framework.

So what are our hopes as you read this document?

1. That a quick look at the variety of entrepreneurial approaches to developing the Aflatoun programme both within the formal and non formal education sector, the economically developed and developing world bear testament to the ingenuity of our Implementing partners – and we challenge you not to learn, as we have!
2. We hope that you see, based on the action plans received, Aflatoun's vision of reaching 1m children by 2010 is feasible.
3. In addition, we hope you take time to review the one page action plans from a variety of organisations within the Aflatoun network who are supporting us as we grow: we are delighted to have received such warm support from so many for this publication, and supports the view that Aflatoun is both a powerful concept in its own right, but also a springboard for children to become the changemakers of the future through more effective utilisation of the growing availability of microfinance products and services. Contributions in these areas highlight the support we have received from leading agencies in the fields of social innovation, microfinance and, banking and governments.
4. Last but not least, the details of the personal and organisational commitment of the members of our Impact Assessment and Quality Assurance (AQIS) Committee show the breadth and depth of the expertise we have been fortunate to attract to ensure the implementation of a quality programme.



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PART 1

PARTNER

ACTION

PLANS

# Partner Action Plans by Implementing and Prospective Implementing Partners

## Introduction and Overview

The following action plans detail the projected numbers of children that Aflatoun's implementing partners believe they can reach by 2010, and the major steps in how they plan to go about achieving these results.

The action plans were executed by partners during and subsequent to their attendance at the Aflatoun regional meetings in India (Asia region), Colombia and Dominican Republic (Latin American region), Uganda (Africa region) and The Netherlands (Europe region).

In a few cases, the secretariat has worked subsequently with partners to clarify or adjust numbers and data assumptions, but, in essence the data sheets appear as submitted by the Aflatoun partner network.

These numbers over deliver on the centrally projected figure of 1m children used in Aflatoun's publications. They also demonstrate the creativity and originality of our implementing partners in working together with each other and get the programme in a meaningful way, to children.

The numbers used to project these charts per area were collated from partner actions plans received by the 12<sup>th</sup> of March, 2008.

On behalf of the Aflatoun network, we would like to thank everyone who has been involved in supporting both the regional meetings and the compilation of the subsequent plans and numbers which are presented here.

## Action Plans - Global Summary

The chart below totals the plans from partner organisations received by end of February 2008, across both formal and non-formal education sectors, which total to reaching 3.28m children by 2010.

<b>GLOBAL</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Number of Children in programme (total)</b>	592,871	1,218,555	3,285,435
<b>Formal Education</b>	547,927	1,124,875	3,130,175
<b>Non formal education centers</b>	44,944	93,680	155,260
<b>Number of schools</b>	3,407	6,269	10,585
<b>Number of non formal education centers</b>	605	1,314	1,824
<b>Number of Aflatoun clubs</b>	4,909	10,157	38,470

The growth curve in terms of children reached, at aggregate level ensures a doubling of child numbers in each year, although, as you will see, at individual country level because of the partner, governmental and educational specifics there is much variation in the way in which these numbers are achieved.

Aflatoun's training tree has been the basis for how this number of children has been reached in this timeframe. However, a number of partners are trying some other innovative approaches to programme dissemination through pedagogues and educational specialists which we have encouraged for learning purposes in the early stages of the growth and development of the organisation.

Aflatoun has entered into strategic partnerships with several global organisation and networks with the focus of 'not reinventing the wheel' and adding value to the pre existing quality service delivery systems. These partners have submitted one pagers detailing the nature of the relationships we have developed in the one pagers of commitment in section 2, and include Plan International, Christian Children's Fund (CCF), International Child Support (ICS) etc.

Special mention should be made of Plan International's involvement and support right from the very early pilot stage of the project through to co-organising regional meetings in Latin America and Africa, and being a front runner in embracing the potential of Child Social and Financial Education and finding creative ways to integrate it into their existing programmes.

In 2010, the innovations will be brought back together to create best practice for the next phase of the organisations growth and development.

## Action Plans - Africa and Middle East Summary

Action Plans were received by 16 partner organisations from Africa and Middle East regions. The chart below totals the plans across formal and non-formal education sectors to reach 830,150 children by 2010.

<b>Africa and Middle East</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Number of Children in programme (total)</b>	243,659	470,210	830,150
<b>Formal Education</b>	214,809	407,010	732,600
<b>Non formal education centres</b>	28,850	63,200	97,550
<b>Number of schools</b>	632	1,219	2,257
<b>Number of non formal education centres</b>	474	1,113	11,505
<b>Number of Aflatoun clubs</b>	2,183	3,924	7,619

In African countries we are exploring working with large numbers of children outside the formal education system. Additionally there is a strong focus on marginalised populations and the public schools area.

In Francophone Africa we are taking a network approach, working through the coalition of African NGOs working with children (CANGOC) to develop the concept and programme materials in French and then disseminate through their network to create best practice.

North African region we are working through National Councils lead by National Council for Childhood and Motherhood (NCCM) with the pilot in Egypt. They are focusing on girls schools and out of school children as the Aflatoun concept as integral to those programmes. Private foundations such as the Jordan River Foundation are also involved in exploring how they could join this initiative.

## Action Plan

### Facts on the Organisation

Name of the organisation	Junior Achievement Democratic Republic of Congo - JADRC
Year Founded	2006
Type of organisation:	Non Governmental Organisation (NGO)
Geographical outreach	Countrywide
Areas of expertise and experience	Economic Education and Entrepreneurship Training for youth aged 4-25 Years.
Contact person	Mr. Jules RAMAZANI, Executive Director
Contact details	jadrcongo@yahoo.fr

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	5,000	15,000	45,000
Formal education	4,500	13,500	40,500
Non formal education	500	1,500	4,500
Number of schools	20	60	180
Number of non formal education centers	5	15	45
Number of Aflatoun clubs	50	150	450
Number of trainers	20	60	180
Number of teachers	200	600	1,800
Frequency of saving (Daily / Weekly / Monthly / Other)	Weekly	Weekly	Weekly
Estimated possible savings (per child per Month)	0.5 US\$ (0.33 Euro Cents)	0.5 US\$ (0.33 Euro Cents)	0.5 US\$ (0.33 Euro Cents)
Age Group (i.e grade, standard, form, year)	9-14 Years	9-14 Years	9-14 Years

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Schools trips/ picnic
Economic	Microenterprise
Community involvement:	Type of activities
Parents	Activities to be defined
Community leaders	Activities to be defined
Educators & educational system	Activities to be defined
Bankers & banking institutions	Activities to be defined

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	JADRC's Board and Staff members, Youth Council, Youth Parliament, Church Youth Commissions, Children, other youth organisations, Oxfam, Unicef, Unesco, Save the children, Care International, World Vision, UNDP, ILO, etc.	January 2008
Meeting with governments	<ul style="list-style-type: none"> <li>- Ministry of Primary and Secondary Education.</li> <li>- Ministry of Youth and Sports.</li> <li>- Ministry of Social Affairs.</li> <li>- National Social Fund.</li> </ul>	February 2008
Stakeholder meeting	<ul style="list-style-type: none"> <li>- Banks, Banking Institutions, Cooperatives and other Microfinance Institutions delegates.</li> <li>- Other INGOs delegates.</li> </ul>	March 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	This Committee will be made up by the Government, key stakeholders and partners selected delegates.	April 2008
Plan of Action	The Action Plan will be developed by the Advisory Committee.	April - May 2008
MoU with department of education	JADRC, the Aflatoun Partner, will sign the MoU with the Ministry of Primary and Secondary Education.	May 2008
<b>Step 3: Planning</b>		
Identify material developer	JADRC has experience in materials development.	June 2008
Adapt Materials	JADRC will involve children, teachers, trainers as well as Experts from the National Commission of Education to adapt materials.	June - August 2008
<b>Step 4: Training</b>		
Train the trainers	JADRC will train 20 Trainers from partners organisations.	August 2008
Train the teachers	The 20 Trainers will train in turn 200 Teachers from schools partners.	September 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	JADRC will make one on-site monitoring visit a month.	September 2008 – May 2009
Monitor savings process	Teachers working closely with banks, Banking Institutions, Cooperatives, other Microfinance Institutions, and schools principals will monitor the savings process.	September 2008 – May 2009 Every month
Organise Aflatoun events	JADRC will work together with teachers, schools, governmental authorities with a view to organise and coordinate the Aflatoun Events at schools, local and national levels.	Two events

<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	<ul style="list-style-type: none"> <li>- JADRC</li> <li>Advisory Committee</li> <li>Schools, teachers, trainers, children, parents</li> <li>Governmental Experts</li> <li>Banks, Cooperatives and other MFI</li> <li>Key stakeholders and partners</li> </ul>	June 2009
Application of tools for measuring impact	<ul style="list-style-type: none"> <li>- JADRC</li> <li>Advisory Committee</li> <li>Key stakeholders and partners</li> </ul>	June 2009

**Fédération des Femmes pour la Paix et le  
Développement (FEDAPE)  
Democratic Republic of Congo**

**Action Plan**

**Facts on the Organisation**

Name of the organisation	FEDAPE - Fédération des Femmes pour la Paix et le Développement (Federation of Women for Peace and Development)
Year Founded	1997
Type of organisation:	Human right and development organisation
Geographical outreach	Fizi and Uvira
Areas of expertise and experience	Protection of Women and Children's Rights.
Contact person	Ms. Mimi Sangani
Contact details	fepade_kivu@yahoo.fr

**Quantitative targets:**

	<b>2008</b>	<b>2009</b>	<b>2010</b>
Number of children in programme (total)	1500	3100	4000
Formal education	-	-	-
Non formal education	-	-	-
Number of schools	20	40	50
Number of non formal education centers	23	33	36
Number of Aflatoun clubs	-	-	-
Number of trainers	2	2	4
Number of teachers	20	20	40
Frequency of saving (Daily / Weekly / Monthly / Other)	Twice a month	Twice a month	
Estimated possible savings (per child per Month)	\$1 (0.67 euro cents)	\$1 (0.67 euro cents)	\$1 (0.67 euro cents)
Age Group (i.e grade, standard, form, year)	7-11 yrs	7-11 yrs	7-11 yrs

## Aflatoun Activities:

Child enterprises:	Type of activities
Social	<ul style="list-style-type: none"> <li>• Clean public places to promote environmental awareness and sanitation.</li> <li>• Organise child social and cultural events (plays, games, painting)</li> <li>• Visit the children arbitrarily arrested in the prison</li> </ul>
Economic	<ul style="list-style-type: none"> <li>• Training on small business skills on selling and buying products for generating income and earning profits.</li> <li>• Educating children about saving the money in the bank / visit to a bank</li> </ul>
Community involvement:	Type of activities
Parents	Share the learnt skills and lessons from Aflatoun with people in the community
Community leaders	same
Educators & educational system	Provide the Aflatoun materials and tools to the children in educational need in the formal and non formal education and different centres.
Bankers & banking institutions	Visit a bank to educate children about banking

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Local and national educational associations, Student's associations and parents committee, corporation and movements, Teachers syndicate, Youth organisations, INGOs', UNICEF representative, Municipal, town council and provincial and national responsible of Ministry of education and other persons/or organisations interested with the concept Aflatoun.	January 2008
Meeting with governments	Consultation with the Ministry of Social affairs Consultation with the Ministry of women and children care Consultation with the Ministry of education Consultation with the Ministry of youth Those consultations can be direct, either by the provincial departments. Consultations may be direct or at provincial level.	February 2008
Stakeholder meeting	Organizing meetings and training with the CBO, NGOS and state actors of education in promoting and disseminating Aflatoun concept.	March 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	This committee will be settled in presence of all members of associations and local government actors. The constitution and election of this committee will be democratically done and people will be elected in term of their educational skills, moral and social credibility to the community. The aims of this advisory committee are to have strong people with the community influence and trust, who will be able to spread around the country the Aflatoun concept and ideology.	April 2008
Plan of Action	This is under responsibility of the committee which will be created.	May 2008
MoU with department of education	Gain Government approval to go into schools.	May 2008

<b>Step 3: Material Development</b>		
Identify material developer	The materials shall be identified by the advisory committee in collaboration with the Aflatoun club and teachers and will be also adapted according to the children levels.	June 2008
Adapt Materials	The adaptation of materials will be done by the teachers with full collaboration of advisory committee. French will be used in addition to local language when possible (Swahili- lingalam -Tchiluba, Kikongo).	July 2008
<b>Step 4: Training</b>		
Train the trainers	Organise practical sessions for training the Trainers in the methodological approaches of Aflatoun. Also looking at concept, action plans and activities.	August – September 2008
Train the teachers	The teachers will be learning the Aflatoun concept, tools, methodological approach for teaching Children in formal education and non formal education.	August – September 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	The schools will be visited and evaluated by the FEPADE coordination team and advisory committee to see if the Aflatoun concept is being implemented and understood. These will be first of all done to the Fizi, Uvira, Bukavu and Lemara towns and cities in east provinces of the Democratic Republic of Congo (DRC) .	October 2008
Monitor savings process	The monitoring of the saving process shall be done by the FEPADE data base by coordination board together with the advisory committee and teacher team leader.	Ongoing
Organise Aflatoun events	The Schools will be organising the Aflatoun events such as : Football, Genius, Poem, songs, Football activities etc....	
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	The FEPADE action plan shall be reviewed by stake holders to see the impact of Aflatoun concept to the schools and children centres around the pointed areas. The evaluation will be made to seek strong impacts and actions of the new methodologies and plans of the implementation of Aflatoun concept and tools. The stakeholders will be taught the approach and way of Aflatoun including helping them understand the activities and concepts.	To be defined
Application of tools for measuring impact	This will be done with the popular and ordinary consultation within the completion of yearly activities that will regroup all FEPADE action plan members (stakeholders, teachers team leader, advisory group leader, student parent team leaders, local government authorities and other local religious, traditional and CBO and NGOS leaders. Will apply tools provided by Aflatoun Secretariat.	To be defined



# National Council of Childhood and Motherhood Egypt

## Action Plan

### Facts on the Organisation

Name of the organisation	The National Council for Childhood and Motherhood - Egypt
Year Founded	1989
Type of organisation:	Governmental Organisation
Geographical outreach	Nation wide
Areas of expertise and experience	Motherhood and Childhood
Contact person	Mr. Amr Osman
Contact details	www.nccm.org.eg / amrosman_nccm@hotmail.com

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	100 000	200 000	300 000
Formal education	88 000	173 000	261 000
Non formal education	12 000	27 000	39 000
Number of schools	180	353	533
Number of non formal education centers	400	900	1300
Number of Aflatoun clubs	580	1253	1833
Number of trainers	193	417	611
Number of teachers	760	1606	2366
Frequency of saving (Daily / Weekly / Monthly / Other)	monthly	monthly	monthly
Estimated possible savings (per child per Month)	7.5 L.E per child monthly 0.91 Euro Cents	7.5 L.E per child monthly 0.91 Euro Cents	7.5 L.E per child monthly 0.91 Euro Cents
Age group (i.e grade, standard, form, year)	Std 1 – Std 5 & compilation Manual (std 5-7)	Std 1 – Std 8	Std 1 – Std 8

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Camps, exhibitions, peer to peer education
Economic	Recycle products and organise fundraising events
Community involvement:	Type of activities
Parents	Parents' meetings and parents' visits to Aflatoun clubs
Community leaders	Meetings with children, and meetings with decision makers
Educators & educational system	Meetings to evaluate the implemented activities and to make an action plan for the coming period. Solve the problems that faced the program during its implementation in schools
Bankers & banking institutions	Paying field visits to Aflatoun clubs in schools. Take representatives from Aflatoun clubs to visit the National Post Office

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Who: NGOs' and volunteers. What: Periodical workshops to orient the participants on the program's objectives, different channels for cooperation, and draft Aflatoun's plan of action. Challenges: Weak capacities of NGOs' calibers.	Initiated February 2007 Ongoing activity
Meeting with governments	Who: Ministry of Education, Governorates, and the National Post office. What: Orientation meetings to present the program's objectives, channels for cooperation, and draft Aflatoun's plan of action. Challenges: Bureaucracy.	Initiated February 2007 Ongoing activity
Stakeholder meeting	Who: Parents, students, teachers, social workers, schools' management, volunteers, NGOs, trainers, NCCM, Amsterdam Aflatoun representatives (CSI). What: orientation meetings.	Annually
<b>Step 2: Planning</b>		
Creation of advisory committee	Who: NCCM, National Post Office, NGOs' representatives, and president of Aflatoun's children network. What: meetings to evaluate Aflatoun's plan of action, and review its progress reports.	Ongoing activity
Plan of Action	Who: NCCM, trainers, MoE, National Post Office, social workers, NCCM volunteers, and student representatives What: Participatory workshops to crystalise the plan of action.	Semi annual plan of action
MoU with department of education	Who: NCCM, Ministry of Education What: MoU at the beginning of the project to introduce the Aflatoun program in the targeted schools. Another MoU at the end of the project to merge Aflatoun's standards within the formal schools' activities.	February 2007 - 2010
<b>Step 3: Material Development</b>		
Identify material developer	Who: Representatives from MoE, and NGOs' Trainers, NCCM trainers and NCCM Aflatoun team What: Conducted participatory workshops.	Done
Adapt Materials	Who: NCCM, CSI, material translator, program's trainers, MoE representatives, NGOs' representatives, and representatives from Arab countries. Illustrations for Arabic Books What: Contextualisation meeting for Arab countries Challenges: Some of the standards' components were very difficult to adapt, especially those related to gender, religion, and songs.	Done.  April 2008

<b>Step 4: Training</b>		
Train the trainers	Who: NGOs' trainers, NGOs' Supervisors and NCCM's volunteers What: training workshops	Started on March 2007  Ongoing activity
Train the teachers	Who: Social workers and Facilitators in schools What: training workshops Challenges: Social workers are more familiar with lecturing and memorisation, and are not aware of active learning methods and applying intellectual activities.	Started on March 2007 Ongoing activity
<b>Step 5: Live in Schools</b>		
Visit the schools	Who: Representatives from NCCM, Representatives from MoE, NGOs' trainers, and NCCM volunteers What: random school field visits during the implementation period to evaluate Aflatoun's clubs' activities.	Started April 2007  Ongoing activity
Monitor savings process	Who: Supervisors, NCCM Aflatoun team, NCCM volunteers, and representatives from the National Post Office. What: During those random field visits Challenges: Difficulty of keeping the saved money inside the schools.	Started April 2007  Ongoing activity  Semi-annual activity
Organise Aflatoun events	Who: NCCM Aflatoun team, NGOs' trainers and NCCM volunteers, trained students, social workers, and facilitators. What: Aflatoun annual camps and exhibits	Started on May 2007 Ongoing activity Annual activity
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Who: MoE representatives, NCCM, CSI, NGOs' trainers, NCCM volunteers, supervisors, and partner NGOs' What: Evaluate Aflatoun program's activities.	Starts from February 2008 Annually
Application of tools for measuring impact	Who: Will be filled by a supervision team (during the field visits), social workers and facilitators, and will be analyzed by independent consultants. What: Applications sent by Aflatoun (CSI) and some other applications designed by NCCM, MoE representatives and NGOs' trainers. Then, the data is collected and analyzed by a consultant.	Started on June 2007  Semi annual activity

# Women and Development Project (WADEP) Ghana

## Action Plan

### Facts on the Organisation

Name of the organisation	Junior Achievement Zimbabwe
Year Founded	1998 (JA Worldwide, 1919)
Type of organisation:	International NGO
Geographical outreach	Manicaland
Areas of expertise and experience	Youth Entrepreneurship and Business Education
Contact person	Phil Mlambo and Betty Zanza
Contact details	jazed@mweb.co.zw

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	7500	10000	18000
Formal education	-	-	-
Non formal education	-	-	-
Number of schools	30	60	120
Number of non formal education centers	-	-	-
Number of Aflatoun clubs	150	200	350
Number of trainers	5	15	30
Number of teachers	50	70	90
Frequency of saving (Daily / Weekly / Monthly / Other)	fortnightly	weekly	weekly
Estimated possible savings (per child per Month)	GHS .50 (0.30 euro cents)	GHS1.00 (0.60 euro cents)	GHS 1.00 (0.60 euro cents)
Age Group (i.e grade, standard, form, year)	6 – 14 yrs Class 1 to Junior High School 3	6 – 14 yrs Class 1 to Junior High School 3	6 – 14 yrs Class 1 to Junior High School 3

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Educational programmes on Civic/social rights and responsibility, community services, quiz competitions.
Economic	Crafts, beekeeping
Community involvement:	Type of activities
Parents	Gain the support of Parents – Activities to be defined
Community leaders	support logistics and facilitation – Activities to be defined
Educators & educational system	Facilitators - Activities to be defined
Bankers & banking institutions	Mobilisation of savings - Activities to be defined

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Chiefs and Opinion leaders, Parents, Community Facilitators/Supervisors World Vision staff. Resources to convey the meeting.	January 2008
Meeting with governments	Heads of Educational Institutions, Cross section of teachers, Zonal Supervisors Availability of resources and time of the government institutions.	January 2008
Stakeholder meeting	Section of the above people.	February 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	Representatives from the stakeholders.	April 2008
Plan of Action		
MoU with department of education	District Director of Education.	Ongoing Activity
Identify material developer	Less of developing.	
Adapt Materials	More of adapting the materials we already have from the Uganda Workshop and contextualise.	April 2008
<b>Step 3: Planning</b>		
Identify material developer	Project staff/teachers challenge seek for the developer outside the district because there is none in the district.	March – May 2008
Adapt Materials	Project Staff/teachers and other volunteers contextualise materials and finalise them. Will start immediately as Africa material become available.	To be defined
<b>Step 4: Training</b>		
Train the trainers	The partner organisation (WADEP's Project staff) shall undertake the training of the trainers (focal persons) . Challenge: resources.	March 2008
Train the teachers	The project staff, Focal persons and teachers.	April 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	The trainers would start the Aflatoun Programme in schools.	April - December 2008
Monitor savings process	WADEP/Trainers/Teachers would monitor the savings process.	May – December 2008
Organise Aflatoun events	Stakeholders, teachers, Aflatouns, representatives from Aflatoun Secretariat.	November 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Ghana Education Service (GES) , Teachers, World Vision, WADEP,	December 2008
Application of tools for measuring impact	WADEP.	December 2008

# Child Saving Kenya (A trust of ICT Policy Center) Kenya

## Action Plan

### Facts on the Organisation

Name of the organisation	Child Savings Kenya (A trust of ICT Policy centre)
Year Founded	2004
Type of organisation:	NGO
Geographical outreach	National
Areas of expertise and experience	Social, Economic and Technology in community development
Contact person	George Okado
Contact details	<a href="mailto:gwokado@ictpolicycentre.or.ke">gwokado@ictpolicycentre.or.ke</a>

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	5,000	7,500	10,000
Formal education	4,000	6,000	8,000
Non formal education	1,000	1,500	2,000
Number of schools	20	30	45
Number of non formal education centers	15	20	30
Number of Aflatoun clubs	5	10	20
Number of trainers	6		
Number of teachers	20	30	45
Frequency of saving (Daily / Weekly / Monthly / Other)	Weekly	Weekly	Weekly
Estimated possible savings (per child per Month)	80/= per month (0.73 euro cents)	160/= per month (1.47 euro cents)	320/= per month (2.90 euro cents)
Age Group (i.e grade, standard, form, year)	6 - 18 yrs	6 - 18 yrs	6 - 18 yrs

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Public drama shows on thematic topical social identified in the community. Social activities on thematic topical for community empowerment.
Economic	Projects to demonstrate economic significance of income generation and capital accumulation.
Community involvement:	Type of activities
Parents	Hold sessions on children participation in economic development. Regular open forum consultation on community social activities with the children.
Community leaders	Hold sessions on children participation in economic development. Regular open forum consultation on community social activities with the children.
Educators & educational system	Monitoring and evaluation of project Reporting on the project
Bankers & banking institutions	To hold open days for promotion of the project

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	<p>The objective will be to associate with organisations who are:</p> <ul style="list-style-type: none"> <li>(i) actively involved in the early child hood, primary and secondary education as entry channels for Aflatoun initiative.</li> <li>(ii) actively involved in community based saving schemes and promotion of economic activities.</li> </ul> <p>Overcome the inherent resistance to NGO initiatives</p>	January – March 2008.
Meeting with governments	<p>Organises consultative workshop with education officers, headmasters, selected teachers, representatives of Teachers Service Commission and the Kenya Teachers Union.</p> <p>The challenge is to achieve buy-in as this is a new a new concept as well successfully manage the bureaucratic process of approvals.</p>	January – March 2008.
Stakeholder meeting	<p>Organise consultative workshop with all stakeholder: local organisations, government officials, parents, banks, student representatives to create ownership.</p> <p>The challenge is to mobiles adequate resources for a representative workshop and also allow for peer to peer consultation.</p>	April – June 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	<p>Identification of advisory committee members and definition of the role of the committee will form the agenda for stakeholder meeting in step 1.</p> <p>As a minimum we expect the advisory committee to consist of policy/decision makers in education and banking, NGOs, children’s representatives with considerations for gender balance and physical challenges.</p> <p>The challenge is to balance representation against efficiency. This is a slow process.</p>	July – September 2008.
Plan of Action	<p>The plan of action will be developed as work in progress. It will be initiated with the first planning activities sand will be updated at the end of each substantive planning activity.</p>	Ongoing
MoU with department of education	<p>MOUs with the government in general or specific entities are long drawn out exercises. Our recommended approach is that discussions should commence as soon as a level of confidence has been created with Aflatoun concept. This should followed by possible joint projects for greater binding.</p> <p>(12-18 month might be required).</p>	Ongoing activity

<b>Step 3: Planning</b>		
Identify material developer	ICT Policy Centre design associates together with Child Savings Kenya will responsible identifying and design of material. No challenge is anticipated.	February 2008
Adapt Materials	ICT Policy Centre design associates together with Child Savings Kenya will responsible adaptation of material. No challenge is anticipated.	April - June 2008
<b>Step 4: Training</b>		
Train the trainers	ICT Policy Centre training associates together with Child Savings Kenya will responsible identifying trainers, organise and conducting training.	July –September 2008
Train the teachers	ICT Policy Centre together with Child Savings Kenya will organise and supervise teachers training by trainers.	July –September 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	Child Savings Kenya proposes to hand hold each school with established Aftaoun Club for an initial monthly visit for a period of three months. Thereafter visits will be on request but at least one half yearly.	January 2009 – March 2009
Monitor savings process	For practical purposes, Child savings Kenya will develop a monitoring package to be shared with Schools and banks. This as a minimum with define the rate of saving and growth / decline. At any rate Child savings Kenya representatives should visit clubs at least bi-annually.	January 2009 – March 2009  Followed by visits twice per yr.
Organise Aflatoun events	Child Savings Kenya will organise Aflatoun events around major school calendar events, specifically, provincial sports days, national music drama and similar events. We will use international days observed for children and youth in Kenya as opportunity for organising events.	Ongoing
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Child Savings Kenya will work with regional and international partners to benchmark their operations. Therefore, CSK will take great interest in national regional and international developments.	Ongoing
Application of tools for measuring impact	Child Savings Kenya will start developing tools for measuring impact immediately and will refine them through the various stakeholders meetings. The design of these tools will adapt from Aflatoun secretariat and network organisations.	March 2008 - ongoing



## Action Plan

### Facts on the Organisation

Name of the organisation	International Child Support
Year Founded	1980
Type of organisation:	International child rights organisation.
Geographical outreach	Kenya and Tanzania
Areas of expertise and experience	International Child Support (ICS) works towards a safe learning and living environment for children and youth. ICS provides special attention to the most vulnerable children in rural areas in Africa and Asia and currently works in seven countries. ICS Afric focuses on five: Education, Health, HIV/Aids, Livelihoods, and Protection.
Contact person	Stefan van der Swaluw - Africa Regional Director Robert Namunyu – Regional Programme Coordinator
Contact details	www.internationalchildsupport.org / stefan@icsafrica.org / mamunyu@icsafrica.org

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	7200	19800	25800
Formal education			
Non formal education			
Number of schools	12	33	43
Number of non formal education centers	-	-	-
Number of Aflatoun clubs	-	-	-
Number of trainers	5	9	11
Number of teachers	24	76	96
Frequency of saving (Daily / Weekly / Monthly / Other)	Fortnightly	Fortnightly	Fortnightly
Estimated possible savings (per child per Month)	Ksh 20 (.19 euro cents)	Ksh50 0.45 euro cents)	Ksh 70 0.65 euro cents)
Age Group (i.e grade, standard, form, year)	6-14-years	6-14 years	6-14 years

## Aflatoun Activities:

Child enterprises:	Type of activities
Social	Hold Aflatoun school events where children perform drama, sing songs, recite poems/mashairi, dance and display Art/craft materials that they have made. Activity on school level. Hold an annual event including parents, teachers and local leaders and the communities. Activity on district level
Economic	ICS supports Aflatoun members to develop various materials and display them during Aflatoun events for sale
Community involvement:	Type of activities
Parents	Participate in school open days
Community leaders	-do-
Educators & educational system	-do-
Bankers & banking institutions	Encouraged through corporate social responsibility to support schools events

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	<ul style="list-style-type: none"> <li>Share on Aflatoun concepts with ICS Western Kenya programme staff.</li> <li>Brief the 12 Head Teachers from the targeted 12 schools on Aflatoun concept.</li> <li>Identify five potential trainers of trainers and brief them on Aflatoun concept.</li> <li>Build consensus on the way forward/roll out.</li> </ul>	January – March 2008
Meeting with governments	<ul style="list-style-type: none"> <li>Brief District Education Officers (Teso and Busia) and department of children on Aflatoun concept.</li> <li>Build consensus on the way forward/roll out.</li> </ul>	January – March 2008
Stakeholder meeting	<ul style="list-style-type: none"> <li>Map stakeholders at district and community level Invite and hold meeting with (DEO, County councils, trade department, Bank representatives, parents reps, Ht reps, provincial administration, CBO and NGO reps. Invite PEDN and Ht from a Uganda school to attend.</li> </ul>	March 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	<ul style="list-style-type: none"> <li>Asses the possibility strengthening existing Area Advisory Councils for Children at the District, Divisional level of forming inclusive advisory board and constitute the same.</li> </ul>	March- May 2008
Action Plan	<ul style="list-style-type: none"> <li>Designing operating model : Participatory - develop with key stakeholders an operating model that is accessible, cost effective and define specific roles of each. The operating model may be via the formal education system or clubs depending on the Government's approval.</li> </ul>	March – April 2008
MoU with government	<ul style="list-style-type: none"> <li>MOU or Social contract with government: Obtain Formal approval required from the Local Ministry of Education, in Busia and Teso.</li> </ul>	May 2008

<b>Step 3: Planning</b>		
Identify material developer	<ul style="list-style-type: none"> <li>Localise the Aflatoun programme to country specific and decide on the end product for effective learning</li> <li>Develop TORs for material developers</li> <li>Liase with Tanzania for grade 1-3 materials in Kiswahili</li> <li>Develop other additional Aflatoun theme specific products like posters and stickers</li> <li>Get Kenya Institute Education approval</li> </ul>	February-April 2008
Adapt Materials	<ul style="list-style-type: none"> <li>Have at least three teachers manuals and children's materials developed through a participatory process in place.</li> <li>Share the materials with ICS partners and Aflatoun partners in Africa</li> <li>Test and refine the materials with inputs from children and teachers from selected school and document</li> <li>Share the report/document on material development with key stakeholder</li> </ul>	June - August 2008
<b>Step 4: Training</b>		
Train the trainers	<ul style="list-style-type: none"> <li>Develop agenda and identify trainees</li> </ul> <p>Source for materials, prepare venue and link up with PEDN to support the training.</p>	June – August 2008
Train the teachers	<ul style="list-style-type: none"> <li>Identify teachers to train.</li> <li>Facilitate trained teachers to support Aflatoun Programme in Schools.</li> <li>Train children on the Aflatoun Concept.</li> <li>Identify, train of PET group.</li> <li>Organise for a learning visit to Uganda (PEDN) for the advisory committee members, children, teachers and school management committee members, selected area education officers</li> <li>Facilitate PET performances</li> </ul>	<p>May– July 2008</p> <p>May – November 2008</p>
<b>Step 5: Live in Schools</b>		
Visit the schools	<ul style="list-style-type: none"> <li>Visit schools for mobilisation and sensitisation, training support, material use support, monitoring and evaluation</li> <li>Attend and support Aflatoun school events</li> <li>Organise learning visits to other schools</li> <li>Organise teachers, children's events for sharing of experiences</li> </ul>	<p>January 2009 – November 2009</p> <p>March - May 2009</p> <p>September –November 2009</p>
Monitor savings process	<ul style="list-style-type: none"> <li>Monitoring the saving process (talk to kids, teachers, parents, bank officials)</li> </ul>	March -November 2009
<b>Step 6: Review and Reflection</b>		
Apply tools for measuring results of the pilot	<ul style="list-style-type: none"> <li>Review meeting with teachers, parents and children.</li> <li>Link up with Aflatoun secretariat for the class and club questionnaire to be filled by teachers and pupils</li> <li>Evaluation and documentation of the whole process</li> <li>Share evaluation report within the organisation and with other Aflatoun partners in Africa.</li> </ul>	September -November 2009
Review the Aflatoun implementation process with different stakeholders	<ul style="list-style-type: none"> <li>Draw lessons learnt and re-plan</li> <li>Use lesson learnt to inform programme scale up in other ICS programme areas in 2009-2010.</li> </ul>	November-December 2009



# African Net Work for Protection and Prevention of Child Abuse and Neglect Malawi

## Action Plan

### Facts on the Organisation

Name of the organisation	African Net Work for Protection and Prevention of child Abuse and Neglect ,Malawi Chapter (ANPPCAN)
Year Founded	Started 1999, Registered 2004
Type of organisation:	Civil Society, NGO
Geographical outreach	National in Malawi
Areas of expertise and experience	Child Rights and Protection
Contact person	Ken Williams Mhango
Contact details	anppcanmalawichapter@yahoo.com

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	30.000	45,000	90.000
Formal education	20.000	30.000	70.000
Non formal education	10.000	15.000	20.000
Number of schools	50	100	200
Number of non formal education centers	10	15	35
Number of Aflatoun clubs	50	100	120
Number of trainers	60	60	60
Number of teachers	400	400	400
Frequency of saving (Daily / Weekly / Monthly / Other)	Monthly	Weekly	Daily
Estimated possible savings (per child per Month)	K200 (0.95 euro cents)	-	-
Age Group (i.e grade, standard, form, year)	6-8years	7-10years	10-14years

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	1. Sports. 2. Drama/music 3. Visitation
Economic	1. Tuckshop 2. Farming 3. Big walk
Community involvement:	Type of activities
Parents	Meetings with Parents on Social and economic rights of children on financial education
Community leaders	Create awareness about children's economic rights
Educators & educational system	Importance of right education for children and saving.

Bankers & banking institutions	Meeting bank officials on child friendly procedures and banking policies
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## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Plan Malawi Child Education and Development Foundation.	April 2008
Meeting with governments	Find entry point with Ministry Education for Curriculum development.	Ongoing
Stakeholder meeting	Civil Society, Teachers Union of Malawi.	June 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	At Community, District Assembly Education Ministry.	April 2008
Plan of Action	Plan of action and Identify financial resources.	Ongoing
MoU with department of education		June 2008
<b>Step 3: Planning</b>		
Identify material developer		May 2008
Adapt Materials	Localise Aflatoun Books.	June 2008
<b>Step 4: Training</b>		
Train the trainers	ANPPCAN to Identify organisation and secure Resources.	April 2008
Train the teachers	Identify Schools, Core Trainers, Training Manuals, and secure Resources.	April 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	ANPPCAN, Advisory Committee, Trainers Quarterly.	September 2008 - 2009
Monitor savings process	School Children (peers) Teachers, Anppcan, Parents.	Monthly
Organise Aflatoun events	ANPCCAN and Schools.	
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Monitoring and reviewing Aflatoun. Process with teachers, parents, donors and governments officials.	2009
Application of tools for measuring impact	Review of register (books) by ANPPCAN, Teachers, Clubs. As supplied by Aflatoun in Amsterdam.	2009



# CAMIDE / GAP MALI

## Action Plan

### Facts on the Organisation

Name of the organisation	CAMIDE/GAP
Year Founded	Consortium founded 2005
Type of organisation:	Micro finance network; Consultancy
Geographical outreach	Mali: through partners to all of country
Areas of expertise and experience	Child Education and Micro-Finance
Contact person	Violet Diallo, GAP
Contact details	vdialloster@gmail.com

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	4,000	8,000	20,000
Formal education	4,000	8,000	20,000
Non formal education	0	2	4
Number of schools	35*	60	120
Number of non formal education centers	0	1	2
Number of Aflatoun clubs	35	61	122
Number of trainers	2	4	6
Number of teachers	70	130	240
Frequency of saving (Daily / Weekly / Monthly / Other)	Weekly	Weekly	Weekly
Estimated possible savings (per child per Month)	100 F cfa (0.15 Euro Cents)	100 F cfa (0.15 Euro Cents)	150 F CFA (0.15 Euro Cents)
Age Group (i.e grade, standard, form, year)	Grade 4-6	Grades 1-9	Grades 1-9

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Day of African Child – focus on micro finance Assistance to children in need
Economic	Fund raiser for village youth event
Community involvement:	Type of activities
Parents	Sensitisation, day of African Child Village youth event
Community leaders	Sensitisation, day of African Child To include microfinance leaders because: <ul style="list-style-type: none"> <li>• Aim is collaboration with this sector</li> <li>• We have reports that teachers are forbidden to hold pupils' funds in some regions.</li> </ul>
Educators & educational system	Sensitisation, day of African Child Open house to evaluate Aflatoun impact
Bankers & banking institutions	Sensitisation, day of African Child Participation in regional/national Aflatoun event

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	<p>Systematic introductory explanation to local councils, village elders, faith-based and other private schools (already begun) and local micro finance institution</p> <p>Discussions with district and regional officials to present results of first Aflatoun schools – challenge is to collate first results.</p> <p>Meetings with informal school structures (Bamako is estimated to have 20,000 street children, and approximately 20 organisations to address some of their needs. We propose going slowly as some organisations are known to be only partially functional) The vocational training sector should also be investigated for its potential interest. Need for special support materials to be addressed.</p>	<p>Started 2007</p> <p>Ongoing Activity</p> <p>May 2008</p> <p>April 2008</p>
Meeting with governments	Pursue links and meetings with ministry of education.	February 2008
Stakeholder meeting	2008 meeting for Ménaka, Koulikoro and Bamako.	February, March, April, 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	2006, following original stakeholder meeting in Kayes. Further meetings as project milestones arrive (results of Min of Ed meeting, arrival of African teaching materials, extension to other districts).	March 2008 onwards
Plan of Action		
MoU with department of education	<p>As expected, this is proving difficult to obtain, not because the project is not of interest but because the Ministry is overwhelmed by its own problems and by a variety of project proposals.</p> <p>Formal meeting to be sought between Consultative committee and designated Min of Ed counsellor.</p> <p>Outcome will determine next steps.</p>	<p>February 2008</p> <p>Ongoing</p>
<b>Step 3: Planning</b>		
Identify material developer	Coordinated by Violet Diallo, includes volunteer assistance from a graphic designer and teaching committee Negotiation under way with International Service IS for 2-4 yr contract with a suitable development worker (language, teaching materials, publishing, micro finance experience all desirable).	
Adapt Materials	<p>Story of Aflatoun</p> <p>French version of Partner Manual</p> <p>French version of Games Manual</p> <p>Draft translation of original class manuals 1 – 4, particularly teacher's manual</p> <p>Translation of Aflatoun Africa books to French Draft translation for French speaking West Africa</p> <p>Preparation for publication, to involve some illustrations, Big class book for young children.</p>	<p>Already achieved:</p> <p>Same</p> <p>Same</p> <p>Same</p> <p>April 2008</p>



**Facts on the Organisation**

Name of the organisation	Plan International Mozambique
Year Founded	1996
Type of organisation:	Humanitarian child centred development organisation
Geographical outreach	Inhambane province, Mozambique
Areas of expertise and experience	Child Centred community development
Contact person	Habte Woldemariam, Country Director
Contact details	

**Quantitative targets:**

	<b>2008</b>	<b>2009</b>	<b>2010</b>
Number of children in programme (total)	550	1000	3000
Formal education	550	1000	3000
Non formal education	N/A		
Number of schools	17	30	40
Number of non formal education centers	N/A		
Number of Aflatoun clubs	17 clubs	30	40
Number of trainers	34	60	80
Number of teachers	68	85	102
Frequency of saving (Daily / Weekly / Monthly / Other)	monthly	monthly	monthly
Estimated possible savings (per child per Month)	10 meticaais (0.29 euro cents)	10 meticaais (0.29 euro cents)	10 meticaais (0.29 euro cents)
Age Group (i.e grade, standard, form, year)	6-14 year	6-14 years	6-14 year

**Aflatoun Activities:**

<b>Child enterprises:</b>	<b>Type of activities</b>
Social	Parent meetings, child to child events, etc
Economic	Savings and related
<b>Community involvement:</b>	<b>Type of activities</b>
Parents	Mobilisation meeting Interactions between children and parents
Community leaders	Sensitisations activities
Educators & educational system	
Bankers & banking institutions	Technical cooperation and support

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Local NGOs and government departments.	June 2008
Meeting with governments	Provincial Education Department and District Education office.	May 2008
Stakeholder meeting	Schools in Jangamo and Maxixe district.	July 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	Province and district education offices, sub-district offices, schools, parent councils.	August 2008
Plan of Action	By Plan Mozambique and Wona Sanana.	May 2008
MoU with department of education	Between Department of Education, Plan Moz and Wona Sanana.	May 2008
<b>Step 3: Planning</b>		
Identify material developer		May 2008
Adapt Materials	Plan Mozambique and Wona Sanana.	July 2008
<b>Step 4: Training</b>		
Train the trainers	By Child Savings International.	April 2008
Train the teachers	By local trainer.	June 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	Wona Sanana.	July 2008
Monitor savings process	Wona Sanana and Aflatoun clubs.	On-going
Organise Aflatoun events	Wona Sanana and Aflatoun clubs.	On-going
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Feedback meetings and coordination.	November 2008
Application of tools for measuring impact	Program evolution.	December 2008

<b>Step 4: Training</b>		
Train the trainers	Small pool of trainers was established in 2007 with capacity to intervene in other areas of country. They are professional teacher trainers from local branches of the Ministry of Education.	February- March 2008
Train the teachers	<p>Kayes – 10 schools completed – to extend later</p> <p>Ménaka – 8 schools to be trained with GARI</p> <p>Bamako – 2 private schools to be trained in response to their specific request: others to be added to make optimum group of 10 schools</p> <p>Koulikoro – approximately 10 schools to be trained: to include CAEB and Plan Mali zones</p> <p>We anticipate new areas will be interested in Aflatoun as they hear of its progress and believe we can carry out training on a regional basis, giving responsibility after one or two sessions to regional trainer.</p> <p>Current estimate for 2009 is of 3 groups, but demand may be higher</p> <p>Beyond 2008, we believe growth of the system will be self-assured, but it will certainly depend on the project's reputation and management of PR, including the local press.</p>	<p>Completed 2007</p> <p>March 2008</p> <p>March 2008</p> <p>April 2008</p> <p>Starting May 2008</p> <p>October 2008 – June 2009</p>
<b>Step 5: Live in Schools</b>		
Visit the schools	<p>Our plan is to have this done by volunteer Ministry officials where practicable. Partner organisations will be encouraged to do so by region/zone and responsibility is clear for 2008.</p> <p>With widespread use of mobile telephones, it is probable that many schools will have capacity to call partner organisation in case of queries/problems.</p>	<p>February 2008 onwards: frequency at least once a year.</p> <p>Ad hoc</p>
Monitor savings process	<p>CAMIDE in Kayes</p> <p>GARI in Ménaka</p> <p>CAEB in Koulikoro</p> <p>GAP in Bamako</p> <p>Other areas, according to partners, and mobile phones.</p>	<p>2008-2009</p> <p>Likely to be monthly.</p>
Organise Aflatoun events	<p>Prepare audio visual material for Aflatoun Worldwide launch. Kayes and ? Ménaka.</p> <p>Day of the African Child: Aflatoun Kayes to organise event of Children and Micro finance in collaboration with CAMIDE</p> <p>After 2008, hold similar event in each region where schools have joined the Aflatoun programme, and invite children from other regions.</p>	<p>February 2008</p> <p>June 2008 - 2009</p>
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	<p>Meeting of consultative committee to look at baseline activities for 2008</p> <p>Meeting to review reports (oral and written) on results of Aflatoun in 2008 school year, and prepare presentation to Ministry, education authorities, schools and local authorities.</p>	<p>February 2008</p> <p>May 2008</p>
Application of tools for measuring impact	<p>Baseline data survey for all schools in programme</p> <p>Thereafter, as supplied by Aflatoun in Amsterdam</p> <p>Amsterdam.</p>	<p>February – March 2008</p>

## Action Plan

### Facts on the Organisation

Name of the organisation	Junior Achievement Namibia
Year Founded	2002
Type of organisation:	Non-Governmental Organisation
Geographical outreach	National
Areas of expertise and experience	Entrepreneurship education, financial literacy, work force readiness.
Contact person	Ms. Johanna Cloete
Contact details	

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	35 500	51 000	121 500
Formal education	35 000	50 000	120 000
Non formal education	500	1 000	1 500
Number of schools	43	50	109
Number of non formal education centers	1	2	3
Number of Aflatoun clubs	875	1 250	3 000
Number of trainers	43	50	109
Number of teachers	875	1 250	3 000
Frequency of saving (Daily / Weekly / Monthly / Other)	weekly	weekly	Weekly
Estimated possible savings (per child per Month)	N\$15 (1.30 Euros)	N\$20 (1.7 Euro)	N\$25 (2.19 Euro)
Age Group (i.e grade, standard, form, year)	Age 7-14	Age 7-15	Age 7-16

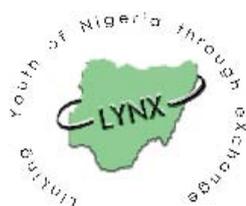
### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Sports event, drama and awards
Economic	Weekly business at school over 24 weeks cake sales; entrepreneurship days; mother and daughter day; father and son day; adopt a brother/sister day; art festival in Independence Avenue
Community involvement:	Type of activities
Parents	Entrepreneurship and awards – parents should be involved in one event minimum event to qualify to attend the awards ceremony for the learners; the launch of the pilot phase
Community leaders	The launch of the pilot project; awards ceremony
Educators & educational system	Launch of pilot phase and awards ceremony on conclusion of pilot phase.
Bankers & banking institutions	Sports event, arts festival, awards

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Meeting with NGOs, CBOs and other civic organisations.	January 2008
Meeting with governments	Ministry of Education and the National Institute of Educational Development (NIED).	January 2008
Stakeholder meeting	Schools, banks and community leaders will be invited to share the concept and value it can bring to the life of a child in the community Khomas Region (urban) targeting 38 schools - January 2008 Oshana Region (rural) targeting 5 schools- February 2008.	January – February 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	At the above meetings interested people would be called on to form an advisory committee	January 2008
Plan of Action	The action plan will be compiled for the two regions by the JA Office and collaboration with the Aflatoun Advisory committee. Implementation will start Evaluation Conclusion of Pilot Phase & Awards Ceremony.	February 2008 April 2008 October 2008 End October 2008
MoU with department of education	The MoU will be in two phase – first the regional directors have to agree to allow us to present the programme to learners, piloting the idea secondly We will do the pilot phase and then present the evaluation to the Ministry of Education to decide whether they are interested to support it nationally.	2008-2009 Ongoing Activity
<b>Step 3: Planning</b>		
Identify material developer	Person/company will be identified to ensure the materials development is complete by end March.	January – March 2008
Adapt Materials	Adaptation of materials will be agreed to, developed and approved by NIED.	March 2008

<b>Step 4: Training</b>		
Train the trainers	<p>Training for coordinators by Country Director</p> <p>Training sessions for teachers by Coordinator</p> <p>Two sessions are anticipated because of the number involved.</p> <p>The trained teachers of the first week can continue to train the other teachers at schools</p> <p>The follow-up training for the rest of the teachers will be conducted in similar fashion that then has to go through with training of teachers at their schools.</p> <p>One teacher per school will be trained – the training for teachers will be conducted by project coordinators.</p> <p>We will always have two people to support the teachers in case one is not available due to unforeseen circumstances</p> <p>All training for teachers should be concluded before the second trimester of the school year</p>	<p>Two weeks adding additional week to complete all teacher training at schools as well during February</p> <p>Teacher training will take place in the afternoon to not interfere with normal time table.</p> <p>A final session with the children is anticipated at schools.</p>
Train the teachers	<p>The trained teachers who will serve as the trainers for all teachers will go back to schools after training received and train all teachers involved in the pilot phase of the Aflatoun project.</p>	End February 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	<p>Visit to schools to persuade participation in project will start mid January 2008.</p>	End January 2008
Monitor savings process	<p>The savings process will be monitored weekly over 24 weeks by the JA Coordinator, the bank officials and the Country Director on a monthly basis.</p> <p>The monitoring process will coincide with a new lesson by the bank official.</p>	Continuous throughout the project
Organise Aflatoun events	<p>Aflatoun events</p> <p>Sports Event – JA Coordinator and School's Aflatoun teacher</p> <p>Drama Event – JA Coordinator and School's Aflatoun.</p>	April 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	<p>A review meeting for stakeholders will be organised before the awards ceremony</p>	October 2008
Application of tools for measuring impact	<p>Measuring impact will be conducted during November 2008</p>	November 2008



# Linking the Youth of Nigeria Through Exchange (LYNX) Nigeria

## Action Plan

### Facts on the Organisation

Name of the organisation	LINKING THE YOUTH OF NIGERIA THROUGH EXCHANGE (LYNX-NIGERIA)
Year Founded	2003
Type of organisation:	NGO
Geographical outreach	National
Areas of expertise and experience	Civic and human rights education, Community service learning and democracy building.
Contact person	Rhoda Nanre Nafziger-Mayegun
Contact details	lynxnigeria@yahoo.co.uk

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	4,267	27,310	31,600
Formal education	4,267	27,310	31,600
Non formal education			
Number of schools	5	32	37
Number of non formal education centers	-	-	-
Number of Aflatoun clubs	5	32	37
Number of trainers	5	8	10
Number of teachers	10	96	111
Frequency of saving (Daily / Weekly / Monthly / Other)	Weekly	weekly	weekly
Estimated possible savings (per child per Month)	\$ 0.18	\$ 0.18	\$ 0.18
Age Group (i.e grade, standard, form, year)	11-14 years	11-14 years	7-14 years

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Community Service Days
Economic	Help Our School Fundraising Days.
Community involvement:	Type of activities
Parents	Parent Orientation
Community leaders	Community Service Days Help Our School Fundraising Days
Educators & educational system	Teacher Training Teacher Refresher Training
Bankers & banking institutions	Help Our School Fundraising Days

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Meeting with local non-governmental organisations that are working on the areas of children, child rights, human rights, civic education and community service. We will hold extended stakeholder meetings to discuss the outcomes of the pilot project and steps for expansion and national roll out.	June 2008 – July 2008
Meeting with governments	We will meet with government agencies in the two states where we have carried out the pilot and discuss with them the outcomes of the pilot as well as the role that they played. We will also make all efforts to meet with the National Board on Universal Primary Education. It has been very difficult to meet with and get approval from government agencies. Even if we get approval at the national level we must still meet with each individual state government where we want to work and get approval from each state where we want to expand the work. We do, however, envision that the approval will be easier considering the success of the pilot. We do also know that if there is a successful meeting at the national level then state governments will be able to follow suite.	July 2008 – September 2008
Stakeholder meeting	We will meet with local and national organisations as stated above. We do not envision any challenges at this point.	June 2008 – July 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	The advisory committee will be formed from the various stakeholder and government meetings that are held. It will be comprised of interested members of government and of civil society that are prominent in their fields of work and express sincere interest and commitment to the project.	September 2008
Plan of Action	The plan of Action will be created with the input of the stakeholders meetings and the advisory committee.	October 2008
MoU with department of education	We will endeavour to get a Letter of Support from the respective state governments as mentioned above. This is a standard practice for non-governmental organisations. It is uncommon for the government to sign MOU's with local organisations as they often imply financial commitment which the government is not ready for. In the past it has taken up to eight months to get government approval. We will try to shorten this time through meetings and consultations with relevant agencies.	June 2008 – September 2008

<b>Step 3: Planning</b>		
Identify material developer	All materials are developed internally.	Completed
Adapt Materials	We plan to expand the curriculum and include a workbook by grade level. This will also include more of the materials from the Aflatoun international meetings. This will be done by staff in conjunction with Advisory committee members.	June 2008 – September 2008
<b>Step 4: Training</b>		
Train the trainers	We train teachers directly.	
Train the teachers	With funding considerations, we hope to train the teachers for the next phase of the programme on a state by state basis depending on the number of states we are able to recruit into the programme.	November 2008 – December 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	Working with the state government and considering the schools that have been previously involved in the project, we will recruit new schools to be involved in the project by visiting the schools and assessing the interest of the teachers and head teachers as well as considering the involvement of the school in other projects. We will also visit the schools on a bi-weekly basis.	October 2008 – June 2009
Monitor savings process	We will distribute passbooks to all the schools. Once the passbooks are distributed we will ask all schools to submit the passbooks for a review every two months.	January 2009 – June 2009
Organise Aflatoun events	Aflatoun events will be organised at the school level, state level and possibly at the national level. This will include Aflatoun Camps, Aflatoun Community Service Days, Aflatoun Help Our Schools Day and Culmination Events.	January 2009 – June 2009
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	After the second phase of Aflatoun roll out we will meet again with all stakeholders to review the process once all the reports and evaluations have been submitted and compiled for review.	August 2009
Application of tools for measuring impact	Assessments will be conducted during the implementation of the programme including a pre and post assessment.	January 2009 – June 2009



## CONAFE - COALITION DES ONG AFRICAINES EN FAVEUR DES ENFANTS



## ACAPES - ASSOCIATION CULTURELLE D'AUTO PROMOTION EDUCATIVE ET SOCIALE

Senegal

### Action Plan

#### Facts on the Organisation

Name of the organisation	ACAPES / CONAFE
Year Founded	ACAPES 1972 – CONAFE 2002
Type of organisation:	NGO
Geographical outreach	National
Areas of expertise and experience	Education / Development
Contact person	Abdoul Hamidou SY
Contact details	acapes@orange.sn

#### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	3000	9000	23 000
Formal education	1000	3500	15 000
Non formal education	2000	5500	8000
Number of schools (primary and first formal of secondary schools)	10	16	50
Number of non formal education centers	06	09	12
Number of Aflatoun clubs	32	100	220
Number of trainers	20	60	101
Number of teachers	30	90	220
Frequency of saving	Monthly	Monthly	Monthly
Estimated possible savings (per child per Month)	1000 FCFA (1.5 euros)	1000 FCFA (1.5 euros)	1000 FCFA (1.5 euros)
Age Group (i.e grade, standard, form, year)	12-14 years	12-14 years	12-14 years

## Aflatoun Activities:

<b>Child enterprises:</b>	<b>Type of activities</b>
Social	Information/Education/Communication on Aflatoun's vision and mission. Basis's education on School/District/Village level Education through theatre Education to Citizenship and Human Rights Education to gender and leadership Education to prevention from HIV/AIDS
Economic	Training in financial and administrative management techniques. Saving & Small trade Training in processing and preservation of local products.
<b>Community involvement:</b>	<b>Type of activities</b>
Parents	Information. Sensitisation. Support
Community leaders	Information. Sensitisation. Partnership
Educators & educational system	Training Support Follow up check up of activities alternative education Children forum Children camp Curriculum set up Strategy harmonisation Meeting / Exchanges on experience Assessment
Bankers & banking institutions	Animation. Sensitisation Help with opening and management of accounts

## Action Plan

<b>Steps</b>	<b>Description (who, what &amp; challenges)</b>	<b>Estimated timeframe (starting and end date)</b>
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Administrative Board Members ACAPES / CONAFE For approval of the project and legalization of the process Opinion leaders Pupils' parents organisation Basis' organisations structures for approval of the project and legalization of the process.	February 2008
Meeting with governments	Meeting with state authorities (Education Ministry, Micro-Finance and Trade Ministry) for approval of the project and legalization of the process.	February 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	Creation of AFLATOUN clubs and a provisional committee Preliminary meetings General Assembly Setting up of organisations at different instances.	March 2008
Plan of Action	Elaboration of global and sectorial plans of action	March 2008
Exchanges with department of education	Sharing on best experiences. Expansion of experience.	March 2008

<b>Step 3: Planning</b>		
Identify material developer	Setting up of sectorial and global plans of action.	December 2008
Adapt Materials	Development and adjustment of curriculum tools.	December 2008
<b>Step 4: Training</b>		
Train the trainers	Identification of the trainers. Training of the trainers. Training of local organisations.	April 2008
Train the teachers	Training of the teachers.	April 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	Animation and sensitisation of pupils and teachers.	May - December 2008
Monitor savings process	Monitor savings activities of pupils. Development of activities bringing about resource and small trade.	February - December 2008
Organise Aflatoun events	Visits / Inter-club exchanges Visit of institutions specialised in micro-finance Forum of clubs Celebration of African Child Day Celebration of the International Day of AIDS Organisation of fairs Exchanges on best practices Prize the best clubs.	May - December 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Follow up / Management / Assessment.	February – December 2008
Application of tools for measuring impact	Follow up / Management / Assessment.	February – December 2008



# Agape Copeland Train South Africa

## Action Plan

### Facts on the Organisation

Name of the organisation	Agape Copeland Train
Year Founded	1997
Type of organisation:	NGO
Geographical outreach	South Africa: Northern & Western Cape provinces
Areas of expertise and experience	Skills training & Creative Study Technique training
Contact person	William Solomon
Contact details	willsol7@mweb.co.za

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	10 500	25 000	50 000
Formal education	8 500	15 000	30 000
Non formal education	2000	10 000	20 000
Number of schools	15	30	50
Number of non formal education centers	5	102	20
Number of Aflatoun clubs	10	20	30
Number of trainers	5	10	20
Number of teachers	15	30	50
Frequency of saving (Daily / Weekly / Monthly / Other)	Weekly		
Estimated possible savings (per child per Month)	R 20 (1.74 euros)	R 30 (2.60 euros)	R 50 (4.30 euros)
Age Group (i.e grade, standard, form, year)	11 – 18 yrs	11 – 18 yrs	11 – 18 yrs

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Plays, Debates, Concerts & Bazaars
Economic	Town Building competition
Community involvement:	Type of activities
Parents	Parent Meetings
Community leaders	Community Bashes
Educators & educational system	
Bankers & banking institutions	Joint Ventures such as educational plays

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Local Banks, NGOs, other cooperate companies. Discussions on how these stake holders can tap into the project in terms of resources. Any challenges might be them nuying into the project.	October 2007- April 2008
Meeting with governments	Presentation to provincial & national dept of Education.	November 2007- March 2008
Stakeholder meeting	One-on-one meetings take place regularly, almost on monthly basis.	Monthly
<b>Step 2: Planning</b>		
Creation of advisory committee	Not yet.	
Plan of Action		
MoU with department of education	Ongoing process – in contact with district education officer.	
<b>Step 3: Material Development</b>		
Identify material developer	In house.	Ongoing
Adapt Materials	Regional Task team Contextualised Material in Uganda, October 2007. Further in House contextualisation and adaption will take place.	March 2008 Ongoing
<b>Step 4: Training</b>		
Train the trainers	Completed in 2007.	
Train the teachers	In Process. We have changed our initial approach of external facilitators to teachers. Just started. Teachers shadow the roll-out last year.	June 2008 –August 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	Weekly visits. In house staff, primarily focus on AFLATOUN, and ACT volunteers are in schools almost on daily basic.	January – December 2008
Monitor savings process	In contact with FNB for children's saving, pending final decision to assess way forward.	April 2008
Organise Aflatoun events	Quarterly competitions and Saturday interventions twice a month on Saturdays.	Ongoing
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Review with all stakeholders involved in the project (teachers, school principles, children, parent, volunteers etc) – Not yet scheduled.	To be defined
Application of tools for measuring impact	Based on Materials priveded by Aflatoun secretariat.	January – March 2009

**Action Plan**
**Facts on the Organisation**

Name of the organisation	The Private Education Development Network Uganda
Year Founded	2004
Type of organisation:	Non-governmental association
Geographical outreach	Uganda, Kampala and Wakiso
Areas of expertise and experience	Entrepreneurship, business skills, and financial education
Contact person	Mrs. Irene Mutumba
Contact Details	Irene@pedn.org / www.PEDN.org

**Quantitative targets:**

	<b>2008</b>	<b>2009</b>	<b>2010</b>
Number of Children in programme (total)	7142	8500	10750
Formal Education	6892	8000	10000
Non formal education	250	500	750
Number of schools	35	50	60
Number of non formal education centers	4	8	12
Number of Aflatoun clubs	39	58	72
Number of trainers	21	40	60
Number of teachers	46	80	100
Frequency of saving (Daily / Weekly / Monthly / Other)	monthly	monthly	monthly
Estimated possible savings (per child per Month)	1000 UGX (EUR ,384)	2000 UGX (EUR ,768)	5000 UGX (EUR 1,92)
Age Group (i.e grade, standard, form, year)	1-7 grade	3-7 grade	3-7 grade

## Aflatoun Activities:

Child enterprises:	Type of activities
Social	Aflatoun camps; Exchange visits/get together parties
Economic	Savings, withdrawals, income generating activities
Community involvement:	Type of activities
Parents	Parents meetings; Teacher training; Aflatoun Camp
Community leaders	Stakeholder meetings; Aflatoun clubs as role models
Educators & educational system	Stakeholder meetings; Teacher training; Aflatoun Clubs; Aflatoun camps; Culmination event; Impact Assessment
Bankers & banking institutions	Banking services; Teacher training; Culmination event

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	PEDN meets with Banks, CSO's (child support organisations) that deal with child education to discuss the Aflatoun model and encourages them to integrate it within their development plans for children . Challenge: Getting the right timing for key people to meet is an issue; Organizational plans/activities change, which sometimes disrupts collaboration and progress	February – August 2008 Meetings with local organization are need and objective based
Meeting with governments	PEDN meets with government endorse the Aflatoun model and integrate it in curriculum and facility country-wide roll-out Challenge: Bureaucracy of government in making decisions; Many stakeholders with different structures; No financial and material support to the program	February – November 2008 Meetings are demand driven
Stakeholder meeting	PEDN meets with stake holders like NCDC,PBU,NOE,BEUPA ,Teachers to evaluate the problems encountered and to determine the forward Challenges: Training teachers leaving the schools; Expectation of financial reward; It a challenge to sustain the interest and motivation of key stakeholders – many competing programs starting all the time; Wide differences of ideas and expectations of stakeholders	February – April, 2008 May – August, 2008 November 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	The PEDN advisory committee is already in existence and is supportive towards the program.	3 yearly Meetings with Board meetings
Plan of Action	The plan of action is completed	Jan. – February 2008
MoU with department of education	Review of the MOU with the Mnistry of Education officials the NCDC is completed. Challenge: The new development materials will have to be reviewed and approved before MOU is signed	New date for MOU June – August 2008

<b>Step 3: Material Development</b>		
Identify material developer	PEDN identified a material developer whose role is to illustrate and contextualise Aflatoun hand books and teachers manuals. Challenge: Control of timing and delivery of finished product is a challenge	April 2008
Adapt Materials	PEDN contextualises Aflatoun student books for Ugandan children. Must be done during the 1st and 2nd Term in the school. Challenge: If materials come late with no funds to print them	November 2007 –April -2008
<b>Step 4: Training (See Aflatoun training tree)</b>		
Train the trainers	PEDN trains trainers/teachers in TOT on facilitating the Aflatoun program using the new materials developed. Challenge: Trainers and Teachers change occupations all the time so it is difficult to keep them; The training and testing of new materials will take sometime	March - April 2008 June- August 2008
Train the teachers	PEDN Trains teachers in the Aflatoun model to work alongside with the main school curriculum. Challenge: Teachers take time to use the correct methodology of the program – they still teach and not facilitate. There is little time to integrate fully the model in the classroom – the club is still an after school activity for most schools	March - April 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	PEDN visits the schools to during term time to monitor progress and give technical backstopping to the teachers and club executives.1st term Feb –April 2008; 2nd term June- August 2008; 3rd term October –November 2008. Challenge: Some clubs are too big and therefore implementation of different sessions is difficult	February – November 2008
Monitor savings process	PEDN is still the contact for the school and bank. It facilitates the banking process i.e. opening individual accounts and group accounts. Challenge: Some parents prefer individual accounts for their children but cannot meet bank requirements; Operating the group account is still a challenge for the teachers who must do all the paper work; Some schools are reluctant to meet demands of operating accounts and risks involved	February – November 2008
Organise Aflatoun event	PEDN organises school camps and the culmination event. These are networking events for all clubs and highlights the knowledge and skills during the year.	March - April 2008 May – June 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	PEDN reviews the work plan; Activities of Aflatoun programmes with stake holders and develops plans to carry the concept further. End of year Evaluation meeting by 3rd term.	February – March 2008
Application of tools for measuring impact	PEDN Carries out an evaluation progress of the Aflatoun program within the different Aflatoun schools/clubs.	Every last month of the term

# Maryland - TPC Tanzania

## Action Plan

### Facts on the Organisation

Name of the organisation	MARYLAND- HELPER-TPC Maryland Helper -TANGANYIKA PLANTING COMPANY.
Year Founded	2006
Type of organisation:	NGO
Geographical outreach	TANZANIA.Kilimanjaro Region Moshi.
Areas of expertise and experience	Health ,Education ,Light Projects Enhancement and Rehabilitation (HELPER) . In association with FEMI TCP extends services to Primary Schools, Agriculture, Training, Microcredit, and Health Care.
Contact person	DR Harry Mwerinde
Contact details	Harry.Mwerinde@tpc.co.tz

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	2500	5,000	7,500
Formal education	2,000	4,000	6,000
Non formal education	500	1000	1500
Number of schools	10	15	20
Number of non formal education centers	5	8	10
Number of Aflatoun clubs	15	20	25
Number of trainers	5	10	15
Number of teachers	50	100	150
Frequency of saving (Daily / Weekly / Monthly / Other)	monthly	monthly	monthly
Estimated possible savings (per child per Month)	500 (TZS) (0.30 euro cents) )	1,000 0.59 euro cents)	1,500 (.89 euro cents)
Age Group (i.e grade, standard, form, year)	10-14 yrs	8-14 yrs	6-14 yrs

## Aflatoun Activities:

<b>Child enterprises:</b>	<b>Type of activities</b>
Social	HIV/AIDS and Environmental care
Economic	Child Saving and Income generating Activities.
<b>Community involvement:</b>	<b>Type of activities</b>
Parents	Inform them about the project. Feedback on Aflatoun progress. Support of Aflatoun clubs
Community leaders	Same
Educators & educational system	Introduction of Aflatoun. Get monitoring and evaluation feedback.
Bankers & banking institutions	Introduction and consensus Feedback on the progress of the project

## Action Plan

<b>Steps</b>	<b>Description (who, what &amp; challenges)</b>	<b>Estimated timeframe (starting and end date)</b>
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Geoffrey Kahungo and Harry Mwerinde, Project Organisers, to liaise with Ward Executive Officers, Village Heads and Counsellors, explaining What Aflatoun is all about, objectives and expectations, As well as their support.	February 2008
Meeting with governments	District and Regional Officers, National Director of Education-Introduction Concepts, Training curriculum Book 1 to 8 Get consent and support.	February - March 2008
Stakeholder meeting	Ward Education Coordinators, Head Teachers, Teachers, School Boards to be addresses by District Education Officers.	March 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	Advisory Committee to be selected from District Educational Officers. Haki Elimu (NGO For Educational Rights) , Banks with Junior saving programme, like EXIM NBC and Postal Banks. Representative from Ministry of Rights for Children and Women.	March 2008
Plan of Action		
MoU with department of education	Chairman of Advisory Committee , and TCP team to prepare Letter to get it signed by the National Education Director and get ready for implementation.	March 2008
Identify material developer	Less of developing.	

<b>Step 3: Planning</b>		
Identify material developer	Geoff and Harry to acquire the materials Relevant for Tanzanian set up after liaising with Kenyan counterpart.	March 2008
Adapt Materials	TCP to liaise with Aflatoun Secretariat for Adaption of Materials.	March 2008
<b>Step 4: Training</b>		
Train the trainers	Training in Collaboration with Aflatoun Network To team up launching the TOT Course to 5 trainers. This can either be held in Arusha or Moshi.	May 2008
Train the teachers	Selection of teachers for training and training 50 teachers either in Arusha or Moshi.	May 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	3 Tanzanian Coordinators will visit schools and get feedback from Head teachers School boards, Project Teachers parents, local Government Officials and Children themselves.	May 2008
Monitor savings process	Trained teachers to start promoting this activities.	June- November 2008
Organise Aflatoun events	Arrange for the event with school, teachers and children.	July 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Regional, District Education Officers, Head Teachers, Local Govt Officials, Teachers, Children and parents to be mobilised fro review.	December 2008
Application of tools for measuring impact	Apply tools provided by Aflatoun Secretariat.	January – March 2009



## Action Plan

### Facts on the Organisation

Name of the organisation	International Child Support
Year Founded	1980
Type of organisation:	International child rights organisation.
Geographical outreach	Kenya and Tanzania
Areas of expertise and experience	International Child Support (ICS) works towards a safe learning and living environment for children and youth. ICS provides special attention to the most vulnerable children in rural areas in Africa and Asia and currently works in seven countries. ICS Africa focuses on five: Education, Health, HIV/Aids, Livelihoods, and Protection.
Contact person	Stefan van der Swaluw - Africa Regional Director Robert Namunyu – Regional Programme Coordinator
Contact details	<a href="http://www.internationalchildsupport.org">www.internationalchildsupport.org</a> / <a href="mailto:stefan@icsafrica.org">stefan@icsafrica.org</a> / <a href="mailto:mamunyu@icsafrica.org">mamunyu@icsafrica.org</a>

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	4,267	27,310	31,600
Formal education	4,267	27,310	31,600
Non formal education			
Number of schools	5	32	37
Number of non formal education centers	-	-	-
Number of Aflatoun clubs	5	32	37
Number of trainers	5	8	10
Number of teachers	10	96	111
Frequency of saving (Daily / Weekly / Monthly / Other)	Weekly	weekly	weekly
Estimated possible savings (per child per Month)	\$ 0.18	\$ 0.18	\$ 0.18
Age Group (i.e grade, standard, form, year)	11-14 years	11-14 years	7-14 years

## Aflatoun Activities:

Child enterprises:	Type of activities
Social	Annual event with parents, teachers and local leaders. Art/craft, drama, songs and dance
Economic	Club member develop materials craft/cards, and sell them.
Community involvement:	Type of activities
Parents	Participate in school open days
Community leaders	
Educators & educational system	
Bankers & banking institutions	Once a year, Encouraged through corporate social responsibility to support schools events

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Internal sharing by ICS offices. Share report and materials from Aflatoun Africa Regional meeting 3-5 December: Johannesburg and Programme Office Coordinator.	December 2007
Meeting with governments	<ul style="list-style-type: none"> <li>Brief DEO Meatu district about Aflatoun concept</li> <li>Brief department of community development</li> <li>Brief WEO and DIS, some HTs, and potential trainers to get their feel about the concept.</li> <li>Learning visit to discuss way forward with Partners from (Moshi, DAR and WK – Busia).</li> <li>Meeting with MoEVT - DAR.</li> </ul>	February - March 2008  September 2008
Stakeholder meeting	<ul style="list-style-type: none"> <li>One day awareness raising meeting with school teachers, SMCs and village council on Aflatoun concept.</li> </ul>	April 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	<ul style="list-style-type: none"> <li>Agree within ICS on who to be on the advisory board and get representatives from MoEVT, CSOs, children: May take time to constitute the board that will be inclusive.</li> </ul>	August 2008
Plan of Action	<ul style="list-style-type: none"> <li>Make decision whether programme should cover class 1-7 or class 4-7 or focus just on clubs.</li> <li>Taught in class or as an extra curricular activity.</li> <li>Get inputs from PEDN and Mali project.</li> </ul>	March 2008
MoU with department of education	<ul style="list-style-type: none"> <li>MOu / social agreement at district level</li> <li>Formal approval required from MoEVT and/or the DEO – Meatu district.</li> </ul>	April 2008

<b>Step 3: Planning</b>		
Identify material developer	<ul style="list-style-type: none"> <li>• Take Africa developed materials and contextualise to Tanzanian system of education.</li> <li>• Translate material into Kiswahili in collaboration with Moshi and Dar partners.</li> <li>• Develop TORs for material developer</li> <li>• Get MoEVT approval.</li> </ul>	May 2008
Adapt Materials	<ul style="list-style-type: none"> <li>• Have at least 3 teachers' manuals and 3 copies of children's materials ready to distribute.</li> <li>• Share the materials with ICS partners and Aflatoun partners in Africa.</li> </ul>	May – June 2008
<b>Step 4: Training</b>		
Train the trainers	<ul style="list-style-type: none"> <li>• Develop agenda and identify TOTs</li> <li>• Source for materials, prepare venue and link up with Aflatoun Partner to support the training (Partner from Moshi to support)</li> </ul>	July 2008
Train the teachers	<ul style="list-style-type: none"> <li>• Identify teachers to train.</li> </ul>	July 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	<ul style="list-style-type: none"> <li>• Project officer to visit schools (mobilisation and sensitisation, training support, material use support, monitoring and evaluation)</li> </ul>	May 2008 – March 2009
Monitor savings process	<ul style="list-style-type: none"> <li>• Monitoring money saving and other savings (talk to kids, teachers, parents, bank officials)</li> </ul>	February 2009 – November 2009
Organise Aflatoun events	<ul style="list-style-type: none"> <li>• Children to have common plans</li> <li>• Organise district wide events</li> <li>• Organise teachers' events (sharing experience</li> </ul>	March – May 2009
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	<ul style="list-style-type: none"> <li>• Review meeting with head teachers, parents and children.</li> </ul>	June 2009
Application of tools for measuring impact	<ul style="list-style-type: none"> <li>• Monitoring and evaluation and dissemination of the evaluation results</li> </ul>	June - July 2009

## Action Plan

### Facts on the Organisation

Name of the organisation	Junior Achievement Zimbabwe
Year Founded	1998 (JA Worldwide, 1919)
Type of organisation:	International NGO
Geographical outreach	Manicaland
Areas of expertise and experience	Youth Entrepreneurship and Business Education
Contact person	Phil Mlambo and Betty Zanza
Contact details	jazed@mweb.co.zw

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	10,000	15,000	20,000
Formal education			
Non formal education	00	00	00
Number of schools	30	60	100
Number of non formal education centers			
Number of Aflatoun clubs	220	440	800
Number of trainers	5	10	15
Number of teachers	220	440	800
Frequency of saving (Daily / Weekly / Monthly / Other)	weekly	Weekly	Weekly
Estimated possible savings (per child per Month)	ZWD100,000	ZWD 300,000	ZWD 300,000
Age Group (i.e grade, standard, form, year)	Grade 5-7	Grade 5-7	Grade 5-7

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Lessons, Games, Drama
Economic	Buying & Selling, manufacturing crafts, Banking
Community involvement:	Type of activities
Parents	Consultations Days
Community leaders	School Development Meetings
Educators & educational system	Training, M&E Visit, Teacher Recognition Event
Bankers & banking institutions	Banking sessions, Aflatoun Banking Day

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Plan, ASAP, CBOs. The challenge would be the current economic situation and tight budgets. Movement into rural communities could be strained due to political tensions given elections coming up in the first quarter of the first year.	January – April 2008
Meeting with governments	Ministry of Education, Sport and Culture officials in new districts. The good relationship with the Regional Director and Mutare District will be an asset. Chiredzi, Mutasa.	January – April 2008
Stakeholder meeting	School Development Associations and the Banking Institutions.	January – April 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	At district level. Teachers already have Cluster Representatives who meet regularly with JA Staff on Aflatoun issues.	May 2008
MoU with department of education	The new districts will take more time.	August 2008
<b>Step 3: Material Development</b>		
Identify material developer	Less of developing.	
Adapt Materials	More of adapting the materials we already have from the Uganda Workshop and contextualise.	April 2008
<b>Step 4: Training</b>		
Train the trainers	JA Staff will train Cluster coordinators from the past two years and they will train new schools teachers.	March 2008
Train the teachers	Trained by JA staff and Trainers, especially for new schools.	May 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	JA Staff, Ministry of Education, Bankers.	March November 2008
Monitor savings process	Sample passbooks and have sample audits by the bankers. Check consistence and documentation of all transactions in the students passbooks at M&E Visits.	May – October 2008
Organise Aflatoun events	Aflatoun Camps, Bankers' Day, Culmination Event and Teacher Volunteer Recognition Event.	August, November, and December 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Evaluation Workshops at District Level.	January 2009
Application of tools for measuring impact	M&E Tools developed to document and asses programme quality.	July 2009

## Action Plans – Americas Summary

Action Plans were received by 13 partner organisations from the Latin America region. The chart below totals the plans across formal and non-formal education sectors to reach 200,080 children by 2010.

AMERICAS	TOTAL		
	2008	2009	2010
<b>Number of Children in programme (total)</b>	51,600	218,940	1,408,000
<b>Formal Education</b>	47,270	210,440	1,388,800
<b>Non formal education centers</b>	4,330	8,500	19,200
<b>Number of schools</b>	235	459	1,159
<b>Number of non formal education centers</b>	13	26	49
<b>Number of Aflatoun clubs</b>	625	1,150	2,954

The Americas region is focusing on innovative strategies to reach the marginalised child, with an emphasis on small grassroots NGOs and civil society networks. As the region has a historically strong civil society movement Aflatoun has partnered with civil society organizations and networks to take the program forward in several countries.

In Mexico, Banamex, as a partner, has brought together a consortium of made up of NGOs, the government, and banks to roll out the Aflatoun Programme in the country. This is an innovation which we are closely watching, and if successful, could also be one of the key models for the region and even globally.

Innovations in the region also include the launch of Aflatoun Argentina's Newsletter, which focuses on the regional happenings and also on the voices of children from the country and why they love Aflatoun and would want to become Aflatouns.

## Action Plan

### Facts on the Organisation

Name of the organisation	Aflatoun Movement, Exercising Citizenship Foundation – Coordinator
Year Founded	1996
Type of organisation:	NGO
Geographical outreach	Santa Fe Province
Areas of expertise and experience	Democracy, Citizen participation
Contact person	Lucas Barberis
Contact details	fundacion@ejerciciociudadano.org.ar

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	7.000	42.000	300.000
Formal education	6.000	40.000	295.000
Non formal education	1.000	2.000	5.000
Number of schools	70	150	620
Number of non formal education centers	5	10	22
Number of Aflatoun clubs	196	375	1550
Number of trainers	70	150	5800
Number of teachers	265	560	21280
Frequency of saving (Daily / Weekly / Monthly / Other)	Monthly	Monthly	Weekly
Estimated possible savings (per child per Month)	USD 2 1.40 euro	USD 4 2.80 euro	USD 6 4.20 euro
Age group (i.e grade, standard, form, year)	6th to 9th 1st to 3rd	1st to 7th	1st to 10th

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Interaction in General
Economic	Dependent on each club, following the course of productive workshops
Community involvement:	Type of activities
Parents	Parents meeting and their participation in social enterprises
Community leaders	Dependent on each individual community
Educators & educational system	
Bankers & banking institutions	Conducted by the institution - seminars

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	The Ejercicio Ciudadano Foundation incorporated the program into its structure after the pilot was implemented by Ecoclubes and the Aflatoun movement in Argentina starts to form.	December 2007
Meeting with governments	The Aflatoun programme has had already meetings with the education department in Santa Fe. This year efforts will be made to further the collaboration with the education sector.	February 2008
Stakeholder meeting	The Aflatoun Movement in Argentina is formed by different organisations that implement the program. It will be presented in the community in February of 2008. The Ejercicio Ciudadano Foundation will coordinate this presentation.	February 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	The advisory committee will be formed by members of the board of directors of the organisations, who will promote the program, in addition to the participation from recognized specialists on the subjects.	January 2008
Plan of Action	We will continue working on the operating model according to our experience during these years; the fundamental changes are expressed in the teacher trainings and in the monitoring system.	January – March '08
MoU with department of education	Following the first designated meeting with the ministry of education, we will present adaptations and the provincial plan of action in the beginning of February.	February – March 2008
<b>Step 3: Material Development</b>		
Identify material developer	The composition of the team will be made up of teachers from different schools – Marcela Roca, Claudia Rodrigues, Lopez Alicia, and Rosario Maraventano – that have participated in the program in 2006/07. Rosana Bustos will coordinate the team.	November 2007
Adapt Materials	The educational curriculum is being adapted to the curriculum that exists in the province of Santa Fe. One manual for first to third grade will be developed for the 2008 school year. By the end of the year two more manuals will be developed (fourth and fifth, sixth and seventh). For the year 2010 we will develop manuals in order to continue the program in high school (13-17 years old).	January – February 2008 January – February 2008 October- November 2008 2009

<b>Step 4: Training</b>		
Train the trainers	Training will be intensive in order to lower the costs of follow-ups. The training of trainers will be two days; The team led by Juan Pablo Escobedo and by the teacher Nora Deum will be in charge of presenting the planned activities.	April 2008
Train the teachers	The training will be completed under the direction of the regional educational board, in accordance with the agreement with the Ministry	May 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	Follow-up and visits to schools will be completed on a monthly basis and in the meetings of the teachers' network.	May – November 2008
Monitor savings process	Through the visits to the schools.	May – November 2008
Organise Aflatoun events	The closing event of the year will take place in the last week of November of every year.	November 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	During the meetings of the teachers' network and at the end of the year.	December 2008
Application of tools for measuring impact	As provided by the Aflatoun Secretariat	tbd



# Plan International Colombia Colombia

## Action Plan

### Facts on the Organisation

Name of the organisation	Plan International – Colombia
Year Founded	
Type of organisation:	Foundation
Geographical outreach	Sincelejo, Bolivar, Cartagena, Cauca, Valle, Choco, Tumaco
Areas of expertise and experience	Child rights and community development
Contact person	Eliana Restrepo Chebair
Contact details	Eliana.restrepo@plan-international.org

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	800	1700	3800
Formal education	300	800	1800
Non formal education	500	900	2000
Number of schools	3	3	5
Number of non formal education centers	1	2	2
Number of Aflatoun clubs	2	2	2
Number of trainers	3	5	5
Number of teachers	3	8	10
Frequency of saving (Daily / Weekly / Monthly / Other)	Weekly	Weekly	Weekly
Estimated possible savings (per child per Month)	US 0.30 0.20 euro	US 0.30 0.20 euro	US 0.30 0.20 euro
Age group (i.e grade, standard, form, year)	6–16 years old	6–16 years old	6–16 years old

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	As proposed by children- expected to be an average of 5 activities per club
Economic	As proposed by children- expected to be an average of 5 activities per club
Community involvement:	Type of activities
Parents	Bazaar - raffle
Community leaders	Communal meal – parties - fairs
Educators & educational system	Fairs – bazaars - contests
Bankers & banking institutions	Fundraising by means of volunteering

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	The PSM will motivate and take the concept to the local and national advisers of participation and education. Will work together with the regional managers to introduce Aflatoun in the local programmes. It will be introduced into the microfinance programs addressed to the children of the participating families.	February – April 2008
Meeting with governments	Local advisers will bring the proposal to educational institutions and non-formal educational programs.	March – May 2008
Stakeholder meeting	Several local organisations participated in the Aflatoun Regional Meeting in Bogotá. Further stakeholder meetings to be defined.	November 2007 Tbd
<b>Step 2: Planning</b>		
Creation of advisory committee	The advisory committee will consist of a microfinance adviser, educational adviser and other facilitators in participating.	May 2008
Plan of Action	We have already been working on the Model and now an action plan based on the youth enterprise project is being designed.	January – May 2008
MoU with department of education	Possible agreement/ alliance with the national government regarding the self-help – saving groups for several departments.	February – May 2008
<b>Step 3: Material Development</b>		
Identify material developer	The educational adviser together with the microfinance adviser will make some small adjustments to the materials.	April 2008
Adapt Materials	Small additions will be made to the materials and facilitators and advisers will do little field pilots.	May –July 2008
<b>Step 4: Training</b>		
Train the trainers	The educational and microfinance advisers (national and local) will train trainers, facilitators and other.	July-September 2008
Train the teachers	Local advisors will train teachers.	October – November 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	Programs Manager, national and local educational advisers.	October 2008 – March 2009
Monitor savings process	Educational and participation local advisers.	February – December 2009
Organise Aflatoun events	The people in charge of each project will carry on special events.	January – December 2009
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	The learning and results of the pilot will be presented to other organisations – partners of Plan.	Julio – December 09
Application of tools for measuring impact	The evaluation and monitoring adviser will assess some impact indicators and report the results.	July – November 09



# Plan International & Junior Achievement Dominican Republic



## Action Plan

### Facts on the Organisation

Name of the organisation	Plan Dominican Republic and Junior Achievement Dominican Republic
Year Founded	1987 / 1995
Type of organisation:	International NGOs
Geographical outreach	Santo Domingo and Southwest region
Areas of expertise and experience	Community development/financial education/ rights of the children
Contact person	Waldo Brea / César Asiatico
Contact details	Waldo.brea@plan-international.org

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	3000	6000	12000
Formal education	3000	6000	12000
Non formal education	0	0	0
Number of schools	24	35	60
Number of non formal education centers	0	0	0
Number of Aflatoun clubs	72	140	300
Number of trainers	8	10	12
Number of teachers	75	140	300
Frequency of saving (Daily / Weekly / Monthly / Other)	weekly	weekly	weekly
Estimated possible savings (per child per Month)	US \$1 0.70 euro	US \$1 0.70 euro	US \$1 0.70 euro
Age group (i.e grade, standard, form, year)	3rd-5th	3rd-6th	3rd-7th

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Related to activities promoted by Plan
Economic	Only if proposed by children
Community involvement:	Type of activities
Parents	Meeting of Aflatoun parents
Community leaders	Launch of the Aflatoun Programme
Educators & educational system	Follow up meetings and training
Bankers & banking institutions	Meetings with financial institutions interested in supporting the programme

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	The concept was shared since early stages within Plan Dominican Republic, and several local organisations. Junior Achievement came on board in 2007.	Since 2006
Meeting with governments	The relationship of the educational department at national and local level has been in discussion, as well as financial institutions interested in supporting the programme.	Since 2006
Stakeholder meeting	Several meetings with the stakeholders on board as well as with financial institutions.	Since 2006
<b>Step 2: Planning</b>		
Creation of advisory committee	The advisory committee will be formed officially once the programme is launched including all the stakeholders.	February- April 2008
Plan of Action	Since the beginning of the partnership between Plan and JA, the planning has been taking place in order to assure the implementation of the programme.	July 2007 – Jan 2008
MoU with department of education	In the Launch, an agreement was signed between Plan International, Junior Achievement, the Aflatoun Secretariat and the Education Department of San Juan de la Maguana, where the programme is being piloted.	February 2008
<b>Step 3: Material Development</b>		
Identify material developer	A team has been established to work on the adaptation of the materials to DR. This team includes a Consultant, Specialists from the Educational Department, representatives of Junior Achievement and Plan International.	January 2008
Adapt Materials	The programme has started in schools using the latin american version of the materials. Based on the feedback of children and teachers these materials will be adapted to fit the dominican republic context.	February –September 2008
<b>Step 4: Training</b>		
Train the trainers	The staff of Plan International and Junior Achievement trained 24 specialists from the Educational Department of San Juan de la Maguana. 8 of them are now trainers of teachers.	December 2007
Train the teachers	104 people were trained in a second training level. 74 teachers and 30 specialists, local facilitators and coordinators	January 2008

<b>Step 5: Live in Schools</b>		
Visit the schools	Programme Launched officialy the 8th of February. From that day onwards the programme is implemented in schools. The specialists from the Educational Department, Plan facilitators and JA staff are in charge of the visits to schools.	February – July 2008 September- December 2008
Monitor savings process	The savings process will be monitored either by promoters from a local bank (Ademi) or through the school cooperatives.	February – July 2008 September- December 2008
Organise Aflatoun events	As proposed by the children in the programme. An end of school year will probably happen in June	June 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Involving the different partners and stakeholders of the programme. The materials will be improved based on the feedback and new adapted versions to DR will be used in the new school year starting in September.	July- August 2008
Application of tools for measuring impact	According to what has been developed by the Aflatoun secretariat.	July-August 2008



# Christian Children's Fund Ecuador

## Action Plan

### Facts on the Organisation

Name of the organisation	CCF Ecuador
Year Founded	October 1984
Type of organisation:	International Child Development Agency
Geographical outreach	5 provinces in the country, Andean region, Subtropical area
Areas of expertise and experience	Education, Early Childhood Development, Health, Water and Environment Sanitation, Nutrition, Income Generation, Child Protection, Development of Abilities
Contact person	Nila Guevara
Contact details	nguevara@ccfecuador.org.ec

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	170	440	1500
Formal education	120	340	1200
Non formal education	50	100	300
Number of schools	2	4	12
Number of non formal education centers	1	3	6
Number of Aflatoun clubs			
Number of trainers			
Number of teachers	7	14	54
Frequency of saving (Daily / Weekly / Monthly / Other)			
Estimated possible savings (per child per Month)			
Age group (i.e grade, standard, form, year)	7 to 9 years old	7 to 12 years old	7 to 15 years old

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Birthday celebrations, walks /camp, share experiences, family day, environment day, etc.
Economic	School garden, recycling of school material, book bank, breeding animals, cultural events, art production
Community involvement:	Type of activities
Parents	Training, presentation, and observation of child and adult models of undertaking
Community leaders	Systemic investigation of local production and commercialisation, banking system and its accessibility, risks to the environment and children
Educators & educational system	Decorate the school, draw up teaching material, school material and book bank
Bankers & banking institutions	Offer of services, successful enterprise contests

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	The programme was presented in the Annual meeting of CCF for 2007.	December 2007
Meeting with governments	Initially involved through the stakeholder meeting.	January 2008
Stakeholder meeting	The stakeholder meeting will include the CCF managers at local level, schools, local banks, the Education. Department, the program director and two banks which offer their services to CCF.	January 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	The National Committee includes the Program Director and Coordinator, the Financial Director, and the person responsible for productive projects. The Regional Committee includes the Regional Director, the Financial Officer, the Education Supervisor and a Child representative.	February 2008
Plan of Action	An Action Plan at local level will be elaborated for each one of the regions implementing the programme, in coordination with the regional committees.	February 2008
MoU with department of education	The CCF managers at local level will coordinate an agreement with the Educational Department of that region and with the schools participating in the programme.	February 2008
<b>Step 3: Material Development</b>		
Identify material developer	The National Committee will be in charge of identifying the material development team and adaptation requirements.	February –March 2008
Adapt Materials	The adaptation of the materials is under the responsibility of the national committee.	March 2008
<b>Step 4: Training</b>		
Train the trainers	Training conducted by external trainers, in coordination with the CCF team.	April 2008
Train the teachers	Training conducted by external trainers, in coordination with the CCF team.	April 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	Carried out by the teachers and the local CCF manager.	May – December 2008
Monitor savings process	The monitoring will be responsibility of the teachers and Regional Committee.	July, October & December 2008
Organise Aflatoun events	The Aflatoun events will be organised by children and teachers according to the school calendar.	TBD
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Monitoring meetings every three months will be carried out at local level.	July, October, December, 2008
Application of tools for measuring impact	To be carried out by teachers and supervisors when the tools are available.	End 2008

## Action Plan

### Facts on the Organisation

Name of the organisation	Junior Achievement Honduras Foundation
Year Founded	2002
Type of organisation:	NGO, non-profit
Geographical outreach	12 of the country's 18 departments
Areas of expertise and experience	Business education, financial, entrepreneurship
Contact person	Pina Bendaña
Contact details	pina@jahonduras.org

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	5,500	9,000	20,000
Formal education	5,000	8,000	15,000
Non formal education	500	1,000	5,000
Number of schools	10	16	30
Number of non formal education centers	3	6	10
Number of Aflatoun clubs	20	32	60
Number of trainers	4	7	13
Number of teachers	125	200	375
Frequency of saving (Daily / Weekly / Monthly / Other)			
Estimated possible savings (per child per Month)			
Age group (i.e grade, standard, form, year)	1st-4th grade	1st-6th grade	1st-8th grade

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Innovation Competitions, Day of Friendship, Plant a Tree
Economic	Presentation of Mini-Enterprises
Community involvement:	Type of activities
Parents	Presentation and Expectations of the Aflatoun Program (Vigilance Committee) , Close and Evaluation
Community leaders	Talks about Values, HIV/Aids, etc.
Educators & educational system	Exchange of Experiences, periodic evaluations, Competitions
Bankers & banking institutions	Talks about the benefits of saving

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	The Aflatoun material was delivered to the JAH Board for revision and they will comment upon it at the first meeting of the year. It is being analyzed as how to implement it without compromising the normal functions on the Foundation. Plan International and Vision Mundial believe they can start helping by the second semester. We will also present to GTZ, Peace Corps and 2 other national level financial institutions.	January 2008  January- July 2008
Meeting with governments	The Ministry of Education set a meeting for January 8.	January 2008
Stakeholder meeting	A stakeholder meeting would be hold at a later stage	Tbd
<b>Step 2: Planning</b>		
Creation of advisory committee	The advisory committee will include a JA Program Coordinator, a member of the JA Finance Committee, a delegate from the Ministry of Education and departmental delegates. In each school, a Parents Council will monitor the program's activities.	February 2008
Plan of Action	With the Advisory Committee, we will establish a calendar of activities in accordance to the agreements reached with the sponsors.	March 2008
MoU with department of education	We currently have a signed agreement with the Ministry of Education which permits us to enter all the public schools with our programs.	In place
<b>Step 3: Material Development</b>		
Identify material developer	Currently, we have three professionals reviewing the material in order to adapt it. We are also contacting 2 in-house editors.	December 2007 – February 2008
Adapt Materials	Under responsibility of JA, through the team of material developers identified.	March – April 2008
<b>Step 4: Training</b>		
Train the trainers	JAH will train JAH volunteers. These volunteers are people who collaborate with us voluntarily and who are familiar with the reality of national education.	May 2008
Train the teachers	JAH Volunteers train the teachers from the schools starting the pilot.	June 2008

<b>Step 5: Live in Schools</b>		
Visit the schools	The Advisory Committee will decide in which zones we will start to work. The program coordinator will make a calendar of visits, which will be done along with the trainer	February – June 2008
Monitor savings process	The direct monitoring will be done by the teachers under the supervision of the delegate from the JAH Finance Committee and in close contact with the financial entities, if needed.	July – November 2008
Organise Aflatoun events	Organised by the teachers in coordination with the Parent's Council.	July – November 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Periodic meetings with all the stakeholders.	On going
Application of tools for measuring impact	Evaluation at the end of implementation. The tools to be provided by the Aflatoun Secretariat	November 2008

## Action Plan

### Facts on the Organisation

Name of the organisation	Educación Financiera Banamex ( <i>Financial Education</i> )
Year Founded	2004
Type of organisation:	Financial Group
Geographical outreach	Republic of Mexico
Areas of expertise and experience	Financial education, volunteering, quality life improvement and general well-being.
Contact person	Loreto García Muriel Director of Financial Education, Banamex
Contact details	lgarciamur@banamex.com

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	15,000	120,000*	1,000,000*
Formal education	15,000	120,000*	1,000,000*
Non formal education			
Age group (i.e grade, standard, form, year)	7 - 14 years old	7 - 14 years old	7 - 14 years old

\* dependant on the involvement of potential partners

### Potential Participants:

Within the Banamex Financial Group	Financial Education- Banamex
Public Sector	Public Education Office Public primary and secondary schools
Social Sector	Desarrollo de la Comunidad A.C (Community Development AC)
Private Sector	Private primary and secondary schools

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Programme activities per grade, and activities that involve other actors.
Economic	
Community involvement:	Type of activities
Parents	The activities will be defined in each school or group, according to their characteristics.
Community leaders	
Educators & educational system	
Bankers & banking institutions	

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
1. Pilot test material design	Design of the educators' manual contents and illustrations, one for each school grade. The manual will describe the objectives and the activities, and in addition, it will include exercise samples, so that each educator may copy them and use them for group work sessions.	2008
2. Pilot group training	Train the group of trainers and educators who will implement the pilot test.	2008
3. Pilot phase programme implementation	Execute the programme in public and private schools in Mexico (DF).	2008
4. Pilot group result evaluation	Implement the evaluation strategy for the pilot group in order to get data that allows material adaptation, and therefore improve the programme's execution and results.	2008
5. Final material design (based on pilot results)	Adapt the material according to the results of the evaluation of the pilot group.	2008
6. Printing	Print the material for each grade.	2008
7. Diffusion	Disseminate information of the programme to basic education schools and invite interested institutions to become part of the programme.	2009 onwards
8. Training	Train interested teachers and directors (basic education) and deliver the material by the end of the training period, establishing the respective follow-up and supervision mechanisms.	2009 onwards
9. Execution in schools	Implement each grade's material in group work sessions and execute other activities that involve the rest of the community.	2009 onwards
10. Permanent follow-up and advisory	Provide permanent follow-up and advisory to educators in order to clarify concerns, and support the successful implementation of the programme in schools.	2009 onwards
11. Quantitative and qualitative evaluation.	Implement an evaluation strategy in order to facilitate continuous improvement and experience-sharing, and therefore enrich the programme.	2009 onwards

## Action Plan

### Facts on the Organisation

Name of the organisation	Fundación Paraguaya de Cooperación y Desarrollo (Paraguayan Foundation of Cooperation and Development)
Year Founded	1985
Type of organisation:	Non profit organisation
Geographical outreach	Paraguay, coverage in 136 out of 220 towns and cities country wide
Areas of expertise and experience	Micro-finance: individual and group micro-credits, communal women's banks, solidarity men's groups, rural fishery organisations, financial/credit training and assessment. Education: economic and entrepreneurial education programs for public and private schools (Junior Achievement) ; self-sufficient agricultural school for youth from rural areas.
Contact person	Martin Burt
Contact details	burt@fundacionparaguaya.org.py

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	2000	4000	8000
Formal education			
Non formal education	2000	4000	8000
Number of schools			
Number of non formal education centers			
Number of Aflatoun clubs	100	200	400
Number of trainers	1	1	2
Number of teachers	5	8	12
Frequency of saving (Daily / Weekly / Monthly / Other)	Biweekly	Biweekly	Biweekly
Estimated possible savings (per child per Month)	Gs. 2000 0.3 euro	Gs. 4000 0.6 euro	Gs. 4000 0.6 euro
Age group (i.e grade, standard, form, year)	6-8 years	6-8 years 9-11 years	6-8 years 9-11 years 12-14 years

## Aflatoun Activities:

Child enterprises:	Type of activities
Social	Community service, artistic competitions, festivals, cultural events
Economic	Sporting tournaments, production workshops, food/product fairs, excursions, cultural competitions
Community involvement:	Type of activities
Parents	Production workshops, festivals, tournaments, fairs
Community leaders	Seminars, training, logistical support (facilitate community centers for development of programs and events)
Educators & educational system	
Bankers & banking institutions	Guided visits, offering services, seminars and financial training

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Sharing the concept internally and meeting with regional managers, officials and credit advisors, management of RRHH, financial and cooperative entities, community leaders, communal banks.	October 2007 – February 2008
Meeting with governments	Not applicable as the pilot is through non formal education.	
Stakeholder meeting	To be hold at a later stage.	
<b>Step 2: Planning</b>		
Creation of advisory committee	Members of the Advisory Team: Director of Microfinance, Manager of Businesses, Operation Manager, Management of Special Projects, Academic Management, Management of RRHH, Programme Coordinator, External Consultant (representative of PWC).	January 2008
Plan of Action	The Action Plan is elaborated by the Advisory Team and the Programme Coordinator.	February 2008
MoU with department of education	Not applicable.	
<b>Step 3: Material Development</b>		
Identify material developer	The Contextualisation Team will include an Independent Consultant, Academic Manager, Special Projects Manager, Programme Coordinator, and the Trainer.	January 2008
Adapt Materials	The materials will be adapted by the contextualisation team with the support of some volunteers.	February – March 2008
<b>Step 4: Training</b>		
Train the trainers	The programme coordinator will train the trainer.	March 2008
Train the teachers	The programme coordinator and trainer will train the advisors who will be implementing the programme with the children.	April 2008

<b>Step 5: Live in Schools</b>		
Visit the schools	Advisors in the group meetings of children	May – November 2008
Monitor savings process	The savings process will be monitored by the Advisors, the Trainer and the Programme Coordinator	May – November 2008
Organise Aflatoun events	The events will be organised by the advisors, trainer, programme coordinator as well as by the children and mothers.	May – November 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	The team responsible for implementation will review the programme in different moments	June, September, November 2008
Application of tools for measuring impact	A baseline study will be carried out as the programme begins to be implemented with children and the evaluation will be carried out after a 6 month period.	Baseline study: May 2008; Impact Evaluation: October – November 2008



**Action Plan**

**Facts on the Organisation**

Name of the organisation	Civil Association VinculArte /CDIA (Committee for the Rights of Infants and Adolescents)
Year Founded	2001/1993
Type of organisation:	Civil Association/ Coalition of organisations of the civil society that work in the area of Children's and Adolescents' Rights.
Geographical outreach	Paraguay – national level
Areas of expertise and experience	Personal and Community Development, Social and Political Advocacy & Artistic Expression/ Public Policy Advocacy, Child participation, Promoting innovative strategies, Monitor Child rights
Contact person	Javier Chamorro/Heve Otero
Contact details	javierchamorro@gmail.com/ cdia@cdia.org.py

**Quantitative targets:**

	<b>2008</b>	<b>2009</b>	<b>2010</b>
Number of children in programme (total)	4200	TBD	TBD
Formal education	4200	8400	8400
Non formal education		TBD based on pilot results	TBD based on pilot results
Number of schools	30	60	60
Number of non formal education centers		TBD	TBD
Number of Aflatoun clubs	90	180	
Number of trainers			
Number of teachers	90	180	180
Frequency of saving (Daily / Weekly / Monthly / Other)	Every two weeks	(based on lessons of pilot)	(based on lessons of pilot)
Estimated possible savings (per child per Month)			
Age group (i.e grade, standard, form, year)	6 to 14 years old	6 to 14 years old	6 to 14 years old

## Aflatoun Activities:

<b>Child enterprises:</b>	<b>Type of activities</b>
Social	Based on the interest and participation of girls, boys, and adolescents (GBA).
Economic	Based on the interest and participation of girls, boys, and adolescents.
<b>Community involvement:</b>	<b>Type of activities</b>
Parents	Raising awareness and other emerging issues related with the process of the program and interest of GBA
Community leaders	Raising awareness and other emerging issues related with process of the program and interest of GBA
Educators & educational system	Raising awareness and other emerging issues related with process of the program and interest of GBA
Bankers & banking institutions	Raising awareness and other emerging issues related with process of the program and interest of GBA – with a financial institution (Financiera El Comercio and local cooperatives)

## Action Plan

<b>Steps</b>	<b>Description (who, what &amp; challenges)</b>	<b>Estimated timeframe (starting and end date)</b>
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	VinculArte has shared the program internally and with the board of CDIA. The concept has also been shared with PLAN Paraguay/ Financiera el Comercio/ Children Catholic Fund Canada (CCFC) / Aldeas SOS Paraguay, and possible partnerships are expected to develop in the following months.	November – December 2007
Meeting with governments	Meetings will be hold with the Ministry of Culture and Education and with the National Secretary of Children and Adolescents (SNNA).	Tbd
Stakeholder meeting	In one of the meetings of the Coalition of the Rights of the Children and Adolescents, the programme was shared and from their individual meetings with interested organisations began.	2007
<b>Step 2: Planning</b>		
Creation of advisory committee	An advisory committee will be formed by representatives of the organisations involved in the implementation of the programme and by representatives invited from CDIA member organisations.	March – April 2008
Plan of Action	The Action plan and operational model will be formulated by the Programme team.	March – April 2008
MoU with department of education	A Cooperation Agreement is expected to be development with the Ministry of Culture and Educations and its corresponding departments (MEC) , as well as with the National Secretary of Children and Adolescents (SNNA).	April-June 2008

<b>Step 3: Material Development</b>		
Identify material developer	The working group adapting the materials will include the programme team and the educational assistants of the program.	March – April 2008
Adapt Materials	The programme team and educational assistants complete the corresponding adaptations of materials to the local context with a focus on rights, gender, and inclusion.	April-May 2008
<b>Step 4: Training</b>		
Train the trainers	The Program coordinator will create contacts for partnership with stated schools for the implementation of the program.	May-June 2008
Train the teachers	Programme team completes the training workshops.	July - August 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	The programme team is responsible for the visits to the schools and supporting teachers and GBA.	September- November 2008
Monitor savings process	The programme team carries out visits to monitor the process of savings.	September- November 2008
Organise Aflatoun events	The Aflatoun events are organised by the Program team, schools and GBAs involved in the pilot.	September- November 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Programme team carries out evaluation workshops and meetings between stakeholders and a general evaluation of the process of the pilot phase of implementation.	January -February 2009
Application of tools for measuring impact	The programme team is also responsible of applying tools to measure the results of the pilot phase.	January -February 2009



# Plan International Peru Peru

## Action Plan

### Facts on the Organisation

Name of the organisation	Dirección Regional de Educación de Piura (DRE-P) – Plan Programa Perú Oficina de Piura (Plan) (Regional Department of Education in Piura- Plan Perú-Piura PU)
Year Founded	
Type of organisation:	Public (DRE-P) and Private (Plan) .
Geographical outreach	Provinces of: Piura, Paita, Talara, Sullana, Ayabaca, Huancabamba, Morropón, Sechura (DRE-P) . Piura, Cajamarca, Lima and Cusco (Plan)
Areas of expertise and experience	Education
Contact person	José Alejandro Lara, Edwin Helguero (Piura) . César Saldarriaga (Lima)
Contact details	Cesar.saldarriaga@plan-international.org

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	1 000	5 800	15 000
Formal education	1 000	5 800	15 000
Non formal education	0	0	0
Number of schools	6	36	57
Number of non formal education centers	0	0	0
Number of Aflatoun clubs	6	36	57
Number of trainers	4	10	25
Number of teachers	40	193	500
Frequency of saving (Daily / Weekly / Monthly / Other)	Monthly	Monthly	Monthly
Estimated possible savings (per child per Month)	2 soles 0.5 euro	2 soles 0.5 euro	2 soles 0.5 euro
Age group (i.e grade, standard, form, year)	6 to 14 years old	6 to 14 years old	5 to 18 years old

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Campaigns about saving natural resources (water, energy, etc)
Economic	Campaigns about monetary saving, productive projects, etc. (better and more powerful use of available resources) .
Community involvement:	Type of activities
Parents	Sensitisation and training
Community leaders	Sensitisation and training
Educators & educational system	Training and mentoring
Bankers & banking institutions	Visits to financial institutions

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Informative meetings with the directors of the institutions (DREP, UGELs and Plan) . Looking to incorporate the proposal in the educational institutions.	Finished September 2007
Meeting with governments	Coordination with the Education Department of Piura in order to include the Aflatoun Programme as a component of the larger education project: "Aprendiendo" in Piura between Plan and DREP	September 2007
Stakeholder meeting	Workshop with teachers and directors of the educational institutions and local facilitators.	September 2007
<b>Step 2: Planning</b>		
Creation of advisory committee	The "Learning" project has a Regional Technical Team which assumes the responsibility of guiding the project.	Formado desde junio 2007
Plan of Action	The action plan of the "Learning" project has been articulated and Aflatoun has been included as a component of it.	November – December 2007
MoU with department of education	There is an inter-institutional agreement between the Regional Directorship of Education and Plan.	Convenio renovable cada 3 años.
<b>Step 3: Material Development</b>		
Identify material developer	A consulting team will be formed based upon reference terms which will be sketched out and the technical team of the "Learning" project is responsible for the process.	January – February 2008
Adapt Materials	The consultation team is in charge, along with the help of the Specialists of Regional Directorship of Education and Plan.	February – April 2008
<b>Step 4: Training</b>		
Train the trainers	Responsibility of the Specialist of the Regional Directorship of Education and the personnel of Plan who participated in the workshop in Bogotá, Colombia.	May 2008
Train the teachers	Responsibility of the trainers previously trained. 40 teachers are expected to be trained this year.	May 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	This is an ongoing activity of the specialists and the team of trainers in agreement with a plan which will be sketched out.	2008 - 2010
Monitor savings process	This is an ongoing activity of the specialists and the team of trainers in agreement with a plan which will be sketched out.	2008 - 2010
Organise Aflatoun events	This is an ongoing activity of the specialists and the team of trainers in agreement with a plan which will be sketched out.	2008 - 2010
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	The technical team will hold meetings every trimester on the advancement of the project.	Each trimester from 2008 to 2010
Application of tools for measuring impact	Technical team.	2010



## Visión Solidaria Peru

### Action Plan

#### Facts on the Organisation

Name of the organisation	Vision Solidaria
Year Founded	2001
Type of organisation:	Civil Association
Geographical outreach	Peru, Lima and provinces
Areas of expertise and experience	Education, Children's rights, Environment, Corporate Social Responsibility
Contact person	Fabio Amanqui
Contact details	famanqui@viva.org.pe

#### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	10,000	20,000	30,000
Formal education	10,000	20,000	30,000
Non formal education	0	0	0
Number of schools	25	50	75
Number of non formal education centers	0	0	0
Number of Aflatoun clubs			
Number of trainers	3	5	8
Number of teachers	50	100	150
Frequency of saving (Daily / Weekly / Monthly / Other)	monthly	monthly	monthly
Estimated possible savings (per child per Month)			
Age group (i.e grade, standard, form, year)	11 - 13 years old	10- 13 years old	10 - 13 years old

#### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Child/Parent meeting
Economic	Fund raising
Community involvement:	Type of activities
Parents	Informative and integrative
Community leaders	None
Educators & educational system	Informative
Bankers & banking institutions	Informative and integrative

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Viso (Visión Solidaria) with APF Integra (private pension fund -part of ING Group) and the Aflatoun Implementation team.	January 2008
Meeting with governments	Meetings with the Education Ministry to define involvement and support to the programme.	January –February 2008
Stakeholder meeting	Meetings with School directors, Save the Children, Teachers and financial institutions.	January - February 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	Members of committee: representatives from AFP Integra, Save the Children, Santillana (educational materials editor), Plan International, VISO, Universidad del Pacífico.	January - February 2008
Plan of Action	Developed by VISO and AFP Integra.	February 2008
MoU with department of education	Meeting with 03 UGEL (local education unit) of Metropolitan Lima, challenge institutional support signature.	February 2008
<b>Step 3: Material Development</b>		
Identify material developer	Includes identifying a Material Developer , Layout person, Illustrator and Style corrector.	January 2008
Adapt Materials	Contextualise the materials to local standards, change illustrations and decide the end product.	February 2008
<b>Step 4: Training</b>		
Train the trainers	Conducted by the programme coordinator and programme leader to the VISO Training Team.	March 2008
Train the teachers	Conducted by the VISO Training Team and possibly also staff from AFP Integra.	March 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	The visits will be carried out by the VISO team, once the programme is launched in schools.	April-November 2008
Monitor savings process	The savings process will be monitored by the VISO Team, with the support of AFP Integra, who will help keep the savings of the children safe.	April-November 2008
Organise Aflatoun events	Coordinated by the VISO Team in collaboration with volunteers from AFP Integra.	June, November and December 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Coordinated by the Advisory Committee and the VISO Implementation Team.	December 2008
Application of tools for measuring impact	Conducted according to the tools made available by the Aflatoun Secretariat.	November - December 2008



## Action Plan

### Facts on the Organisation

Name of the organisation	ODAER –Organización para el Desarrollo Ambiental y la Educación Regional (Organisation for Environmental Development and Regional Education)
Year Founded	1999
Type of organisation:	NGO – non-profit
Geographical outreach	Northern Peru, specially the Amazon. Local offices in Lambayeque, Cajamarca, Amazonas, San Martín, Tumbes
Areas of expertise and experience	Women and gender, Education and sustainable and alternative development. Boys and girls, Environment, eco-tourism, etc.
Contact person	Nexar Babilonia Torres
Contact details	odaerperu@yahoo.es

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	1,250	2,500	5,000
Formal education	1,150	2,300	4,600
Non formal education	100	200	400
Number of schools	60	120	240
Number of non formal education centers	2	4	8
Number of Aflatoun clubs	80	160	320
Number of trainers	10	20	40
Number of teachers	60	120	240
Frequency of saving (Daily / Weekly / Monthly / Other)	Daily/weekly	Daily/weekly	Daily/weekly
Estimated possible savings (per child per Month)	S/ 5.00 (1.25 euro)	S/ 5.00 (1.25 euro)	S/ 5.00 (1.25 euro)
Age group (i.e grade, standard, form, year)	3rd, 4th, 5th, EBR-EBA- PEBANA	3rd, 4th, 5th, EBR-EBA- PEBANA	3rd, 4th, 5th, EBR-EBA- PEBANA

## Aflatoun Activities:

<b>Child enterprises:</b>	<b>Type of activities</b>
Social	Campaigns about intercultural ideas, inter-club fair of entrepreneurs for the San Martin Region. Week of Childhood, day's work for the Day of Savings. Aflatoun Event.
Economic	Bake sale (making and selling) , increasing the common savings fund. Aflatoun Day
<b>Community involvement:</b>	<b>Type of activities</b>
Parents	School for Parents about children's rights
Community leaders	Talks to raise awareness about Social and Financial Education
Educators & educational system	Forums: Education for the development and Social and Financial Education in the San Martin Region.
Bankers & banking institutions	Visits and program expositions of Social and Financial Education.

## Action Plan

<b>Steps</b>	<b>Description (who, what &amp; challenges)</b>	<b>Estimated timeframe (starting and end date)</b>
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	The programme has been shared internally in ODAER and with the ODAER local offices. Meetings have been held with directors of local education units, principals and teachers of schools, as well as savings banks, cooperatives, social institutions and sport clubs.	October-December 2007
Meeting with governments	ODAER has met with government authorities and primary education specialists from the regional government of San Martín, which have shown special interest in implementing the programme to the whole region	November-December 2007
Stakeholder meeting	Given all the number of meetings held with various organisations, a stakeholder meeting will only be held at a later stage.	Tbd
<b>Step 2: Planning</b>		
Creation of advisory committee	ODAER will be responsible for the creation of the advisory committee and the Evaluation and Monitoring team.	January 2008
Plan of Action	The action plan and operative model has been formulated for the period between January and December 2008	December 2007
MoU with department of education	ODAER has signed already MoUs at provincial level in the San Martin Region. Further MoUs will be signed as more provinces come on board.	December 2007-January 2008
<b>Step 3: Material Development</b>		
Identify material developer	A team of teachers has been identified for the adaptation and contextualisation of the materials, who will in collaboration with education specialists adapt the materials with the feedback from the pilot.	January 2008
Adapt Materials	The suggestions and feedback collected from children and teachers in the final stages of the pilot, will be included in the adaptation of the materials for the next school year.	November – December 2008

<b>Step 4: Training</b>		
Train the trainers	ODAER will train focal teachers for each one of the provinces starting the implementation of the programme in the 2008 school year	February 2008 (if resources available)
Train the teachers	The focal teachers trained by ODAER, train the classroom teachers	February 2008 (if resources available)
<b>Step 5: Live in Schools</b>		
Visit the schools	The monitoring and visits to the schools is responsibility of the focal teachers and will be supervised by ODAER	March-December 2008
Monitor savings process	ODAER is the organisation monitoring the savings process. The identification of a financial institution willing to support the programme and keep the children's savings is still being pursued	April-December 2008
Organise Aflatoun events	The Aflatoun events will be organised through collaboration of Aflatoun Clubs, Focus Teachers, Classroom Teachers, Parents, communities, educational authorities and ODAER	June- September 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	The review with different stakeholders will include Educational Authorities, Principals, Teachers, Children and Parents	December 2008
Application of tools for measuring impact	Impact evaluation with qualitative and quantitative indicators – Report: Participation Investigation which will determine the cause and effect Relationship of the Program of Social and Financial Education in the San Martin Region.	December 2008



## Finca Perú Peru

### Action Plan

#### Facts on the Organisation

Name of the organisation	FINCA Peru
Year Founded	1993
Type of organisation:	Microfinancial Institution
Geographical outreach	Lima, Ayacucho and Huncavelica
Areas of expertise and experience	Microfinance, Practice of Values, Education with credits, Promotion of savings
Contact person	Iris Lanao
Contact details	irislanao@fincaperu.net

#### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	180	300	500
Formal education	–	–	–
Non formal education	180	300	500
Number of schools	–	–	–
Number of non formal education centers	1	1	1
Number of Aflatoun clubs	9	15	25
Number of trainers	1	1	1
Number of teachers	3	5	8
Frequency of saving (Daily / Weekly / Monthly / Other)	Weekly	Weekly	Weekly
Estimated possible savings (per child per Month)	4 soles 1 euro	4 soles 1 euro	4 soles 1 euro
Age group (i.e grade, standard, form, year)	9-12 years old	9-12 years old	9-12 years old

#### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Awareness in events of Finca Peru (defined by children)
Economic	Fund raising campaign - micro enterprises
Community involvement:	Type of activities
Parents	Visits of the children to the village banks their mothers are part of.
Community leaders	By means of social enterprises
Educators & educational system	To be defined
Bankers & banking institutions	Immerse in the system and events.

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Share the concept with the Board and the staff in Ayacucho. The women of the village bank have been asked whether their children would like to be part of Club Aflatoun and how many of them are between 9 and 12 years old.	December – January 2007
Meeting with governments	An official meeting with the government or public institutions will be held at a later stage.	November 2008
Stakeholder meeting	A stakeholder meeting will not be held until after the pilot once there are some initial results to share with different stakeholders.	November 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	The advisory committee will include different actors to elicit the interest in the programme: President of Finca Peru, Regional Director of Finca Ayacucho, Regional Government Representatives.	February 2008
Plan of Action	A pre-pilot has been designed and will be carried out with the children of Finca Ayacucho's staff. This will allow a proper identification of the steps, material adaptation and training required to implement the pilot. The programme will be implemented with own funds.	February 2008
MoU with department of education	OA possible collaboration with the department of education will be assessed once there are initial results of the pilot.	November 2008
<b>Step 3: Material Development</b>		
Identify material developer	The material development team will include Finca's training coordinator, together with people interested in developing materials.	January 2008
Adapt Materials	The material will be adapted according to the feedback from the pre pilot. One unique material for children aged between 9 and 12 years old,- a compendium of activities- to be developed during sessions.	January- March 2008
<b>Step 4: Training</b>		
Train the trainers	The Executive Director and the person in charge of the pre-pilot will train Finca's training coordinator.	March 2008
Train the teachers	Identify the promoters and assistants that will develop the Aflatoun Clubs and hold a training session.	April 2008

<b>Step 5: Live in Schools</b>		
Visit the schools	The programme will be delivered to the children in weekly meetings of 1.5 hours. There will be monthly/bi-monthly supervisions to the Aflatoun Clubs.	April–November 2008
Monitor savings process	The savings process will be part of the weekly meetings of the Aflatoun Club held on Saturday afternoons. The savings of the clubs will be managed by the children with the supervision of the promoters and saved in Finca's vaults.	April–November 2008
Organise Aflatoun events	Within the events organised by Finca and an Aflatoun fair.	July ,October & December 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Feedback meetings with promoters and children.	November–December 2008
Application of tools for measuring impact	According to the tools made available by the Secretariat.	November 2008



# Banco de Desarrollo Centro Oriental & Center for the New Economy Puerto Rico

## Action Plan

### Facts on the Organisation

Name of the organisation	Banco de Desarrollo Centro Oriental (Central Eastern Development Bank) / Center for a New Economy
Year Founded	1980 (within Municipality) – 2007 registered independently/ 1998
Type of organisation:	Loan fund / Think Tank
Geographical outreach	Central Eastern Puerto Rico/ Puerto Rico
Areas of expertise and experience	Financial education, housing and commercial loans/ Public Policy
Contact person	Ana G. Rodriguez/ Miguel Soto
Contact details	Mike@grupocne.org

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	1500	3000	10000
Formal education	1500	3000	10000
Non formal education			
Number of schools	5	15	30
Number of non formal education centers	0	0	0
Number of Aflatoun clubs			
Number of trainers	2	8	12
Number of teachers			
Frequency of saving (Daily / Weekly / Monthly / Other)	Monthly	Monthly	Monthly
Estimated possible savings (per child per Month)	\$10 7 euros	\$15 10 euros	\$20 14 euros
Age group (i.e grade, standard, form, year)	10 6-14	12 6-14	15 6-18

### Aflatoun Activities:

Community involvement:	Type of activities
Parents	Workshops on financial education
Community leaders	Workshops on Financial Education and Trainings
Educators & educational system	Training on the need of incorporating financial education in schools
Bankers & banking institutions	Sensitisation on the need to participate in financial education and coordinating activities to maximise efforts

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	The concept has been shared with different organisations in Puerto Rico.	November– January 2008
Meeting with governments	The concept has been discussed and approved by the Municipality and the Board of the Development Bank.	January-February 2008
Stakeholder meeting	Tbd.	Tbd
<b>Step 2: Planning</b>		
Creation of advisory committee	Tbd.	Tbd
Plan of Action	The action plan will be part of the programme of universal savings for children.	Tbd
MoU with department of education	In the pilot, the programme will be implemented in schools within the municipality and therefore does not require an MoU with the educational department. However it will be pursued in a later stage.	Tbd
<b>Step 3: Material Development</b>		
Identify material developer	Ana Rodriguez will in charge of the adaptation of the existing materials.	Tbd
Adapt Materials	The materials will be adapted to the different ages and for the parents as well.	Tbd
<b>Step 4: Training</b>		
Train the trainers	Ana Rodriguez, with help of a VISTA worker, will be in charge of the training component.	Tbd
Train the teachers	Some volunteers have already been identified to be the ones who teach financial education to children and adults.	Tbd
<b>Step 5: Live in Schools</b>		
Visit the schools	The schools that will participate in the programme are located within the Caguas Municipality. It is expected that the programme will be incorporated within the schools' curriculum.	Tbd
Monitor savings process	The Municipality of Caguas has a universal savings programme for all children born within Caguas. The Aflatoun programme would be providing the educational component to it.	Tbd
Organise Aflatoun events	To be defined.	Tbd
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	To be defined.	Tbd
Application of tools for measuring impact	To be defined.	Tbd

## Action Plans – Asia Summary

Action Plans were received by 18 partner organisations from the Asia region. The chart below totals the plans across formal and non-formal education sectors to reach 847,205 children by 2010.

<b>Asia</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Number of Children in programme (total)</b>	288,562	471,875	847,205
<b>Formal Education</b>	277,048	450,825	810,475
<b>Non formal education centres</b>	11,514	21,050	36,730
<b>Number of schools</b>	2,475	4,416	6,865
<b>Number of non formal education centres</b>	116	160	251
<b>Number of Aflatoun clubs</b>	1,837	4,098	6,633

Asia numbers are boosted by the pre-existing MeJol programme in the early years which already reaches.

The forward focus on Asia is on innovation with children outside the formal schools sector because these are very marginalised populations, even though the absolute numbers of children who will be reached by these innovations for the future of the network is lower than in the African continent.

The key areas of the focus of these programmes are street children, children in prisons and children who have been or are being trafficked.

The diversity of the Asia region means that we have a much greater challenge in contextualising into multiple languages and regional dialects to ensure programme success, and this will be a focus of secretariat support to this region.



# Help the Afghan Children Afghanistan

## Action Plan

### Facts on the Organisation

Name of the organisation	Help the Afghan Children
Founded	1993
Type of organisation:	Non profit NGO – educational
Geographical outreach	Afghanistan
Areas of expertise and experience	Designing, delivering innovative learning programs & services to Afghan children
Contact person	Suraya Sadeed
Contact details	sadeed@htac.org / www.helptheafghanchildren.org

### Quantitative targets:

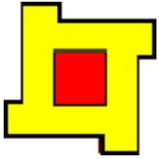
	2008	2009	2010
Number of Children in programme (total)	100	300	600
Formal Education	100	300	300
Non formal education centers	n/a	n/a	n/a
Number of schools	1	4	8
Number of non formal education centers	n/a	n/a	n/a
Number of Aflatoun clubs	1	4	8
Number of trainers	1	1	1
Number of teachers	2	8	16
Frequency of saving	Monthly	Monthly	Monthly
Estimated possible savings (per child per Month)	10-14 years old	8-14 years old	8-14 years old
Age Group (i.e grade, standard, form, year)	11-14 years old	11-14 years old	11-14 years old

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Civil society workshops
Economic	Breaking poverty workshops
Community involvement:	Type of activities
Parents	Supporting their children in implementing program.
Community leaders	Supporting families of children in program
Educators & educational system	Speaking to parents and implementing school program
Bankers & banking institutions	Speaking at schools and recognizing student achievements.

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	School administration: Abdulla Bin Omar Middle School (Paghman District, Kabul Province of Afghanistan) – goals, objectives of Aflatoun program, teacher training, gain school support Community School Committee: Introduce Aflatoun program and role of Committee. Local bank: Introduce Aflatoun program, role of bank and gain support.	April – June 2008
Meeting with governments	HTAC meets and gains support of District government officials for implementation of program	April – June 2008
Stakeholder meeting	Orientation and planning meeting with school administrator, Community School Committee members and representative from local bank.	April – June 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	HTAC envisions the local Community School Committee will play an active role in supporting the Aflatoun program.	April – June 2008
Plan of Action	HTAC develops short & long range plan.	June – July 2008
MoU with department of education	HTAC meets with Afghanistan's Ministry of Education to gain support for curriculum development	July – September 2008
<b>Step 3: Material Development</b>		
Identify material developer	HTAC educational team assumes responsibility for materials development.	April – May 2008
Adapt Materials	Aflatoun materials translated to Dari by HTAC educational team	April – May 2008
<b>Step 4: Training (See Aflatoun training tree)</b>		
Train the trainers	Organise training for trainers on Aflatoun programmes	April 2008
Train the teachers	Organise training for school teachers	May 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	Implementation of pilot program at Abdulla Bin Omar Primary & Middle School. Initiation of student savings program. Teacher observation and coaching.	September – November 2008
Monitor savings process	HTAC will apply it's continuous improvement cycle: 1) establish savings goals; 2) measure progress against goals; 3) evaluate what aspects of the process are effective and what needs to be changed; 4) redesign to improve process – and repeat cycle	September – December 2008; January – March 2009
Organise Aflatoun events	HTAC will collaborate with school, and other stakeholders to organise program launch, school & community open house, and school/parental/child celebrations.	September - November 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Stakeholders will periodically participate in HTAC-run continuous improvement sessions to determine: What's working and why? What needs to be improved and why? And what changes are necessary and when?	December 2008
Application of tools for measuring impact	HTAC will use it's continuous improvement cycle & performance scorecard for periodically measuring, evaluating and improving the Aflatoun Program.	December 2008 – March 2009



# Bangladesh Rural Advancement Committee (BRAC)

## Action Plan

### Facts on the Organisation

Name of the organisation	Bangladesh Rural Advancement Committee (BRAC)
Year Founded	1972
Type of organisation:	Non-governmental organisation
Geographical outreach	Bangladesh BRAC International: Afghanistan, Sri Lanka, Uganda, Tanzania, Southern Sudan, United Kingdom, United States of America
Areas of expertise and experience	Poverty alleviation with a holistic approach
Contact person	Monwer Hossain Khandkar
Contact details	monwer.hk@brac.net / www.brac.net

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	3,600	173,000	Additional 200,000 every year
Formal education	3,600	173,000	200,000
Non formal education	n/a	n/a	n/a
Number of schools	100	5,000	Moving to 32,000
Number of non formal education centers	n/a	n/a	n/a
Number of Aflatoun clubs	100	5,000	
Number of trainers in programme	20 - 30		
Frequency of saving (Daily/Weekly/Monthly/Other)	Monthly	Monthly	Monthly
Estimated possible savings (per child per Month)	Tk – 2 to 5 (0.04 EUR)	Tk – 2 to 5 (0.04 EUR)	Tk – 2 to 5 (0.04 EUR)

### Key features of BPS, BAPS & Secondary Schools:

Age groups of the learners of BRAC Primary Schools (BPS) and BRAC Adolescents Primary Schools (BAPS) are 8 – 10 and 11 – 14 respectively. On average 30 – 33 learners are being taught in these schools.

Secondary Schools: Run by local community and the government. Learners are being taught from grade Six to Ten. There are 40 – 50 students in each grade in the secondary schools. BRAC is working to improve the teaching- learning quality of the secondary schools through the programme PACE. We will pilot Aflatoun in grade six.

## Aflatoun Activities:

Child enterprises:	Type of activities
Social	Community's cleanliness, Awareness building eg, Extended Programme for Immunization (EPI) . 3 to 4 activities per year per Aflatoun Club
Economic	Picnic, Sports and cultural show. 1 to 2 activities per year per Aflatoun Club
Community involvement:	Type of activities
Parents	Any kind of social event in the school. 3 to 4 activities per year per Aflatoun Club.
Community leaders	Any kind of social event in the school. 3 to 4 activities per year per Aflatoun Club

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Stakeholder meeting	Parents, Guardians.	01.04.2008 – 01.05.2008
<b>Step 2: Planning</b>		
Plan of Action	Education Development Unit (EDU) , Capacity Development Unit (CDU) , & Field operation.	15.01.2008 – 31.01.2008
<b>Step 3: Material Development</b>		
Identify material developer	EDU	01.01.2008 – 31.01.2008
Adapt Materials	EDU	01.02.2008 – 01.05.2008
<b>Step 4: Training</b>		
Train the trainers	EDU & CDU will provide the training.	01.05.2008 – 31.05.2008
Train the teachers	EDU & CDU will provide the training.	01.05.2008 – 31.05.2008
<b>Step 5: Live in Schools</b>		
Visit the schools	School will be visited and supervised under the present mechanism.	01.06.2008 – 30.09.2008
Monitor savings process	Monitoring Units.	01.06.2008 – 30.09.2008
Organise Aflatoun events	Areas and Branch offices.	01.06.2008 – 30.09.2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Parents, guardians, community members.	01.07.2008 – 30.09.2008
Application of tools for measuring impact	Monitoring and Research.	01.08.2008 – 30.09.2008



# Child Rights Advocacy Foundation India

Child Rights Advocacy Foundation

## Action Plan

### Facts on the Organisation

Name of the organisation	CHILD RIGHTS ADVOCACY FOUNDATION (CRAF)
Founded	1997 Officially registered in the year 2004
Type of organisation:	Resource Support Center
Geographical outreach	State of Andhra Pradesh, India
Areas of expertise and experience	CHILD RIGHTS
Contact person	Mr. Gode Prasad
Contact details	vjwapcraf@sancharnet.in

### Quantitative targets:

	2008	2009	2010
Number of Children in programme (total)	10350	34500	57500
Formal Education	10350	34500	57500
Non formal education centers	-	-	-
Number of schools	207	690	1150
Number of non formal education centers	-	-	-
Number of Aflatoun clubs	207	690	1150
% of children actively saving	50%	65%	75%
Number of trainers	69	138	230
Number of teachers	207	690	1150
Frequency of saving	Weekly	Weekly	Weekly
Estimated possible savings (per child per Month)	Rs.8 (0.14EUR)	Rs.10 (0.18EUR)	Rs.12 (0.21EUR)
Age Group (i.e grade, standard, form, year)	III – VII std	III – VII std	III – VII std

## Aflatoun Activities:

Child enterprises:	Type of activities
Social	<ul style="list-style-type: none"> <li>organise campaign rally/door to door visit to enrollment of children</li> <li>June 12 celebration of world day against child Labour</li> <li>Representation of Children Issues at Grama Sabha on October 2nd – Gandhi Jayanthi</li> <li>Child Rights Day Celebration</li> <li>Rallies &amp; Campaigns on Ensuring Child Rights.</li> <li>Visit to children homes (street children, juvenile homes, HIV/AIDS affected children, to establish Friendship bond)</li> </ul>
Economic	<ul style="list-style-type: none"> <li>Fund Raising for the Social Causes by the children</li> </ul>
Community involvement:	Type of activities
Parents	<ul style="list-style-type: none"> <li>Aflatoun Concept sharing to parents</li> <li>Awareness on Child Rights</li> </ul>
Community leaders	<ul style="list-style-type: none"> <li>Aflatoun Concept sharing to Community Leaders</li> <li>Awareness on Child Rights</li> </ul>
Educators & educational system	<ul style="list-style-type: none"> <li>Aflatoun Concept sharing</li> <li>Awareness on Child Rights</li> </ul>
Bankers & banking institutions	<ul style="list-style-type: none"> <li>Aflatoun Concept sharing</li> <li>Awareness on Child Rights</li> </ul>

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	<ul style="list-style-type: none"> <li>NGOs working with children in the state of Andhra Pradesh of 23 target districts and donors related to children interventions.</li> <li>Acceptance of the concept by NGOs and Funding Sources are the challenges.</li> </ul>	Jan 8 2008
Meeting with governments	<ul style="list-style-type: none"> <li>Representation to the Educational Minister through a letter for grant of permission.</li> <li>Challenge: Getting permission for Collaboration is a challenge.</li> </ul>	May/June 2008
Stakeholder meeting	<ul style="list-style-type: none"> <li>Children, Parents, Teachers, HMs, NGOs, Community and officials are the stake holders; Organise a meeting with them on the conceptual clarity on Aflatoun savings.</li> </ul>	June/July 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	District Committee and State level advisory committee.	July/Aug 2008
Plan of Action	A plan of action shall be planned with state NGO and advisory committee.	Aug 2008
MoU with department of education	Efforts shall be laid to build MoU with the Education department to get official permission to undertake the program in schools.	Sept 2008

<b>Step 3: Material Development</b>		
Identify material developer	• The developed materials by AFLATOUN shall be translated into Telugu.	June/July 2008
Adapt Materials	Publish the material	July 2008
<b>Step 4: Training</b>		
Train the trainers	• 3 regional level Tot for the NGOs	July 2008
Train the teachers	District level teachers training by those trained in ToT	Aug - 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	The local NGO shall visit the schools and establish contacts with the school HM and teachers	August 2008
Monitor savings process	The responsible and trained NGOs shall visit the school to monitor savings	September 08
Organise Aflatoun events	Once initial preparation is done, materials are developed, trainings to the NGOs/Teachers are held, and the necessary permissions are granted, the savings program would be launched and simultaneously the social and economic activities would take place	October 08
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Before the closing of schools, a review meeting with NGOs, students, teachers, advisory committee.	March 08
Application of tools for measuring impact	Review to be conducted once a year at the end of financial year March 2008	



## Action Plan

### Facts on the Organisation

Name of the organisation	MelJol
Founded	1999
Type of organisation:	NGO
Geographical outreach	Eight Districts in the state of Maharashtra, India
Areas of expertise and experience	<ul style="list-style-type: none"> <li>• Material Creation for Trainers, Teachers, Ngo's and children to communicate child rights to children.</li> <li>• Trainings: Participatory- child friendly methodologies, Imparting values and child rights.</li> <li>• Work with children.</li> <li>• Developing/ Evolving innovative campaigns/ Strategies/ Programmes for children's empowerments</li> </ul>
Contact person	Ms. Sumitra Ashtikar
Contact details	meljolumbai@yahoo.co.in / <a href="http://meljol.net">http://meljol.net</a>

### Quantitative targets:

	2008	2009	2010
Number of Children in programme (total)	207,000	257,000	400,000
Formal Education	205,000	250,000	385,000
Non formal education centers	2,000	7,000	15,000
Number of schools	1628	1923	3000
Number of non formal education centers	5	10	15
Number of Aflatoun clubs	900	1200	1800
Number of trainers	175	200	300
Number of teachers	4000	5000	7500
Frequency of saving (Daily / Weekly / Monthly / Other)	Weekly	Weekly	Weekly
Estimated possible savings (per child per Month)	Rs.5 (0.08EUR)	Rs.7 (0.12EUR)	Rs.10 (0.18EUR)
Age Group (i.e grade, standard, form, year)	6-14Yrs.	6-14Yrs.	6 -14Yrs.

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Camp, Meeting
Economic	Making Earthen Lamps, Saplings, wormy culture etc.
Community involvement:	Type of activities
Parents	Meetings
Community leaders	Meetings
Educators and educational system	Meetings
Bankers and banking institutions	Meetings

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	MeJol is planning to organise meeting with Ngo's and Ngo networks to share the concept and build partnerships for replicating concept state and nationwide.	August -07 to June 08
Meeting with governments	Meeting Government. Officials at state level to ensure their support and co- operation to the programme. Meeting with secretary education and director education will be organised.	January 08 to July 08
Stakeholder meeting	Donors, Bankers Associations on-going.	Ongoing
<b>Step 2: Planning</b>		
Creation of advisory committee	Ngo representatives, donor representatives, Government Officials will form advisory committee. MeJol will facilitate the process.	July 08
Plan of Action	MeJol will review programmes and will finalised the plans. MeJol will facilitate the process by which all the partner Ngo's will make their own plans. Plans will be made in consultation with the Government Education department.	July 08/August 08
MoU with department of Education	MeJol in co-ordination with all the partner NGOs will advocate with the Government to sign the MOU.	August 08
<b>Step 3: Material Development</b>		
Identify material developer	Few adaptations and translations are needed to be done. MeJol will do the translations.	June 08
<b>Step 4: Training (See Aflatoun training tree)</b>		
Train the trainers	MeJol will train Ngo representatives. Ngo representatives and MeJol team will train trainers. Challenges: Subject to permissions for training of trainers, date will change.	July 08 September 08
Train the teachers	Ngo representatives and trainers will train teachers. MeJol team will attend 50% trainings to review the trainings.	July 08 September 08
<b>Step 5: Live in Schools (start: June 2008)</b>		
Visit the schools	Trainers/ Ngo representatives will visit schools. One visit per semester will be organised. MeJol team will visit 1% of the schools.	October 08 January 09
Monitor savings process	Trainers will facilitate and supervise implementation at school levels. Teachers will monitor savings on a regular basis. Ngo representatives will monitor programme.	Once in 2 months. Weekly Once in 3 month
Organise Aflatoun events	One event per district will be organised subject to availability of funds. This will be jointly organised by MeJol team and Government.	February 09
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Trainers : twice a year Teachers: end of academic year Children: end of academic year NGOs: Once in 3 months. Department of education. End of year. Apart from this local NGOs will review the programme implementation more closely with trainers and teachers.	February 09



# Young Men's Welfare Society India

## Action Plan

### Facts on the Organisation

Name of the organisation	Young Men's Welfare Society
Founded	1967
Type of organisation:	Educational
Geographical outreach	Kolkata and South 24 Parganas
Areas of expertise and experience	Education, Drinking Water & Mother's Savings Group
Contact Person	Sumita Bhattacharya
Contact Details	+ 91-33-24161602 ymws@sify.com

### Quantitative targets:

	2008	2009	2010
Number of Children in programme (total)	150	200	250
Formal Education			
Non formal education centers	150	200	250
Number of schools	1	1	1
Number of non formal education centers	1	1	1
Number of Aflatoun clubs	1	1	1
Number of trainers	2	2	2
Number of teachers	17	15	12
Frequency of saving (Daily / Weekly / Monthly / Other)	Monthly	Monthly	Monthly
Estimated possible savings (per child per Month)	Rs 10 (0.17EUR)	Rs 10 (0.17EUR)	Rs 10 (0.17EUR)
Age Group (i.e grade, standard, form, year)	6-8 yrs, Class I - IV	6-8 yrs, Class I - IV	8-14 yrs, Class IV - VIII

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Awareness Camp
Economic	Awareness Camp
Community involvement:	Type of activities
Parents	Awareness Camp
Community leaders	To be determined in the course of the year
Bankers & banking institutions	To be determined in the course of the year

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Meeting with Parents: Project Co-ordinator and the teachers will have a meeting with parents once a month to create awareness. Since this concept is new to them and the children views are not heard in our society, we may find it difficult to implement this in our centres initially.	1st meeting will be conducted in the last week of March 08.
<b>Step 2: Planning</b>		
Creation of advisory committee	Since the political scenario in West Bengal is different from other parts of India, we are planning to have an Advisory Committee comprising of our organisation's President, Executive Secretary and one of the members from our Executive Committee. A report on Aflatoun's activities will be submitted to the Advisory Committee every month. Every six months the Project Co-ordinator and the concerned teachers will have a meeting with this committee.	
Plan of Action	To be developed as the programme starts.	
<b>Step 3: Material Development</b>		
Identify material developer	Teachers will help us to develop materials.	
Adapt Materials	We are planning to use a small exercise book per child as the children's pass book, and a big exercise book as the class ledger and the school bank account record.	
<b>Step 4: Training (See Aflatoun training tree)</b>		
Train the trainers	Project Co-ordinator will train up the Headmaster/ Headmistress and Asst. Teacher of our centre.	
Train the teachers	Headmaster and Asst. Teacher will train up our centre's teachers.	6th Feb 08
<b>Step 5: Live in Schools</b>		
Visit the schools	Initially once a month and then it will reduce to every 6 months by the Project Co-ordinator.	
Monitor savings process	Every 3 months.	
Organise Aflatoun events	Once a year.	(in November 08)
<b>Step 6: Review and Reflection</b>		
Application of tools for measuring impact	Questionnaire and Personal interviews.	



# Yayasan Bina Potensi Masyarakat (YAPIM) Indonesia

## Action Plan

### Facts on the Organisation

Name of the organisation	Yayasan Bina Potensi Masyarakat (YAPIM) /Institute of Community Potency Motivator
Founded	1990
Type of organisation:	Non-Government Organisation
Geographical outreach	Regional
Areas of expertise and experience	Child Rights Program Education and Training
Contact person	Iswanto SM
Contact details	yapim_ngo_indonesia@yahoo.co.uk

### Quantitative targets:

	2008	2009	2010
Number of Children in programme (total)	4,250	6,875	13,375
Formal Education	3,750	5,625	9,375
Non formal education centers	500	1,250	3,750
Number of schools	50	75	125
Number of non formal education centers	10	25	75
Number of Aflatoun clubs	10	15	25
Number of trainers	120	160	160
Number of teachers	150	225	375
Frequency of saving	Weekly	Weekly	Weekly
Estimated possible savings (per child per Month)	IDR 7,000 (0.50 EUR)	IDR 7,000 (0.50 EUR)	IDR 7,000 (0.50 EUR)
Age Group (i.e grade, standard, form, year)	9 - 12 years Fifth – sixth grade	9 - 12 years Fifth – sixth grade	9 - 12 years Fifth – sixth grade

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Entertainment activities
Economic	Bazaar
Community involvement:	Type of activities
Parents	Socialisation Reporting on saving development Seminar
Community leaders	Socialisation
Educators & educational system	Workshop in developing saving and materials
Bankers & banking institutions	Coordination

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Meet with NGO partners to share the Aflatoun concept.	17 Feb – 5 March 08
Meeting with governments	Meet with National Education department officers, District and provincial officers.	23 Feb – 10 March 08
Stakeholder meeting	Meet with NGO partners, Teachers, Bank officers, National Education department officers, District and provincial officers.	1 March – 20 March 08
Stakeholder meeting	NGO's, Teacher's & Community members (Children & parents).	3rd Mar, 08
<b>Step 2: Planning</b>		
Creation of advisory committee	Create advisory committee based on talks with NGO partner, Teachers, Bank officers, National Education department officers, District and provincial officers.	1 April 08 - 10 April 08
Plan of Action	Advisory Committee drafts Plan of Action.	25 April 08 - 6 May 08
MoU with department of education	Advisory committee representative oversees MoU signing with Department of Education.	10 May - 25 May 08
<b>Step 3: Material Development</b>		
Identify material developer	Advisory committee identifies material developer.	26 May – 30 June 2008
Adapt Materials	Advisory Committee contracts a translator and contextualiser.	26 May – 30 June 2008
<b>Step 4: Training (See Aflatoun training tree)</b>		
Train the trainers	Stakeholders (NGO).	15 – 30 July 08
Train the teachers	Training of Teachers.	5 – 30 August 08
<b>Step 5: Live in Schools</b>		
Visit the schools	Local NGO partners.	On Saturday every week, started from August 08 – so on
Monitor savings process	Teachers, children, Local NGO partner, and Advisory committee	On Saturday every week, started from August 08 – so on
Organise Aflatoun events	School. Regional.	November 08 December 08
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Community representative.	05 – 15 Sept 08
Application of tools for measuring impact	Publishing bulleting to report progress from saving, activities and receive feed back from others.	Three time for a year started from July 08



# Malaysian Child Resource Institute Malaysia

## Action Plan

### Facts on the Organisation

Name of the organisation	Malaysian Child Resource Institute
Founded	1993
Type of organisation:	Child-focussed Non-governmental, Not-for-profit organisation
Geographical outreach	Malaysia – mainly Klang Valley, i.e. Kuala Lumpur and Selangor and Johor
Areas of expertise and experience	Child Rights Advocacy, Early Childhood Care and Education, Juvenile Justice
Contact person	Michelle Wong
Contact details	mcri@streamyx.com / www.mcr-inst.org

### Quantitative targets:

	2008	2009	2010
Number of Children in programme (total)	2,500	9,800	20,000
Formal Education	-	5000	15,000
Non formal education centers	2500	4800	5000
Number of schools	-	20	30
Number of non formal education centers	25	80	100
Number of Aflatoun clubs	25	100	130
Number of trainers	10	40	80
Number of teachers	50	120	200
Frequency of saving (Daily / Weekly / Monthly / Other)	Fortnight – Monthly	Fortnight – Monthly	Fortnight – Monthly
Estimated possible savings (per child per Month)	RM 10 – 40 (5.25EUR)	RM 10 – 50 (6.30EUR)	RM 10 – 50 (6.30EUR)
Age Group (i.e grade, standard, form, year)	10 – 18 years old	7 – 18 years old	7 – 18 years old

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Advocacy campaigns for better education access/ child rights
Economic	Generation of income via in-house production of goods/services
Community involvement:	Type of activities
Parents	Relationship building and child rights awareness / career talks
Community leaders	Consultative sessions with children, promotion of child participation
Educators & educational system	Child Rights/CFSE talks/awareness, child-organised events (as part of social enterprises) for teachers
Bankers & banking institutions	Financial Education talks, visits to banks / career talks

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Who: UNICEF, World Vision, Hope Worldwide, Malaysian Care, Community Support Network, Montfort Boys and other NGOs Challenges: NGOs are afraid to collect the money on behalf of the children.	December 2007 – early March 2008
Meeting with governments	Who: The 5 pillars of justice including, the Social Welfare Department and the Children's Division, Prisons, Royal Malaysian Police, Ministry of Finance and the Ministry of Education.	Deadline: March 2008
Stakeholder meeting		March 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	Who: Representatives from a bank, Youth Justice Board, government department, Curriculum Development Centre of the MoE, Malaysian Human Rights Council (SUHAKAM), UNICEF Challenges: Commitment level and availability of the committee members.	April 2008
Plan of Action	Who: Aflatoun Advisory Committee and Youth Justice Board committee	April 2008
MoU with relevant government departments	Who: Youth Justice board committee, Aflatoun Advisory Committee, ministry officials, reps from the centres we will be working in	April 2008
<b>Step 3: Material Development</b>		
Identify material developer / Adapt Materials	Who: Curriculum Development Centre of the MoE, SUHAKAM, Youth Justice Board, Aflatoun Advisory Committee, Teachers/centre directors, Local Publisher / Book Editor Challenges: materials have to be adapted to children in different circumstances	May 2008
<b>Step 4: Training (See Aflatoun training tree)</b>		
Train the trainers	Who: Trainers for the prison department / social welfare department in Selangor and Kuala Lumpur, Youth justice board youth mentors/advocates, Centre operators, Bar Council volunteers Challenges: Ensuring the quality of the trainers and the way that they would eventually conduct their trainings.	May / June 2008
Train the teachers	Who: Youth Justice Board Advocates / Mentors, Care givers at the centres, educators in the Prison centres and Henry Gurney schools, volunteers from the Bar Council	June 2008 (during the school holidays – though the time does not matter for certain remand centres

<b>Step 5: Live in Schools (start: June 2008)</b>		
Visit the schools	Who: Aflatoun Advisory Committee and Youth justice board Committee. Challenges: some centres have children who might not stay for longer than 3-6 months.	June 2008 (to observe the teacher and student participation levels)
Monitor savings process	Who: Bank officials, Aflatoun advisory council, teachers Challenges: Lack of proper records by the officials and the constant movement of the children from one centre to the next.	Monthly / Bi Monthly between the advisory council and the bank Quarterly with the teachers
Organise Aflatoun events	Who: All involved in the Aflatoun events – especially the children	June / July and another one at the end of the year.
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	What: 3 – 5 day meeting to see what has been going on and what changes need to be made and what's worked and what's not.	2 months into the project (September 2008 and (December)
Application of tools for measuring impact	Challenges: Getting them to use the tools and returning the forms etc back to us. Might have to be done during the 3 -5 day meeting	December 2008

## Action Plan

### Facts on the Organisation

Name of the organisation	Junior Achievement Nepal
Founded	2002
Type of organisation:	JAN is not-for-profit organisation
Geographical outreach	Nepal
Areas of expertise and experience	The organisation is dedicated to educating student and young entrepreneurs about business, economic and free enterprise
Contact person	Rammani Acharya
Contact details	Rammani@janepal.org / www.janepal.org

### Quantitative targets:

	2008	2009	2010
Number of Children in programme (total)	12,000	17,000	25,000
Formal Education	10,000	13,000	17000
Non formal education centers	2000	4000	8000
Number of schools	50	100	150
Number of trainers	5	10	20
Number of teachers	100	130	220

### Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	As JA Nepal presently cover 5000 students in 2007 it has targeted 10,000 student in 2008, so it will not be difficult fro JA Nepal to conduct Aflatoun programs in Nepal.	Already have discussion about Aflatoun Programs
Meeting with governments	JA Nepal already has good relationship with government people and have already talk informally about Aflatoun Programs	JA Nepal has discussion formally when curriculum and documents will be available
Stakeholder meeting	Already have a meeting with JA Nepal Involved people	Meeting took place on 23rd January.

<b>Step 2: Planning</b>		
Creation of advisory committee	As soon as JA Nepal have MOU with Aflatoun.	Hope by March 2008
Plan of Action	Searching for donor agency to run Aflatoun programs. As soon as Donor will be available Action Plan will be developed.	Hope by March 2008
MoU with department of education	Not required in Nepal if required will be done on March 2008.	March 2008
<b>Step 3: Material Development</b>		
Identify material developer	JA Nepal has a team of material developer so after finding donor agency and material JA Nepal will start material development work.	Hope by last March or April 2008
Adapt Materials	after finding Donor.	Hope Will be done on April 2008
<b>Step 4: Training (See Aflatoun training tree)</b>		
Train the trainers	JA Nepal has already a team of trainers who can train the trainers but they can only do after receiving materials and training about Aflatoun programs.	Hope will be done on April 2008
Train the teachers	JA Nepal has already a team of teachers so after train the trainers it will be done within 2 weeks.	April 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	Already have a meeting with School Principle and Teachers about Aflatoun programs Planning to start programs by May 2008.	Done
Monitor savings process	Depend on Aflatoun programs Timeframe.	
Organise Aflatoun events	Depend on Aflatoun programs Timeframe.	
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	At the middle of Aflatoun program running.	
Application of tools for measuring impact	At the end of Aflatoun program running.	January 2009



# KAPINCE – NEPAL

## Action Plan

### Facts on the Organisation

Name of the organisation	KAPINCE-NEPAL
Founded	December 16, 1997
Type of organisation:	Non-profit, Non-Governmental Social Developmental Organisation
Geographical outreach	Western development region in Nepal
Areas of expertise and experience	Children and Women Empowerment, Civic Education, Human Rights and Social Justice, Media Mobilisation, Peace Education and Conflict Transformation and Good Governance
Contact person	Ram Achal Yadav
Contact details	kapincenepal@ntc.net .np / www.kapincenepal.org

### Quantitative targets:

	2008	2009	2010
Number of Children in programme (total)	5000	12000	17000
Formal Education	4000	10000	15000
Non formal education centers	1000	2000	2000
Number of schools	15	25	40
Number of non formal education centers	4	7	10
Number of Aflatoun clubs	132	264	396
Number of trainers	4	9	15
Number of teachers	30	60	120
Frequency of saving	Weekly	Monthly	Monthly
Estimated possible savings (per child per Month)	20 NPR (0.19EUR)	25 NPR (0.24EUR)	30 NPR (0.29EUR)
Age Group (i.e grade, standard, form, year)	5-16 Years	5-16 Years	5-16 Years

## Aflatoun Activities:

<b>Child enterprises:</b>	<b>Type of activities</b>
Social	Awareness programs, campaign on CRC, leadership development, Contests (Essay, Speech, Drawings) for the enhancement of their spirit of personal exploration empowering them to be able to “Separate Fiction from Fact. Explore, think, investigate an act”. The above activities will be aimed at engendering the confidence and capacity of their personal exploration, rights and responsibilities.
Economic	Savings and spending, micro enterprises, scholarship, income-generation training, skill development and capacity building. The above said activities will be aimed at building the confidence and capacity of saving and spending, planning and budgeting and child enterprise.
<b>Community involvement:</b>	<b>Type of activities</b>
Parents	Interaction, training, workshop for enhancing their understanding of children’s entire development as per the vision of Aflatoun’s CSFE
Community leaders	Interaction, training, workshop
Educators & educational system	Interaction, training, workshop
Bankers & banking institutions	Interaction, workshop, trainings on the nature and importance of savings, Aflatoun’s vision and modality of operation of Balanced Child Social and Financial Education

## Action Plan

<b>Steps</b>	<b>Description (who, what &amp; challenges)</b>	<b>Estimated timeframe (starting and end date)</b>
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Meeting with Local organisations.	1st week of April, 2008
Meeting with governments	Meetings with concerned government agencies (District Development Committee, Department of Education and Women Development Office) to build coordination, gaining essential official support and receiving official permission.	2nd week of April, 2008
Stakeholder meeting	Meeting with stakeholders to receive essential organisational support.	3 rd week of April, 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	Program Action Team, representatives of the Department of Education, District Development Committee, Women Development Office, District Child Club Network, UNICEF and local Cooperatives/ Banks.	1st week of April, 2008
Plan of Action	The Program Action Team of KAPINCE -NEPAL will follow the Plan of Action given below: Annual, Quarterly, Monthly.	1st week of April, 2008
MoU with department of education	Sign the Memorandum of Understanding with the Department of Education.	1st week of April

<b>Step 3: Material Development</b>		
Identify material developer	Identify experts for material and text development within the local level incorporating their services enhancing collaborative responsiveness to the cause.	2nd week of April
Adapt Materials	Test the developed material with students for effective and successful adaptation of the material.	Up to July, 2008
<b>Step 4: Training (See Aflatoun training tree)</b>		
Train the Local Organisations	Provide the members of Local Organisations with necessary trainings to enhance the Aflatoun's balanced child social and financial education program.	4th week of July, 2008
Train the trainers	Select the trainees and provide them training of the trainers to be working as resource persons for training the teachers at selected schools.	August 1-15, 2008
Train the teachers	Provide the focal teachers with detailed training on the successful and effective implementation of Aflatoun child social and financial education program in the schools.	August 16-30, 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	The Program Action Team of KAPINCE-NEPAL (Partner Organisation) will visit the schools and provide the school administration, the teachers and students with information.	Every two months
Monitor savings process	Monitor the Aflatoun program.	Every two months and if needed, monthly
Organise Aflatoun events	Forums to bring together students and engender confidence in Aflatoun teachers, students, trainers and parents and guardians towards finding common ground, sharing ideas and gaining.	4 times a year
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Various meetings: Internal process review, Stakeholders meeting, Teacher review, Children review meetings.	March 1-30, 2009
Application of tools for measuring impact	Measure the results of the pilot ensuring the best possible application of the tools and guidance provided by the Aflatoun's Secretariat.	Within a month of the completion of the pilot project

## Action Plan

### Facts on the Organisation

Name of the organisation	CWIN-Nepal (Child Workers in Nepal Concerned Centre)
Founded	1987 January 1
Type of organisation:	NGO
Geographical outreach	Geographic Reach (provinces and/or districts in which you work) : As an advocacy based organisation, its presence remains all over the country. However, CWIN is present in 42 districts of the country with its activities.
Areas of expertise and experience	The main objective of CWIN is to help build a national and international child rights movement to eliminate all forms of abuse, exploitation and injustice against children through advocacy, emergency action, social mobilisation, alliance building and solidarity in action.
Contact person	Madhav Pradhan
Contact details	madhav@mos.com.np / www.cwin.org.np

### Quantitative targets:

	2008	2009	2010
Number of Children in programme (total)	15,500	76,000	151,500
Formal Education	15,000	75,000	150,000
Non formal education centers	500	1,000	1,500
Number of schools	100	1,000	1,500
Number of non formal education centers	5	10	15
Number of Aflatoun clubs	105	1010	1,515
Number of trainers	15	150	230
Number of teachers	300	3000	4500
Frequency of saving	Weekly	Weekly	Weekly
Estimated possible savings (per child per Month)	20NPR (0.19EUR)	20NPR (0.19EUR)	20NPR (0.19EUR)
Age Group (i.e grade, standard, form, year)	11-14 years old	11-14 years old	11-14 years old

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Social activities through meetings, training, consultations, workshops, exhibitions, fairs, distributions of IEC materials, theatres, booklets, posters, stickers, leaflets, stickers and games materials, specials discussion forum in social issues and community problems for children.
Economic	To organise fairs and discussion and consultation on fund raising.
Community involvement:	Type of activities
Parents	Meeting and consultations with Aflatoun Clubs.
Community leaders	Meeting and consultations with Aflatoun Clubs.
Educators & educational system	Meeting and consultations with Aflatoun Clubs.
Bankers & banking institutions	To organise meeting with bankers.

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Sharing the Aflatoun concept with child rights centred NGOs, teachers associations, chamber of commerce, cooperatives, other finance institutions and children's organisations.	January and February 2008
Meeting with governments	Meeting with the Department of Education, Ministries of Women, Children and Social Welfare to implement Aflatoun in formal and non formal centers.	February- March 2008
Stakeholder meeting	Meeting with Unicef, Plan Nepal, Ministry of Women, Children, Social Welfare and Ministry of Education, Consortium for Child Clubs, and teachers association.	March and April 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	Organise meeting and form advisory committee with concerned stakeholders.	March and April 2008
Plan of Action	Develop plan of action for 2008 with concerned stakeholders of Aflatoun Program.	March and April 2008
MoU with department of education	Sign an MoU with the Department of Education.	March 2008
<b>Step 3: Material Development</b>		
Identify material developer	Identify and share materials with developers in more national context fro Aflatoun curriculum.	March and April 2008
Adapt Materials	Pre-test, produce and adapt materials.	March and April 2008
<b>Step 4: Training (See Aflatoun training tree)</b>		
Train the trainers	Organise training for trainers on Aflatoun programmes.	April 2008
Train the teachers	Organise training for school teachers.	May 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	Organise monthly field visits in the schools.	May 2008 to March 2009
Monitor savings process	Conduct regular field visits and monitor saving process in the schools.	May 2008 to March 2009
Organise Aflatoun events	Organise Aflatoun events in the school.	May 2008 to March 2009
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Organise bi-annual and annual review with different stakeholders	June 2008 and January 2009
Application of tools for measuring impact	Measure effectiveness and application of tools in the programme	May 2008 to March 2009



## Action Plan

### Facts on the Organisation

Name of the organisation	Sahil
Founded	1996
Type of organisation:	Non Governmental Organisation (NGO) Working against child sexual abuse
Geographical outreach	Nation wide (Pakistan)
Areas of expertise and experience	Training, Data collection, Counselling, Legal aid, IIEC Material Development , Research and Publications
Contact person	Manizeh Bano
Contact details	info@sahil / www.sahil.org

### Quantitative targets:

	2008	2009	2010
Number of Children in programme (total)	100	200	300
Formal Education	-	-	-
Non formal education centers	100	200	300
Number of schools	--	-	-
Number of non formal education centers	2	5	13
Number of Aflatoun clubs	2	5	13
Number of trainers	4	10	26
Number of teachers	2	5	13
Frequency of saving	Monthly	Monthly	Monthly
Estimated possible savings (per child per Month)	Rs. 10-50 (0.54EUR)	Rs. 10-50 (0.54EUR)	Rs. 10-50 (0.54EUR)
Age Group	12 – 16 years	12 – 16 years	12 – 16 years

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	To do a good deed for savings To clean their environment
Economic	Put up a play Sell self made products
Community involvement:	Type of activities
Parents	Write letters, greetings cards, visits
Community leaders	Meetings on awareness of saving program, civic responsibilities and improvement of environment
Educators & educational system	Developing saving boxes, cash pass books, session on child rights and responsibilities
Bankers & banking institutions	Possibility of linking up with local bank

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Meet with NGOs working with street children through drop in centres. Challenges: willingness of the NGOs given their time constraints.	Jan-March 2008
Meeting with governments	For NGOs, there is no need for meetings with government. If there is any kind of issue concerning government, a meeting can be arranged.	
Stakeholder meeting	Meet with parents, community leaders and banks. Challenges: contact, availability and willingness of the stakeholders.	May-July 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	Form team composed of 3 members of Sahil team + 3 members in each Drop in Centre (DIC).	Jan-March 2008
Plan of Action	Develop Action Plan to Contact DICs, conduct Train trainers for Aflatoun program, Establish Aflatoun clubs, Implement savings schemes and activities with children in DICs.	Jan- Dec 2008
MoU with department of education	Not required.	
<b>Step 3: Material Development</b>		
Identify material developer	Sahil identifies other material developers in collaboration with DICs.	March – June 2008
Adapt Materials	Facilitate adaption of materials in collaboration with DICs.	June- August 2008
<b>Step 4: Training (See Aflatoun training tree)</b>		
Train the trainers	Sahil conducts Training of trainers.	Mar-May 2008
Train the teachers	Sahil conducts Training of teachers.	Mar-May 2008
<b>Step 5: Live in NFE centres (start: May 2008)</b>		
Visit the schools	Non formal classes conducted in the 2 DICs.	May- Dec 2008
Monitor savings process	The monitoring of the savings process will be done by DICs and Sahil.	May- Dec 2008
Organise Aflatoun events	DICs will organise the Aflatoun events.	Oct- Dec 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Sahil and DICs conduct the review of the Aflatoun program with stakeholders.	Dec 2008
Application of tools for measuring impact	Sahil conducts impact measurement through tools provided by Aflatoun Secretariat.	



# Society for Safe Environment & Welfare of Agrarian's in Pakistan (SSEWA-Pak)

## Action Plan

### Facts on the Organisation

Name of the organisation	SSEWA-Pak (Society for Safe Environment & Welfare of Agrarian's in Pakistan)
Founded	1975
Type of organisation:	Rural Community Development
Geographical outreach	Sindh Province
Areas of expertise and experience	Education, Water & Sanitation, Agriculture, Saving and Credit and Emergency Relief
Contact person	Ashraf J. W. Mall
Contact details	Email: ashmall2005@yahoo.co.uk Website: www.lsrda.org

### Quantitative targets:

	2008	2009	2010
Number of Children in programme (total)	7500	10000	15000
Formal Education	7500	10000	15000
Non formal education centers			
Number of schools	200	250	350
Number of non formal education centers			
Number of Aflatoun clubs	200	300	600
Number of trainers	10	20	30
Number of teachers	200	300	500
Frequency of saving (Daily / Weekly / Monthly / Other)	Weekly	Weekly	Weekly
Estimated possible savings (per child per Month)	20 Rs (0.22EUR)	20 Rs (0.22EUR)	20 Rs (0.22EUR)
Age Group	12 – 16 years	12 – 16 years	12 – 16 years

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Weekly meetings of Aflatoun clubs held and discussed social issues
Economic	Weekly Saving meetings held and saving collected
Community involvement:	Type of activities
Parents	Annual get together and festival/invite parents in meetings of Aflatoun clubs to solve social issues
Community leaders	Annual get together and festival
Educators & educational system	Annual get together and festival
Bankers & banking institutions	Annual get together and festival

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Initial Orientation	Detailed meeting with SSEWA-Pak staff	19th Dec 07
Orientation of teachers	SSEWA-Pak teachers.	8th Jan 08
Meeting with local organisation	PVDP, SSEWA-Pak, DoH, BLLFS (Sharing Aflatoun Concept).	14th Feb, 08
Stakeholder meeting	NGO's, Teacher's & Community members (Children & parents).	3rd Mar, 08
<b>Step 2: Planning</b>		
Creation of advisory committee	All stake holders.	3rd Mar, 08
Plan of Action	All stake holders.	3rd Mar, 08
MoU with of department education/ partners	All stake holders.	3rd Mar, 08
<b>Step 3: Material Development</b>		
Aflatoun Poster	Develop Aflatoun poster for SSEWA-Pak schools.	25th Jan 08
Aflatoun Songs	SSEWA-Pak teacher from Hindi to Urdu.	15th Feb 08
Identify material developer	SSEWA-Pak.	15th Mar, 08
Adapt Material	Booklets.	10th Aug, 08
<b>Step 4: Training (See Aflatoun training tree)</b>		
Train the trainers	Train 10 school teachers.	30th Sep , 2008
Train the teachers	Train 200 teachers.	Sep to Dec 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	Aflatoun groups.	Dec, 08
Monitor savings process	Partner school.	Mar to Dec 2008
Organise Aflatoun events	Mela (festival).	14th Aug 2009
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders		Dec 2008



# Childhope Asia Philippines

## Action Plan

### Facts on the Organisation

Name of the organisation	Childhope Asia Philippines
Year Founded	1989
Type of organisation:	Non profit organisation for street children
Geographical outreach	Metro Manila, Philippines
Areas of expertise and experience	Alternative education and psychosocial interventions for street children; advocacy on children's rights
Contact person	Ms. Teresita L. Silva, MSW President/ Executive Director Mr. Aladin M. Borja, Jr. Program Coordinator
Contact details	chap@childhope.org.ph / www.childhope.org.ph

### Quantitative targets:

	2008	2009	2010
Number of Children in programme (total)	90	90	90
Formal Education	NA	NA	NA
Number of areas covered	11	11	11
% of children actively saving	50%	50%	50%
Number of trainers/ street educators	15	15	15
Frequency of saving (Daily / Weekly / Monthly / Other)	Daily	Daily	Daily
Estimated possible savings (per child per Month)	PhP75	PhP75	PhP75
Age Group (i.e grade, standard, form, year)	14-17 years old	14-17 years old	14-17 years old
Frequency of saving (Daily / Weekly / Monthly / Other)	Weekly	Weekly	Weekly
Estimated possible savings (per child per Month)	US 0.30 0.20 euro	US 0.30 0.20 euro	US 0.30 0.20 euro
Age group (i.e grade, standard, form, year)	6 -16 years old	6 – 16 years old	6 – 16 years old

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Monthly meetings; values formation; alternative learning sessions
Economic	Skills training
Community involvement:	Type of activities
Parents	Meeting with the parents of children of street families who are enrolled in the program.
Bankers & banking institutions	Relationship Officers of banks will teach basic bank transactions among the street children-participants.

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Stakeholder meeting	Meeting with funding entities such as the Philippine Business for Social Progress (PBSP) and UNICEF.	March 2007
<b>Step 2: Planning</b>		
Creation of advisory committee	Childhope formed a staff committee that would focus on the development of proposal and other preparatory activities for the program.	March – April 2007
Plan of Action	Childhope and PBSP drafted the program plan of action.	April 2007
MoU with department of education	Possible agreement/ alliance with the national government regarding the self-help – saving groups for several departments.	February – May 2008
<b>Step 3: Material Development</b>		
Identify material developer	Childhope tapped the National Confederation of Cooperatives (NATCCO) for the development of the financial education curriculum.	April – May 2007
Adapt Materials	NATCCO and Childhope customized the modules to match the needs and profile of children and youth living and working on the streets.	May – July 2007
<b>Step 4: Training</b>		
Train the trainers	NATCCO officers acted as trainers	NA
Train the teachers	After developing the modules, NATCCO trained Childhope's Street Educators on financial education.	July – August 2007
<b>Step 5: Live in Schools</b>		
Visit the areas	Street Educators began conducting sessions on financial education.	September – January 2008
Monitor savings process	Street Educators and the Program Coordinator will monitor the savings of the street children daily and weekly. Summary of group savings will be prepared every week to gauge the savings of each participant. Coordination with partner banks will also be done.	February – May 2008
Organise Aflatoun events	The people in charge of each project will carry on special events	January – December 2009
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Childhope will initiate program evaluation during the last quarter of the year to identify best practices and areas for improvement.	March – April 2008
Application of tools for measuring impact	Childhope will design assessment tools that will be used to evaluate the program.	March – May 2008



# National Confederation of Cooperatives (NATCCO) Philippines

## Action Plan

### Facts on the Organisation

Name of the organisation	National Confederation of Cooperatives (NATCCO)
Founded	1977
Type of organisation:	Tertiary Cooperative Federation
Geographical outreach	Nationwide
Areas of expertise and experience	Financial Intermediation, Training and Consultancy, Policy-Advocacy
Contact person	Mr. Cresente Paez, President and CEO
Contact details	ccpaez@natcco.coop / www.natcco.coop

### Quantitative targets:

	2008	2009	2010
Number of Children in programme (total)	6,000	20,000	100,000
Formal Education	6,000	20,000	100,000
Non formal education centers			
Number of schools	43	65	80
Number of non formal education centers			
Number of Aflatoun clubs	43	65	80
Number of trainers	35	50	60
Number of teachers	133	165	200
Frequency of saving (Daily / Weekly / Monthly / Other)	Weekly	Weekly	Weekly
Estimated possible savings (per child per Month)	Php21.00 (0.35EUR)	Php 29.00 (0.49EUR)	Php 32.00 (0.70EUR)
Age Group (i.e grade, standard, form, year)	7-12 years old	6-14 years old	6-14 years old

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Training, exhibits
Economic	
Community involvement:	Type of activities
Parents	Training, civic work
Community leaders	Civic work
Educators & educational system	Trainings, conferences
Bankers & banking institutions	Trainings, conferences

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Conducted in Pilot phase of program. It is ongoing with new cooperatives.	
Meeting with governments	Completed.	
Stakeholder meeting	Completed.	
<b>Step 2: Planning</b>		
Creation of advisory committee	Completed.	
Plan of Action	Completed.	
MoU with department of education	Completed.	
<b>Step 3: Material Development</b>		
Identify material developer	Customisation of Aflatoun Manuals (NATCCO).	May 2008 – March 2009
Adapt Materials	NATCCO, Teachers, Children.	June 2009
<b>Step 4: Training (See Aflatoun training tree)</b>		
Train the trainers	NATCCO trainers and Cooperative trainers (on-going for the additional areas/provinces). Challenge: Budget constraint.	On-going
Train the teachers	NATCCO Trainers, Cooperative Trainers, School Heads, Teachers (on-going for the additional areas/provinces) Challenge: Cooperation of principals, availability of teachers, budget constraints.	On-going
<b>Step 5: Live in Schools (ongoing)</b>		
Visit the schools	NATCCO Youth Program Officer and Cooperative Staff will conduct school visits with the cooperation of School Principal, Teachers, Children.	On-going
Monitor savings process	NATCCO Youth Program Officer, Cooperative Staff, School Principal, Teachers, Children.	On-going
Organise Aflatoun events	NATCCO Youth Program Officer, Cooperative Staff, School Principal, Teachers, Children will collaboratively organise Aflatoun events.	May 2008-onwards
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	DepEd, NATCCO, Schools, Cooperatives, Teachers.	May 2008-onwards
Application of tools for measuring impact	NATCCO, Cooperatives, Schools, Teachers, Children.	May 2008-onwards



# INSTITUTE OF HUMAN DEVELOPMENT & TRAINING (IHDT) Sri Lanka

## Action Plan

### Facts on the Organisation

Name of the organisation	INSTITUTE OF HUMAN DEVELOPMENT & TRAINING (IHDT)
Founded	2001
Type of organisation:	Non - Profit
Geographical outreach	All district
Areas of expertise and experience	Education & Training
Contact person	Mr: Prabhath Patabendi
Contact details	ihdt@sltnet.lk / www.ihdt.org

### Quantitative targets:

	2008	2009	2010
Number of Children in programme (total)	3000	15000	30000
Formal Education	3000	15000	30000
Non formal education centers	-	-	-
Number of schools	30	100	250
Number of non formal education centers	-	-	-
Number of Aflatoun clubs	90	300	750
Number of trainers	30	100	250
Number of teachers	90	300	750
Frequency of saving (Daily / Weekly / Monthly / Other)	Weekly	Weekly	Weekly
Estimated possible savings (per child per Month)	Rs 50 (0.32EUR)	Rs 50 (0.32EUR)	Rs 50 (0.32EUR)
Age Group (i.e grade, standard, form, year)	11-13 years 6-8 grades	11-13 years 6-8 grades	11-13 years 6-8 grades

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Activities geared for Entertainment purposes
Economic	Fund raising for school activities
Community involvement:	Type of activities
Parents	Engaging parents in school activities (e.g. Cleaning of school premises)
Community leaders	Engaging community for common good activities (e.g. Waste disposal initiatives)
Educators & educational system	School exhibition
Bankers & banking institutions	Visit to a bank head office

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Local non governmental organisations dealing with education matters. Challenges: Lack of resources and know how Competition and resistance from the bank branches at schools.	15th – 30th Dec 2007
Meeting with governments	Education Department.	10th January 2008
Stakeholder meeting	Education ministry, teachers, Social workers, Principals, parents.	25th January
<b>Step 2: Planning</b>		
Creation of advisory committee	Representative of Provincial Education Ministry, Representative of local bank, Partner Organisation Director , Representative of INGO,	10th February
Plan of Action	Formation of advisory committees.	20th February
MoU with department of education	Provincial Level.	28th February
<b>Step 3: Material Development</b>		
Identify material developer	Teachers, Children, Advisory committee.	1st - 7th March
Adapt Materials	Translate, create local games, create songs & stories.	8th March – 30th April
<b>Step 4: Training (See Aflatoun training tree)</b>		
Train the trainers	Train Master trainers -Teachers.	1st May – 5th May
Train the teachers	Train Secondary teachers in grades 6, 7 & 8.	10th - 15th May
<b>Step 5: Live in Schools</b>		
Visit the schools	Members of partner organisations.	20th May – 10th December
Monitor savings process	Conducted by Trainers, Teachers and Members of partner organisations.	15th June - 10th December
Organise Aflatoun events	School Aflatoun event Local Aflatoun event Regional Aflatoun event.	1st Wednesday of July 1st Wednesday of September 1st Wednesday of November
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Stakeholders meeting Teachers meeting Children meeting.	August 1st week & December 1st week
Application of tools for measuring impact	Publications , activities , Savings, values created.	20th November

## Action Plan

### Facts on the Organisation

Name of the organisation	International Child Support (ICS) Asia
Founded	1980 - Started operations in Asia in 1994
Type of organisation:	Non Governmental Organisation (NGO)
Geographical outreach	Africa: Kenya, Uganda, Tanzania Asia: Thailand, Laos, Cambodia, The Philippines and Vietnam (2008)
Areas of expertise and experience	ICS is a child rights based development organisation. ICS carries out two major programmes in and with local communities: (1) Civic Driven Child Development programme and (2) Child Protection programme.
Contact person	Maaïke Stolte (NL) Francine Egberts (Asia)
Contact details	Francine.Egberts@icsasia.org / www.icsfonds.nl

### Quantitative targets:

	2008	2009	2010
Number of Children in programme (total)	2500	Depends on pilot	Depends on pilot
Formal Education	2500		
Non formal education centers	0		
Number of schools	30		
Number of non formal education centers	0		
Number of Aflatoun clubs	0		
Number of trainers	5		
Number of teachers	84		
Frequency of saving	Weekly/ Monthly		
Estimated possible savings (per child per Month)	5 BAHT (0.11 EUR)		
Age Group (i.e grade, standard, form, year)	8-11 years		

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Creative activities
Economic	Market place or fair
Community involvement:	Type of activities
Parents	Awareness: children show parents what they have learnt
Community leaders	Awareness: children show community leaders what they have learnt
Educators & educational system	Awareness: children show education representatives what they have learnt
Bankers & banking institutions	Informative meetings with the aim of commitment of banking sector

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Contact with schools (teachers and headmasters) and with community representatives (in the school committee) .	November 2007 – February 2008
Meeting with governments	A meeting is planned with the Secretary of the Ministry of Education to get support of the Ministry. In Thailand, the government has a savings policy and also provides teaching material for schools. The aim of getting the involvement of the Ministry of Education is to synchronise the government policy with the Aflatoun/ Child Savings methodology.	February 2008
Stakeholder meeting	Stakeholder meetings with teachers, parents, community leaders and representatives of the educational districts are being held and repeated.	January 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	In progress.	
Plan of Action	Making an inventory at 30 school in three clusters of Pranku District. We aim for a pilot of 30 schools in the first year.	
MoU with department of education	In progress.	
<b>Step 3: Material Development</b>		
Identify material developer	In progress: tenders have been set out.	
Adapt Materials	Contextualisation meeting is being prepared.	March 15, 2008
<b>Step 4: Training (See Aflatoun training tree)</b>		
Train the trainers	Training one teacher of each school as a trainer. Then we cluster the schools to train the teachers from each grade. This will then be done by the trained teachers with support of the ICS programme officer/ community facilitator.	
Train the teachers	See above.	
<b>Step 5: Live in Schools</b>		
Visit the schools	Community facilitator visiting the schools on a monthly basis working towards a 2 monthly basis end 2008. Furthermore a steering committee will be compiled in which children can speak out and participate as representatives of their class.	
Monitor savings process	ICS Asia plans to complete this pilot programme in April 2009. The learning points from this evaluation will be used as input for possibilities of scaling up the programme.	
Organise Aflatoun events	To be decided and designed.	
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	See monitoring section.	
Application of tools for measuring impact	To be agreed upon with Aflatoun secretariat and the M&E officer of ICS.	



## Plan Thailand

### Action Plan

#### Facts on the Organisation

Name of the organisation	Plan Thailand
Founded	1981
Type of organisation:	International NGO
Geographical outreach	Sisaket and Chiangrai province in the Northeast and North of Thailand
Areas of expertise and experience	Child Centered Community Development
Contact person	1. Ms. Minty Pande : Country Director 2. Mr. Chanchai Thongsumrit : Advisor
Contact details	Chanchai.Thongsumrit@plan-international.org

#### Quantitative targets:

	2008	2009	2010
Number of Children in programme	3,180	7,110	11,040
Formal Education	3,000	6,600	10,200
Non formal education centers	180	510	840
Number of schools	15	33	51
Number of non formal education centers	6	11	11
Number of Aflatoun clubs	21	44	65
Number of trainers	35	53	85
Number of teachers	141	308	470
Frequency of saving (Daily / Weekly / Monthly / Other)	Weekly/Monthly	Weekly/Monthly	Weekly/Monthly
Estimated possible savings (per child per Month)	30 Baht (0.64EUR)	30 Baht (0.64EUR)	30 Baht (0.64EUR)
Age Group (i.e grade, standard, form, year)	Grade 1-12	Grade 1-12	Grade 1-12

## Aflatoun Activities:

<b>Child enterprises:</b>	<b>Type of activities</b>
Social	Training ,Camping and practices on Child Rights& Child protection (CR/CP) , Children council promotion, Children Life skill and Child Environmental protection group formation and implementation etc.
Economic	Training and practices on Student Bank, Student Cooperative, Children Saving group, Youth vocational group , School store ,Local resource mobilisation and King's Sufficiency economy approach etc.
<b>Community involvement:</b>	<b>Type of activities</b>
Parents	Meeting and workshop for project introduction and promotion, M&E system development and project reflection.
Community leaders	Meeting and workshop for project introduction and promotion ,M&E system development and project reflection.
Educators & educational system	Meeting and workshop for project introduction, facilitator team formation, training session design, material preparation and Monitoring and evaluation tools and system development.
Bankers & banking institutions	Meeting and workshop for project introduction, facilitator team formation, training session design, material preparation and Monitoring and evaluation tools and system development.

## Action Plan

<b>Steps</b>	<b>Description (who, what &amp; challenges)</b>	<b>Estimated timeframe (starting and end date)</b>
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Meeting with the management team of Bank for Agriculture and Agricultural Cooperative (BAAC) to present project concept and finding the cooperation and how to alignment between Aflatoun and King's Sufficiency Economy approach.	January 2008
Meeting with governments	Meeting with the Education Service Area Offices (ESAO) of Sisaket and Chiangrai province for present project concept , finding the cooperation, permission and developing strategy to align this project intervention with the King's Sufficiency Economy Education domain.	March 2008
Stakeholder meeting	Meeting with school directors and sub district presidents to present project concept, finding the cooperation and support and developing strategy to align this project intervention with the Sufficiency Economy Education domain.	March-April 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	Conduct work shops with ESAO, BAAC, Local administration authorities, School director and School board committees to form advisory committee and develop strategy for project promotion, implementation and follow up.	April 2008
Plan of Action	Consequently with the section of Creation of advisory committee.	April 2008
MoU with department of education	MOU with BAAC and ESAO (on behalf of MOE).	June 2008

<b>Step 3: Material Development</b>		
Identify material developer	Workshop with ESAO,BAAC and ICS to develop training session, curriculum and prepare materials.	May 2008
Adapt Materials	Workshop with ESAO,BAAC and ICS to develop training session, curriculum and prepare materials.	May 2008
<b>Step 4: Training (See Aflatoun training tree)</b>		
Train the trainers	Meeting with BAAC ESAO and School director to form trainer team and conduct TOT training.	May 2008
Train the teachers	Conduct training for teachers to coach and help students to operate savings activity, book keeping, financial management and social education activities esp. CR/CP and Life skill training.	June-July 2008
<b>Step 5: Live in Schools (ongoing)</b>		
Visit the schools	The advisory team ,including Plan, ESAO and BAAC staff will visit schools and student banks/clubs to follow up work progress and provide technical assistance regularly.	Monthly
Monitor savings process	BAAC will support Schools and Student Banks on MIS and accounting system to operate savings activity. The regular monitoring will be held on monthly basis.	Monthly
Organise Aflatoun events	Not yet identified	
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Will consult with the partners and be informed later	Annually
Application of tools for measuring impact	Will consult with the partners during TOT training.	May 2008

# Christian Children's Fund Timor L'Este Timor L'Este

## Action Plan

### Facts on the Organisation

Name of the organisation	Christian Children's Fund Timor-L'Este
Year Founded	1990
Type of organisation:	Non-governmental organization
Geographical outreach	Major population centres in East Timor – Dili, Suai, Maliana, Balibo, Liquica, Mantuto, Baucau, Los Palos
Areas of expertise and experience	Child-focussed development agency working in child protection, microfinance and food security
Contact person	Christopher Wardle
Contact Details	cjwardle@gmail.com

### Quantitative targets:

	2008	2009	2010
Number of Children in programme (total)	6042	tbd	n/a
Formal Education	3548	tbd	n/a
Non formal education	2494	tbd	n/a
Number of schools	5	tbd	n/a
Number of non formal education centers	47	tbd	n/a
Number of Aflatoun clubs	tbd	tbd	n/a
Number of trainers	tbd	tbd	n/a
Number of teachers	tbd	tbd	n/a
Frequency of saving (Daily / Weekly / Monthly / Other)	tbd	tbd	tbd
Estimated possible savings (per child per Month)	tbd	tbd	tbd
Age Group (i.e grade, standard, form, year)	tbd	tbd	tbd

## Aflatoun Activities:

Child enterprises:	Type of activities
Social	Targeted sector-based activities on education and Aflatoun
Economic	Informative activities
Community involvement:	Type of activities
Parents	Parents meetings; Teacher training; Aflatoun Camp
Community leaders	Meeting for community consultation
Educators & educational system	Meeting for consultation
Bankers & banking institutions	Leveraging support for programme from the Association of Micro-Finance Institutes of Timor-Leste (AMFITL)

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Employment of support staff Network of six local NGOs will implement it in 47 ECD centres in Los Palos, Manatuto, Liquica, Balibo, Maliana and Suai	Ongoing
Meeting with governments	TBD	TBD
Stakeholder meeting	TBD	TBD
<b>Step 2: Planning</b>		
Creation of advisory committee	Community consultation on possible participation	TBD
Plan of Action	The plan of action is completed	TBD
MoU with department of education	TBD	TBD
<b>Step 3: Material Development</b>		
Identify material developer	identified a material developer to design and contextualise Aflatoun hand books and teachers manuals.	TBD
Adapt Materials	Translation and adaptation of material into Tetun Support for joint technical working group (TWG) with Ministry of Education Public launch of programme and materials	April 2008
<b>Step 4: Training (See Aflatoun training tree)</b>		
Train the trainers	Run training programme in Dili for Master Trainers	June 2008
Train the teachers	Run training programme in Dili and Districts for teachers	July 2008
<b>Step 5: Live in Schools</b>		

Visit the schools	Introduce the concept of child savings clubs to five pilot primary schools in Dili and the network of 47 Early Childhood Development (ECD) Centres CCF has developed across the country	August 2008
Monitor savings process	TBD	TBD
Organise Aflatoun event	TBD	TBD
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Participating in regional review meetings with CSI Present results at one international forum	November 2008
Application of tools for measuring impact	Develop impact assessment tools	TBD

## Action Plans – Europe Summary

Action Plans were received by 10 partner organisations from the Europe region. The chart below totals the plans across formal and non-formal education sectors to reach 200,080 children by 2010.

<b>Europe</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Number of Children in programme (total)</b>	9,050	57,530	200,080
<b>Formal Education</b>	8,800	56,600	198,300
<b>Non formal education centres</b>	250	930	1,780
<b>Number of schools</b>	65	175	304
<b>Number of non formal education centres</b>	2	15	19
<b>Number of Aflatoun clubs</b>	264	985	21,264

The focus in Europe is on Commonwealth of Independent States (CIS) and CEE (Central and Eastern Europe), although programmes are also under discussion with potential partners in Western Europe.

The western European/OECD model will keep the 5 core elements but will differ according to the varying economic challenges of debt availability and access to credit in the context of relative rather than absolute poverty.

Several of the members in Europe are from the Step by Step network which focuses on early childhood education and we are exploring avenues of collaboration to work with the pre-existing infrastructure across the network for the good of both parties.



# 1. Partnerë për Fëmijët

## 2. Children's Human Rights

### 3. Fëmijët Sot Centre of Albania

## Albania Action Plan

### Facts on the Organisation 1

Name of the organisation	Partnerë për Fëmijët English - Partners for Children
Year Founded	2006
Type of organisation:	Not for profit
Geographical outreach	North eastern region of Albania (districts of Tropoje, Kukes, Has and Diber)
Areas of expertise and experience	Child education and protection; Community resource mobilisation
Contact person	Aida Orgocka
Contact details	<a href="mailto:aidaorgocka@partnereperfemijet.org">aidaorgocka@partnereperfemijet.org</a> / <a href="http://www.partnereperfemijet.org">www.partnereperfemijet.org</a>

### Facts on the Organisation 2

Name of the organisation	Fëmijët Sot In English - Children Today
Year Founded	2007
Type of organisation:	Not for profit organisation
Geographical outreach	Focus on Central Albania (districts of Tirana, Kavaja, Librazhd) and North east Albania (district of Dibër)
Areas of expertise and experience	Child education and protection/community resource mobilisation
Contact person	Eralda Methasani
Contact details	<a href="mailto:emethasani@femijetsot.org">emethasani@femijetsot.org</a> / <a href="http://www.femijetsot.org">www.femijetsot.org</a>

### Facts on the Organisation 3

Name of the organisation	Children's Human Rights Centre of Albania – CRCA
Year Founded	1997
Type of organisation:	NGO
Geographical outreach	National
Areas of expertise and experience	Lobby and advocacy; policy and legislation; child protection and services; capacity building and institutional strengthening.
Contact person	Altin Hazizaj
Contact details	<a href="mailto:altinh@crca.org.al">altinh@crca.org.al</a> / <a href="http://www.crca.org.al">www.crca.org.al</a>

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	100	3000	30000
Formal education	100	3000	30000
Non formal education			
Number of schools	5	10	30
Number of non formal education centers			
Number of Aflatoun clubs		10	30
Number of trainers		10	30
Number of teachers	25	50	300
Frequency of saving (Daily / Weekly / Monthly / Other)		Quarterly	Monthly
Estimated possible savings (per child per Month)		4 Euro	4 Euro
Age group (i.e grade, standard, form, year)	Elementary, and advanced elementary	Elementary, and advanced elementary	Elementary, and advanced elementary

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Awareness raising activities in the form of discussion groups, knowledge contest, peer training
Economic	
Community involvement:	Type of activities
Parents	Awareness raising activities among parents, and joint activities with children.
Community leaders	Participation in celebratory activities that children organise.
Educators & educational system	Training, awareness visits with parents and communities, informal focus group discussions on challenges of implementing child savings clubs.
Bankers & banking institutions	Information exchange and visits to banks and schools

### Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting of partner organisations	Decision among organisations on the nature of programme to be implemented in Albania based on the gaps in the social and financial education of children. Each organisation identifies strengths that contribute to this joint initiative. Establishment of a common communication strategy (including common formatting, language etc) for the project. Each organisation shares a list of donors or potential partners in the field that can be targeted for this project. Pilot schools decided upon and first contact is established with teachers and student governments.	February – May, 2008

Meeting with governments	<b>Who:</b> Ministry of Education, Governorates, and the National Post office. <b>What:</b> Orientation meetings to present the program's objectives, channels for cooperation, and draft Aflatoun's plan of action. <b>Challenges:</b> Bureaucracy.	Initiated February 2007  Ongoing activity
Stakeholder meeting	<b>Who:</b> Parents, students, teachers, social workers, schools' management, volunteers, NGOs, trainers, NCCM, Aflatoun secretariat representatives. <b>What:</b> orientation meetings.	Annually
<b>Step 2: Planning</b>		
Creation of advisory committee	If a committee is needed, partners will identify and contact potential members of the committee.	April 2008
Plan of Action	The three organisation will decide on a plan of action based on advice from advisory committee.	May 2008
MoU with department of education	The three organisations will draft an MOU that is signed with the Ministry of Education and local governments.	May 2008
<b>Step 3: Material Development</b>		
Identify material developer	A Terms of Reference is drafted and an announcement is issued for identification of the material developer.	June 2008
Adapt Materials	The developer of materials works to produce the materials during the months of summer.	June – August 2008
<b>Step 4: Training</b>		
Train the trainers	Train 10 teachers, two in each school targeted by the pilot.	September 2008
Train the teachers	Trained teachers, train at least 8 teachers in their school up to a maximum of 40 teachers.	October 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	Aflatoun Clubs start to run.	November 2008 – May 2009
Monitor savings process	Check every month the identified targets with local coordinators.	November 2008 – May 2009
Organise Aflatoun Events	Awareness raising campaign on the importance of child social and financial education. School exchange and community celebrations.	Sept 2008 – November 2008 April – May 2009
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Review with the teachers, Education directorates, Ministry of Education, donors.	June 2009
Application of tools for measuring impact	Assessment of project to include: Number of school students involved, Number of bank accounts opened, Number and nature of activities organised. Report sent to the Ministry of Education and assessment by the Ministry departments.	May – July 2009



## Centre for Education Initiatives Step by Step Bosnia and Herzegovina

### Action Plan

#### Facts on the Organisation

Name of the organisation	Center for Educational Initiatives Step by Step Bosnia and Herzegovina
Year Founded	1999
Type of organisation:	Non-governmental association – Citizens' Association
Geographical outreach	Whole country
Areas of expertise and experience	Access and Quality in Education Child-centred methodology – teacher training
Contact person	Radmila Rangelov Jusović – Executive Director
Contact Details	radmila@coi-stepbystep.ba / <a href="http://www.coi-stepbystep.ba">http://www.coi-stepbystep.ba</a>

#### Quantitative targets:

	2008	2009	2010
Number of Children in programme (total)	1.000	3.000	20.000
Formal Education	1.000	3.000	20.000
Non formal education	0	0	0
Number of schools	20	40	40
Number of non formal education centers	0	0	0
Number of Aflatoun clubs	25	100	500
Number of trainers	4	10	30
Number of teachers	40	120	800
Frequency of saving (Daily / Weekly / Monthly / Other)	weekly	weekly	weekly
Estimated possible savings (per child per Month)	5 BAM (EUR 2,5)	5 BAM (EUR 2,5)	5 BAM (EUR 2,5)
Age Group (i.e grade, standard, form, year)	7-10 (2-5 grade)	7-10 (2-5 grade)	7-14 (2-9 grade)

## Aflatoun Activities:

<b>Child enterprises:</b>	<b>Type of activities</b>
Social	Activities that strengthen children's abilities to act as agents of social change in their communities.
Economic	Activities that strengthen children's entrepreneurial skills.
<b>Community involvement:</b>	<b>Type of activities</b>
Parents	Presentation and gathering of parents in order to help them understand Aflatoun concepts and provide support to financial and social education of their children.
Community leaders	Presentation of Aflatoun club activities in the community in order to focus community leaders' attention on specific issues in the community and strengthen partnership between community leaders and school/ Aflatoun club.
Educators & educational system	Presentation of Aflatoun club values, outcomes and activities in order to spread the idea and emphasize importance of financial and social education for children.
Bankers & banking institutions	Invite bankers and banking institution to participate in Aflatoun club activities and support its actions.

## Action Plan

<b>Steps</b>	<b>Description (who, what &amp; challenges)</b>	<b>Estimated timeframe (starting and end date)</b>
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	No local organisation will be involved, since CEI Step by Step has developed network of trainers throughout the country.	N/A
Meeting with governments	Seek approval from Pedagogical Institutes and Ministries of Education.	May-June 200
Stakeholder meeting	Meetings with commercial banks to introduce Aflatoun Concept and test interest in funding.	January – March 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	This will only be created if an initial assessment proves that it is needed	
Plan of Action	First plan of action is developed in January 2008. More detailed plan of action will be developed after ensuring funds for Aflatoun activities.	January 2008
MoU with department of education	Not needed	
<b>Step 3: Material Development</b>		
Identify material developer	Already identified	December 2007
Adapt Materials	All material should be translated and adapted to the context of Bosnia and Herzegovina.	Until June 2008

<b>Step 4: Training (See Aflatoun training tree)</b>		
Train the trainers	For the first pilot year, CEI SbS staff will train 40 teachers and after one semester of implementation, 10 teachers will be chosen to be trained for trainers. Future trainers will be chosen from different country areas, in order to reassure spreading of the programme in the next years.	June 2008 January 2009
Train the teachers	In the second year of implementation, every 10 trainers will train one teacher in his/her school and at least two teachers in neighbouring school.	August 2009
<b>Step 5: Live in Schools</b>		
Visit the schools	CEI SbS coordinator will make regular visits to every school where Aflatoun is implemented. Trainers will regularly visit their colleagues who implement Aflatoun.	September 2008 – June 2009
Monitor savings process	Saving process will be regularly monitored by teachers, as well as CEI SbS coordinator and trainer during their visits to the school	September 2008 – June 2009
Organise Aflatoun event	Children with their teacher will be in charge of organising Aflatoun events, supported by trainer and CEI SbS coordinator.	February – June 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Process review will be regularly implemented, using already developed Aflatoun instruments and/or newly developed ones. All results will be shared with different stakeholders (parents, educators, community leaders, donors)	September 2007 – June 2008
Application of tools for measuring impact	Depending on tools that come from the Aflatoun Secretariat.	



# Kosovo Education Centre Kosovo

## Action Plan

### Facts on the Organisation

Name of the organisation	Kosova Education Center
Year Founded	2000
Type of organisation:	Non-governmental organisation
Geographical outreach	Kosova
Areas of expertise and experience	Training teachers on various programs, expertise on organisational development, Children's Rights and Education for Social Justice programs
Contact person	Dukagjin Pupovci, Executive Director Hana Zylfiu-Haziri, Program Coordinator
Contact details	dpupovci@kec-ks.org / hzylfiu@kec-ks.org / <a href="http://www.kec-ks.org">http://www.kec-ks.org</a>

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	150	4500	12500
Formal education	150	4500	12500
Non formal education			
Number of schools	3	9	25
Number of non formal education centers			
Number of Aflatoun clubs	3	9	25
Number of trainers	20		
Number of teachers	30	200	500
Frequency of saving (Daily / Weekly / Monthly / Other)		Bi-monthly	Bi-monthly
Estimated possible savings (per child per Month)	Up to 1 Euro	Up to 2 Euro	Up to 3 Euro
Age group (i.e grade, standard, form, year)	Elementary school, standard 1-5	Elementary school, standard 1-5	Elementary school, standard 1-5

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Based on Standards and age groups introduce the Aflatoun concept.
Economic	
Community involvement:	Type of activities
Parents	Introduction and awareness activities with parents and community.
Community leaders	Information regarding Aflatoun activities.
Educators & educational system	Training, awareness visits with parents and communities, informal focus group discussions on challenges of implementing child savings clubs.
Bankers & banking institutions	Training and information exchange and visits to banks and schools

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Adaptation of materials for presentation of Aflatoun project for different stakeholders. Presentations on Aflatoun concept for other organisations in the field of education. Interested organisations create a partnership. Members of partnership invite potential donors and present the concept. Schools identified for the initial pilot phase (one of the schools will be a minority school).	February – May 2008
Meeting with the central and local government offices	Meeting organised with local government authorities and educational officers of the respective regions and the central level of the Ministry of Education.	April 2008
Stakeholder meeting	After the presentations are conducted and the interested partners are identified a meeting will be organised with more in depth detail.	May 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	Advisory group created by partner organisations.	March - April 2008
Plan of Action	KEC in cooperation with interested organisations draft a 3 year strategy of implementation.	May 2008
MoU with Ministry of Education, Science and Technology	KEC and MEST sign a MOU.	May 2008
<b>Step 3: Material Development</b>		
Identify material developer	Advertise for material developers.	May 2008
Adapt Materials	Material developers adapt and translate the books Finalised materials published.  Development of training modules.	May – August 2008  By the end of June
<b>Step 4: Training</b>		
Train the trainers	Train 20 trainers.	June - July 2008
Train the teachers	Training of 30 identified teachers from pilot schools. Training of 200 teachers from 9 schools. Training of 500 teachers from 25 schools.	August 2008 August 2009 August 2010
<b>Step 5: Live in Schools</b>		
Visit the schools	Schools visited and monitored twice every semester.	September 2008 – May 2010
Monitor savings process	Teachers and monitors report.	September 2008 – May 2010
Organise Aflatoun events	Awareness raising events on saving concept. Aflatoun clubs to decide on the type of Aflatoun events.	September 2008 – December 2008 September 2008 – May 2010

<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Review conducted at the end of the first academic year with schools, partner organisations, advisory committee and stakeholders.	June 2009
Application of tools for measuring impact	Advisory Committee create assessment instruments. The assessment process conducted and report prepared.	January – March 2009 May – July 2009



# Foundation for Educational and Cultural Initiatives Step by Step Macedonia

## Action Plan

### Facts on the Organisation

Name of the organisation	Foundation for Educational and Cultural Initiatives Step by Step - Macedonia
Year Founded	2000
Type of organisation:	Non-governmental organisation – Foundation
Geographical outreach	Whole country
Areas of expertise and experience	Professional development of teachers, Improvement of the quality of education, Advocating for child-centred methodology
Contact person	Suzana Kirandziska – Executive Director
Contact details	skiran@soros.org.mk

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	1.000	3.000	<b>5.000</b>
Formal education	800	2.500	4.000
Non formal education	200	500	1 000
Number of schools	10	30	50
Number of non formal education centers	0	0	0
Number of Aflatoun clubs	10	30	50
Number of trainers	2	6	10
Number of teachers	40	120	200
Frequency of saving (Daily / Weekly / Monthly / Other)	Monthly	Monthly	Monthly
Estimated possible savings (per child per Month)	5 EUR	5 EUR	5 EUR
Age group (i.e grade, standard, form, year)	5-10 (Kindergarten-5 grade)	5-10 (Kindergarten-5 grade)	5-14 (Kindergarten-8 grade)

## Aflatoun Activities:

<b>Child enterprises:</b>	<b>Type of activities</b>
Social	Activities towards strengthening responsibility of children for risk taking and decision making.
Economic	Activities that strength children's entrepreneurial skills.
<b>Community involvement:</b>	<b>Type of activities</b>
Parents	Presentation of the concept of Aflatoun to parents. Parent's meetings discussing the savings process and encouraging parents to become teacher assistants
Community leaders	Presentations of the concept of Aflatoun in the community in order to strength the partnership between community leaders and schools/ Aflatoun club.
Educators & educational system	Presentation of the concept of Aflatoun in order to stress the importance of financial and social education for children.
Bankers & banking institutions	Invite banks to become part of the Aflatoun activities

## Action Plan

<b>Steps</b>	<b>Description (who, what &amp; challenges)</b>	<b>Estimated timeframe (starting and end date)</b>
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Contact Junior Achivement to share the experience with them. Step by Step Foundation and Junior Achivement (if interested) will use trainers who work both in Skopje and in the region from both organisations.	March-April
Meeting with governments	Work with the newly established local government to build up the same good relations as are already established with central government.	May- December 2008
Stakeholder meeting	Concept will be presented to the banks to see what there interest and involvement can be.	March- June 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	Will be created if it is judged there is a need.	
Plan of Action	January 2008. More detailed plan of action will be developed after ensuring funds for Aflatoun activities.	January 2008
MoU with department of education	Not necessary	
<b>Step 3: Material Development</b>		
Identify material developer	Step by Step Foundation and Junior Achievement trainers	March 2008
Adapt Materials	All materials should be translated and adapted to the context of the country.	March-June 2008

<b>Step 4: Training</b>		
Train the trainers	Step by Step Foundation and Junior Achievement trainers will train a group of 20 teachers. Additional 4 trainers will be selected to become trainers. The teachers who have already acquired trainer skills and who appreciate Aflatoun concept will be selected.	September 2008 March 2009
Train the teachers	In the second year of implementation, the trainers will train teachers in the schools in order to use their capacity locally and regionally.	August 2009
<b>Step 5: Live in Schools</b>		
Visit the schools	Step by Step Foundation and Junior Achievement trainers will make regular visits to the schools where Aflatoun is implemented.	September 2008 – June 2010
Monitor savings process	Saving process will be regularly monitored by teachers, as well as Step by Step trainers during their visits to the school.	September 2008 – June 2010
Organise Aflatoun events	Children with their teacher will be in charge of organising Aflatoun events, supported by Step by Step Foundation and Junior Achievement trainers.	September 2008 – June 2010
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Aflatoun instruments will be used and the results will help to improve the implementation of the program. Stakeholders will be part of this process	September 2008 – June 2010
Application of tools for measuring impact	We expect some tools to be developed on the central level by Aflatoun secretariat	



## Action Plan

### Facts on the Organisation

Name of the organisation	CCF Moldova – children, communities, families
Year Founded	2004
Type of organisation:	Non-governmental, Child Protection
Geographical outreach	National
Areas of expertise and experience	
Contact person	Liliana Rotaru, Livia Marginean
Contact details	ccf_liliana@hotmail.com

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	600	1500	2000
Formal education	600	1200	1500
Non formal education	0	300	500
Number of schools	5	10	20
Number of non formal education centers	0	3	5
Number of Aflatoun clubs	5	10	20
% of children actively saving	30%	50%	75%
Number of trainers	8	15	20
Number of teachers	40	100	200
Frequency of saving (Daily / Weekly / Monthly / Other)	Monthly	Monthly	Monthly
Estimated possible savings (per child per Month)	0,5 euro	0,5 euro	0,5 euro
Age group (i.e grade, standard, form, year)	8-9	8-9 and 10-11	8-9; 10-11 & 12-13

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Art contest
Economic	Art Exhibition
Community involvement:	Type of activities
Parents	Presentation of the Aflatoun program
Community leaders	Round Table + presentation
Educators & educational system	Play
Bankers & banking institutions	Presentation of the Aflatoun program

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Meet Pro-Didactica trainers' centre to identify potential trainers and interest in partnership	January 2008
Meeting with governments	Meet Ialoveni County Education Department to seek permission to pilot Aflatoun in schools; Meet at the Ministry of Education to inform about Aflatoun; - challenge: bureaucracy and inertia re innovations; Solutions: use schools' autonomy and pilot Aflatoun as extracurricular activities.	January 2008
Stakeholder meeting	Meet with identified schools and present the Aflatoun program	January 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	Advisory committee created	February 2008
Plan of Action	Initial action plan put together after Aflatoun Regional Meeting	January 2008
MoU with department of education	Meeting with Dep of Ed to agree text for MOU	February 2008
<b>Step 3: Material Development</b>		
Identify material developer	Advertise for material developer	March 2008
Adapt Materials	Contextualise and translate childrens materials for Children in Moldova.	April – May 2008
<b>Step 4: Training</b>		
Train the trainers	4 CCF staff members. A challenge will be to find the financial resources to recruit a coordinator to deal exclusively with the Aflatoun Project.	June 2008
Train the teachers	The trainers	July 2008
<b>Step 5: Live in Schools</b>		
Visit the schools	Aflatoun coordinator will make these visits on a monthly or bimonthly basis.	September 2008 – On going
Monitor savings process	Aflatoun coordinator will monitor during the school visits.	October 2008 - ongoing
Organise Aflatoun events	Aflatoun coordinator assists schools to organise quarterly events in each school.	October 2008 - ongoing
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Aflatoun coordinator, CCF Moldova, all involved schools.	Every semester and annually
Application of tools for measuring impact	Aflatoun coordinator, CCF Moldova, all involved schools	Annually



## New Perspectives Foundation Russian Federation

### Action Plan

#### Facts on the Organisation

Name of the organisation	New Perspectives Foundation
Year Founded	1995
Type of organisation:	Foundation
Geographical outreach	Russian Federation
Areas of expertise and experience	<p><b>Target group:</b> Children and Youth</p> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>– Education</li> <li>– At risk children</li> <li>– Volunteering</li> <li>– Life skills teaching</li> <li>– Civil education</li> <li>– IT</li> <li>– Children's rights (teaching activity for parents and teachers in respect of children's rights)</li> <li>– Contests (Grant contests; Creative contests; Profession-oriented contests)</li> </ul>
Contact person	Ph.D. Nadia Seryakova, NPF Founder and President

#### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	500 (numbers in all 3 years will be higher if sufficient funding is sought)	1000	1500
Formal education	500	1000	1500
Non formal education			
Number of schools	3	6	9
Number of non formal education centers			
Number of Aflatoun clubs	3	6	9
% of children actively saving			
Number of trainers	2	2	2
Number of teachers	9	18	27
Frequency of saving (Daily / Weekly / Monthly / Other)		Monthly	Monthly
Estimated possible savings (per child per Month)	35 RUR (approx. 1 euro)	35 RUR (approx. 1 euro)	35 RUR (approx. 1 euro)
Age Group (i.e grade, standard, form, year)	6-8	6-10	6-14

## Aflatoun Activities:

<b>Child enterprises:</b>	<b>Type of activities</b>
Social	Various events, aimed at helping local community, boosting school children's social responsibility and engagement skills.
Economic	
<b>Community involvement:</b>	<b>Type of activities</b>
Parents	Meetings with parents, aimed at: <ul style="list-style-type: none"> <li>– acquainting with the Aflatoun program, its mission and goals, which are to contribute to deeper understanding of the importance of their children's participation in the program, and accepting of it</li> <li>– presenting the results of the program to the parents.</li> </ul>
Community leaders	Meetings of the Aflatoun club members with local communities and community leaders in order to present the program and establish partnership relations.
Educators & educational system	Presenting the mission and effectiveness of the program via presentations, meetings with Aflatoun club members in order to expand program to other educational facilities.
Bankers & banking institutions	Inviting of bank employees to the Aflatoun club events.

## Action Plan

<b>Steps</b>	<b>Description (who, what &amp; challenges)</b>	<b>Estimated timeframe (starting and end date)</b>
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Conducting of the NPF meetings with school workers and local NGOs, who are experienced or willing to work in the field of social and economic education of children and youth. More organisations are expected to be involved into the program this way.	March – April 2008
Meeting with governments	Presentation of the Aflatoun concept to the experts from the Education Ministry, presuming it is necessary to get permissions from the local education authorities.	September 2008
Stakeholder meeting	NPF is to conduct meetings with potential stakeholders (banks, international foundations, international NGOs, local business authorities) in order to find resources necessary for the program expansion.	regularly
<b>Step 2: Planning</b>		
Creation of advisory committee	Program participants will consider the necessity of advisory committee establishing.	September 2008
Plan of Action	The detailed action plan will be developed in cooperation with representatives of schools, engaged into the program as partners.	August 2008
MoU with department of education	Preparing and presenting of MoU to the Education Ministries of the program's target regions.	August - September 2008
<b>Step 3: Material Development</b>		
Identify material developer	Translation of 8 work books.	March – July 2008
Adapt Materials	Adaptation of 8 work books in cooperation with specialists, representatives of other NGOs and the Education Ministry.	July – September 2008

<b>Step 4: Training</b>		
Train the trainers	<ul style="list-style-type: none"> <li>– Developing of the training agenda.</li> <li>– training schedule composing</li> </ul>	July - September 2008
Train the teachers	<ul style="list-style-type: none"> <li>– prepared trainers conduct trainings for teachers in the regions.</li> </ul>	August 2008 August 2009 August 2010
<b>Step 5: Live in Schools</b>		
Visit the schools	<ul style="list-style-type: none"> <li>– teachers conduct lessons for children</li> <li>– school children create «coin boxes»</li> <li>– if necessary, NPF representatives will visit schools in order to take part in different events, conducting monitoring, and evaluating of the program.</li> </ul>	October 2008 – May 2008 October 2009 – May 2009 October 2009 – May 2010
Monitor savings process	The monitoring will be conducted regularly. Both quality and quantity aspects of the program implementation will be monitored. Teachers, school principals, trainers, NPF staff will be engaged into the process.	regularly
Organise Aflatoun events	<ul style="list-style-type: none"> <li>– Conducting lessons at schools according to the Aflatoun standards</li> <li>– Aflatoun clubs establishing</li> <li>– creation of children's micro-enterprises</li> <li>– Aflatoun clubs develop and implement various activities in community</li> <li>– creation of the network of organisations, engaged into the Aflatoun program.</li> </ul>	During 2008, 2009, 2010 school-years
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	The program, its activities, results, as well as work books will be regularly presented to the stakeholders.	September 2008 - May 2010
Application of tools for measuring impact	<ul style="list-style-type: none"> <li>– the number of schools engaged</li> <li>– number of school children</li> <li>– number of educated trainers, teachers</li> <li>– number of events</li> <li>– results of the conducted events</li> <li>– quality and applicability of knowledge and other indicators, both of quality and quantity.</li> </ul>	



**Pomoc Deci  
Serbia**

**Action Plan**

### Facts on the Organisation

Name of the organisation	Udruzenje gradjana Pomoc deci
Year Founded	2004
Type of organisation:	Developmental, not for profit, non-governmental
Geographical outreach	Serbia, Western Balkans
Areas of expertise and experience	Children, youth, minority rights, education, youth mobilisation
Contact person	Ljiljana Vasić
Contact Details	ljvasic@eunet.yu / www.pomocdeci.org.yu

### Quantitative targets:

	2008	2009	2010
Number of Children in programme (total)	5000	10000	50000
Formal Education	5000	10000	50000
Non formal education	n/a	n/a	n/a
Number of schools	5	10	50
Number of non formal education centers	n/a	n/a	n/a
Number of Aflatoun clubs	200	400	20000
Number of trainers	5	10	20
Number of teachers	200	400	20000
Frequency of saving (Daily / Weekly / Monthly / Other)	weekly	weekly	weekly
Estimated possible savings (per child per Month)	n/a	n/a	n/a
Age Group (i.e grade, standard, form, year)	1-8 grade	1-8 grade	1-8 grade

### Aflatoun Activities:

Child enterprises:	Type of activities
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Social	Explorational activities
Economic	Income generating activities
<b>Community involvement:</b>	<b>Type of activities</b>
Parents	Informative and income generating activities
Community leaders	Informative activities
Educators & educational system	Educational and informative activities
Bankers & banking institutions	Informative activities

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Conducted during the pilot phase of the programme	n/a
Meeting with governments	Mainly conducted during the pilot phase of the programme however, there will be on going meetings with the Ministry of Education and the National Team for Poverty Reduction	2007-2008 Ongoing
Stakeholder meeting	Conducted during the pilot phase of the programme	n/a
<b>Step 2: Planning</b>		
Creation of advisory committee	No advisory committee has been created as of yet	n/a
Plan of Action	Plan of action drawn up for the pilot phase	n/a
MoU with department of education	No particular MOU needed to work in schools that were willing since the organisation has general Partnership Agreement with the Ministry for achieving the Millennium Goal "Quality Education for All", however for national roll out and scale up MOU will be sought	Summer 2008
<b>Step 3: Material Development</b>		
Identify material developer	Any additional adaptations will be done by Pomoc deci team	Summer 2008
Adapt Materials	Working with a small group of people from the Ministry of education and The National Bank of the Republic of Serbia to further contextualise the books and possibly make them adaptable for use by secondary school children	Summer 2008
<b>Step 4: Training (See Aflatoun training tree)</b>		
Train the trainers	Selected Pedagogues and Psychologists from pilot schools will train new Pedagogues and Psychologists from new schools	Summer 2008
Train the teachers	Newly trained Pedagogues and Psychologists will train teachers in their schools	Fall 2008
<b>Step 5: Live in Schools</b>		

Visit the schools	Ongoing visits will be conducted by Pomoc deci team	Ongoing
Monitor savings process	Classroom teachers will oversee the classroom money, Pedagogues and Psychologists will oversee the school savings and Pomoc Deci will monitor the country situation.	Ongoing
Organise Aflatoun event	Organise National Aflatoun Camp event	Fall 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Working with the government, National Bank, new and existing schools to monitor how they view the programme	Ongoing through Fall 2008
Application of tools for measuring impact	Aflatoun team devises tools for measurement	Ongoing through Fall 2008



# Children of Slovakia Foundation Slovakia

## Action Plan

### Facts on the Organisation

Name of the organisation	Children of Slovakia Foundation
Year Founded	1996
Type of organisation:	NGO
Geographical outreach	Slovakia
Areas of expertise and experience	Prevention, Philanthropy, Integration, Education
Contact person	Anna Štasselová
Contact details	anna@nds.sk / <a href="http://www.nds.sk">http://www.nds.sk</a>

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	200	500	1000
Formal education	150	400	800
Non formal education	50	100	200
Number of schools	4	10	20
Number of non formal education centers	2	3	5
Number of Aflatoun clubs	8	20	50
Number of trainers	5	5	5
Number of teachers	5	13	25
Frequency of saving (Daily / Weekly / Monthly / Other)	weekly	weekly	weekly
Estimated possible savings (per child per Month)	20 [0.60 Euro]	30 [0.90 Euro]	30 [0.90 Euro]
Age group (i.e grade, standard, form, year)	6-14	6-14	6-14

### Aflatoun Activities:

Child enterprises:	Type of activities
Social	Performances, practical activities for community, practical activities for environment, public collection
Economic	Public collections, trips, shopping, visiting a bank
Community involvement:	Type of activities
Parents	Entertainment activities
Community leaders	Occasional activities (Mothers' Day)
Educators & educational system	Social and economic activities
Bankers & banking institutions	Lectures, visits of financial institutions

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	Who: schools, NGO network. What: introduce the aflatoun concept. Challenges: to capture their attention, motivation.	February 2008
Meeting with governments	Who: Ministry of Education, State Paediatrics Institute, Iuventa. What: to present an implementation design. Challenges: to inform accurately and to involve them.	March 2008
Stakeholder meeting	Who: Directors from Ministry of Education, Schools, Teachers, Trainers, Parents, Partners- Bank. What: separate meeting with each of the stakeholders Challenges: To involve them.	May 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	Who: one person from bank, one person from min. of education, one teacher, one trainer, one parent. What: to design an operating model and action plan. Challenges: to design basic recommendations for performance.	June 2008
Plan of Action	1. to write a project proposal, 2. to find financial sources, 3. To coordinate all steps, 4. Start the programme.	Summer 2008
MoU with department of education	Not necessary.	January 2008 – May 2008
<b>Step 3: Material Development</b>		
Identify material developer	Teachers, workers in Foundation, graphic designer.	February 2008
Adapt Materials	Teachers.	6 months, till summer 2008
<b>Step 4: Training</b>		
Train the trainers	Who: workers of Foundation. What: train the trainers so they have full knowledge of Aflatoun methodology and concept. Challenges: to evoke enthusiasm.	July- August 2008
Train the teachers	Who: trainers. What: train the teachers in methodology, skills required for teaching the programme. Challenges: to evoke enthusiasm.	August- September 2008

<b>Step 5: Live in Schools</b>		
Visit the schools	Who: Staff from CSF. What: to encourage teachers and do some basic monitoring. Challenges: Time taken to conduct visits.	Once a half-year
Monitor savings process	Who: CSF staff. What: monitor the development of programme in schools through feedback and questionnaires. Challenges: to understand the process.	Every half-year
Organise Aflatoun events	Who: Schools, national organisations. What: events designed to evaluate the development at schools at school or national level. Challenges: to bring all people together in one place.	Depends on situation
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Who: Foundations and other stakeholders. What: to get feedback from schools and partners and to evaluate the pilot phase of a programme.	May 2008
Application of tools for measuring impact	Developing new instruments for measuring impact and implementing instruments. Evaluating impact.	May 2008

## Action Plan

### Facts on the Organisation

Name of the organisation	Pedagoški inštitut/ Education Research Institute Research Development Centre for Pedagogical Initiatives Step by Step (RDCPI SbS)
Year Founded	1997
Type of organisation:	Public research institute (Governmental organisation)
Geographical outreach	Whole country
Areas of expertise and experience	Child-centred, individualised teaching and learning, participatory and active learning - focus on early childhood Integration of Roma children into kindergartens and schools. Professional development of teachers, trainers, managers and others working in the field of education.
Contact person	Tatjana Vonta, Ph.D., Head of the Research Development Centre for Pedagogical Initiatives Step by Step
Contact details	step.si@siol.net

### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)	500	1.000	8.000
Formal education	500	1.000	8.000
Non formal education	0	0	0
Number of schools	10	20	30
Number of non formal education centers	0	0	0
Number of Aflatoun clubs	10	50	230
% of children actively saving	80%	80%	80%
Number of trainers	2	5	15
Number of teachers	20	60	200
Frequency of saving (Daily / Weekly / Monthly / Other)	weekly	weekly	weekly
Estimated possible savings (per child per Month)	(EUR: 3)	(EUR: 3)	(EUR: 3)
Age group (i.e grade, standard, form, year)	▪ 6-9 years (1-3 grade)	▪ 6-9 years (1-3 grade)	▪ 6-9 years (1-3 grade) ▪ 10-12 years (3-6 grade) ▪ 13- 15 years (6-9 grade)

## Aflatoun Activities:

<b>Child enterprises:</b>	<b>Type of activities</b>
Social	Activities for strengthening children's competences of active citizenships in their communities.
Economic	Activities for strengthening children's financial-economical skills.
<b>Community involvement:</b>	<b>Type of activities</b>
Parents	Presentation of Aflatoun concepts and providing support to financial and social education.
Community leaders	Presentation of Aflatoun activities in the community.
Educators & educational system	Presentation of Aflatoun concepts, values, activities and outcomes.
Bankers & banking institutions	Presentations of the project to bankers and banking institutions

## Action Plan

<b>Steps</b>	<b>Description (who, what &amp; challenges)</b>	<b>Estimated timeframe (starting and end date)</b>
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	RDCPI SbS team: Presentation of Aflatoun concepts and providing support to financial and social education.	April – July 2008
Meeting with governments	Since we have applied for several proposals by government, meetings with governments won't be necessary. Activities are in process.	January – March 2008
Stakeholder meeting	Meetings with commercial banks will be organised in order to introduce Aflatoun concept and test their interest in funding.	March – May 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	RDCPI SbS team: Tatjana Vonta, Ph. D., Suzana geržina MS.C., Damjana Jurman and collaborators (Alenka Gril, Ph.D) , according to development of the project the committee will expand.	January- March 2008
Plan of Action	The detailed plan of action will be developed after ensuring funds for Aflatoun activities.	January 2008
MoU with department of education	Applying to proposals.	January 2008 – May 2008
<b>Step 3: Material Development</b>		
Identify material developer	<b>RDCPI Sbs</b>	January 2008
Adapt Materials	All material should be translated and adapted to our national curriculum and cultural context.	Until August 2008
<b>Step 4: Training</b>		
Train the trainers	For the first pilot year, we plan to train a group of 20 teachers. After first phase of implementation, we will train 5 teachers as trainers.	October 2008 February 2009
Train the teachers	In the second year of implementation 5 trainers will train one teacher in his/her school and at least two teachers in school in nearby.	October 2009

<b>Step 5: Live in Schools</b>		
Visit the schools	RRCPI KZK coordinator will visit schools where Aflatoun is implemented. Trainers will visit their colleagues on other schools implementing the project.	October 2008 – June 2009
Monitor savings process	The process will be monitored by teachers, RRCPI KZK coordinator and trainers.	October 2008 – December 2009
Organise Aflatoun events	Children and teachers will organise Aflatoun events which will be supported by teacher trainers and RRCPI KZK coordinator.	December 2008
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Developed Aflatoun instruments will be used. All results will be shared with different stakeholders (parents, educators, community leaders, donors).	October 2008– June 2009
Application of tools for measuring impact	Developing new instruments for measuring impact and implementing instruments. Evaluating impact.	October 2008– October 2009



## Child Well Being Fund Ukraine

### Action Plan

#### Facts on the Organisation

Name of the organisation	Child Well-Being Fund (CWBF)
Year Founded	1997
Type of organisation:	All-Ukrainian non-profit NGO
Geographical outreach	Ukraine, 17 oblasts (regions) in country
Areas of expertise and experience	Children's Rights Promotion and Child Protection Community social services for children, young people and families Health Promotion Promotion of the responsible parenting
Contact person	Viktor Liakh, Executive Director, Tetyana Basuyk, Program Officer
Contact details	victor@ccf.kiev.ua / www.ccf.org.ua

#### Quantitative targets:

	2008	2009	2010
Number of children in programme (total)		OPTIMISTIC <b>60,000</b> PESSIMISTIC <b>18,000</b>	OPTIMISTIC <b>100,000</b> PESSIMISTIC <b>37,000</b>
Formal education		OPTIMISTIC <b>30,000</b> PESSIMISTIC <b>6,000</b>	OPTIMISTIC <b>70,000</b> PESSIMISTIC <b>17,000</b>
Non formal education		OPTIMISTIC <b>30,000</b> PESSIMISTIC <b>12,000</b>	OPTIMISTIC <b>80,000</b> PESSIMISTIC <b>20,000</b>
Number of schools		OPTIMISTIC <b>30</b> PESSIMISTIC <b>12</b>	OPTIMISTIC <b>30</b> PESSIMISTIC <b>12</b>
Number of non formal education centers		<b>9</b>	<b>9</b>
Number of Aflatoun clubs		OPTIMISTIC <b>350</b> PESSIMISTIC <b>120</b>	OPTIMISTIC <b>350</b> PESSIMISTIC <b>150</b>
Number of trainers		OPTIMISTIC <b>45</b> PESSIMISTIC <b>12</b>	OPTIMISTIC <b>80</b> PESSIMISTIC <b>20</b>
Number of teachers		OPTIMISTIC <b>150</b> PESSIMISTIC <b>36</b>	OPTIMISTIC <b>200</b> PESSIMISTIC <b>40</b>
Frequency of saving (Daily / Weekly / Monthly / Other)	To be identified	To be identified	To be identified
Estimated possible savings (per child per Month)		3-5 Euro	3-5 Euro
Age group (i.e grade, standard, form, year)		6-12 years	6-12 years

## Aflatoun Activities:

Child enterprises:	Type of activities
Social	To be clarified by end of 2008
Economic	To be clarified by end of 2008
Community involvement:	Type of activities
Parents	Joint meetings, concerts, workshops
Community leaders	Presentations, consultations, official launching of the program
Educators & educational system	Supervising of the activities, organisation of community meetings
Bankers & banking institutions	Support for the saving program by donation, technical assistance in opening accounts

## Action Plan

Steps	Description (who, what & challenges)	Estimated timeframe (starting and end date)
<b>Step 1: Initial preparation</b>		
Meeting with local organisations	<p><b>Who:</b> Program staff of CWBF.</p> <p><b>What:</b> Meetings with trainers, teachers, representatives school administrations etc. The goal of the meeting is to formulate the concept for introduction of the program.</p> <p><b>Challenges:</b> local organisations could have low interest in introduction of the program with no funding available.</p>	January – February 2008
Stakeholder meeting	<p><b>Who:</b> Program staff of CWBF with involvement of the interested organisations.</p> <p><b>What:</b> Meeting with NGOs, banks, MoE, representatives of school administrations etc. to present the concept and gain feedback.</p>	January – March 2008
Meeting with governments	<p><b>Who:</b> Program staff of CWBF with involvement of interested organisations.</p> <p><b>What:</b> Meeting with MoE.</p> <p><b>Challenges:</b> current political changes in MoE could extend time for presentation/agreement of the concept with MoE.</p>	February– March 2008
<b>Step 2: Planning</b>		
Creation of advisory committee	<p><b>Who:</b> Program staff of CWBF with involvement of the interested organisations.</p> <p><b>What:</b> Meeting with involvement of representatives of various regions stakeholders to assess the need for an advisory committee.</p>	March – May 2008
Plan of Action	<p><b>Who:</b> Program staff of CWBF with involvement of the representatives of interested organisations.</p> <p><b>What:</b> Plan of action with indication of the date and person responsible.</p> <p><b>Challenges:</b> current political changes in MoE could extend time for presentation/agreement of the concept with MoE.</p>	March - May 2008
MoU with department of education	<p><b>Who:</b> Program staff of CWBF with involvement of the interested organisations.</p> <p><b>What:</b> Final version of the concept will be presented to the MoE.</p> <p><b>Challenges:</b> Political changes in the MoES could result in need of additional consultations/discussion of the Program with new authorities in MOE.</p>	May 2008

<b>Step 3: Material Development</b>		
Identify material developer	<p><b>Who:</b> Program staff of CWBF with involvement of the interested organisations.</p> <p><b>What:</b> The tender procedure for the development of the materials.</p> <p><b>Challenges:</b> Price for production of materials may be too high.</p>	August 2008 – September 2008
Adapt Materials	<p><b>Who:</b> Program staff of CWBF with involvement of the interested organisations &amp; experts Illustrations for Arabic Books</p> <p><b>What:</b> Testing the materials in schools among teachers and pupils. Final version of the materials presented to MoE for approval/revision</p> <p><b>Challenges:</b> gaining the approval/recommendation of MoE could take time</p>	September 2008 – December 2008
<b>Step 4: Training</b>		
Train the trainers	<p><b>Who:</b> CWBF trainers with technical support of Aflatoun</p> <p><b>What:</b> conduct special training for trainers; training course will consist of the content and didactic components</p> <p><b>Challenges:</b> time for the training could be too short to present the whole program.</p>	January - March: 2009
Train the teachers	<p><b>Who:</b> trained trainers, teachers</p> <p><b>What:</b> trained trainers will run courses for teachers of general schools.</p> <p><b>Challenges:</b> Lack of initiative and not enough professionalism of the school staff, reluctance to introduce new innovative methods of work with pupils. No space in the schools curricular for the new courses.</p>	March - May: 2009
<b>Step 5: Live in Schools</b>		
Visit the schools	Periodic visits to pilot schools by programme experts, to ensure the quality of the program and to check the progress.	May 2009 – December 2009
Monitor savings process	Monitoring of the savings process done by teachers	May 2009 – December 2009
Organise Aflatoun events	CWBF will initiate and facilitate this process in order to bring more resources to support Aflatoun events.	Started on May 2007 Ongoing activity Annual activity
<b>Step 6: Review and Reflection</b>		
Review with different stakeholders	Process and the results of the programme will be reviewed with the involvement of the key stakeholders.	September 2009 – December 2009
Application of tools for measuring impact	<p>Tools adapted to the country situation and implemented in cooperation with scientific staff of the Pedagogical Universities dealing with development of the facultative school programs.</p> <p>A special session at national level is planned to present the findings of the impact assessment to the key stakeholders.</p>	May 2009 – December 2009

PART 2

CAMPAIGN

COMMITMENTS

BY

AFLATOWN

NETWORK

## Introduction

The notes of commitment to Aflatoun’s 2008-2010 Campaign that you will find in this section come from the wide range of stakeholders in the Aflatoun Network.

Aflatoun is in touch with over 300 stakeholders over 30 of whom are already at the point of being happy to put their thoughts about partnership for the future on paper. Taken together they are indicative of the power of Aflatoun’s approach to scaling grass roots development through its innovative partnership methodology.

### The Aflatoun Network

Bilateral and multilateral organisations (lobbying, networking and funding)	Foundations (funding)
NGOs and INGOs (implementation, network, funding)	Research Institutions (quality impact assessment)
Financial Institutions (funding, network and support)	Pro Bono Suppliers (goods and services provision)

That Aflatoun has gained the support from such a wide range of social and economic innovators, bilaterals, multilaterals, NGOs and INGOs, financial Institutions, foundations, research institutions, and private individuals in under 2 years gives us great faith that not only the programme can be delivered in an effective and an efficient manner, but that the elements of structural change which Aflatoun also wishes to effect will be supported.

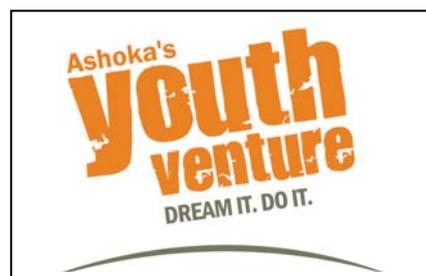
The Aflatoun Secretariat sees itself as a catalytic force, remaining a lean facilitation hub for the network. It supports the network in driving for change through regional consultations and appropriate global advocacy initiatives and consultations. It also develops central support networks such as web based information exchange platforms, Quality Assurance and Impact Assessment systems, as well as being responsive to the network’s needs with the creation of issue-based task forces.

Working together, we are beginning to see how we can move to effect change both for the recognition of children’s economic rights and ensuring their access to appropriate child-friendly banking services and products.

## Aflatoun - Child Social and Financial Education

### Letter of support – Ashoka's Youth Venture

Campaign Launch March 2008



#### 1. About our organization

Youth Venture® leads an international community of young people who are powerful now, changemakers now. Youth Venture inspires and invests in teams of young people to create and launch their own sustainable, community-benefiting Ventures. Youth Venture then connects them into a global movement of young changemakers who are together redefining the youth years as a time of leadership and positive social change. This is the foundation of an Everyone a Changemaker™ world – the key factor for success in every part of society. Youth Venture currently operates in 14 countries and online at [www.GenV.net](http://www.GenV.net).

#### 2. The fit with Aflatoun/Child Social and Financial Education

It is clear that Aflatoun's mission to combine social awareness and education with financial planning opportunities will enable children to develop the skills they will need today and throughout their lives to become self-sufficient and proactive members of society. Aflatoun will prepare children to reach a level of self-awareness and self-confidence to develop their own ideas for how to improve the world around them and to give themselves permission to take that initiative and lead positive change. There is a perfect fit between the children Aflatoun is empowering and the global movement of young changemakers that is Youth Venture.

#### 3. Working together to reach 1m children and initiate contact in 100 countries by 2010

Youth Venture looks forward to the opportunity to partner with Aflatoun to inspire and support these children as they reach their adolescence to have that first, transformative experience of designing and leading their own social venture to change their world. The greater Aflatoun's success in helping children develop as socially aware, financially empowered citizens, the more changemakers there will be in the world, which ultimately is critical to our success as a global society in solving the growing number and increasingly complex social problems we face.



## **Aflatoun - Child Social and Financial Education**

### **Letter of support - The Netherlands Authority for Financial Markets, AFM**

**Campaign Launch March 2008**



#### **1. About our organization**

The AFM, The Netherlands Authority for Financial Markets, is the financial supervisor in The Netherlands focusing on the correct behavior of financial institutions to gauge whether customers are treated fairly and whether they get the right information to support their decisionmaking. The scope of the AFM encompasses the investment, savings, lending, and insurance markets.

#### **2. The fit with Aflatoun/Child Social and Financial Education**

For markets to function well, it is paramount that people are able to make sound decisions regarding current and future financial well-being. This requires financial skills and knowledge, about financial concepts, such as saving, investing, and lending. The AFM is therefore enthusiastic about ideas and methods that can build these skills and knowledge with children, whether they live in developing or developed regions of our planet.

#### **3. Working together to reach 1m children and initiate contact in 100 countries by 2010**

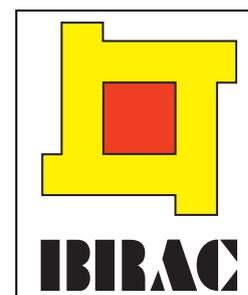
The Aflatoun initiative has the potential to contribute to the education of children in The Netherlands.



## Aflatoun - Child Social and Financial Education

### Letter of support - BRAC

### Campaign Launch March 2008



#### 1. About our organization

BRAC, the Bangladesh's leading non-government organization working to alleviate poverty and empowerment of the poor, specially the women for sustainable development. BRAC's vision is to establish just, enlightened, healthy and democratic societies free from hunger, poverty, environmental degradation and all forms of exploitation based on age, sex, religion and ethnicity. To materialize this vision BRAC works with the holistic approach encompassing a range of core programmes in health, education, economic and social development. BRAC operates through a network of more than 4,000 field offices with 67,000 regular staff members. With its development interventions BRAC is now working in Asia and African countries such as Afghanistan, Pakistan, Sri-Lanka, and Uganda, Sudan, and Tanzania respectively.

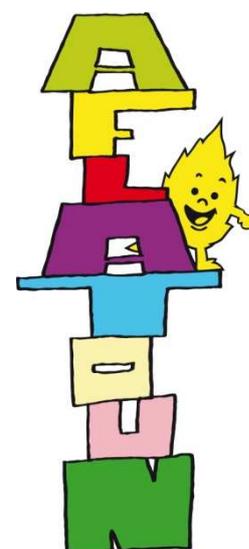
#### 2. The fit with Aflatoun/Child Social and Financial Education

The concepts of social and financial planning and entrepreneurship development already exists both in the economic development and education programme of BRAC. However, the Aflatoun's social and financial education perspectives will add value to our works and thus BRAC intends to incorporate these concepts to our curriculum. We believe that increasing the relevance of curriculum from a social and financial perspective will increase opportunity for BRAC school students to practice those skills in their real life situation.

#### 3. Working together to reach 1m children and initiate contact in 100 countries by 2010

BRAC will pilot the concept of Aflatoun in its schools and plans to reach 3,600 children in 2008 and by 2010 the number will be 173,600. After getting the learning from the pilot project BRAC will include the concept into its own curriculum.

BRAC wishes success for the campaign launch of Aflatoun in Amsterdam in the Netherlands in March 2008 and would like to continue its support to Aflatoun in reaching 1million children throughout the world.



## Aflatoun - Child Social and Financial Education

Letter of support - Christian Children's Fund

Campaign Launch March 2008



### 1. About our organization

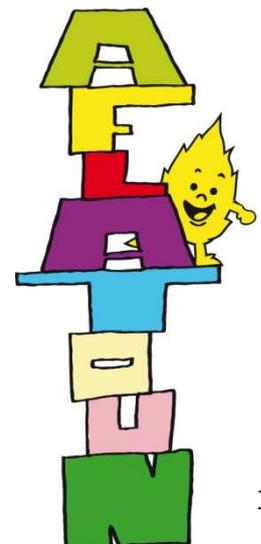
Christian Children's Fund (CCF) is a dynamic global force for children, working in 31 countries, assisting more than 13.2 million children and families regardless of race, creed or gender. Since its inception in 1938, CCF has provided more than \$2.7 billion in services to children--most of the funding coming from individual contributors in the form of monthly child sponsorships. In addition, CCF receives grants and donations that support vocational training, literacy training, food distribution, educational programs, early childhood development, health and immunization programs, nutritional programs, water and sanitation development, and emergency relief, safeguarding children in both man-made and natural disasters. CCF is a member of ChildFund Alliance, a global network of 12 child development organizations.

### 2. The fit with Aflatoun/Child Social and Financial Education

Consistent with our Child Friendly School (CFS) model, Aflatoun's Child Social and Financial Education can provide an approach that fosters active teaching/learning for a key area of competency--social/economic acumen. CCF can provide the right school framework (CFS) and nurture a positive learning environment to make Aflatoun's approach work. CCF's strong grass-root presence and credibility with local parent associations will also help radiate the experience from schools to homes and communities. CCF's Participatory School Governance (part of our CFS brand) can help establish a local monitoring mechanisms if needed. Furthermore, Aflatoun's methods can build interest and skills that children need to become socially and economically aware and more capable of undertaking economically responsible roles as young adults, which is consistent with CCF's life cycle programming. Aflatoun's methods can also reinforce (radiate into) self-help micro-economic activities in the communities where CCF supports micro-enterprise development. Some of the youth development programs supported by CCF include production skills and entrepreneurship training. CCF's Child Agency efforts and Aflatoun's methods can create space for children to participate in economic activities in age-appropriate ways. In addition CCF is promoting youth associations and youth clubs hence there is "social capital" already in place.

### 3. Working together to reach 1m children and initiate contact in 100 countries by 2010

CCF will explore partnerships with Aflatoun beginning with pilot projects in selected countries in Africa, Asia and the Americas.



## Aflatoun - Child Social and Financial Education

Letter of support - Citi

Campaign Launch March 2008



### 1. About our organization

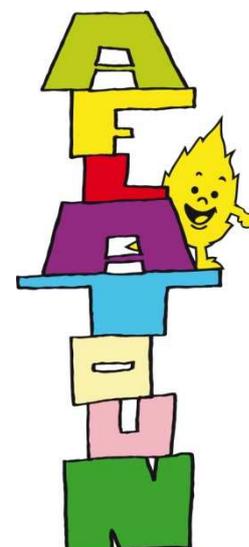
Citi, the leading global financial services company, has some 200 million customer accounts and does business in more than 100 countries, providing consumers, corporations, governments and institutions with a broad range of financial products and services, including consumer banking and credit, corporate and investment banking, securities brokerage, and wealth management. Citi's major brand names include Citibank, CitiFinancial, Primerica, Smith Barney, Banamex, and Nikko. The Citi Foundation is committed to enhancing economic opportunities for underserved individuals and families in the communities where we work throughout the world. Globally, the Citi Foundation is focusing its giving on Microfinance and Microentrepreneurship, which helps individuals become economically self-sufficient; Small and Growing Businesses leading to economic expansion and job creation; Education, which prepares young people for personal and professional success; Financial Education, which helps individuals make informed financial decisions; and the Environment with a focus on sustainable enterprises that generate jobs and stimulate economic growth while preserving the environment. In 2006, the Citi Foundation made grants in 86 countries totaling nearly \$93 million. These grants addressed critical issues and challenges facing our communities and neighborhoods around the globe.

### 2. The fit with Aflatoun/Child Social and Financial Education

Citi Financial Education Program: Based on the belief that knowledge is your greatest asset, the Citi Financial Education Program is a global, company-wide effort to identify, support and implement initiatives that help give individuals, families and communities the tools needed to make sound financial decisions. We are delighted that Aflatoun is supporting the challenges of empowering children in economic and citizenship terms. We feel there is a strong fit to share materials and lessons to make financial education a key part of the curriculum for children in both economically developed (where relative poverty and easy access to credit and debt are key issues) and economically developing countries (where often resources exist, but the skills to plan and budget financial resources do not).

### 3. Working together to reach 1m children and initiate contact in 100 countries by 2010

Citi supports the efforts of Aflatoun in building global partnerships for children's economic empowerment. Citi & Aflatoun are already working together to fund projects in India and are looking at partnerships in other countries. Citi and Aflatoun are both working on research with regard to how to make financial education a meaningful life skill by determining the impact on children's lives through financial behavioral change. Citi is delighted to attend the launch event and contribute to the panel discussions.



## Aflatoun - Child Social and Financial Education

### Letter of support - Deloitte

### Campaign Launch March 2008



#### 1. About our organization

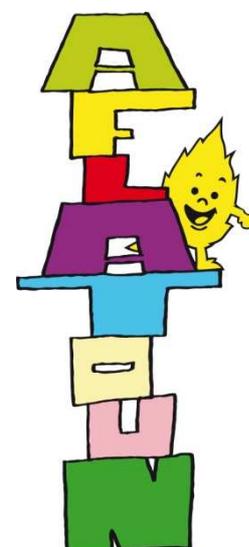
It is Deloitte's ambition to be the standard of excellence for multinationals, national corporations, government agencies and social organizations in the area of audit and accounting, tax advice, consulting, and financial advisory services. Deloitte-The Netherlands employs 6,000 staff in offices throughout the country, and is an independent member firm of Deloitte Touche Tohmatsu, with 120,000 staff and offices in 150 countries. Corporate Responsibility is an integral part of our policy. It represents a form of doing business that creates added value for our clients, employees and stakeholders by using the skills and competences of the Deloitte staff to help others. Doing pro bono work is one of the ways in which we express our corporate responsibility. Sales of Deloitte The Netherlands amounted to about €700 million during fiscal 2005-2006 of which the largest part (42%) is realized with audit & accounting services.

#### 2. The fit with Aflatoun/Child Social and Financial Education

Like no other, Deloitte is aware of the chances, opportunities and risks involved in finance. Aflatoun's mission to raise awareness among children in developing countries of the benefit and necessity of saving money, is very interesting to Deloitte. Children and adolescents who have learned to carefully manage their finances make more successful entrepreneurs and are better able to become economically self-reliant. In the long run, entrepreneurship and economic self-reliance are crucial to permanently eradicate poverty in developing countries. Maurice Quaedvlieg, senior manager at Deloitte and involved in the work for Aflatoun: "The enthusiasm of the people of Aflatoun, whether they work in Amsterdam or in the developing countries, is extremely inspiring. It's admirable how such a small team is able to mobilize major organizations and authorities to make huge progress with their initiative. It's great to be a part of that and to contribute to something that is so socially relevant."

#### 3. Working together to reach 1m children and initiate contact in 100 countries by 2010

Aflatoun is a registered charity organization in The Netherlands and sets great store on rendering account to its donors and other sponsors in a clear and verifiable manner. The annual report and the audit are important tools for rendering account of the funds, activities and results. Deloitte supports Aflatoun by auditing its financial statements on a pro bono basis (about 100 hours per year). The costs thus saved can be used to provide financial education to children in developing countries.



**Aflatoun - Child Social and Financial Education**  
**Letter of support – De Nederlandsche Bank**  
**Campaign Launch March 2008**



**1. About our organization**

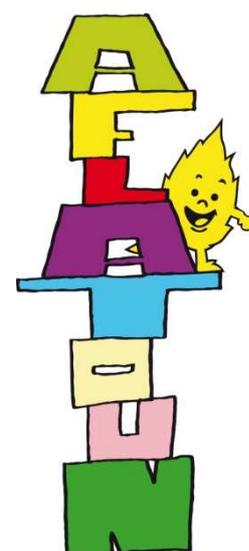
De Nederlandsche Bank (DNB) is a public limited company responsible for safeguarding financial stability. DNB contributes to defining and implementing the single monetary policy for euro area countries, promotes the smooth operation of the payment system, and supervises financial institutions and the financial sector.

**2. The fit with Aflatoun/Child Social and Financial Education**

DNB supports Aflatoun's campaign and initiative because financial awareness can prevent or reduce unpleasant financial surprises among (young) consumers. After all, it is important for consumers, financial institutions and eventually for financial stability that consumers choose financial products that suit them.

**3. Working together to reach 1m children and initiate contact in 100 countries by 2010**

DNB supports Aflatoun by introducing them to international organizations such as the World Bank, Basel Committee for Banking Supervision and national organizations such as the Ministries of Finance, Education, Economic Affairs, the Netherlands Authority for the Financial Markets, and the Netherlands Bankers' Association.



## **1. About our organization**

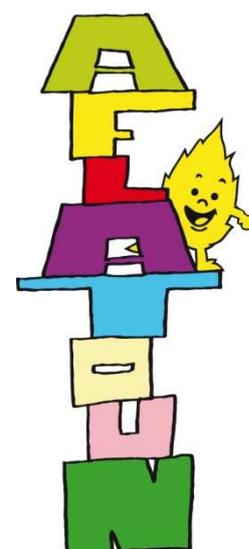
Ernst & Young is a global leader in assurance, tax, transaction and advisory services. Worldwide, our 130,000 people are united by our shared values and an unwavering commitment to quality. We make a difference by helping our people, our clients and our wider communities achieve potential. Further information about Ernst & Young and its approach to a variety of business issues can be found at [www.ey.com](http://www.ey.com). Ernst & Young refers to the global organization of member firms of Ernst & Young Global Limited, each of which is a separate legal entity. Ernst & Young Global Limited does not provide services to clients.

## **2. The fit with Aflatoun/Child Social and Financial Education**

Aflatoun's mission is in line with Ernst & Young's global positioning and corporate responsibility profile which includes a strategic focus on education and mentoring; and celebrating, supporting and serving entrepreneurship around the globe. We believe that by leveraging our people's skills, we can help to increase access to education by helping to engage students in the learning process and by facilitating their understanding of how to finance education. Ernst & Young believes that the power of business is in working together on education issues. Our global firm is continually looking for ways to leverage our broad network of contacts to convene a dialogue and create solutions as well as taking the lead in a number of global and local initiatives focused on education issues. By supporting Aflatoun, we can ensure that children around the world will become better equipped to build a better future for themselves and their communities.

## **3. Working together to reach 1m children and initiate contact in 100 countries by 2010**

Ernst & Young Netherlands has had a relationship with Aflatoun for quite some time by providing Aflatoun with pro bono advisory work. To strengthen their commitment to Aflatoun, Ernst & Young Global decided to support the global launch event in March by way of a financial donation.



## Aflatoun - Child Social and Financial Education

Letter of support - Eurochild<sup>AISBL</sup>

Campaign Launch March 2008



### 1. About our organization

EurochildAISBL is a network of organisations working throughout Europe to improve the quality of life of children and young people. Our work is underpinned by the principles enshrined in the United Nations Convention on the Rights of the Child (UN CRC). Eurochild receives funding from the European Commission DG Employment, Social Affairs and Equal Opportunities under the PROGRESS Programme. We are pursuing a work programme to contribute to the fight against child poverty and social exclusion. A key element of the programme is the assessment of the National Action Plans on Social Protection and Social Inclusion from the perspective of children and young people.

### 2. The fit with Aflatoun/Child Social and Financial Education

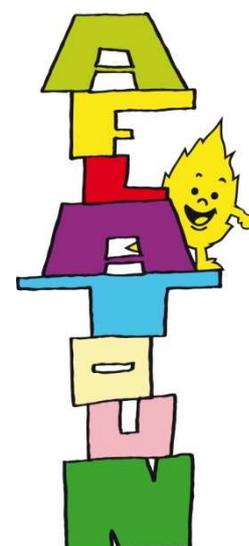
Since the Open Method of Coordination (OMC) on social inclusion and social protection was established in 2000, there has been a steady rise in the attention given to children and young people. There is a growing concern about the implications of child poverty on future social cohesion and economic growth. Eurochild and its member organisations have been key to putting child poverty at the heart of the EU's social inclusion agenda.

Eurochild believes that financial education can be one of the ways of helping children and young people breaking the inter-generational cycle of poverty and making them directly participate in this process.

### 3. Working together to reach 1m children and initiate contact in 100 countries by 2010

As a member of Eurochild, Aflatoun receives the support and networking benefits that come with being a member of a European network. The Eurochild Secretariat and its member organisations provide support to Aflatoun to help it reach its goal of working with

1 million children in 100 countries. Eurochild specifically keeps Aflatoun informed on, and up to date with, relevant policy developments on a European level which will have an impact on the development of Aflatoun and the situation of children and young people in general.



## Aflatoun - Child Social and Financial Education

### Letter of support - Exact Software

#### Campaign Launch March 2008



#### 1. About our organization

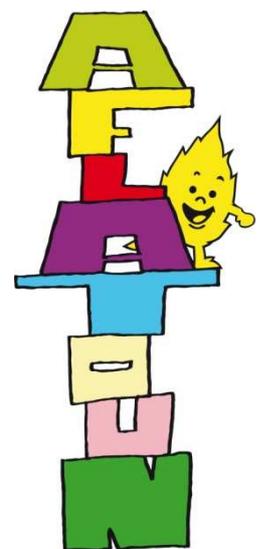
Exact Software is a Dutch, international prestigious operating producer of business software solutions for small and large companies. With 2.700 employees in 40 countries, we support for the past 20 years organisation with our innovative and proven business software. Throughout the world there are more than 125.000 customers satisfied with our software and services. In terms of Research & Development, Customer Services and Sales & Marketing, Exact is a forerunner in the software industry.

#### 2. The fit with Aflatoun/Child Social and Financial Education

“Who has the young, has the future”. Similar to Aflatoun, Exact Software sees it as important to invest in the young. Not only to ensure children grow up in a social safe environment but also with the possibility to develop themselves so that their future possibilities become as good as possible. Exact Software believes in “quality of living in combination with work” and offers young people the form and content to give to their careers and promotion potential.

#### 3. Working together to reach 1m children and initiate contact in 100 countries by 2010

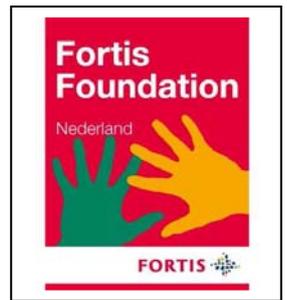
Exact Software is in agreement with the objectives that Aflatoun believes in for children to make their world as enjoyable and safe as possible. For these reasons has Exact the software package “Compact” donated to Aflatoun so that the organisation can develop her accounting administration as optimally as possible.



## Aflatoun - Child Social and Financial Education

### Letter of support – Fortis Foundation

#### Campaign Launch March 2008



#### 1. About our organization

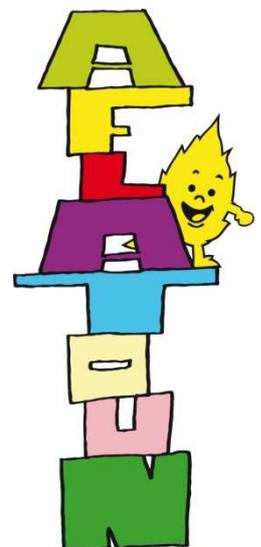
Under the motto 'People for people', Fortis Foundation Nederland organises and promotes community projects that allow employees to put their commitment into practice. Many activities are designed to strengthen the position of young people, true to the belief that helping youngsters helps employees too.

#### 2. The fit with Aflatoun/Child Social and Financial Education

Fortis believes that education comes full circle, and providing complete social and financial education curricula to youth today helps the future of tomorrow.

#### 3. Working together to reach 1m children and initiate contact in 100 countries by 2010

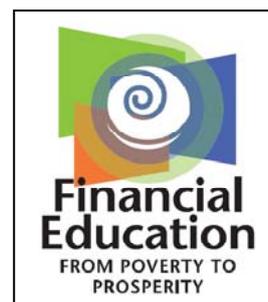
Fortis supports Aflatoun's commitment and campaign target to reach 1 million Children by 2010. It wishes Aflatoun the best of luck with its Launch and two year campaign!



## Aflatoun - Child Social and Financial Education

### Letter of support - Global Financial Education Program

#### Campaign Launch March 2008



#### 1. About our organization

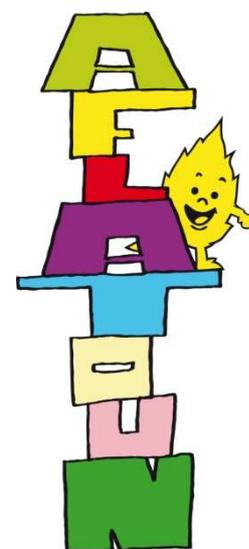
Microfinance Opportunities, in partnership with Freedom from Hunger and supported by the Citi Foundation, leads the Global Financial Education Program (GFEP), the first global program of its kind specifically targeting low income households in developing countries. The goal of GFEP is to help poor people understand the expanded range of options being offered by financial institutions through teaching them basic skills related to earning, spending, budgeting, saving, and borrowing. When poor people become more informed financial decision-makers, they can plan for and realize their financial goals. Since being launched in 2006, the curriculum has been disseminated worldwide through regional and country level trainings of trainers workshops in Asia, Latin America, Africa, the Middle East and Eastern Europe/NIS. GFEP has trained more than 260 trainers from over 170 organizations and 33 countries. These trainers have returned to their organizations to train their own staff and clients, and using several delivery channels such as classroom training, street theater, radio shows and newsletters, GFEP outreach exceeds 6.5 million people.

#### 2. The fit with Aflatoun/Child Social and Financial Education

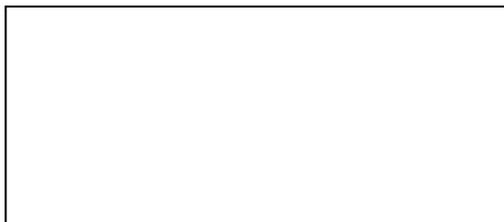
The Global Financial Education Program is developing a financial education module geared toward youth ages 16-22. This module will be a natural complement to Aflatoun's Child Social and Financial Education campaign and strengthen the skills and knowledge of youth to transition from economic dependence to independence, as they face increasing financial responsibilities." This youth focused module covers topics such as setting financial goals, budgeting, earning money, savings, using formal and informal financial services, preparing for life cycle events, making wise spending decisions, using credit effectively, and learning financial negotiations. The curriculum was designed based on practices and principles of youth learning, which include issues such as immediacy, relevance, self-exploration, being dynamic and active and family engagement.

#### 3. Working together to reach 1m children and initiate contact in 100 countries by 2010

The Global Financial Education Program network includes 266 trainers from 171 organizations in 33 countries. GFEP aims to work with and expand its network to disseminate financial education to young people around the world.



**Aflatoun - Child Social and Financial Education**  
**Letter of support - Stichting Het Groene Woudt**  
**Campaign Launch March 2008**



**1. About our organization**

Stichting Het Groene Woudt is a Dutch foundation that promotes sustained economic development in rural areas of developing countries. SHGW aims to stimulate income improvement and – diversification in the rural areas within three sectors: agriculture, industry and fair trade. Most projects that SHGW supports have components that are aimed to set up viable businesses in rural areas, to be eventually owned by collective groups of the beneficiaries.

**2. The fit with Aflatoun/Child Social and Financial Education**

SHGW acknowledges that the focus on income improvement alone is not sufficient. To ensure sustainable social economic development, investments in activities that stimulate empowerment and self-reliance are essential. SHGW believes that poor people, including children, have the strength to build their own lives, if only given a chance. With Aflatoun’s focus on empowerment and financial planning capabilities, SHGW believes that children will get a step closer to this chance.

**3. Working together to reach 1m children and initiate contact in 100 countries by 2010**

In 2008, SHGW will be supporting Aflatoun in scaling up the programmes in Uganda, Zimbabwe and piloting new programmes in Egypt, Mali and South Africa.



**Aflatoun - Child Social and Financial Education**  
**Letter of support – International Child Support**  
**Campaign Launch March 2008**



**1. About our organization**

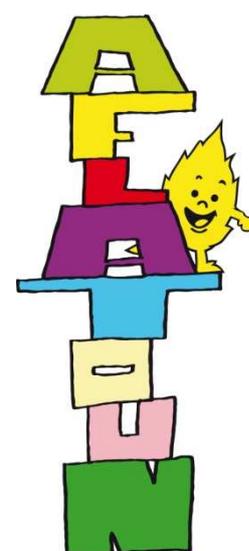
International Child Support (ICS) works towards a safe learning and living environment for children and youth. ICS provides special attention to children in rural areas in Africa and Asia and currently works in seven countries. ICS' strategy focuses on vulnerable and underprivileged children and their social environment to ensure development and protection. The main role is to enable children, adolescents, parents, caretakers, families, schools and communities to act in the best interest of the child. Through social contracts for programme implementation, roles, rights and responsibilities are agreed upon. Civil society organisations, NGOs, government and ICS complement one another. ICS facilitates the provision and utilisation of quality basic social services (health, HIV/AIDS, protection education and livelihood), the strengthening of civil society (capacity enhancement, organisational/institutional development) and lobby and advocacy.

**2. The fit with Aflatoun/Child Social and Financial Education**

ICS builds upon the inherent strength and capacities of children and young people and their positive contributions towards processes of change in their direct and indirect social environment. ICS' strategy consists of 4 building blocks: (1) child rights programming, (2) civic driven development, (3) partnerships and cooperation and (4) education as the foundations of social change.

**3. Working together to reach 1m children and initiate contact in 100 countries by 2010**

ICS' programmes are implemented via regional- and field offices and a wide range of partner organisations. In the Netherlands, ICS is the lead organisation of Change for Children; a partnership between five complementary organisations with varying experiences and spheres of activity in the field of poverty alleviation, partner support, strengthening of public support and fundraising. This alliance consists of Kids Rights, NET4Kids, Wilde Ganzen and ZZg (Zeister Zendings genootschap). The Netherlands Ministry of Foreign Affairs has granted Change for Children a subsidy in the framework of the co-financing programme 2007-2010.



## **Aflatoun - Child Social and Financial Education**

### **Letter of support – KidsRights Foundation**

**Campaign Launch March 2008**



#### **1. About our organization**

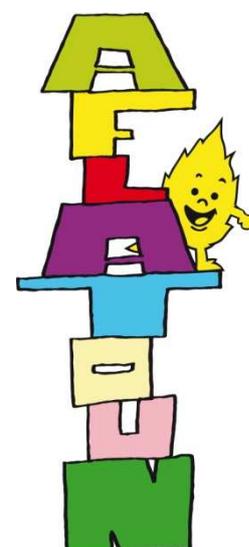
KidsRights Foundation, based in Amsterdam, The Netherlands, was founded in 2003 to raise funds for independently run aid programs aimed at particularly vulnerable children, as well as raise awareness for children's rights. The latter is done mainly through the international Children's Peace Prize, awarded yearly to a child who has made an exceptional contribution to the rights of the child. KidsRights currently partners with ten innovative aid projects in eight countries, including India, South Africa and Bolivia. In addition, KidsRights co-runs a program coupling primary school classes in The Netherlands one to one with classes in Afghanistan, South Africa, Surinam, Brazil and India.

#### **2. The fit with Aflatoun/Child Social and Financial Education**

KidsRights Foundation is committed to promoting the chances for children around the world to develop their full potential. Social and financial education greatly helps reach that goal, and should be part of every child's intellectual capital. The advocacy activities undertaken by KidsRights, the Children's Peace Prize in particular, provide a podium to children to tell their own stories. "KidsRights gives a Voice to the Voiceless" as Nobel Peace Laureate Desmond Tutu described it. Empowering children to stand up for their rights and enabling them to improve their own situations and those of other children around them, is greatly helped by the type of education Aflatoun is promoting through its programs.

#### **3. Working together to reach 1m children and initiate contact in 100 countries by 2010**

KidsRights Foundation will introduce the Aflatoun concept to its partners, and see with them whether it can be incorporated in their educational efforts. In addition, Aflatoun and KidsRights will be working together in a program supported by the Dutch Ministry of Development Cooperation to carry out several innovative projects aimed at children in eight developing countries.



**Aflatoun - Child Social and Financial Education**  
**Letter of support – Making Cents International**  
**Campaign Launch March 2008**



**1. About our organization**

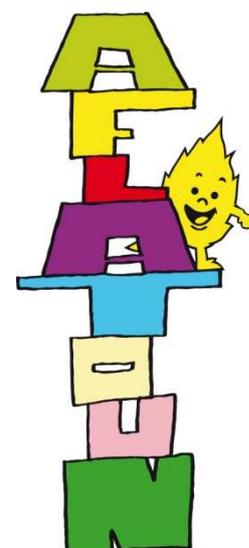
Making Cents International is committed to creating a legacy of improved skills and economic opportunities at the individual, community and global levels. We are a specialized consulting and training firm based in Washington, D.C. that equips youth and adults with the vision, confidence, and skills to create and grow their own businesses. Making Cents is also a leader in strengthening the youth microenterprise sector. Through the organization of learning opportunities and networks, Making Cents inspires youth, practitioners, policy makers, and funders to more effectively share and develop partnerships, programs and policies that support youth entrepreneurs. Since its founding in 1999, Making Cents has provided technical assistance to over 4,000 business service providers in 43 countries to reinforce their capacity to offer quality and targeted services to youth and adults.

**2. The fit with Aflatoun/Child Social and Financial Education**

Making Cents International believes strongly in the need to increase the access young people have to quality financial education, which assists them to better succeed personally and professionally. Making Cents also promotes youth-serving organizations providing financial literacy training as part of taking a holistic approach to meeting the diverse needs, interests, and opportunities young people have today. Having access to safe ways to save and manage various sources of money helps youth to learn core financial concepts. By learning these concepts while they are still young, youth will be able to make better decisions related to larger financial transactions, such as accessing a business loan, when they are older. Making Cents International has engaged in this arena by developing and facilitating the following courses: Promoting Financial Health in the Community and Youth Financial Literacy. It looks forward to collaborating with Aflatoun and partnering with a variety of local organizations around the world to offer high quality financial and entrepreneurship education in a sustainable way to young people.

**3. Working together to reach 1m children and initiate contact in 100 countries by 2010**

Making Cents International has been pleased to provide opportunities for Aflatoun to further expand their reach to the global community of practitioners who support and promote youth financial literacy, enterprise, employment, and livelihood development. In 2007, Making Cents organized the first-ever Global Youth Microenterprise Conference. Aflatoun shared their work at this event with an international group of 270 leading practitioners, educators, members of the private sector, youth, and policymakers. Several new partnerships resulted. Aflatoun's work was also highlighted in the recently-released publication: Youth Microenterprise and Livelihoods: State of the Field, Lessons from the Global Youth Microenterprise Conference which has been disseminated to 15,000 people worldwide in English, French and Spanish. Making Cents also seeks opportunities to incorporate Aflatoun's innovative material for children into community livelihoods development programs around the world.



**Aflatoun - Child Social and Financial Education**  
**Letter of support - Merrill Lynch International, Ltd.**  
**Campaign Launch March 2008**



### **1. About our organization**

Merrill Lynch is one of the world's leading wealth management, capital markets and advisory companies, with offices in 40 countries and territories and total client assets of almost \$2 trillion. Merrill Lynch offers a broad range of services to private clients, small businesses, and institutions and corporations. Merrill Lynch is actively involved in upholding strong corporate governance and citizenship. The Merrill Lynch Global Philanthropic Consulting Group (GPCG) is an international group of financial consultants and philanthropic specialists, to advise charities, foundations and endowments. We offer a variety of customized services that empower institutional and individual clients to fulfill their respective philanthropic missions. Our team emphasizes the development of philanthropic strategies, the management of financial assets and the administration of philanthropic tools and techniques.

### **2. The fit with Aflatoun/Child Social and Financial Education**

Merrill Lynch Global Philanthropy reflects our commitment to invest wisely in our communities. We apply sound business principles to make the most of our resources for unparalleled results. We support programs that are innovative, advance a global cause, tap the best nonprofit partners, involve Merrill Lynch volunteers, transcend cultural sensitivities, and encourage collaboration for best practices. With ongoing support for the arts, health, human services, and civic causes, Merrill Lynch's philanthropic priority is a sustained investment in education through Merrill Lynch Classroom.

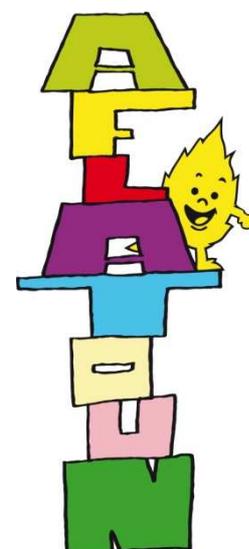
Merrill Lynch Classroom has four programs:

1. Investing Pays Off: arming young people for financial and career success
2. Young Entrepreneurs: Cultivating individual business success through enterprising ideas
3. Pacesetter schools: Strengthening a global network to prepare kids for life
4. Global Ambassadors: Engaging youngsters in the world beyond their borders

The Merrill Lynch Classroom programs, and other programs like the Global Investing Program for Children, are all focused on strengthening the skills of young individuals and to help them build a bright future. And this is exactly the purpose of Aflatoun.

### **3. Working together to reach 1m children and initiate contact in 100 countries by 2010**

The Merrill Lynch Global Philanthropic Consulting Group (GPCG) is a group of experts on philanthropy. Thanks to our philanthropic events, we create awareness on the trends in global giving, the rise of family foundations and corporate philanthropy. GPCG will give exposure to Aflatoun throughout our events in 2008. We will provide our network with information and introduce Aflatoun to important stakeholders in global philanthropy. Furthermore, we will connect the dots within our firm to support Aflatoun wherever we can. We wish Aflatoun success with their Campaign Launch and their wonderful work for the community



## Aflatoun - Child Social and Financial Education

Letter of support - Nederlandse Vereniging  
van Banken (NVB)



Campaign Launch March 2008

### 1. About our organization

The Netherlands Bankers' Association (Nederlandse Vereniging van Banken, NVB) strives towards a strong, healthy and internationally competitive banking industry in the Netherlands. Representing the common interests of the Dutch banking sector, it strives towards the effective operation of market forces whilst taking into account the interests of its interlocutors. Collective bargaining on behalf of the banking sector is also part of NVB's portfolio. Virtually all banks operating in the Netherlands, including foreign bank branches, belong to the NVB membership.

### 2. The fit with Aflatoun/Child Social and Financial Education

The diversity of interlocutors, the great European importance and the constantly changing landscape in which the banking industry operates require a combination of forces. This is why NVB consults with the regulatory authorities, the Dutch government and many social organisations and interest groups. Promoting well-rounded social and financial education for current and future generations is part and parcel of creating a socially and economically stable and robust banking sector, network, and society in The Netherlands, The European Union, and globally.

### 3. Working together to reach 1m children and initiate contact in 100 countries by 2010

NVB has partnered with Aflatoun in a social capital partnership and has introduced Aflatoun into the Dutch banking network to stimulate and support further partnerships for Aflatoun.



## Aflatoun - Child Social and Financial Education

### Letter of support - Organization for Economic Co-operation and Development (OECD)

Campaign Launch March 2008



#### 1. About our organization

The OECD brings together the governments of countries committed to democracy and the market economy from around the world to: 1) Support sustainable economic growth; 2) Boost employment; 3) Raise living standards; 4) Maintain financial stability; 5) Assist other countries' economic development; 6) Contribute to growth in world trade. The OECD also shares expertise and exchanges views with more than 100 other countries; and economies, from Brazil, China, and Russia to the least developed countries in Africa. Fast facts: established: 1961; location: Paris, France; membership: 30 countries; budget: EUR 342.9 million(2008); secretariat staff: 2 500; Secretary-General: Angel Gurría; publications: 250 new titles/year; official languages: English/French.

#### 2. The fit with Aflatoun/Child Social and Financial Education

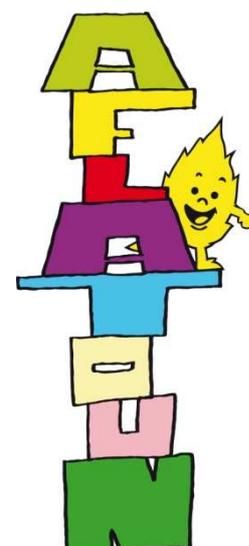
Over the last decade, the OECD has become an international leader and standard setter on financial education issues. In order to respond to OECD governments' growing concerns over adverse effects of low financial education levels, a comprehensive and high-level project on financial education was launched in 2003.

The main goals of this project are to:

- \*Launch an extensive data collection and ongoing surveillance of financial education developments in OECD and emerging economies
- \*Develop an analytical framework to address main issues and challenges in the area of financial education
- \*Elaborate good practices and principles on financial education
- \*Promote and raise awareness on these issues through high-level conferences and forums, development of a dedicated website and co-operation with relevant partners.

#### 3. Working together to reach 1m children and initiate contact in 100 countries by 2010

The OECD has launched, in 2008, the International Gateway for Financial Education (IGFE) which serves as the first global clearinghouse on financial education and gathers an extensive and comprehensive range of information, data, resources, research and news on financial education issues and programmes around the globe. We would therefore like to invite Aflatoun to join the Gateway, thereby contributing to raising awareness on, and visibility of, financial education issues worldwide, and ensuring a wide knowledge, from a large spectrum of international stakeholders interested in financial education, of Aflatoun's programmes and achievements.



## Aflatoun - Child Social and Financial Education

### Letter of support - Plan International

#### Campaign Launch March 2008



#### 1. About our organization

Plan is an international non-governmental organization working in 67 countries across the world. One of the world's oldest and largest international development agencies, our vision is of a world in which all children realize their potential in societies that respect people's rights and dignity. Plan aims to achieve lasting improvements in the quality of life of deprived children in developing countries through a process that unites people across cultures and adds meaning and value to their lives, by:

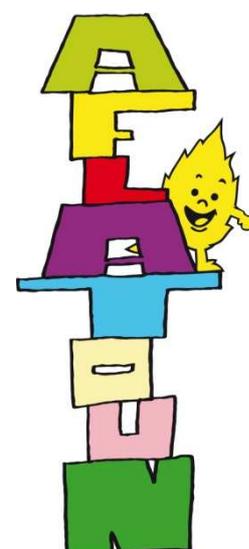
1) enabling deprived children, their families and their communities to meet their basic needs and to increase their ability to participate in and benefit from their societies; 2) building relationships to increase understanding and unity among peoples of different cultures and countries; and 3) promoting the rights and interests of the world's children.

#### 2. The fit with Aflatoun/Child Social and Financial Education

Plan's child-centered community development approach works with children, their families, communities, organizations and local governments to bring about positive change. Our work is linked to the United Nations Convention on the Rights of the Child. Aflatoun's agenda for promoting Child Social and Financial Education through the educational system is compatible with Plan's programming in two significant ways. First, Plan is committed to ending child poverty and we recognize that if this is to be achieved children must be involved and engaged. Fostering social and economic awareness in children is one way to support them to become socially responsible citizens and economically active adults. Second, Plan's child-centered community development approach involves partnerships with various groups to ensure that the rights of all children are respected and we recognize that working with governments and other key actors is critical to promote reforms that result in economic and social justice for children.

#### 3. Working together to reach 1m children and initiate contact in 100 countries by 2010

Several Plan country offices are interested in the Aflatoun program and we have been piloting programs in Asia (Vietnam and the Philippines). Moreover, Plan in Dominican Republic has just launched in February the Aflatoun program. The Vietnam and Philippines programs are currently being evaluated to determine effectiveness and lessons learned. Once the evaluation is completed and the results analyzed, we will be better informed as to how Plan can effectively work with the Aflatoun program. At that time a strategy for scaling up the program will be considered with possibilities of expansion beyond Asia into some countries in Latin America and Africa. (Possibly 8 Plan country offices might be involved either directly, or through collaboration, in the scaling up of the program.)



## Aflatoun - Child Social and Financial Education

Letter of support - Quinto Groep

Campaign Launch March 2008



### 1. About our organization

Quinto Groep is a unique organization with a singular strategy and national coverage in accountancy solutions. We are specialized in payroll services and related activities. Our services are quality and customer focused, backed by the extensive human and capital assets of our globally respected accountancy branch.

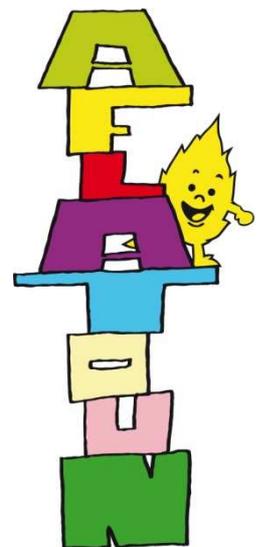
### 2. The fit with Aflatoun/Child Social and Financial Education

We endorse Aflatoun's concept and efforts in promoting a sound social and financial environment for children all over the world. This will give the children a very good basis for their future life. We feel strongly the same within our own company. People should get the possibilities to develop their skills and should be supported.

### 3. Working together to reach 1m children and initiate contact in 100 countries by 2010

Quinto Groep will continue supporting Aflatoun with its goals and future endeavors.

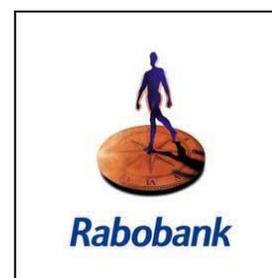
We wish you success with the campaign launch in March 2008!



## Aflatoun - Child Social and Financial Education

### Letter of support - Rabobank Foundation

Campaign Launch March 2008



#### 1. About our organization

Rabobank Foundation is dedicated to supporting groups of people in disadvantaged situations in both the Netherlands and in developing countries to fulfill their financial and personal ambitions.

Rabobank Foundation focuses its international activities on 25 developing countries. It supports cooperative microfinance institutions, producers organizations and promising local savings and credit cooperatives.

Rabobank Foundation utilizes tools such as: small scale donations, technical assistance (local experts and Rabobank Experts, trade finance lending, micro finance lending and guarantees.

#### 2. The fit with Aflatoun/Child Social and Financial Education

Rabobank group with more than 100 years history in savings and credit methodologies, and experience in reaching and organizing the poor in rural societies, can be an important alliance for Aflatoun in offering Technical Assistance and an extensive network of more than 300 partners worldwide regarding your financial child education programs. As an example, Nattco in Philippines is one of the long standing and respected partners of RF and was introduced to Aflatoun by the Rabobank Foundation four years ago. Aflatoun now partners with Nattco for program delivery in the Philippines.

#### 3. Working together to reach 1m children and initiate contact in 100 countries by 2010

As mentioned before Rabobank Foundation can consider Technical Assistance and in delivering support for your organization and in setting up child savings schemes.



## Aflatoun - Child Social and Financial Education

### Letter of support - Schwab Foundation for Social Entrepreneurship

Campaign Launch March 2008



#### 1. About our organization

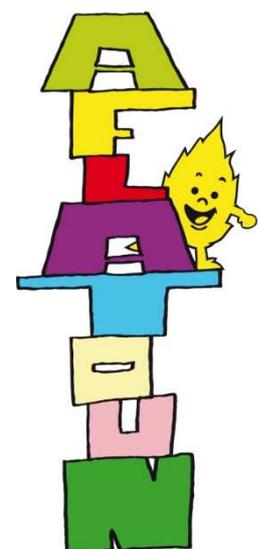
The Schwab Foundation for Social Entrepreneurship was founded by Klaus Schwab, Founder of the World Economic Forum, and his wife Hilde in 2000. It's mission is to raise the awareness on social entrepreneurship as a key element to advance societies and address social problems in an innovative and effective manner. With its partners in close to 30 countries around the world, the Foundation selects the "Social Entrepreneur of the Year" and provides a national, regional and global platform for leading social entrepreneurs to highlight and disseminate their sustainable innovations in a wide range of fields. The Foundation works closely with its sister organization, the World Economic Forum, to open this unique networking platform to social entrepreneurs.

#### 2. The fit with Aflatoun/Child Social and Financial Education

Jeroo Billimoria has been part of the very first selection of social entrepreneurs into the network in 2001. We are proud to see that in this relatively short time span, she has been able to bring three new social enterprises to a level of great success. Aflatoun is highly innovative and fills a unique gap in most of the world's education systems.

#### 3. Working together to reach 1m children and initiate contact in 100 countries by 2010

As part of the Schwab Foundation and World Economic Forum network, we provide any possible support to Aflatoun to make initial high level connections to companies and public officials. Jeroo Billimoria will have the opportunity to represent Aflatoun at various regional and global events of the Foundation and the World Economic Forum, where important contacts can be facilitated and the Aflatoun model should be highlighted as a role model to support and follow.



## **Aflatoun - Child Social and Financial Education**

### **Letter of support - Skoll Foundation**

**Campaign Launch March 2008**



#### **1. About our organization**

The Skoll Foundation's mission is to advance systemic change to benefit communities around the world by investing in, connecting and celebrating social entrepreneurs. Social entrepreneurs are proven leaders whose approaches and solutions to social problems are helping to better the lives and circumstances of countless underserved or disadvantaged individuals. By identifying the people and programs already bringing positive changes to communities throughout the world, the Skoll Foundation empowers them to extend their reach, deepen their impact and fundamentally improve society.

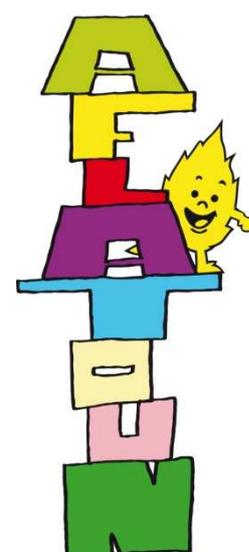
#### **2. The fit with Aflatoun/Child Social and Financial Education**

The Skoll Awards for Social Entrepreneurship support social entrepreneurs whose work has the potential for large-scale influence on critical issues of our time. We believe that Jeroo Billimoria and Aflatoun see opportunities where others see problems and crises. With an innovative programmatic model and a strong business model that enables successful replication we are confident that Aflatoun will be a major influence in empowering children, globally, to break the cycle of poverty.

#### **3. Working together to reach 1m children and initiate contact in 100 countries by 2010**

Skoll provides core-funding to Aflatoun to support its expansion plans. Our support will be leveraged to strengthen the franchise network of NGO leaders who will in turn develop national implementation networks to bring the program to schools, providing training, technical support and quality control and ultimately institutionalizing child savings as a core program of school systems. We also hope to build the capabilities of Aflatoun to become a financially sustainable organization that can support its growth opportunities.

We are delighted with Aflatoun's accomplishments thus far and look forward to a continuing partnership as they advance towards a global movement!





## **1. About our organization**

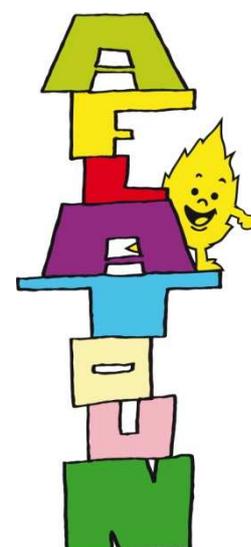
StrawberryFrog is an award winning full-service communications agency. We spark CULTURAL MOVEMENTS for the world's most respected brands using CULTURAL CONNECTION - a better sequence for planning communications. StrawberryFrog's strategy, creative, digital, media and management teams work in collaboration with our clients to create highly effective and efficient cultural movements. For more than 8 years, we have built passionate customer relationships and delivered strong results for clients who think big. Our logo is a little red frog for a reason. StrawberryFrog is at the vanguard of the blossoming advertising scene, blazing a trail with unfettered energy, breakthrough strategy and creativity and fresh ideas. The buzzword is momentum. There's never been anything like it, and there still isn't, yet.

## **2. The fit with Aflatoun/Child Social and Financial Education**

When Aflatoun wrote to us asking us to work with them on creating a new communications movement around Child Social and Financial Education, how could we say no? In the idea and the approach, we saw a few things that appeal. Firstly the idea that children, with an appropriate support framework, could empower themselves to change the future... the importance of social and economic life skills working together rather than independently, and the fact that Aflatoun starts working with kids when they're still young, and before they pick up bad habits! We get a lot of approaches from people doing a lot of good stuff for the world, but no-one quite like Aflatoun...so here we are...

## **3. Working together to reach 1m children and initiate contact in 100 countries by 2010**

We've developed the idea of Social & Financial into Aflatoun's Building Blocks for life approach to its brand kits and visual identity, and created all the elements so that they're easy for partners to use to create new banks of materials that everyone can share through the network, and we look forward to talking to partners and other stakeholders at the launch about that some more. We also look forward to working with Aflatoun on its Donor strategy and future communications strategy to help all its partners and children come together to spread the Aflatoun skills and story. In short, we look forward to working together to put Change in the hands of Children.



## **1. About our organization**

Triodos Foundation supports projects that contribute to the development of a sustainable society through valuable, innovative initiatives. In our view, this is a society that has regard to the quality of life. The well-being of an individual cannot be defined in isolation. Relations between people, and between human beings and nature, are important elements of the quality of life.

As a sustainable financial institution Triodos Bank has branches in The Netherlands, Belgium, United Kingdom and Spain. And since 1994 Triodos Bank has contributed its unique expertise in sustainable banking to the microfinance sector in developing countries, Central Asia and Eastern Europe.

## **2. The fit with Aflatoun/Child Social and Financial Education**

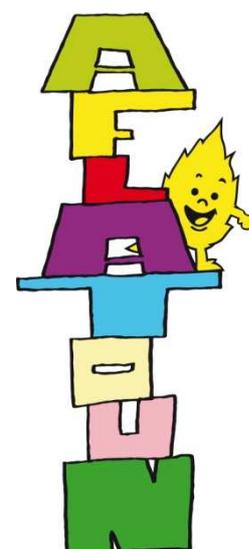
The fit with Aflatoun's educational programme can be found in Article 2 of the bylaws of Triodos Foundation that reads as follows:

"The Foundation's aim is to stimulate and take initiatives that give an impetus to social innovation or that contribute to more conscious use of money. The starting point is that every individual should be able to develop him or herself freely. He or she has equal rights and is responsible for the effects that his or her economic acts have on fellow human beings and the earth. All of this should be interpreted in the broadest sense."

## **3. Working together to reach 1m children and initiate contact in 100 countries by 2010**

Triodos Foundation has been a supporter of Aflatoun Child Savings International from the beginning.

Triodos Foundation has contributed financially to the development of the Aflatoun programme.



## Aflatoun - Child Social and Financial Education

Letter of support -

Campaign Launch March 2008



### 1. About our organization

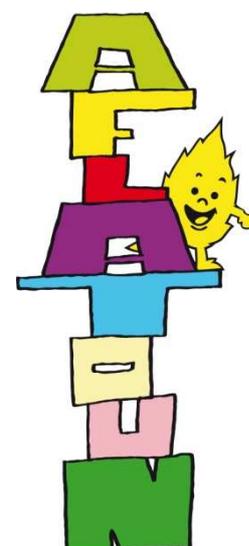
UNICEF is the United Nations Children’s Fund, the driving force that helps build a world where the rights of every child are realized. We have the global authority to influence decision-makers, and the variety of partners at grassroots level to turn the most innovative ideas into reality. That makes us unique among world organizations, and unique among those working with the young. We believe that nurturing and caring for children are the cornerstones of human progress. UNICEF was created with this purpose in mind – to work with others to overcome the obstacles that poverty, violence, disease and discrimination place in a child’s path. We advocate for measures to give children the best start in life, we promote girls’ education, we act so that all children are immunized against common childhood diseases and are well nourished, and we work to prevent the spread of HIV/AIDS among young people. UNICEF upholds the Convention on the Rights of the Child. We work for the Millennium Development Goals and for the progress promised in the United Nations Charter. We work in 191 countries through country programmes and National Committees.

### 2. The fit with Aflatoun/Child Social and Financial Education

UNICEF advocates quality education for all children — girls and boys — with an emphasis on gender equality and eliminating disparities of all kinds. In promoting equity, UNICEF focuses on the most disadvantaged children through a range of innovative programmes and initiatives in education. We work with a range of local, national and international partners to realize the education and gender equality goals established in the Millennium Development Goals and the Education for All Declaration and to bring about essential structural changes needed to achieve social justice and equity for all. UNICEF’s long-term goal is for all children to have access to and complete an education of good quality.

### 3. Working together to reach 1m children and initiate contact in 100 countries by 2010

Aflatoun has begun talks with UNICEF offices in several countries, including Cuba, Dominican Republic, Nigeria. With future consultations and a growing partnership, UNICEF and Aflatoun’s relationship is one of great promise.



**Aflatoun - Child Social and Financial Education**  
**Letter of support – Verbond van Verzekeraars**  
**Campaign Launch March 2008**



**1. About our organization**

The Dutch Association of Insurers trade association of private insurance companies represents the interests of private insurance companies operating in the Netherlands. The Association's members represent more than 95 percent of the insurance market expressed in terms of gross premium income. The Association is an independent organisation managed and financed by its members.

The Association has four main tasks:

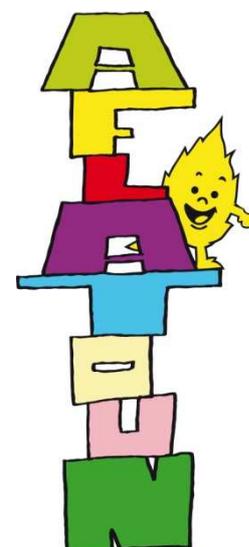
- \*Representing its members to the outside world
- \*Promoting the image of the insurance industry
- \*Providing a platform for its members
- \*Providing services to its members

**2. The fit with Aflatoun/Child Social and Financial Education**

The Dutch association believes that financial education is essential for a child to grow up as a responsible citizen who is able to manage finances especially financial risks and knows about the cover insurances can offer. For that reason the Association participates with know how and money in several activities such as: Centiq a partnership of 85 governmental and private bodies, activities: school TV, school tv website, Nibud geldkoffer, a suitcase with all kinds of interactive handouts about money, debts and a game about financial risks and insurance. Nibud is a non for profit Budget information organization. Of course the organization launches its own activities like a website, free publicity, articles and special brochures as well.

**3. Working together to reach 1m children and initiate contact in 100 countries by 2010**

The Association supports the Aflatoun concept to initiate a global movement working with (inter) national partners in order to reach out the most vulnerable children. This from the viewpoint that children not only learn budget (saving & spending) skills but also learn to be responsible to themselves, their family and to the community. In a practical way and as a active participant.



## **Aflatoun - Child Social and Financial Education**

### **Letter of support - WEBER Marketing & Communications**

#### **Campaign Launch March 2008**



#### **1. About our organization**

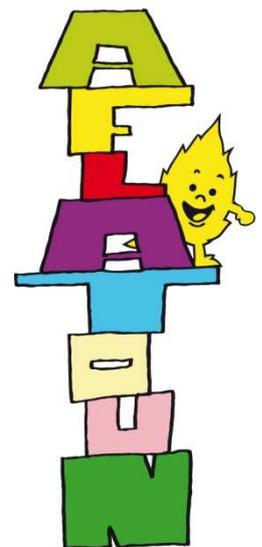
WEBER serves medium and large-sized national and international businesses through two separate companies: WEBER Marketing & Advertising and WEBER International. Our three core principles are finding tailor-made solutions, using out-of-the-box thinking and always being pro-active. We use our own initiative, developing and presenting new ideas, concepts and directions in a clear, open and positive manner.

#### **2. The fit with Aflatoun/Child Social and Financial Education**

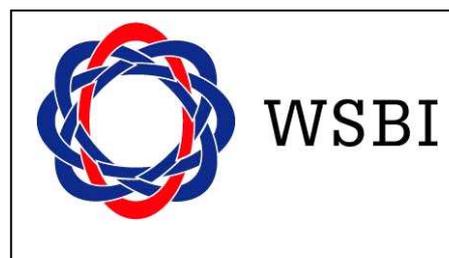
When Strawberry Frog asked us to work with them on PR for Aflatoun, the whole team at WEBER was immediately enthusiastic. Empowering children around the globe is such a fantastic idea, especially the education on financial and social skills. We will introduce the vision and mission of Aflatoun to our multinational clients who are in position to support this good cause.

#### **3. Working together to reach 1m children and initiate contact in 100 countries by 2010**

WEBER will give PR support to Aflatoun. We think we can add value in many ways (not only PR-wise, but also in terms of sponsoring and funding). We will work alongside the branding and communication platform of Strawberry Frog and will help Aflatoun to launch to the relevant Dutch and world media, starting on 17th March 2008. Our goal is to reach maximum awareness for Aflatoun's mission, vision and programmes.



**Aflatoun - Child Social and Financial Education**  
**Letter of support - World Savings Banks Institute**  
**Campaign Launch March 2008**



**1. About our organization**

The World Savings Banks Institute (WSBI) is the global voice of retail and savings banking and represents 109 banking organisations from 92 countries. They share a strong focus on retail customers, SMEs and local authorities, a decentralised organisation that enables them to provide regional outreach, and a socially responsible approach to business and to society.

WSBI facilitates their international cooperation and the development of their market positions.

**2. The fit with Aflatoun/Child Social and Financial Education**

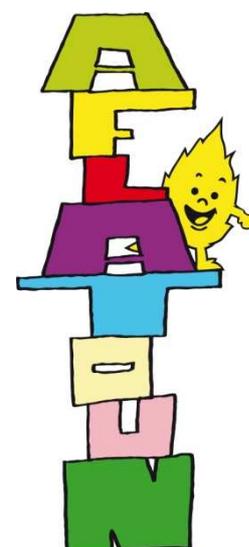
Part of WSBI activities focus on building inclusive financial sectors, on all continents including in Europe. WSBI and its member banks see financial education as an essential component to reach this goal, empower consumers and broaden the level of access to financial services. It is also part of the return that WSBI banking institutions want to bring back to the society where they operate.

A number of financial literacy initiatives have therefore been developed by member banks, whose targets extend far beyond the scope of their clientele. A selection of examples is available from [http://www.wsbi.org/uploadedFiles/Publications\\_and\\_Research\\_\(WSBI\\_only\)/financialeducation%20wsbi%20screen.pdf](http://www.wsbi.org/uploadedFiles/Publications_and_Research_(WSBI_only)/financialeducation%20wsbi%20screen.pdf).

Aflatoun' objectives match WSBI members' overall ambition to widen access to finance, including for the underserved parts of the population and in the most remote areas.

**3. Working together to reach 1m children and initiate contact in 100 countries by 2010**

WSBI will open its network to Aflatoun at national level and seek the interest of its members to act as banking partners. The objective will be to facilitate the development of partnerships at national level for the implementation of Aflatoun programmes, specifically for the collection of children's savings. WSBI will also support Aflatoun Child Social and Financial Education Campaign.



## Aflatoun - Child Social and Financial Education

Letter of support - World YWCA

Campaign Launch March 2008



### 1. About our organization

The World YWCA is a global network of women and young women leading social and economic change in 125 countries. It advocates for peace, justice, human rights and care of the environment, and has been at the forefront of raising the status of women for over a century. The World YWCA develops women's leadership to find local solutions to the global inequalities women face. Each year, it reaches more than 25 million women and girls through work in 22,000 communities. This grassroots development experience shapes the organisation's global advocacy agenda. The World YWCA work is inspired by Christian principles and a commitment to women's full and equal participation in society. It is a volunteer membership movement inclusive of women from many faiths, backgrounds and cultures.

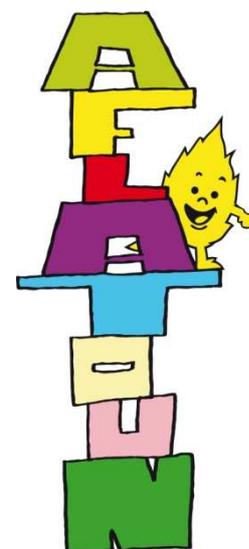
### 2. The fit with Aflatoun/Child Social and Financial Education

Since 1855 the YWCA has been at the forefront of empowering women, young women and girls with skills to become better leaders in their community, country and internationally. The experience, knowledge and networks the movement has acquired can contribute immensely to the vision of Aflatoun. A range of programmes in YWCAs around the world specifically target girls: Girls Building Bridges, a self-esteem programmes developed in post-conflict Angola, Finance First a partnership between CitiBank and YWCA of New Zealand, Think Money between CitiBank and YWCA of Korea, Power of Being a girl at the YWCA of Canada and numerous Girl Tech and Y-Girl programmes around the world.

The World YWCA works in close partnership with leading youth organisation including YMCA, World Girl Guides and Girl Scouts Association (WAGGGS), International Federation of Red Cross and the World Scouts movement, UNICEF and UNFPA.

### 3. Working together to reach 1m children and initiate contact in 100 countries by 2010

The World YWCA reaches 25 million women and girls and is present in 125 countries.





PART 3

CAMPAGN

COMMITMENTS

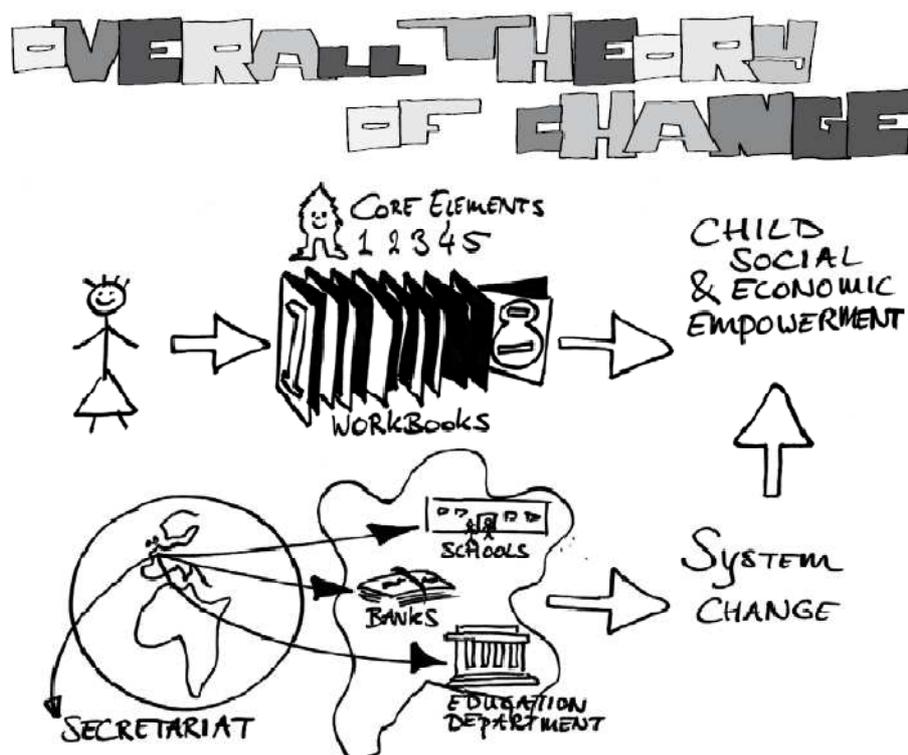
BY

ADIS

COMMITTEE

## Introduction

Aflatoun's vision of scale is worth nothing if programmes delivery does not happen in a meaningful way that impacts children's lives and helps deliver Aflatoun's mission: "Inspiring children to socially and economically empower themselves and become agents of change in their own lives and for a more equitable world."



If we do not have visibility of how the programme is being implemented, what works, what does not, what new materials have been created by our partners, and which can be shared across the network as a whole, we cannot facilitate the appropriate support for our partners and children.

If we have a programme where everything is being implemented consistently but which is still having no meaningful impact on children's lives, equally, we are not discharging our responsibilities to the network.

The following documents detail the support of the individuals and organisation who comprise Aflatoun's Impact Assurance and Quality Assurance (AQIS) committee, who are helping us develop ways to measure social and economic empowerment in a meaningful way – whether that's through savings, smiles or school plays that result from children's involvement with Aflatoun.

## Aflatoun - Child Social and Financial Education

**Letter of support – Greg Dees, Center for the Advancement of Social Entrepreneurship, Duke University**



**Campaign Launch March 2008**

### 3. About you

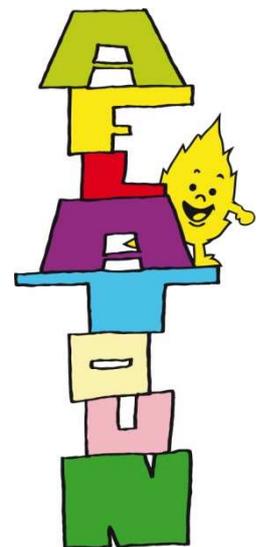
Greg Dees is Professor of the Practice of Social Entrepreneurship at Duke University, where he was the Founding Faculty Director of the Center for the Advancement of Social Entrepreneurship (CASE). He previously taught at Yale, Harvard, and Stanford Universities; he has also worked as a consultant at McKinsey & Company. Greg has published extensively on the topic of social entrepreneurship. He recently received a Lifetime Achievement Award for pioneering work in social entrepreneurship education from the Aspen Institute and Ashoka. In addition to the Aflatoun Impact Advisory Committee, he serves on several boards or advisory boards, including the Bridgespan Group, SJF Advisory Services, and REDF.

### 4. About your organization

A research and education center based at Duke University's Fuqua School of Business, the Center for the Advancement of Social Entrepreneurship (CASE) promotes the entrepreneurial pursuit of social impact through the thoughtful adaptation of business expertise. Founded in 2001, CASE supports research and education that blends academic rigor with a strong practical orientation, providing individuals and organizations with the knowledge and skills they need to recognize and resourcefully pursue opportunities to create lasting, positive social impact. For more information, see [www.caseatduke.org](http://www.caseatduke.org).

### 5. About your support for Aflatoun's Quality Assurance and Impact Assessment

Professor Dees has personally agreed to provide advice to Aflatoun as part of the Impact Advisory Committee. He will also, in a manner that is mutually agreeable, include Aflatoun as a partner in his on-going research and educational work regarding scale in the social sector. This research is aimed at uncovering the challenges and providing support for social entrepreneurs engaged in significant efforts to scale the impact of their innovations.



## Aflatoun - Child Social and Financial Education

Letter of support – John Elkington SustainAbility Ltd

Campaign Launch March 2008

The logo for SustainAbility, featuring the word "SustainAbility" in white text on a blue rectangular background.

### 1. About our organization

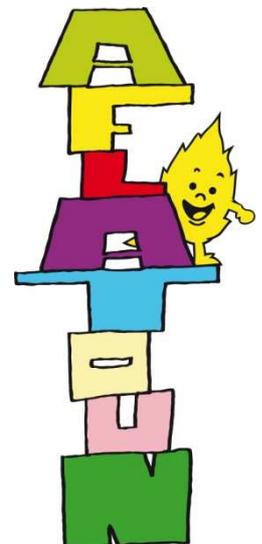
SustainAbility was founded 21 years ago, in 1987, to drive the concept of sustainable development into the business and political mainstream. We promote stakeholder capitalism: young people are the closest we have to representatives of the future. More details at <http://www.sustainability.com>. Co-founder of **SustainAbility** in 1987 (Chair from 1995 -2005), and Founding Partner & Director of **Volans Ventures**, John Elkington is a world authority on corporate responsibility and sustainable development. In 2004, *BusinessWeek* described him as “a dean of the corporate responsibility movement for three decades.” Over time, John has authored or co-authored 17 books, including 1988’s million-selling *Green Consumer Guide* and *Cannibals with Forks: The Triple Bottom Line of 21st Century Business* (1997). John is Faculty member of the **World Economic Forum** and serves as an advisor and member to many other international bodies and organizations.

### 2. The fit with Aflatoun/Child Social and Financial Education

Over time, our work has increasingly focused on the financial sector, in its many forms. In the process, the crucial role of financial literacy—at all levels—has become clear. Our work with Aflatoun signals our belief in Jeroo and her team, is very much in the spirit of our 3-year partnership with the Skoll Foundation, and provides an important test-bed for new forms of social performance metrics. Ultimately, too, young people who are unable to raise their horizons are very unlikely to move towards either financial or other forms of sustainability.

### 3. Working together to reach 1m children and initiate contact in 100 countries by 2010

These are hugely ambitious targets—but very inspirational, too. In addition to John Elkington’s role in relation to Quality Assurance and Impact Assessment, we are in the process of establishing a new organization—Volans Ventures—to more actively support scalable entrepreneurial solutions to the great economic, social and environmental divides that are such a stark characteristic of today’s world. For more information, see <http://www.volans.com>. Our relationship with Aflatoun will be core to that new venture—and we plan to feature the organization’s work in many of the presentations the founding partners (including John Elkington, Pamela Hartigan and Sophia Tickell) do at conferences around the world.



## Aflatoun - Child Social and Financial Education

Letter of support – Sara Olsen, Social Venture  
Technology Group (SVT)

Campaign Launch March 2008



### 1. About you

The Founding Partner of Social Venture Technology Group ([www.svtgroup.net](http://www.svtgroup.net)), Sara Olsen believes that the capital markets have the potential to become the engine that creates healthy people and a healthy planet if information about social and environmental impact is visible and widespread. She has led SVT since 2001 in the development of frameworks for measuring, managing and communicating impact. Sara speaks internationally and writes on social and environmental impact analysis to promote its awareness and adoption (works include [Social Return on Investment: a Guide to SROI Analysis](#) (Lenthe Publishers, 2006), "[Mission Related Investing: A Workshop for Foundations](#)," (Investors' Circle Foundation, 2004), and "[The Double Bottom Line Methods Catalog](#)" (The Rockefeller Foundation, 2004), an updated version of which will be published in mid-2008. In 1999 she co-founded the Global Social Venture Competition; is a founding steering committee member of [www.xigi.net](http://www.xigi.net) (pronounced "ziggy"), a community-driven network and map of the emerging capital market that funds good; and is an advisor to Calvert Foundation's Social Enterprise Fund, ChangingthePresent.org, Mobile Media and of course, Aflatoun. Sara holds an MBA from UC Berkeley, an MASW from the University of Chicago and a BA from Dartmouth College. She lives and works in San Francisco.

### 2. About your organization

SVT Group ([www.svtgroup.net](http://www.svtgroup.net)) is a specialist financial advisory and strategic management and operations consulting firm that helps clients achieve objectives by measurably improving their social and environmental impact. For the largest U.S. public pension fund, SVT teamed with its Environmental Investment Advisor to design and pilot the Environmental Performance Reporting System used in its over \$1Bn environmental technology private equity portfolio. SVT partnered with the Schwab Foundation for Social Entrepreneurship Fellows in Africa, Latin America and India, to develop social return on investment analyses of their work in sustainable agriculture, waste management, microfinance and education. We also conducted a training session on SROI analysis for Schwab Fellows at the WEF. SVT also contributed to the SROI analysis of what may be the world's first voluntary trade of credits for verified units of carbon offsets *and* poverty alleviation, and we actively seek partners interested in piloting these credits.

### 3. About your support for Aflatoun's Quality Assurance and Impact Assessment.

What I as an Advisory Committee member want to do is make sure we the Aflatoun team are: 1) Accounting for what progress toward the goal of reducing child poverty is made 2) Learning how to do this most effectively and efficiently as the organization scales globally 3) Catching areas where unintentional negative impacts may be had and correcting these; and 4) Communicating, and holding ourselves accountable for, our progress. Aflatoun's commitment to embedding impact measurement systems into its infrastructure from the beginning is to date the most robust and that I have ever seen, period.



## Aflatoun - Child Social and Financial Education

Letter of support – Marta Santos Pais, UNICEF  
Innocenti Research Centre

Campaign Launch March 2008



### 1. About you

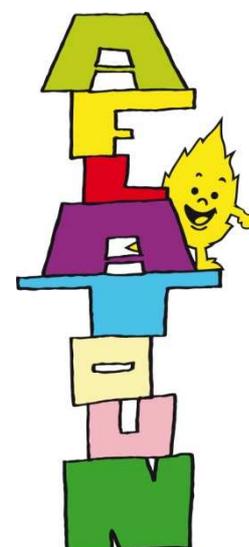
Marta Santos Pais is the Director of the Innocenti Research Centre. Prior to joining UNICEF, she was Rapporteur of the United Nations Committee on the Rights of the Child and a Special Adviser to the Machel Study on the Impact of Armed Conflict on Children. She was also a Special Adviser to the UN Study on Violence and as a human rights lawyer and previously she was a member of the UN Drafting Group of the 1989 Convention on the Rights of the Child and its two Optional Protocols and participated in the drafting of a wide range of other international human rights and legal instruments. She is the author of a large number of publications in human rights, children's rights and legal issues.

### 2. About your organization

The UNICEF Innocenti Research Centre in Florence, Italy, was established in 1988 to strengthen the research capability of the United Nations Children's Fund (UNICEF) and to support its advocacy for children worldwide. The Centre has as its prime objectives to improve international understanding of the issues relating to children's rights, to promote economic policies that advance the cause of children, and to help facilitate the full implementation of the United Nations Convention on the Rights of the Child in developing and industrialized countries.

### 3. About your support for Aflatoun's Quality Assurance and Impact Assessment

As a member of Aflatoun Impact Advisory Committee, Marta Santos Pais has agreed to provide advice and share relevant information and link up with research initiatives aiming at the promotion of the rights of the child and the improvement of children's well-being and living conditions.



## Aflatoun - Child Social and Financial Education

Letter of support – Peter Scholten, Scholten & Franssen

Campaign Launch March 2008

SCHOLTEN  
&FRANSSEN

### 4. About you

Peter Scholten (1959) is the co-founder of Scholten&Franssen.

Peter has been working with social enterprises in Amsterdam, the Netherlands, for 25 years. He studied in Amsterdam, Atlanta and Boston, and received his MBA at Rotterdam School of Management. He has written three books on Social Return On Investment and one on Social Entrepreneurship. Peter has given workshops and presentations on SROI in almost every country in Europe; and organizes training courses on SROI in the Netherlands, Belgium and Germany. Peter is also chair of the working group on "Performance measurement and social impact assessment" for the European Venture Philanthropy Association, is founder of the European SROI Network, and has been judge for the Global Social Venture Competition in 2004. For more info. see [www.scholtenfranssen.nl](http://www.scholtenfranssen.nl), [info@scholtenfranssen.nl](mailto:info@scholtenfranssen.nl).

### 5. About your organization

Scholten & Franssen is an international consultancy, based in the Netherlands, Belgium and Germany. We are specialized in social entrepreneurship and the "blended value concept". Our clients include both major for-profit companies, civil society organisations and governments throughout Europe.

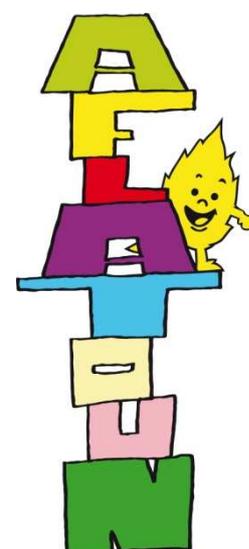
Our main fields of expertise are:

- performance measurement and social impact assessment
- earned income strategies
- capacity building for social entrepreneurs
- social marketing
- social business cases

### 6. About your support for Aflatoun's Quality Assurance and Impact Assessment

Peter Scholten supports Aflatoun's AQIS mainly with his expertise on social performance measurement and SROI. This support consists mainly of following activities:

1. SROI-workshop for Aflatoun staff (2007)
2. participation in the AQIS-working group on performance measurement issues;
3. using Aflatoun as one of the case-studies for the online SROI-webtool, as currently built with the support of Dutch foundations Noaber and DOB, and written by Scholten&Franssen. (May 2008).



## Aflatoun - Child Social and Financial Education

Letter of support – Jamie M. Zimmerman  
The New America Foundation

Campaign Launch March 2008



### 1. About you

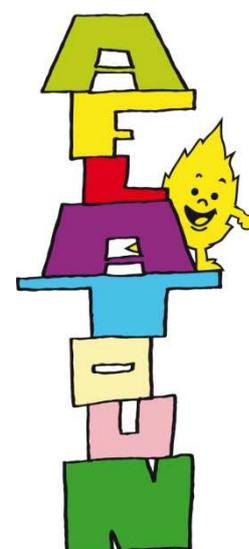
Jamie M. Zimmerman is Deputy Director of the Global Assets Project, a joint venture of the Asset Building Program at the New America Foundation and the Center for Social Development at Washington University in St. Louis. Ms. Zimmerman develops and manages the project's efforts to advance savings and asset-building policies and initiatives around the world. Previously, Ms. Zimmerman managed research and outreach efforts for multiple projects aimed at building awareness of the relationship between international trade, human rights, and corporate social responsibility at the University of North Carolina – Chapel Hill. She has also worked as a consultant in Brazil and Peru. She is a graduate of the University of Kentucky, where she also earned a master's degree in international political economy and international development. She is the co-author of *Trade Imbalance: The Struggle to Weigh Human Rights Concerns in Trade Policymaking*, published in 2007.

### 2. About your organization

About the New America Foundation: The New America Foundation is a non-profit public policy institute that was established through the collaborative work of a diverse group of public intellectuals, civic leaders and business executives. The purpose of New America Foundation is to bring exceptionally promising new voices and new ideas to the fore of our nation's public discourse. The Asset Building Program: The purpose of New America's Asset Building Program, established in 2002, is to significantly broaden savings and assets ownership in America, thereby providing all Americans both with the means to get ahead and with a direct stake in the overall success of our economy. This major, new direction in public policy promises to be as successful in the 21st century as the Homestead Act and GI Bill were in previous centuries. The Program also established a Global Assets Project to promote asset-building policies worldwide. The Global Assets Project: The project, launched in 2006, aims to inform and stimulate global asset-building innovations among the increasingly integrated areas of microfinance, financial education, social policy, and commercial financial services.

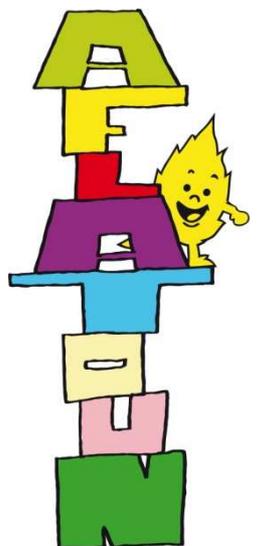
### 3. About your support for Aflatoun's Quality Assurance and Impact Assessment

The Global Assets Project of the New America Foundation is proud to support the policy advocacy efforts of Aflatoun. Recognizing that global inclusion in social and financial education, as well as financial services for children, is largely a systemic issue resulting from policy and regulatory hurdles, the Global Assets Project will support Aflatoun's work to engage, educate and advocate global policymakers and bilateral and multilateral governmental organizations. The Global Assets Project also continues to support the development of Aflatoun's AQIS strategy, working with them to identify impact indicators and explore possible avenues for a research agenda on the economic and social impacts of the Aflatoun curriculum.





**Notes:**







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