

2. Rights and responsibilities

Aflatoun is grounded in the UN Convention on the Rights of the Child (UNCRC) (1990), which identifies four sets of interdependent rights -aligning with the Millennium Development Goals (MDGs). Responsibilities go hand in hand with rights and children learn about their responsibilities towards themselves, their family, the environment and their community.

3. Saving and spending

Children learn how to save and how to spend resources in a responsible manner.

4. Planning and budgeting

Financial empowerment is achieved when children use their saving and spending skills to maximise their life choices.

5. Child enterprise (Social and Financial)

Through managing community enterprises or entrepreneurial activities children discover how they can have a positive impact on their community.

The Aflatoun Programme

The Aflatoun Programme targets children ages 6-14 and can be used in formal and non-formal education systems.¹ The programme is designed to be engaging and child-friendly, and uses methods like songs, games and worksheets which put children at the centre of the learning process. The Programme is implemented around the world by Aflatoun's partner organisations (mostly not-for-profit NGO's). The long term aim is for governments to incorporate the Aflatoun Programme of CSFE into their standard national curricula.

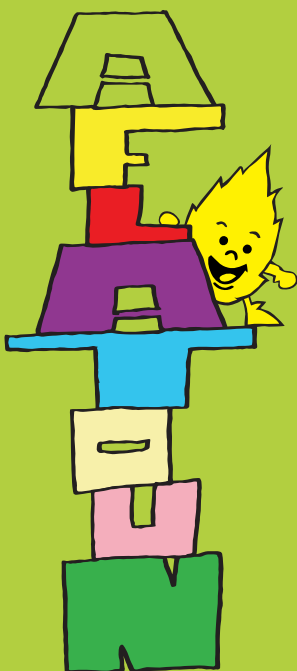
Through Aflatoun's Child Friendly Banking initiative the aim is to link this learning to a real savings account, and guarantee access to a safe and friendly savings account for every child. Financial market and economic policy institutions, like banks, can play a crucial role in children's financial inclusion by offering these accounts and supporting CSFE. In return for being child friendly, financial institutions are formally certified as *Child Friendly Banking Approved!*

Principles of Implementation

The Aflatoun Programme is intended to be tailored to the local context by the partner organisations, so that it can be as effective as possible in each country. However, there are three key principles which we try to guide. This approach attempts to balance partners' freedom to innovate and culturally appropriate learning whilst preserving the integrity of the Programme between countries for quality assurance and impact assessment.

1. The Aflatoun Character

¹ Aflatoun focuses on children starting at age 6 because this is the first year of primary school-the most universally accessible education for the world's children. Aflatoun stops its focus at age 14 because this is where the standard age definition for children ends and youth (age 15-24) begins, according to the UNMDG age framework.



The word “Aflatoun” is of Arabic origin and refers to ‘the explorer’. It also refers to Plato, the great Greek philosopher, who is known for his ideas on ethics, citizenship, social justice, respect, conservation, friendship and love, Aflatoun leads children through their learning journey and helps to create emotional attachment between children and the programme material. Aflatoun’s motto is:

“Separate fiction from fact, explore, think, investigate and act.”

Both the meaning of the word “Aflatoun” and the function of the character point out what Aflatoun stands for: supporting children to empower themselves to become responsible, proactive citizens and agents of change individually and collectively.

2. The Aflatoun Curriculum

The curriculum of the Aflatoun Programme is divided into eight consecutive levels, presented in workbooks used by the teachers/ education practitioners.

Summary of the standards:

- Workbook 1: Uniqueness and difference, Respect for others, Savings concept
- Workbook 2: Interdependence of child with; family, neighbourhood and community, Money as a means of satisfying some needs not wants
- Workbook 3: Self exploration through understanding feelings, financial ethics and transparency, Environmental preservation
- Workbook 4 : Responsible behaviour & citizenship, developing pride, Collective action, Organisational skills
- Workbook 5: Needs, rights & responsibilities, income, expenditure & saving, democracy and leadership, fulfilment of needs and well-being
- Workbook 6: Marginalisation & exclusion, child enterprise, planning & budgeting, banking with a real savings account, exploration of poverty
- Workbook 7: Myths and stereotypes, Setting of financial goals, Enterprising activity, exploring links between income, expenditure, savings and Investment
- Workbook 8: Self reflection, Biases and prejudices (thinking differently) Gender stereotypes, development of financial capabilities.

The curriculum material is age-specific and follows the cognitive development cycle of children. In the classroom, the programme consists of textbooks, worksheets and game manuals.

3. The Training Tree

Training is essential to the success of the Aflatoun programme. It seeks to inform and inspire highly motivated teachers, who are the key actors in the learning process. The training tree model is essential to achieve scale at low cost. The training tree consists of several levels of training in a country: a) training of the partner organisation, b) training of local organisations, c) training of trainers, d) training of teachers (focal and



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class) and e) training of children.

The training tree approach maximises the resources of the partner and local organisation. If, for example, one person from the local organisation is trained and (s)he runs a training sessions of 20 trainers, producing 20 trainers, those 20 trainers can again train 20 teachers per training, totalling 400 teachers per local organisation. In total, these 400 teachers in turn can educate 10,000 children (25 children per teacher).

The principles of implementation ensure the integrity and continuity of the Aflatoun Programme across the globe and should not be greatly deviated from. Nonetheless, programme materials must be adapted and contextualised to reflect local realities and be effective.

The Aflatoun Network

From its base in The Netherlands, the Aflatoun Secretaria, serves to facilitate information flow and capacity building to strengthen the Aflatoun Network.

Local implementing partners have been selected for the network based on their work with children, their connections within the country - especially within the education system - and for their proactive attitude towards improving the situation of children.

Furthermore the Aflatoun Network is a global partnership network of:

- National and international implementing partners
- Education and Finance Ministries
- Child rights stakeholders like the UN Committee on the Rights of the Child (UNCRC) and UNICEF
- International donors, INGOs and foundations
- Financial institutions supporting children's access to savings accounts through our Child Friendly Banking initiative
- Academics and research institutions validating the impact of the Aflatoun Programme led by the Impact Assessment Advisory Committee
- Companies who donate pro-bono services

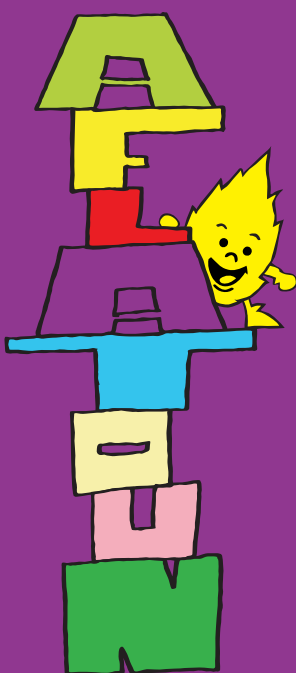
The members of the network work together to create global awareness about the social and economic rights of children and the need for CSFE. They also provide the resources necessary for implementing Aflatoun each country and achieving Aflatoun's vision and strategic objectives.

The Secretariat Role

The Aflatoun Secretariat facilitates the programme partners and the network in reaching the vision of Aflatoun.

The Aflatoun Secretariat also facilitates the development of two areas of central reform

- The Inclusion of Child Social & Financial Education as part



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of the core curriculum of governments around the globe

- Banking reform to allow children to access safe and friendly savings accounts, through Aflatoun's *Child Friendly Banking* initiatives

The Secretariat's effectiveness and efficiency is of continuous concern in order to guarantee the quality of the Concept, Programme and Network. The annual feedback from the Network partners is the principal tool for safeguarding the Secretariat's effectiveness and efficiency.

Strategic Objectives and Expectations 2008-2010

1. Programme

Vision: Implement quality Aflatoun programmes in 75 countries, reaching one million children by 2010.

Strategic Objective: Facilitate and support the quality implementation of Aflatoun programmes by developing a relationship with partners and providing technical assistance and services.

To work towards this objective we have set the following strategic initiatives:

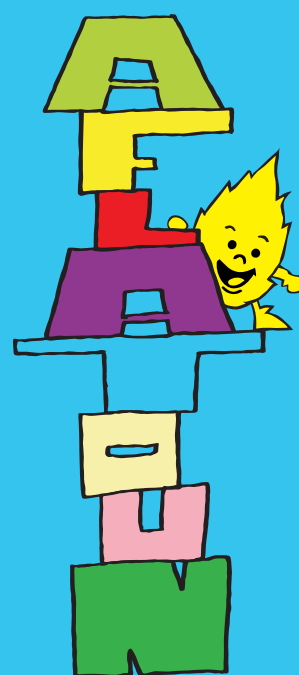
- Initiate dialogue in 100 target countries by 2010 (assumes 9-12 month lag from initiating contact to implementing programme)
- Contextualise 6 regional core sets of teaching materials and development of new training and teaching materials based on refinements in 'concept'
- Form 10,000 Aflatoun clubs that focus on socio-economic activities
- Create 1,000 microenterprises by children, which in turn facilitate financial management by children
- Ensure that 2% of countries have included Aflatoun in national curricula by 2010, and 10% in local curricula
- Implementation of Quality Assurance process with 90% partners to drive annual training needs schedules at regional meetings

2. Network

Vision: Build a global movement of Aflatoun children and 400 partners who commit over €15 million in resources and advocate for policy change supporting Child Social and Financial Education.

Strategic Objective: Create a global network of partnerships, alliances and communication platforms to build the global movement for Child Social & Financial Education.

These Network objectives are divided in the following strategic initiatives:



Child Social & Financial Education

