

# ANNUAL REPORT 2021

Energising the global movement for social and financial education

# CONTENTS

#### 4 FOREWORD

#### 6 AFLATOUN AT A GLANCE

- 9 Where we work
- 10 Highlight: Energising the Global Movement for Social and Financial Education: New Network Strategic Plan for 2022-2026
- 12 Our Theory of Change

#### 14 HIGHLIGHTS OF 2021

- 14 Number of Children & Youth reached in 2021
- 16 **PROMOTING CHANGE THROUGH ADVOCACY**
- 18 THOUGHT LEADERSHIP
- 21 OPENING (NEW) HORIZONS IN EDUCATION INNOVATIONS
- 26 **REGIONAL HIGHLIGHTS 2021**
- 28 The Americas
- 29 Anglophone Africa
- 31 Francophone Africa
- 34 Asia
- 36 Europe and Central Asia
- 38 Middle East and North Africa
- 40 THEME: FOSTERING EMPLOYABILITY SKILLS FOR YOUTH
- 42 THEME: SYSTEMS CHANGE LIFE SKILLS AND FINANCIAL EDUCATION AT NATIONAL LEVELS (NATIONAL INTEGRATION)
- 44 THEME: EDUCATION WITHOUT LIMITS: EMPOWERING ADOLESCENT GIRLS THROUGH SOCIAL AND FINANCIAL EDUCATION



- 50 HOW WE OPERATE
- 55 **EMPLOYEES**
- 57 OUR SUPPORTERS
- 60 GLOBAL PARTNER NETWORK
- 70 GOVERNMENT PARTNERS
- 75 OUR RESOURCES
- 76 2021 FINANCIAL RESULTS





# FOREWORD

2021 was another dramatic year for many children and youth around the world due to the COVID pandemic, with the educational provision and students' learning continuing to be impacted globally. While in several regions schools reopened during the year in many countries schools remained closed or only reopened partly. Despite the challenging operating environment Aflatoun partners displayed resilience and flexibility in continuously adapting to a very unpredictable situation in most countries. This report shows that through their innovative approaches rooted and being rooted in the communities they continued to reach a significant number of children and youth, especially many living in vulnerable families and communities. Million of children and young people were reached by the Aflatoun partners with essential social and financial education.

2021 was also a year of transition for the organization. While continuing to support our partner network to cope with the consequences of the COVID pandemic, we were taking stock of the global strategy for 2016 – 2020 rollout. We used this period as a transition and organize a comprehensive consultation process to develop a new five-year strategy reflecting the priorities to effectively respond to current global issues and inequalities.

Today, children and youth worldwide continue to face many challenges. There are 700 million children living in monetary poor households. Approximately one-sixth of children of school-going age were already out of school before COVID-19, and the pandemic has significantly set back education systems, as the most vulnerable children and youth were not reached through online education. The number of school-aged children & adolescents trapped in emergencies and protracted crises in need of education support increased to 222 million. Millions of children are in labour, face child pregnancy and HIV. This goes along with high youth unemployment and limited financial inclusion exacerbated by the covid-19 pandemic. The climate crisis is affecting the safety and mental health of children and youth worldwide and,



unless governments and communities worldwide radically shift gears, is likely to create dramatic climatic events further negatively affecting the lives of children and youth.

Therefore, the need to energise and empower our world's 2.2 billion children and youth with essential social and financial skills is bigger than ever before. The global Covid-19 pandemic and climate crisis are likely to count children and youth among their hardest-hit victims and highlight the importance for them to have the social and financial skills to deal with the many challenges they will face. The world needs children and youth who possess socioemotional and financial skills, who are not only able to but who dare to think critically and act as agents of change in their own lives for a more equitable and sustainable world.

Aflatoun remains uniquely positioned to bring essential life and financial skills to children and youth worldwide. Education resources and training continue to be Aflatoun's core strengths, constituting a solid platform upon which to further build important 21st century themes such as green skills and digital skills, to extend into digital education, and to provide educational content and materials to parents. Aflatoun's global partner network is a source of innovation and testing ground for new SFE initiatives. A growing number of governments and multilateral agencies approach Aflatoun for support on their life skills and financial education curricula. Aflatoun's rigorous research agenda offers a strong foundation for wider thought leadership. We hope that the many examples in this report will

inspire and convince everyone to join the social & financial education movement!

The new 2022-2026 Global Strategy -Energising the Global Movement for Social & Financial Education articulates how the network will further scale its efforts to ensure children and young people, especially the most vulnerable, access high-quality, inclusive, learner-centered social and financial education. Socially and financially empowered children and youth will have a higher chance of avoiding dropping out of school, teenage pregnancy, and being drawn into child labour, and they are more likely to be more climate-resilient and engage in dialogue with key stakeholders in their community to push for more sustainable development. We will continue our efforts following our new strategy and invite you to take a look at our innovations and outstanding examples from our global network partners from 2021.



Joanne Kellerman, Chair of the Supervisory Board, Aflatoun International



Roeland Monasch, CEO, Aflatoun International



### SCALING UP QUALITY SOCIAL & FINANCIAL EDUCATION PROGRAMMES WORLDWIDE

# AFLATOUN AT A GLANCE

Aflatoun International puts child rights first. We believe every child has the right to survival, the right to protection, the right to development, and the right to participation as defined in the UN Convention on the Rights of the Child. While we think empowering children and youth will help create a better world, we believe it is of crucial value in and of itself. We balance social and financial, because being able to make a living has little value when we do not work to make our community and world more equitable and sustainable.

Aflatoun International's mission is to socially and economically empower children and young people to make a positive change for a more equitable world. Aflatoun is not a typical NGO, employing the social franchise model, which has allowed the organisation to develop, roll out and replicate programmes through a partner network of 300+ organisations (including NGOs, CSOs, private sector and governments) who implement these programmes in over 100 countries. The dynamic, bottom-up network of interlinked partner organisations is based on reciprocal empowerment. It is a flexible low cost/high impact model with strong South-South cooperation, building resilience amongst children and youth.

We create high-quality curricula for different age groups, which can be contextualised to local needs or specific circumstances and realities. In addition, we provide educators with training and conduct research to evaluate the quality and effectiveness of our programmes.

# VISION 💡

Socially and economically empowered children and young people who act as agents of change in their own lives for a more equitable and sustainable world.

# **A** MISSION

Ensure access to quality, inclusive, child-centred social and financial education for all children and young people, especially the most vulnerable.

### AFLATOUN AND THE SUSTAINABLE DEVELOPMENT GOALS

We directly contribute to the achievement of the following SDGs:



### **CENTRAL AMBITION**

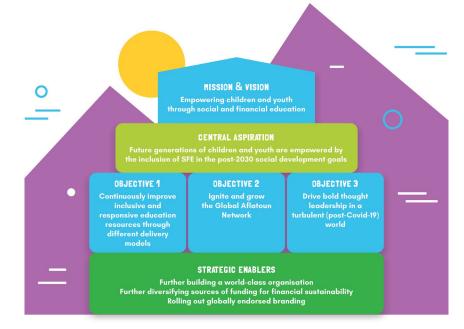
Our central ambition for 2030 is that future generations of children and youth are empowered by the inclusion of social and financial education in the post-2030 social development goals.



### HIGHLIGHT

### ENERGISING THE GLOBAL MOVEMENT FOR SOCIAL AND FINANCIAL EDUCATION: NEW NETWORK STRATEGIC PLAN FOR 2022-2026

Fifteen years ago, we set the ball rolling on the importance of Social and Financial Education (SFE) and it's interconnectivity to other development issues. While acceptance was very slow, our research and impact globally complemented our mission and uniquely positioned us to bring essential life and financial skills to children and youth worldwide. The success of the applicability of SFE in areas of Education, Health, Employment and Financial Inclusion fortified us to create a new ambitious 5-year strategic plan to change the current status quo and scale up our success. The voices of children, our partners, and our stakeholders were at the centre of building our strategy for 2022–2026.



#### **CENTRAL ASPIRATION FOR 2030**

To ensure that future generations of children are empowered by ensuring that SFE becomes included in the post-2030 social development goals.





GO MILLION CHILDREN AND YOUTH



Aflatoun strategic framework 2022-2026 will focus on three strategic objectives, each with several strategic initiatives:

1. Continuously improve inclusive and responsive education resources through different delivery models (e.g. in-person, digital)

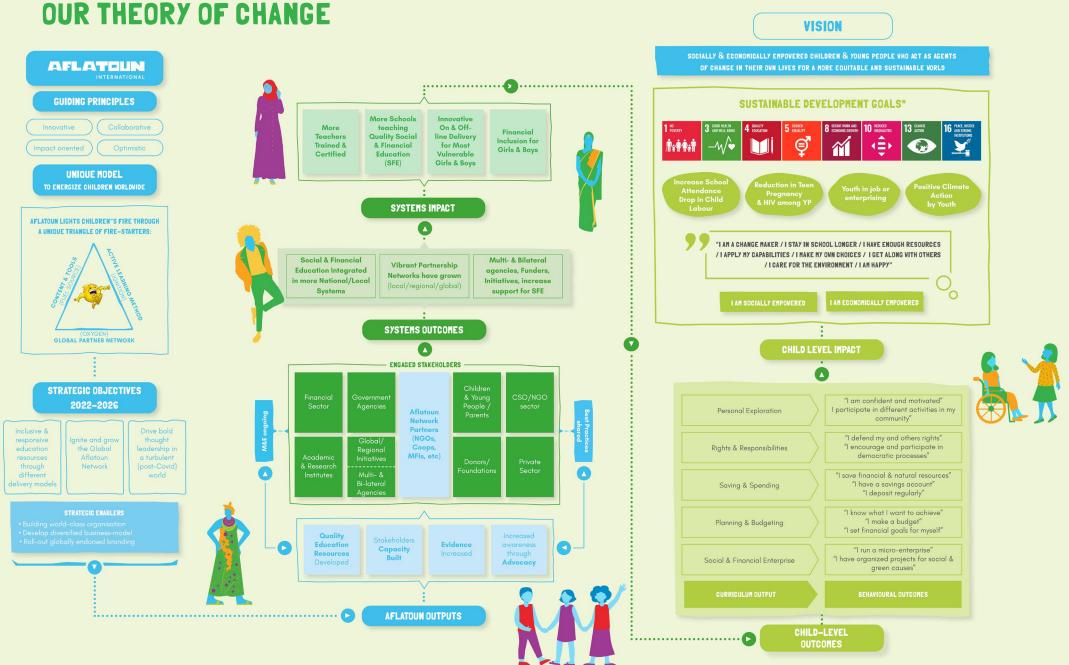
2. Ignite and grow the Global Aflatoun Network

3. Drive bold thought leadership in a turbulent (post-Covid-19) world.

These objectives are complemented by three cross-cutting enablers:

BUILD A WORLD-CLASS ORGANISATION TO Support the growth of The global network DIVERSIFY OUR Sources of funding to achieve financial Sustainability

ROLL OUT A GLOBALLY ENDORSED BRAND



\*Central ambition 2030: Future generations of children and youth are empowered by the inclusion of social and financial education in the post-2030 social development goals

# **HIGHLIGHTS OF 2021**

In 2021, Aflatoun kept growing its network.

### NUMBER OF CHILDREN & YOUTH REACHED IN 2021

Aflatoun collects information on the number of children and youth reached through an Annual Coverage Survey which is completed by the Aflatoun Network Partners and selected Governments who have worked with Aflatoun on integrating social and financial education into their public education curricula (national Integration).

In the past, we presented the number of children reached through the NGO network partners and Governments combined. The new Strategic Plan 2022-2026 - *Ignite and grow the global Aflatoun network* - has two specific sub-strategies: (i) in order to scale<sup>1</sup> there is a focus on integration of Aflatoun's CSFE content and tools into Government curricula ('systems-change' approach/national integration); and (ii) to ensure we reach the most vulnerable children<sup>2</sup> the Aflatoun Partner Network prioritizes the most excluded (NGO programmes). These approaches are quite different, but complementary. Therefore, we will start reporting on the number of children and youth reached through the two approaches separately.

During 2021 the Aflatoun partner network reached **3.2 million children** (3.3 million in 2020).

The number of children reached through 'National Integration' was **29.5 million** (2.3 million in 2020).

These coverage numbers for 2021 form the baseline from which we will assess the goals of the 2022-2026 Strategic Plan.

### 29.5 MILLION CHILDREN reached through 'National Integration'

**3.2 MILLION CHILDREN** reached through the partner network Despite the challenging operating environment due to the pandemic partners displayed resilience and flexibility in continuously adapting to a very unpredictable situation in most countries. Through their innovative approaches rooted and being rooted in the communities they still reached millions of children and young people.

### **GLOBAL RECOGNITION**

Our innovative approach was recognised by HundrED in its Global Collection of Leading Innovations in K12 education. We were also ranked 23rd among the Top global NGOs by NGO Advisor.

> Education is meant to prepare children for the future and Aflatoun International innovation on financial education is just doing that. Its a wonder innovation indeed as it gives exactly what is required to build a business mindset. - Hundred academy member



#### **IMPACT & SCALABILITY**

Aflatoun International addresses the fundamental skills of social & financial literacy by creating engaging and dynamic curricula that can be adapted in a variety of contexts. Already scaled to over 100 countries, they have demonstrated their ability to spread and sustain their impact in the areas where they work.



<sup>1 2.4</sup> Build partnerships towards national integration in 60 countries

 $<sup>2\ 2.3\ {\</sup>rm Grow}$  the partner network to 600 partners prioritising vulnerable groups

# PROMOTING CHANGE THROUGH ADVOCACY

## AFLATOUN DAY 2021: LISTENING TO YOUNG PEOPLE'S VOICES TO DRIVE ACTION

Every year during Global Money Week, we celebrate Social and Financial Education together with millions of children and youth across the globe. Last year, was shadowed by the global pandemic, and hundreds of millions of children and young people were out of school. We used the occasion to listen to the voices of youth as they go through this unprecedented time and renewed our commitment of empowering them which is a key principle of the UN convention on the rights of a child. Together with our partners, we organized a series of consultation calls with children and young people from more than 40 countries. The youth openly spoke about how the COVID-19 pandemic affected their lives and shared their coping mechanisms. There were three recurring themes.

Children were calling for the re-opening of schools and, if not possible, for providing real working solutions for distance learning.

They were asking help to reduce their anxiety, as they missed their usual support from their friends and peers (mental health).

They were concerned about the socio-economic situation of their parents and caregivers that also impacted their own future; the financial situation at home hampered their access to quality and relevant education that will let them develop the skills needed to successfully transition from childhood to adulthood.





#### AFLATOUN PARTNERS RESILIENCE CHALLENGE

Covid-19 exacerbated the already existing challenges faced globally and we found it crucial to inspire our Global Partner Network, share the best practices and solutions in providing SFE during the pandemic. Prior to the Global Money Week, we launched the first Partners Resilience Challenge for partners to share their outstanding stories about how they are reaching the world's most needy children and young people as the pandemic unfolded through social and financial education. We received over 60 submissions from all the regions and highlighted the most inspiring stories and creative solutions during an <u>Online Awards Ceremony</u> that brought together hundreds of people from across the globe.

#### TOP 3 AVARDEES OF THE PARTNERS RESILIENCE CHALLENGE:

- RESILIENCE GHALLENGE:
- Childfund international in Indonesia IPPA
- Coop-aspire Dominican Republic
- Fesen Togo
- Special Award for the most creative production - Wona Sanana, Mozambique



# THOUGHT LEADERSHIP

Over the next five years, Aflatoun International aims to put gender- and climate crisis-responsive Social and Financial Education (SFE) that is inclusive of the most vulnerable on the global and regional post-2030 international development agenda. Aflatoun will lead policy and research thinking in the field by launching a comprehensive 2030 SFE research and learning agenda, an annual flagship "State of the Field" report presenting the latest research, good practices, and innovations, and a new SFE Award.

In 2021, we continuously monitored and evaluated the impact of our programmes around the world as well as broadly the financial education and life skills on the lives of youth worldwide. In 2021, we launched several impact evaluations including in Zimbabwe, Mozambique, Cote d'Ivoire, Burkina Faso, China, Philippines.

#### FINANCIAL EDUCATION FOR PARENTS: GLOBAL REVIEW

To accelerate financial education as a driver of the SDGs, Aflatoun collaborated with Generali/The Human Safety Net on a <u>review</u> of <u>Financial Education for parents</u>. Insights from the report reveal that, including Financial Education into parenting programmes can effectively support parents to more adequately care for and raise their children. Through a review of 25 parenting programmes from

20 countries which included a Financial Education component we assessed the interventions on their impact, characteristics, content, and delivery approaches. The report provides some conclusions on the implications for the design of future Early Childhood Development parenting programmes with a Financial Education component and identifies areas for additional research.

#### **AFI FINANCIAL EDUCATION PROGRAMS MONITORING & EVALUATION TOOLKIT**

Aflatoun supported the Alliance for Financial Inclusion (AFI) to develop a <u>Financial Education M&E toolkit</u>. It aims to assist in setting up a system to facilitate management and documentation of evidence on the effectiveness of Financial Education Programmes. The toolkit provides a step-by-step guide on how to achieve this goal, describing what should be done, why it should be done and how to do it.



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FINANCIAL EDUCATION PROGRAMS MONITORING

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#### "MOST SIGNIFICANT CHANGE APPROACH" - AFLATEEN+

As part of the Scaling Quality Life Skills and Financial Education for Adolescent Girls Project (Echidna Giving 2018-2022) which aims to enhance the dissemination, implementation, and learning outcomes of Aflateen+ we conducted an evaluation. Using the "Most Significant Change Approach" we evaluated Aflateen+ in Peru, Vietnam, Pakistan, and Ghana. The findings showed that Aflatoun's LSFE classes are strongly associated with significant positive changes in adolescent attitudes towards their rights and responsibilities, regardless of the country contexts. The lessons also play a significant role in the development of self-efficacy, self-confidence, future orientation and optimism, savings behavior, and entrepreneurial knowledge of adolescent girls. Furthermore, results point to causal relationships between different LSFE domains. Future orientation and optimism and employment planning appear interconnected; civic engagement, transferable skills and importance of inclusive decisions have common patterns; entrepreneurial knowledge and social enterprise behavior as well as saving and spending behavior, and financial literacy also show common patterns. Adolescents can make connections between life skills and financial education and how these can apply to their current and future lives. They view LSFE as contributing to significant changes in their knowledge, attitudes, and behavior regarding their social and financial lives. It should be noted however, that qualitative results illustrating individual adolescent changes may not allow for drawing general, linear causal conclusions, and may require deeper qualitative and quantitative research to arrive at firmer generalizations.

#### ADVANCING DIGITAL LEARNING FOR GIRLS: BUILDING ON BEST PRACTICES FROM THE EMPOVERMENT FOR GIRLS EDUCATION (EGE) PROJECT IN UGANDA

The digitization of education has been a much discussed topic at global platforms highlighting its importance. While the benefits are promising, there is however a question on how this can be implemented and contextualized to local settings. In collaboration with the Education Development Network (PEDN), Aflatoun conducted a study to understand how access to, and the use of, digital learning content and tools contributes to the social and economic empowerment of girls in the EGE program. Funded by Opportunity International and the Department for International Development (DFID), insights from the study reveals that students, teachers, as well as NGOs and the government do not yet have a common understanding on what, and how, to fully integrate digital learning into the classrooms. As a consequence, its use and implementation are still a challenge in the school system and in the daily life of students and teachers. The reports highlights the need for partnerships between public and private sectors to help address the infrastructural issues so schools have the necessary facilities, devices and relevant content to deliver on digital learning.





# OPENING (NEW) HORIZONS IN EDUCATION INNOVATIONS

The past 2 years were characterized by a complete shift in education systems across the globe: the schools were closed, and this affected those who are out of formal education track. The need for creative solutions was urgent. Digital education has become essential, yet it was important for us to innovate for those who do not have connectivity. It was also important for us to ensure that educators are equipped with necessary skills to adapt digital/blended learning approaches in their teaching.

#### SELF-DIRECTED ONLINE LEARNING MODULES (LIFE SKILLS AND FINANCIAL Literacy) for adolescents (13-17) and young adults (18-24)

In 2021, we continued to develop online modules on life skills and financial literacy for adolescents and adults. The modules can be integrated to any digital course and are based on Aflatoun's methodology. Topics in the domain of Social and Financial Education such as gender and diversity, sexual and reproductive health rights, mental health, as well digital finance, smart finance, business, and sustainable development could be discovered in the online module.

#### **GAME-BASED LEARNING**

In 2021, we worked with MeemAin and Solve Education to integrate our curricula into game-based learning. We worked together with MeemAin on the development of "Malee". The goal of the financial literacy game is to provide an efficient digital tool to raise awareness and measure the knowledge of financial literacy among children. The partnership's ultimate goal is to scale-up "Malee" to reach out to an estimated 20,000 children in Arabic and other countries using the Aflatoun tools. We also launched the 'Employability Module' on the mobile and desktop game developed by Solve Education!, Dawn of Civilization. This module was part of Aflatoun's latest effort to accelerate digital learning development and diversify the availability of its curriculum. The game is used in several countries in South East Asia and Nigeria. "This [Dawn of Civlization] game is really educational, [...] it's not boring because there are lots of plays, and it's based on education, it's more like sharpening your brain, using logic [...]. This is suitable for today's children. Instead of being busy playing outside or playing [with] gadgets, playing these games is more useful because they are educational"

> A beneficiary of the game from ChildFund Indonesia

#### ADAPTING TO CHANGE WITH ONLINE TEACHING METHODOLOGIES

In 2021, we continued to strengthen our online training capacities. In total, we conducted over 50 online trainings through the Aflatoun Digital platform and trained over 1,000 teachers, educators, and trainers. Using the training platform, we trained a broad range of stakeholders, for example World Food Programme & UNICEF offices in the Middle East & North Africa and the National Confederation of Cooperatives and its local coops in the Philippines.

### FINANCIAL HEALTH AND WELLBEING FOR TEACHERS (OLD MUTUAL – AFRICA'S BIGGEST CLASSROOM)

We developed and delivered a teacher-training programme for 160 teachers in Mpumalanga, South Africa: Understanding and Teaching Financial Concepts in Grade 12 Math Literacy. The training was organised with Mpumalanga Department of Education. In addition, we developed a gamified formative assessment to assess the objectives of learning materials.





#### DIGITIZING THE TRAINING OF TRAINERS (TOT) FOR LIFE SKILLS BASED Extracurricular activities

In collaboration with UNICEF, we developed an interactive digital training course on life skills based extracurricular activities in Egypt. Structured to last for about 3-5 hours,

#### SCHOOLBANK

We updated the Aflatoun SchoolBank Financial Education supplement by adding themes such as digital finance, consumer responsibilities, and protection from fraud. The SchoolBank program empowers youth by combining quality financial education with safe the self-directed e-learning content for trainers covers the training context of the Life Skills and Citizenship Education programme, facilitation skills, and active learning methods.

& responsible access to basic financial services (such as saving and/ or payment facilities), thus teaching young people about



personal money management, saving and financial responsibility.

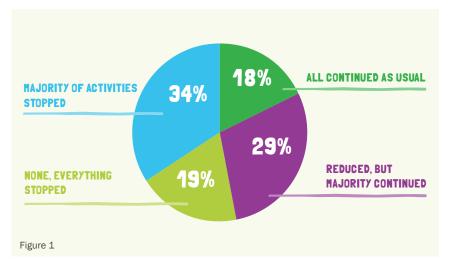
#### AFLATOUN ACROSS THE WORLD

# **REGIONAL HIGHLIGHTS 2021**

In 2021, the effects of the Covid-19 pandemic created chaos around the globe. The majority of partners (53%) had to reduce the most of their programmes or stop them entirely during the year (see Figure 1). Despite the challenging times, our partners kept making unparalleled efforts to deliver social and financial education through different innovative methods. Actually, only 18% delivered their regular Aflatoun programmes as usual. A large group of partners adapted by practicing social distancing, but still met physically in same space (42%). And 27% used distance learning (radio/tv/phone/ computer) approaches.

In our 2022-2026 Strategy we identified the need to harness the power of the global network by giving partners and children a stronger voice, decentralising certain activities by creating regional liaisons, boosting our platforms for exchange between partners and other key stakeholders, as well as reinforcing our capacity building for partners. The recruitment of eight (sub) regional coordinators who will be based in each of the six regions will further strengthen the network.

#### DURING 2021, WHICH OF THE REGULAR AFLATOUN PROGRAMMES DID YOU IMPLEMENT?





#### **FACILITATING ONLINE MEETINGS & TRAININGS THROUGH OUR PARTNER PLATFORM**

During 2021, we organised a large number of capacity building and network sharing events across the 6 regions we work in.

Due to ongoing travel restrictions, the core part of Aflatoun's trainings by the secretariat was conducted online or through a blended approach. Every region organised a series of regional events. Overall, we held 39 regional meetings. Several special events were also organised to discuss current issues like financial inclusion, digital learning and dissemination of new curricula. Special meetings were also organised to consult partners on the new strategy. Overall, 60% of partners reported that they had participated in one or more capacity building activities during 2021, including online. The majority of partners (57%) also reported in the annual survey that they had used the online Aflatoun Partner

Platform in 2021. Among the users, the large majority reported that they were satisfied with the Partner Platform (53% satisfied / 31% very satisfied).

"It has been a significant experience. Reconnecting in times of pandemic allows us to recognize the valuable work we do for the rights of children and adolescents as part of the Aflatoun community. Now more than ever the educational community needs pedagogical resources to work with hope"

Asia Facilitato



#### PARTNER SPOTLIGHT:

Coop-ASPIRE (**the Dominican Republic**) ASPIRE was among the top 3 awardees of the Aflatoun's Partners Resilience Challenge, in recognition of its fantastic work in delivering social and financial education to youth during the COVID-19 crisis. They supported a number of youth-led entrepreneurial initiatives, trained around 640 youths and facilitated the opening of more than 170 formal savings accounts. They also incorporated a Healthy World For Everyone initiative to our financial and entrepreneurial education programmes. Students sowed seeds of trees and plants to raise awareness to environmental issues and learnt how to care for the planet.

# THE AMERICAS

There are 45 Aflatoun partners implementing Aflatoun programmes operating in 16 countries in the region.

In June 2021, together with hosting partner Fundación EDUCA **México** we held a series of events as part of the regional meeting. Apart from the main regional meeting for the partner network in the region, we held The EDUCA Ahorra y Emprende Fair and Entrepreneurship Bootcamp. During these events, Aflatoun students shared their entrepreneurial experiences as well as participated in a two-day training on the design and execution of social and financial projects at an advanced level.

Together with the UNDP **Paraguay**, we developed the 'Reference Guide for Women Entrepreneurs' for the Central Bank of Paraguay, within the framework of the Financial Inclusion Strategy of Paraguay. The publication aims to guide women who are starting their ventures and contribute to their social and economic empowerment.

We officially launched our AflaYouth curriculum in the region. This initiative was supported by global logistics provider Agility and our partner Gloria de Kriete Foundation (**El Salvador**).





# **ANGLOPHONE AFRICA**

There are 83 Aflatoun partners implementing Aflatoun programmes operating in 19 countries in the region.

We held a series of online and offline training to build the capacities of teachers and trainers within the network. In **Tanzania**, together with Thubutu Initiatives we held a training for teachers using the innovative 'lunch and learn' training model to train teachers during lunchtime at school. The programme helped reach 1000 students.

Together with the Ministry of Education and UNICEF in **Uganda**, we developed a life skills toolkit (skills for learning, employability, empowerment and

active citizenship) that will be integrated into the national curriculum. The Toolkit focused on developing 10 key competencies essential for the wellbeing, social and emotional development of adolescents in Uganda. In addition to this, a comprehensive monitoring and evaluation tool and child protection materials were added to the toolkit. After a successful pilot, Aflatoun partnered with Private Education Development Network (PEDN) and trained 60 youth officers who are currently training of 18,000 adolescents (including 15-25% out of school adolescents) through the school clubs in 90 schools and communities in Isingiro district.



#### **PARTNER SPOTLIGHT**

**Project HOPE Namibia** piloted the AflaYouth curriculum before its official launch in 2019. Having reached close to 2500 young women in 2020, Project HOPE **Namibia** continued with their strong efforts in 2021. Project Hope and Aflatoun are now working on the digitization of the AflaYouth curriculum, using this innovative approach in order to continue delivering the AflaYouth curriculum through distance learning.

> Aflatoun supported the Ministry of Education and UNICEF in **Angola** with the development and implementation of a training manual and programme on transferable and entrepreneurial skills for employment, for adolescents and young people's transition from learning to earning.

> The Economic Empowerment of Adolescent Girls: Scaling Up of Aflateen+ Life Skills and Financial Education programme funded by the Sint Antonius Foundation continued in **Mozambique** and **Zimbabwe**. The project aims to socially and economically empower young girls and boys (ages of 14 to 19) by providing them with the social and financial skills, complemented by sexual

reproductive health rights necessary to make informed choices about their health, financial situation, and education.

Support by the MasterCard Foundation to Aflatoun for the Elimu Haina Mwisho Skills Development Programme implemented in **Tanzania** was concluded in 2021 (see page 44). The programme implemented by Karibu Tanzania Organisation (KTO) provides out-of-school young women with vocational training, secondary education, life and entrepreneurship skills. The programme is carried out in Folk Development Colleges (FDCs) across the country with the goal to create alternative pathways for out-of-school girls through education. The program received formal accreditation from Tanzania's Institute of Adult Learning and Ministry of Education, Science and Technology (MOEST) waived the FDC entrance and examination fees for programme participants. This ownership by MOEST contributed to the mainstreaming of the programme and its establishment as a viable route into further education for those who wished to pursue this path.

## FRANCOPHONE AFRICA

There are 31 Aflatoun partners implementing Aflatoun programmes operating in 12 countries in the region.

The Francophone Africa region prioritized activities aimed at financial inclusion. In July 2021, we organized a webinar on financial inclusion strategies in the region. Later in the year, we co-organized the second edition of the Research days on Financial Inclusion (JRI) under the theme: "Financial inclusion, Crises and Endogenous Development in Africa". The 2021 edition of the JRI was organized in Dakar, **Senegal** by Centre Africain d'Etudes Supérieures en Gestion (CESAG) in collaboration with the African School of Economics (ASE), Aflatoun International, and Développement international Desjardins (DID).

Aflatoun international in consortium with Solidar Suisse and Educo launched a 4 years project called "Promotion of girls access to quality education and vocational training in the Sahel, North, East, and Central-North regions of **Burkina Faso**" (PROMESSE-FP). The main objective of the project is to improve the access of girls and women in the regions of intervention to a quality education and vocational training system and to decent incomes.

In October and November 2021, Aflatoun international and partners officially launched a 3 years "Empowering vulnerable girls with social and financial skills" project in **Senegal**, **DRC** and **Benin**. Funded by the Nationale Postcode Loterij, this project aims





to socially and economically empower an estimated 26,000 adolescent girls and boys (aged 10-19) in Senegal, Benin and the Democratic Republic of the Congo, as well as scale up Aflateen+ through integration into national curriculum.

In **Côte** d'Ivoire, we continued scaling up the Aflateen+ life skills and financial Education programme by economically empowering adolescent girls, funded by the Sint Antonius Foundation. The project aims to socially and economically empower young girls and boys (ages of 14 to 19) by providing them with the social and financial skills, knowledge of sexual reproductive health rights plus the necessary information to make informed choices about their health, financial situation, and education.

Still in Côte d'Ivoire, we continued our life skills and economic empowerment training of young people in cocoa-growing communities. The initiative aims to address the employment challenges faced by young people in cocoa growing communities. The partnership between Aflatoun, Inades-Formation, Barry Callebaut, Hershey and Transforming Education in Cocoa Communities (TRECC) provides youth with social, financial and entrepreneurial skills that will enable them to create their own income-generating opportunities and improve their livelihoods in cocoa growing areas. The programme is expected to reach 1,100 young people from ten communities in the regions of Indénié-Djuablin, Nawa and Sud-Comoé.



We continued the implementation of the Aflateen+ programmes funded by Dubai cares in Mali, Niger, and Togo. Our partners in Mali organized The "YELEMA JUMEN?" competition that took place at the ISPRIC University in Bamako, Mali. The contest was organised for young beneficiaries of the Aflateen project in Mali in order to assess the impact of the programme through games and activities. In Mali (Bamako and Kaï), over 2,200 young people between the ages of 14-19 benefit from the Aflateen programme, which is implemented in 17 schools and through non-formal groups.

NTREPRISE SOCIAL

ET FINANCIERE



Yasmine, from the winning school Kalanso:

"I am very happy to participate in this Aflateen competition [...] as Aflatoun helps children to have self-confidence, and especially not lose hope."

#### PARTNER SPOTLIGHT - FESEN TOGO

The Aflatoun club CEG ZEBEVI in Togo was among Top 3 awardees of the Partners Resilience Challenge. The club members in Ceg Zebevi started an enterprise producing hand sanitisers to help their communities prevent the spread of COVID-19. The profits went to support their education. Furthermore, In Togo, the student from the Complexe Scolaire FATIMA organized an awareness event on the importance of saving and budgeting in collaboration with the Faîtière des Unités Coopératives d'Epargne et de Crédit du Togo (FUCEC – TOGO) and started to practice savings.



# ASIA

There are 59 Aflatoun partners implementing Aflatoun programmes operating in 16 countries in the region.

We started a collaboration with the Credit Suisse APAC foundation to deliver the AflaYouth curriculum in China and the Philippines. During the pilot phase, we organized two contextualisation workshops for adapting the AflaYouth curricula to the local context and the implementation model for our network partners: Be Better (China) and NATCCO (Philippines). Furthermore, we developed an online facilitation manual that outlines the key concepts of online facilitation and guidelines for adapting face-to-face training content to online delivery models.

We continued our efforts to strengthen the capacities of the teachers in the network. In October 2021, more than 75 teachers from all provinces in **Sri Lanka** successfully completed the Aflatoun Virtual Teachers Training. This training was an important milestone as part of the efforts to integrate social and financial education into Sri Lanka's national education curriculum in the coming years.

In December, we organised the Asia Learning Hours event. Attended by 25 Aflatoun Trainers from 10 countries, we introduced our two newest supplements: *Social Emotional Learning* and *Water Sanitation and Hygiene*. These supplements are aimed at providing children and teachers with good instruments to combat some of the effects of COVID-19 and accelerate the achievement of the SDGs.

We launched a new project called 'Gender-sensitive Global Citizenship and Life Skills Education for Youth'. Supported by Education Above All/ ROTA, the project aims to socially and economically empower *36,000* adolescent girls and boys (aged 14-19) in **Indonesia**, **Nepal** and **Pakistan** by equipping them with gender-sensitive global citizenship skills and behaviours necessary to make informed choices about their health, financial situation, and education, as well as scale up Aflateen+ through integration into the national curriculum.

We also worked with the UNICEF East Asia and Pacific Regional Office & Generali on a new project "Enhancing



Parenting Support Through Financial Literacy: Development of a Financial Literacy Training Module for Parents of Young Children in East Asia and Pacific". This project aims to develop a Financial Literacy Module (FLM) for parents of young children in **East Asia and the Pacific**, to ensure that parents and caregivers are equipped with the necessary tools and resources that enable them to provide responsive and nurturing care for children.

In the State of Andhra Pradesh, **India** along with the Global Alliances for Mass Entrepreneurship (GAME) consortium we developed the Entrepreneurship Mindset curriculum (EMC). After a small-scale pilot for online classes and a cascaded training it is being piloted in 300 schools in support of the state department of education.

#### PARTNER SPOTLIGHT

LPPA (ChildFund Indonesia) -Lembaga Pengembangan dan Perlindungan Anak (Organization of Child Development and Protection) is implementing Aflatoun programmes through their partnership with ChildFund Indonesia. During the COVID-19 pandemic, LPPA has demonstrated resilience and continued to provide high-quality social and financial education for children and young people despite the strains of the global pandemic. They organised great initiatives for students such as activities around saving, growing vegetables, and recycling waste. These aimed to engage children with local communities and authorities, and motivate them during these challenging times. In March 2021, LPPA took part in our Partners Resilience Challenge, and was selected as one of the top 3 submissions by the jury.



# EUROPE AND CENTRAL ASIA

There are 40 Aflatoun partners implementing Aflatoun programmes operating in 20 countries in the region.

We started the collaboration with UNICEF **Uzbekistan** on developing a contextualised curriculum, teaching and learning materials on the life skills, financial education, employability and entrepreneurial skills programme, with the focus on NEET youth in Uzbekistan.

We continued to train our broad network of educators, methodologists, and teachers on AflaToT curriculum in Eastern Europe. In October 2021, we held a training of trainers together with the Ministry of Education of **Belarus**. The training was aimed at improving the provision of early comprehensive care in preschool educational institutions. We also held a Training of regional trainers on the implementation of Aflatot in **Ukraine**. 30 methodologists, directors, senior lecturers, teachers, and other representatives of the Department of Preschool Education of the Ministry of Education and Science of Ukraine across its various regions were trained on quality SFE education and social life skills, including the gender aspect.

In November 2021, we participated in the official closing conference for the GIRLACT project in Belgrade, **Serbia**. The project was launched in November 2018 and implemented by Aflatoun International, Pomoc deci (Children and Youth Support Organisation), EPTO (European Peer Training Organisation) and Partnerë për Fëmijët. It primarily aimed at supporting girls in Albania and **Serbia** through social and financial education. The project's objective was to reduce the existing skills gap amongst young people and girls from a content and methodology perspective, and ultimately empower them socially and economically. It was co-financed by the ERASMUS+ Programme of the European Union, and the programme combined elements of the Aflateen+ curriculum and EPTO's Peer Training for Youth.

Furthermore, Aflatoun supported SOS **Serbia** in capacity building in the use of the Life Skills, Employability & Coaching tools via distance learning. We also continued to grow in our base country the **Netherlands**. As the schools opened in the Netherlands, we conducted a series of lessons for secondary students of the ages 13-18 within the project with the Municipality of Amsterdam. The series of lessons called 'Geld maakt gelukkig' (Money makes happy) was developed to teach students how to become financially self-sufficient at an early age, so that they can avoid financial troubles in their future lives. In 2021, we conducted 105 lessons in 4 schools in Amsterdam and reached 795 students from various social backgrounds. We conducted a 2-day online contextualization workshop for our partner CAMPUS Nederland on contextualizing the Aflatoun curricula for their context and implementation model targeting vulnerable youth.



"Being financial independent is having Freedom to be flexible with my life, and have freedom to do what I want"

Student, Xplore Agora school Amsterdam. Netherlands

#### PARTNER SPOTLIGHT - HABITAT TURKEY

Habitat association also participated in our Partners Resilience Challenge. During the pandemic, they focused their efforts on spreading awareness about digital finance. They ran programmes, trainings and webinars on the use of digital training applications for our volunteer trainers, who spread the training of our "I Can Manage My Money" project for young people, entrepreneurs, farmers, blue collar, employees, women's cooperatives and retirees. They also organized a new generation online financial festival (FINFEST), under the themes Combating Poverty and Saving. They reached 74,400 people with these events.



# **MIDDLE EAST AND NORTH AFRICA**

There are 49 Aflatoun partners implementing Aflatoun programmes operating in 17 countries in the region.

In 2021, Caritas Switzerland in **Syria** partnered with Aflatoun to develop an innovative approach for Livelihood interventions in Syria. Caritas started to implement the Life Skills and the Employability programmes (AflaYouth) to equip young people with entrepreneurship and employability skills and enhance local skills and capacities. It is aimed to help the Syrian community shift from humanitarian aid dependency to a community that can generate sustainable income independently.

In **Syria**, we also worked with the UNICEF country office on the Entrepreneurship and Civic and Economic Engagement in Syria project. We developed a mechanism for youth self-directed learning as well as an educator professional development course. In collaboration with the World Food Program Regional Bureau for MENA, Central Asia, and Eastern Europe, we held an online Training of Trainers (TOT) on Life Skills and Financial Education for the WFP and their partners' staff in **Egypt, Lebanon, Syria, Yemen, Iraq**, and **Jordan**. The aim was to equip certified trainers in each country with relevant Social and Financial Education and life skills methodologies.

In 2021, our long-standing partner Young Men's Christian Association (YMCA-Lebanon), and the Armenian General Benevolent Union (AGBU) in **Lebanon** initiated the project "Empowering Armenians between Globe: Aflayouth", which is funded by the Calouste Gulbenkian Foundation. The project aims to empower the Armenian youth to help them develop the needed 21-century social, financial, employability, and entrepreneurship skills. In October 2021, we conducted our first face-to-face training of trainers with INJAZ Jordan after the COVID restrictions were lifted. The training was organized for the supervisors of financial education of the Ministry of Education (MoE) in **Jordan**. The Training focused on modern teaching methods and the integration of information and communication technology into education for the benefit of students as well as the teachers in the educational sector in Jordan.

We also collaborated with UNICEF in **Yemen** on conducting a desk review of the history of life skills implementation in Yemen. This included consultations with the Ministry of Education and partner organizations. We developed a full LSCE curriculum comprised of two

#### PARTNER SPOTLIGHT - INJAZ JORDAN

Our partner in Jordan INJAZ contextualized the AflaYouth curricula for the Jordanian country context to provide Financial Literacy, Employability and Entrepreneurship education for university students. They added contextualized student and volunteer books in Arabic. Their initiative was funded by OXFAM under the Danish Arab Partnership Program DAPP packages for age groups 12 – 14 and 15 – 19 and an aligned training manual was developed.

We also developed comprehensive Teacher Training Modules and conducted the Training of trainers together with the Ministry of Education of **Libya** and UNICEF Libya. 400 teachers from the Ministry of Education and civil society organisations (CSOs) were trained on distance learning, child-centered pedagogy, and inclusive education.

"Through this first step of preparing capable and empowered 400 teachers as certified Training of teachers from all over the country. We can say now that we are on the right path in implementing solid and integrated educational steps towards enhancing the overall education sector in Libya" -- **Dr. Masauda Ali Elaswed**, Undersecretary of the Ministry of Education for Educational Affairs.

### THEME FOSTERING EMPLOYABILITY SKILLS FOR YOUTH

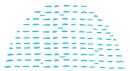
The Covid-19 pandemic and resulting economic fallout caused financial hardship for many people. In 2021, a rapidly growing number of Aflatoun partners were focussing on employability and entrepreneurship skills for youth in order to further the economic empowerment of young people despite the hardships posed by the crisis. In addition, several Governments and multilateral agencies approached Aflatoun for technical assistance in this area.

In celebration of World Youth Skills Day (15 July, 2021), Aflatoun International launched a joint campaign with the education technology non-profit Solve Education! on building awareness about youth skills and employment. Together we organised a webinar that gathered partners, governments, NGOs, funders, and education experts to discuss youth employability, the *digitisation of employability skills* and the importance of skill-building for youth empowerment in **Indonesia**, **India**, **Sri Lanka**, **Malaysia**, **Philippines**, and **Nigeria**.

In **India**, together with the Global Alliance for Mass Entrepreneurship (GAME) consortium, we developed the *Entrepreneurship Mindset curriculum (EMC)* for Andhra Pradesh. After a small-scale pilot for online classes and cascaded training, the programme has been piloted in 300 schools and is ready for roll-out across all districts in the state.

We also developed the Youth Employability and Entrepreneurship Skills (YES) programme for adolescents and youth in **Tajikistan** and **Kyrgyzstan** to develop their knowledge, skills and attitudes in order for them to reach their career goals. The programme consisted of 17 sessions through which participants develop their Business Model Canvas and acquire employability skills. An aligned training manual was developed and the trainers were trained.

In partnership with UNICEF Tajikistan, we also developed a *Career* counselling programme that will provide curricular content across five grades (grades 5-9) as well as stand-alone modules for youth (aged 15-24) in formal and non-formal education settings. The programme will use active-learning methods and will be adapted for offline, online and blended approaches to learning. The Career Counselling Program is a comprehensive program focusing on countrywide career program for school-to-work transition for school and outside-of-school Tajik youth.



Mouhannad Sarhil, 28, is one of the beneficiaries of our AflaYouth programme with Caritas **Syria**. He graduated in Mechatronics Engineering but had difficulties finding a job opportunity in the labour market afterwards. Then, he registered for the Livelihoods Project 2021 with Caritas Syria and has since faced fewer obstacles on his way. The weeks of training on Life Skills and Employability, and a vocation training on CNC (computer numerical control) machines allowed him to **enter the job market more comfortably and move towards a professional career.** Sarhil is now confident and explains different techniques used in the laser design facility, where he works now, sharing what are the steps necessary for him to continue

> "In the Life skills course, I learnt to find a solution to any problem I face in my life. In the employability course, I learnt how to enter the labour market."

#### OUMOU DIAWARA: I LEARNED TO WORK IN A TEAM

"Before the Aflateen programme, I didn't like working with other students. But since we started Aflateen, I am now much more comfortable working with others. It's very important to have the opinions of other classmates on something!"

### THEME SYSTEMS CHANGE - LIFE SKILLS AND FINANCIAL EDUCATION AT NATIONAL LEVELS (NATIONAL INTEGRATION)

In January 2021, Aflatoun International and the Central Bank of Libya signed a 4-years partnership MOU that aims for the national integration of the financial education programs in **Libya**. In line with this partnership, the Central Bank of Libya updated its national strategy to ensure the integration of Financial Education and established the Libyan Center for Financial Education to act as the technical hub for the provision of Financial Education in Libya. In 2021 we signed a tripartite Memorandum of understanding with the National Institute for Education Development (INDE) of **Mozambique** and Aflatoun Network Partner Wona Sanana. This MoU allows all parties to collaborate on promoting life skills, financial education and equipping adolescents in Mozambique with relevant 21<sup>st</sup> century skills. Aflatoun curricula are expected to be integrated into the ongoing national curriculum review initiative. During the year Aflatoun contributed to the development of the CEMAC Regional Financial Inclusion Strategy through the Thematic Working Group dedicated to financial education and consumer protection in the six CEMAC countries (Gabon, Cameroon, the Central African Republic, Chad, the Republic of the Congo and Equatorial Guinea). The contribution of Aflatoun is to advocate for national integration at the policy-design level.

We continued to work with the Ministry of Education of **Ecuador**. We held a series of workshops as part of the integration of Social and Financial Education contents in the National Curriculum. Among the participants of the workshop were representatives of the Central Bank of Ecuador, Superintendence of Popular and Solidarity Economy, Internal Revenue Service, and National Financial Corporation.

Following the signing of the MoU with the Ministry of Education and the Central Bank of **Haiti**, we held two introductory workshops to identify priorities and determine the parameters of the pilot.

Under the new project Gender-sensitive Global Citizenship and Life Skills Education for Youth we held national integration workshops and stakeholders meeting in **Indonesia**, **Nepal**, and **Pakistan**. The representatives of the ministries of education, and local municipalities of the respective countries participated in these events.



### THEME: EDUCATION WITHOUT LIMITS: EMPOWERING ADOLESCENT GIRLS THROUGH SOCIAL AND FINANCIAL EDUCATION

#### ESTHER

In 2021, we concluded the three-year Elimu Haina Mwisho Programme implemented in **Tanzania** in order to provide out-of-school young women with vocational training, secondary education, life and entrepreneurship skills. This programme was funded by the MasterCard Foundation and implemented by Karibu Tanzania Organisation (KTO) in collaboration with the Ministry of Education, Science and Technology (MoEST). The programme was carried out in Folk Development Colleges (FDCs) across the country with the goal to create alternative pathways for out-of-school girls through education. As a result, women gain the necessary skills to become either formally or self-employed or prepared to further their education. The programme aims not only at empowering women economically, but also at developing their social skills, gaining self-esteem, raising awareness about women and girls' situation in the community, and obtaining the necessary experience that will help them make responsible choices and tackle daily challenges.

Through the Skills Development Programme Elimu Haina Mwisho, 41 FDCs were reached and 1,200 young women were empowered. The programme has been accredited by MoEST and it will be rolled-out to all 54 FDCs in the country next year.

Elimu Haina Mwisho is one of the programmes aimed at girls empowerment that Aflatoun has been carrying out. Our Aflateen+ programme is a gender-sensitive programme that has combined Aflatoun's core social and financial education curriculum with important sexual reproductive health and gender content. It aims to socially and economically empower girls especially the most vulnerable. The rollout of the Aflateen+ programme for future economic empowerment of girls across different countries is supported by Dutch Postcode Lottery, ROTA, Ministry of Foreign Affairs of the Netherlands, Stichting Sint Antonius, Echidna Giving, Dubai Cares, and Credit Suisse.



"I chose masonry because I loved it and I don't feel bad as a girl doing it. I advise other girls to join this course. They always say it's hard, but if I made it they can also do it. Every girl is able to do any kind of work that males can, sometimes we, women, undermine ourselves but we can do anything."

Esther Mwikwabe

After giving birth to her child, Esther followed the Elimu Haina Mwisho programme for the main secondary education courses. She also decided to take masonry as an extra course, even though she was the only woman in the class. Esther's journey is an inspiring example for other young women that were in the same situation. Esther was employed using her excellent masonry skills, and she knows she will work in this field after her studies. She was able to resume her education, find out about her passion, and acquire the necessary skills to pursue her career without thinking about the judgement of others.



#### PEACE

Peace always wanted to be a traffic police officer. However, when she found out about her pregnancy, she had to drop out of school and was rejected by her community. Through the Elimu Haina Mwisho programme, Peace was able to follow practical courses. Studying at the FDC gave Peace the feeling that she restored her reputation. People in her village were surprised that she resumed her studies, which made her feel empowered and gave her joy and pride. Thanks to the social and financial education that she received during the Programme, Peace has opened her own second-hand clothing shop, which allows her to rent a room for herself and her child, and to be financially independent.

> "Young women can still stand and rise again, because education has no limit"

> > — Peace Exavery







Transparency is both important to us and key to a healthy organisation, and we cannot achieve our mission without the trust and support of Aflatoun staff, the Board and supporters. Discover our organisational structure below.

Our CEO is **Roeland Monasch** (<u>roeland@aflatoun.org</u>); he is listed as company director for Aflatoun International at the Trade Registry of the Chamber of Commerce.

#### **DIRECTORS OF AFLATOUN**

All directors are responsible for their own functional domain. Together with the CEO, Roeland Monasch, who is the sole statutory director:

- Lama Yazbeck, Deputy CEO lamaeaflatoun.org Started May 2021
- Abdullah Alam, Director of Education & Innovations abdullaheaflatoun.org Started July 2022
- Edward C. Greene, Director of Finance and Operations edwardeaflatoun.org Until June 2021
- Hassan Mahtat, Director of National Policy and Strategies hassaneaflatoun.org Until Dec. 2021
- Nic Bishop, Director of Finance and Operations niceaflatoun.org Started July 2021
- Rediet Abiy, Director of Programmes
   redieteaflatoun.org
   Until July 2021
- Wendy Nagel, Director of Aflatoun Nederland wendyeaflatoun.org Until July 2021

#### FOUNDER: Jeroo Billimoria

#### INTRODUCING NEW DEPUTY CEO: LAMA YAZBECK

My name is Lama Yazbeck and I am the Deputy CEO at Aflatoun International. Previously, I was the CEO of Himaya, a leading NGO in Lebanon on child protection, serving annually more than 100,000 individuals through its different programs and departments. During the 7 years, I worked on restructuring Himaya and implement a quality management system in order to increase productivity and efficiency. The organization grew from 25 to 120 employees under my leadership.

l joined Aflatoun in May 2021 right at the time that Aflatoun started the consultation process to develop its new strategy for 2022–2026. I was heavily involved in the process and this allowed me to appreciate the importance of social and financial education. It is clear that social and financial education can play a big role in protecting children and improving their lives. It teaches them about their rights and responsibilities, spending and saving, and by acquiring these skills, it will allow them to make informed decisions about their lives, be more independent and plan for a better future.

Sadly, not many people know about its importance and I was one of those people. This is why we have agreed that it is crucial for Aflatoun to prioritize communication and advocacy about its importance with decision-makers around the world. By doing so, we make sure that more and more children have access to these essential skills.



It's been only 9 months since we launched the new strategy, and I am happy to say that in this short period of time, we were able to get the attention of many new partners, ministries around the world, and decision-makers at an international level. This does not mean that we achieved our goal, this only means that we are just getting started. Currently, Aflatoun reaches millions of children around the world through our partners and through the national integration efforts with several ministries around the world, but many more children still lack access to social and financial education and for those children, we still have a lot to do.

With a small and dedicated team, we are able to develop good quality educational resources and operate at scale, this is what makes Aflatoun Unique: its team and its reach through the network of partners.

If we are successful, in 5 years' time social and financial education will be considered as important as basic literacy and numeracy and will be discussed and prioritized by all key stakeholders from different sectors around the world.

Supervisory Board	Other positions
<b>Joanne Kellermann,</b> Chair	<ul> <li>Chair- Pensioenfonds Zorg &amp; Welzijn</li> <li>Chair of the Supervisory Board - NWB Bank</li> <li>Chair of the Board of Trustees - Utrecht University</li> <li>Member of the Committee on European Integration of the Advisory Council on International Affairs</li> <li>Member of the Advisory Board - P.R.I.M.E. Finance</li> <li>Member of the Advisory Board - Transparency International</li> <li>Member of the Board of Trustees-Veerstichting</li> <li>Owner/director KellerCo BV</li> </ul>
Cor Vink, Member	<ul> <li>Chairman of the Board - Stichting EDU - DEX</li> <li>Managing Partner - <u>TerWadding.nl</u></li> <li>Member of the Advisory Board - CiEP Training and Coaching</li> <li>Certified Practitioner - The Leadership Circle</li> <li>Board Member - Koninklijke Boom Uitgevers</li> <li>Managing Shareholder - <u>escc.nl</u></li> <li>Advisor - Freia Group</li> <li>Co-founder - <u>MijnContract.nl</u></li> <li>Advisor - Coaches rising</li> </ul>
<b>Olivier van Riet Paap</b> , Member	<ul> <li>Member of the Board - Vermaat</li> <li>Partner, Head of Benelux - Bridgepoint</li> </ul>
<b>Margo Hoftijzer</b> , Member	<ul> <li>International development economist</li> </ul>
Sander Volten, Member	<ul> <li>Global CEO - 180 Amsterdam</li> </ul>
Herman Hulst, Member	<ul> <li>Member of the Supervisory Board - ING</li> </ul>



The governance of Aflatoun International is laid down in the Articles of Association, providing for a two-tier board structure. The day-to-day management is in the hands of the CEO and the supervision in the hands of the Supervisory Board. The supervisory duties of the Supervisory Board are clearly separated from the operational responsibilities of the CEO, the leadership team and the staff. The Supervisory Board meets at least 4 times a year and sets the overall guidelines for strategy and policies. The CEO attends all Supervisory Board meetings, unless the Supervisory Board decides otherwise. The CEO and the Directors of the different departments form the management team, that meets weekly to discuss executive matters.



#### **GLOBAL NETWORK BOARD**

Our Global Network Board is the advisory board that advises on all major strategic decisions with an impact on the Aflatoun network. It is comprised of one representative from each of our regions, 6 in total, 1 representative from Meljol, the organization that initially conceptualized the Aflatoun approach in India and 1 special representative from China. The Global Network Board members are elected by partners from their respective regions. Each member serves a 2-year term.

- Muhannad Jarrah, MENA Regional Representative
- Brian Lariche, Asia Regional Representative
- > Patricia Fafa Formadi, Anglophone Africa Regional Representative
- > Jan Orlovsky, Europe & Central Asia Regional Representative
- > Ana Yris Guzman, Americas Regional Representative
- ► Félix Yao, Francophone Africa Regional Representative
- ► Alan Wang, Special Representative for China
- ▶ **Rishad Byramjee**, Special Representative for Meljol





# **EMPLOYEES**

Aflatoun is proud to have a diverse staff, with 38 employees (incl. Directors) and 8 long-term consultants from 24 countries (as of 15 July 2022). With the team representing all regions in which Aflatoun programmes are implemented, we can ensure that our programmes and partner support are contextualised to each socio-cultural context.

#### EMPLOYEES (AS PER 15 JULY 2022)

#### **PROGRAMMES DEPARTMENT**

- Shirin Husseini, Head of Programmes
- Cristina Peña, Senior Programme Manager - Americas
- Iari Vehuliza, National Curriculum Integration Advisor
- Lea Rauh, Network Management and Project Officer – Francophone Africa
- Lucky Lumingkewas, Senior
   Programme Manager Asia
- Mohamadou Badiaga, Programme Manager – Francophone Africa
- Mozna Abumery, Programme Manager – MENA
- Philomena Darku, Programme Manager – Anglophone Africa
- Sabrina Zebinger, Programme

Communications & Engagement Officer

 Saida Mamadjonova, Programme Manager - Europe & Central Asia

#### EDUCATION DEPARTMENT

- Niveditha Uthrapathi Shakila, Education Manager
- Chandni Mehta, Education Specialist
- Gabriela Gutierrez, Education Specialist
- Paul Moclair, Senior Training & Curriculum Advisor (long-term consultant)
- Sangina Khudododova, Training Coordinator
- Sarah Ebady, Education Specialist

#### **DIGITAL & INNOVATIONS DEPARTMENT**

- Maxwell Kyei Baffour, Digital Learning & Innovation Manager
- Gemma Bosch Martinez Digital Learning Specialist (long-term consultant)
- Katerina Zedjlova, Digital Learning Specialist

#### AFLATOUN NETHERLANDS DEPARTMENT

- Aaltje Veen, Education Specialist (long-term consultant)
- Mahbobah Ahmadi, Project Officer

#### **RESEARCH/M&E DEPARTMENT**

- Leontien Ruttenberg, Research Consultant
- Kristel Casimiro, Monitoring and Evaluation Specialist
- Tomohisa Miyamoto, Monitoring and Evaluation Specialist

#### PROJECT MANAGEMENT UNIT (PMU)

- ► Alexandra Hostier, PMU Manager
- > Yara Mansour, Project Manager
- Mubish Belim, Project Reporting Officer
- Rachael Ouko, Project Manager

#### COMMUNICATIONS DEPARTMENT

 Elisabetta Spoldi, Communications Specialist

#### **RESOURCE MOBILIZATION DEPARTMENT**

- Nada Chidiac, Resource Mobilisation Manager
- Martijn Schouten, Business
   Development Consultant Financial Inclusion

#### FINANCE & OPERATIONS DEPARTMENT

- Chitra Mookerjee, Human Resources Officer/PA Executive Director
- Jeffrey de Jong, Exact Specialist (consultant)
- Marlies Tan, HR Advisor (long-term consultant)
- Menno de Vries, Administrative Manager
- Richard Obonyo, Finance Associate
   Accounting
- **Rina Sonneveld**, Finance Officer
- Umu Kultume Kassim, Assistant
- Accountant



Our achievements in 2021 can largely be attributed to the generous contributions from our donors and in-kind contributors.

THANKS TO THE VALUABLE SUPPORT RECEIVED FROM A WIDE RANGE OF INSTITUTIONAL, Corporate and Philanthropic organisations, aflatoun international was able to Continue its mission to empower children and young people globally, especially Girls, through social and financial education.

AGILITY, for their support to develop and translate "AflaYouth" financial literacy and entrepreneurship curriculum into Arabic, French, and Spanish, which gives students, ages 16-24, access to both online and in-person training, support, mentoring and learning during their transition into the formal labor market, or as they launch an entrepreneurial career.

**ARVATO**, for their support in organizing an online training of trainers for our partners in Latin America and the Caribbean region.

#### **CREDIT SUISSE INTERNATIONAL,**

with whom we have been working with since 2014, and who has been crucial in enriching the access and quality of financial education for girls and young women, in Brazil, China, India, Sri Lanka, Tanzania, and Rwanda.

#### **CREDIT SUISSE APAC FOUNDATION,**

for their support to Aflatoun and partners in the provision of financial literacy, employability and entrepreneurship skills to youth in China and the Philippines as they transition into the job market. **DIORAPHTE FOUNDATION**, who supported Aflatoun in the development of digital courses to advance digital learning for educators, including teachers, facilitators, and trainers, participating in Aflatoun's programmes in low-resource settings.

**DUBAI CARES**, with the support of whom we have been implementing the Aflateen+ programme in Togo, Mali and Niger since 2019, as well as scaling the initiative through national curriculum integration and advocacy.

ECHIDNA GIVING, continues to assist Aflatoun International in rolling out Aflateen+ globally, and has been crucial in supporting core functions of the organization ensuring we can further build the network, despite the COVID-19 pandemic.

#### EMBASSY OF NETHERLANDS IN BURKINA FASO/PROMESSE-FP

**CONSORTIUM**, with whom we are working with to ensure that by 2025, 20,000 girls and young women in Burkina Faso have acquired safe access to sexual and reproductive health and rights and life skills and financial education. ERASMUS+ PROGRAM, for their multi-country support to build the capacity of organizations in the field of youth - Empowering Girls to be Socially and Financially Strong Actors (Albania, Serbia, Belgium, Netherlands).

FONDATION BOTNAR, supported the development of the AflaYouth curriculum and the roll-out of a management information system. Furthermore Botnar allowed Aflatoun to organizae a large number of stakeholder meetings, country-level and regional trainings and advocacy events.

#### **GENERALI/THE HUMAN SAFETY NET,**

supporting a review of 25 programmes and their approaches towards financial education for parents. The study provided the evidence and rationale for the importance of financial education in early childhood parenting programmes.

#### HERSHEY COMPANY and JACOBS

FOUNDATION, who are scaling up our efforts under the Transforming Education in Cocoa Communities Initiative to support youth employment and quality life skills education for young people in rural cocoa-growing communities in Cote d'Ivoire.

#### **MASTERCARD FOUNDATION,**

collaborated with Aflatoun International on second chance education for young out-of-school mothers in Tanzania, including secondary education, vocational training, life and entrepreneurship skills.

**NATIONALE POSTCODE LOTERIJ**, who has been a key supporter of Aflatoun

since 2010, facilitating our core work as our movement continues to grow across the globe. The NPL is also funding a key intervention in Benin, Senegal, and DR Congo, aiming to socially and economically empower adolescents, particularly girls, through a gender-sensitive life skills and financial literacy programme.

#### **REACH OUT TO ASIA**, who is

supporting our programming in lvory Coast, Mozambique, Zimbabwe, Indonesia, Nepal and Pakistan which aims to equip youth (aged 14 – 19) with global citizenship skills and behaviors through grassroots implementation and national integration.

#### SINT ANTONIUS STICHTING,

who supports the roll out of our gender-sensitive life skills and financial education for adolescent girls and boys in Côte d'Ivoire, Mozambique and Zimbabwe, including an important research component.

#### **SKOLL FOUNDATION**, who has

continuously provided crucial support for ongoing relief efforts related to COVID-19, including the development of digital skills for learners and teachers, as well strengthening the capacity of our partner network and teachers.

UNICEF, who continues to be a key partner on initiatives around the world. Aflatoun is one of the civil society partners of UNICEF MENA Regional Office working towards the operationalization of the transformative Life Skills and Citizenship Education (LSCE) initiative. Aflatoun has provided technical support to UNICEF country offices, including Jordan, Syria, Sudan, Egypt, Gulf Area, Libya, and Yemen. Aflatoun is also currently working with UNICEF country offices in Africa (Uganda, South Africa, Ethiopia, Eswatini, Sierra Leone, and Angola), Central Asia (Tajikistan and Uzbekistan), East Asia and Pacific Regional Office, as well as the UNICEF Global Office in New York, on the revision, curation and development of life skills and financial literacy programmes and training (Learning Passport).

VITOL FOUNDATION, who are central to implementing our 'systems change approach' through the integration of social, financial and entrepreneurship education in primary and secondary schools in Costa Rica, DR Congo, Ecuador, and India.

Aflatoun also welcomes the collaboration with the Aga Khan Foundation, Alliance for Financial Inclusion, Amsterdam City Council, Meemain, Ministry of Education-Jordan, Ministry of Youth-Namibia, Mott McDonald, Old Mutual, UNCDF, UNDP, and USAID who engaged Aflatoun as technical partner to assist in their programmes to reach children with social & financial skills.

#### OUR IN-KIND CONTRIBUTORS

180 KingsdayHouthoff





# **GLOBAL PARTNER NETWORK**

#### LIST OF PARTNERS BY REGION AND COUNTRIES

Project related partners supported by a specific donor/foundation.
 Advocacy Partners
 Joined in 2022

#### THE AMERICAS

#### Brazil

- ChildFund Brazil
- Plan International Brazil
- World Vision Brazil
- Ministry of Transparency

#### Colombia

- Children International Colombia
- Enseña por Colombia / Teach For All Colombia
- ► Fundación Social Coofisam
- ► Fundación Coogranada
- Fundación Cooperativa Financiera de Antioquia - CFA
- ► Fundación FinSocial
- ► Fundación Social CREAFAM Solidaria
- Instituto Formación y Desarrollo Social Coomuldesa

#### Costa Rica

Fundación Paniamor

#### **Dominican Republic**

- Asociación para Inversión y Empleo Inc. - ASPIRE
- Children International Dominican Republic

#### Ecuador

- Children International Guayaquil
- Children International Quito
- Fundación Bien-Estar/Mutualista
   Pichincha Foundation
- Fundación CRISFE

- Fundación Educativa Mons. Candido Rada - FUNDER
- ▶ Fundación/Centro Educativo Inti Sisa

#### **El Salvador**

 Gloria de Kriete Foundation -Programa Oportunidades

#### Guatemala

- Ak'Tenamit Association
- BFB Foundation
- Children International Guatemala
- Fundación AMG Guatemala
- Proniños (StarUp4Kids)

#### Haiti

Parole et Action

#### Honduras

- ▶ Fundación Ayuda en Acción Honduras
- Children International Honduras
- Fundación Ficohsa
- UNICEF (Learning Passport) ▲

#### Mexico

- Ayuda en Acción México
- Children International México
- ► Fundación EDUCA México A.C.
- Observa A.C.

#### Nicaragua

Plan International Nicaragua

#### Paraguay

 UNDP Paraguay / Central Bank / Ministry of Finance A

#### Peru

- CARE Peru
- FINCA Perú
- Organización Para el Desarrollo Ambiental y la Educación - ODAER
- VISOS (Visión Solidaria)

#### **Puerto Rico**

Nuestra Escuela Inc.

#### Suriname

 VKB - Stichting Kennis Overdracht en Bewustwording

#### USA

Children International

#### **ANGLOPHONE AFRICA**

#### Botswana

- ► FinEdu
- Global Communities
- Stepping Stones International (SSI)
- ► StartUp4Kids

#### Ethiopia

ChildFund Ethiopia

#### Development Expertise Center (DEC) Ethiopia

- Dorcas Aid Ethiopia
- Future Hopes Integrated Development Organization (FHIDO)
- Hiwot Integrated Development Organization
- ► UNICEF Ethiopia 🔺
- World Vision A

#### Gambia

ChildFund The Gambia

#### Ghana

- New Dawn for Social Development
- Savana Signatures
- 🕨 Solidaridad 🔺

#### Kenya

- Action for Child Development Trust (ACDT)
- Carolina for Kibera
- Cheshire Disability Services Kenya
- ChildFund Kenya
- Dorcas Aid Kenya
- Monture Africa Limited
- Stichting Siaya



#### Lesotho

- Catholic Relief Services
- Lesotho Inter-Religious AIDS Consortium

#### Liberia

 Liberia Rural Children Psychosocial Development Organization

#### Malawi

- Archidiocese of Lilongwe Catholic Health Commission
- Bantwana Initiative Malawi
- ► Hope for Relief Malawi
- Malawi AIDS Counselling and Resource Organization
- Pakachere
- People Serving Girls at Risk (PSGR)

#### Mozambique

- Associação Wona Sanana
- ► ASSCODECHA
- 🕨 Associacao Hixikanwe 🗖
- Caritas Regional Chokwe
- Comunidade Mocambicana de Ajuda
- Dorcas Aid Mozambique
- ChildFund MozambiqueNweti
- Rede para o Desenvolvimento da Primeria Infancia (RDPI)

#### Namibia

- Jhpiego Namibia
- ► Project Hope Namibia

#### Nigeria

- Linking the Youth of Nigeria through Exchange (LYNX)
- ► UNICEF Nigeria (Learning Passport) ▲

#### Rwanda

► Hope of Family

#### Sierra Leone

- ► ChildFund Sierra Leone
- UNICEF Sierra Leone ▲

#### South Africa

- ► Baz-Art
- Charter Academy
- UNICEF South Africa (Learning
- Passport) 🔺
- Old Mutual A
- Star Savers-The Banking Association South Africa

#### South Sudan

- Peace Power South Sudan
- Support for Peace and Education Development Programme (SPEDP)

#### Tanzania

- Dorcas Aid Tanzania
- Karibu Tanzania Organization A
- Rightway Nursery and Primary School
- 🕨 Room to Read Tanzania 🔺
- Singida Paralegal Aid Centre (SIPACE)
- Thubutu Africa Initiatives

#### Uganda

- Children of Uganda
- Girls in Red Organization
- ► Hope for Working Children and Youth
- ► I Profile Foundation
- Network for Active Citizens (NAC)
- Oasis Uganda
- Private Education Development Network (PEDN)
- Strengthening Hope and Resilience
- Empowerment- SHARE ► Teach for Uganda
- UNICEF Uganda A
- Young Agro Green Africa Network
- Youth Line Forum

#### Zambia

- All Nations Are Families Foundation
- Children International Zambia

#### Zimbabwe

- Abantu Development Initiative Trust (ADIT)
- Abdullah Dzinamarira Foundation
- Bantwana Initiative Zimbabwe / World Education Zimbabwe
- Elevation Zimbabwe
- Faith Foundation
- Junior Achievement Zimbabwe
- Masvingo Association of Residential Care Facilities Trust
- ► Tariro Foundation of Zimbabwe Trust ■
- Tariro Youth Development Trust
- ► UNICEF (Learning Passport)▲

#### Regional

 International Cooperative Alliance – Africa •

#### FRANCOPHONE AFRICA

#### Benin

 Société d'inclusion financière SIF Groupe

#### Burkina Faso

- Cadre de Concertation des ONG et Associations Actives en Education de Base au Burkina Faso (CCEB-BF)
- Défense Des Enfants International
- ► Emergence Afrique
- Fondation SEMAFO
- REPAFER



#### Burundi

- ▶ ETSA Centre Artistique de Gitega
- Mamas for Burundi Association (MAFOBA)

#### Cameroon

- Syndicat National Autonome de l'enseignement Secondaire
- Union des Organismes D'Appui au Développement Durable
- Zenü Network

#### Cote d'Ivoire

- Hershey's A
- ► Institut Africain pour le Développement Economique et Social (Inades) ▲

#### Democratic Republic of the Congo

- Action Solidaire pour la Paix et le Développement Intégré (ASPADI)
- Association Professionnelle des Coopératives d'Epargne et de Crédit (APROCEC)
- Association Pour la Promotion de l'Education Chrétienne
- Centre de Formation et d'Action pour le Développement (CFAD)

#### Centre d'Encadrement et d'Appui en

- Faveur des Personnes Démunies Peace and Conflict Resolution
- Foundation (PCR Foundation)

  SOLIFEDE RDC
- Women and Children Protection

#### Guinea

UNICEF Guinea (Learning Passport) ▲

#### Madagascar

Mott Mcdonald ▲

#### Mali

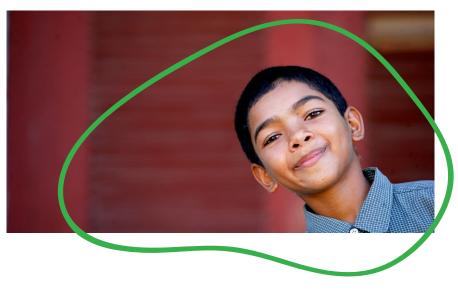
- Groupe d'Appui aux Programmes -GAP
- Groupe Institut Mondial pour l'Autonomisation des Femmes
- IHRC
- Realise

#### Niger

 Association pour la Défense des Enfants du Niger

#### Senegal

- Centre Sportif Fayda
- ► Esport des Enfants Nafoore



#### Togo

 Fédération des Syndicats de l'Education Nationale

#### ASIA

#### Bangladesh

- British Council
- BRAC Bangladesh

#### Cambodia

- Farmers Life Improvement and Future Light Organization (FLIFLY)
- NGO Education Partnership •
- ▶ Teach for Cambodia

#### China

- ► Be Better
- Plan International ▲

#### India

- Bovelander Foundation
- Children International India
- Children's Movement for Civic Awareness
- CMCA
- Global Alliances for Mass Entrepreneurship (GAME)
- Know Me India Trust
- MelJol
- Nomi Foundation

#### Indonesia

- ACENTIA
- ► Amal Khair Yasmin Foundation
- ChildFund Indonesia
- Citra Berkat Foundation
- INKOPDIT (Induk Koperasi Kredit)
- ► Institute of Islamic Education and

# Social Studies - LEKDIS Nusantara

#### Lao People's Democratic Republic

CITRA BERKAT FOUNDATION

- Ekphatthana Microfinance Institution
- Lao Microfinance Association •
- Sinshup Meuang Nuer Deposit Taking Microfinance Institution

#### Malaysia

- Humana Child Aid Society Sabah
- Make it Right Movement •
- My Shining Star Foundation

#### Mongolia

Golden Fund for Development (GFDA)

#### Myanmar

Finnish Refugee Council Myanmar

#### Nepal

- Child Workers in Nepal Concerned Centre
- LIFE Nepal
- National Banking Institute of Nepal
- Social Awareness Center (SAC)
- Social Development Center Mahottari
- Social Service Centre (SOSEC)
- Samunnat Nepal
- Umbrella Foundation
- Volunteer Society Nepal

#### Pakistan

- Chiragh Community Development Organization (CCDO)
- Diocesan Education Centre / Primary Education Project (PEP)
- ► Gender and Empowerment Organization (GEO)
- Goth Seengar Foundation (GSF)
- Pahel Pakistan
- Pakistan Youth Change Advocates
- Pakistan Poverty Alleviation Fund
- Reformist's Social Welfare & Development Organization (WORDS)
- Riverside Development Organization (RDO -Trust - Sukkur)
- Sahil

65

#### **Philippines**

- Children International Manila
- Children International Philippines
- Children International BICOL
- Good Neighbours Philippines
- National Confederation of Cooperatives

#### Singapore

School of Gumption

#### Sri Lanka

- Network for Education Children and Youth (NECY)
- Room to Read A

#### Thailand

► FutureSense Foundation

#### Vietnam

 Center for Education and Development

#### Regional

- International Cooperative Alliance Asia and Pacific
- SEAMEO •
- UNICEF EAPRO ▲

#### EUROPE AND CENTRAL ASIA

#### Albania

- Dorcas Aid Albania
- Partenere per femijet

#### Armenia

- Children of Armenia Fund
- Junior Achievement Armenia

#### Belgium

European Peer Training Organization A

#### Georgia

- Association ATINATI
- National Youth and Children's Palace
- Hub for Development

#### Greece

- ActionAid Hellas
- ERGO Learning for Life

#### Hungary

Csoport – Teka Association

#### Italy

Association Students Lab

#### Kyrgyzstan

🕨 Aga Khan Foundation 🔺

#### Lithuania

Lithuanian Children's Fund

#### Moldova

- Children Communities and Families Moldova
- Dorcas Aid Moldova

#### Netherlands

- Campus Nederlands
- Day for Change
- Gemeente Amsterdam A
- Lyceum Kralingen

#### North Macedonia

 Centre for Human Rights and Conflict Resolution

#### Poland

- Przedszkole "New Generation"
- Science for Environment Foundation

#### Romania

- Dorcas Aid Romania
- Foundation PACT Partnership for Community Action and Transformation

 New Opportunities for Romanian Orphaned Children (NOROC)

#### **Russian Federation**

 Association of Teachers working with Gifted Children "PROD"

#### Serbia

Pomoc Deci (Udruzenje gradjana)

#### Slovakia

- Open Society Foundation Nadaia
   Otvorenej Spolocnosti Bratislava
- Skola Dokoran Wide Open School

#### **Tajikistan**

- 🕨 Aga Khan Foundation 🔺
- Mercy Corps
- Open Society Institute Assistance Foundation
- UNICEF Tajikistan ▲

#### Turkey

- Habitat Center for Development and Governance
- ► Örav (Teachers Academy Foundation)

#### Ukraine

- Dorcas Aid Ukraine
- Vinnitsa Regional Public Organisation
   "School of Equal Opportunities"



#### MIDDLE EAST AND NORTH AFRICA

#### Algeria

 Réseau algérien pour la défense des droits de l'enfant (NADA)

#### Bahrain

 Erteqa House for Exhibitions & Consultancy

#### Egypt

- Coptic Orphans
- Egyptian Banking Institute
- ► Life Vision for Development
- Middle East Foundation for Research and Development
- UNICEF Egypt (Learning Passport)
- World Food Programme

#### Iran

- AAmAAL Institute
- ► Child and Youth Trainers Institute

#### Iraq

- UNICEF (Learning Passport) ▲
- World Food Programme

#### Jordan

- Fin Church Aid
- ► INJAZ
- Plan International Jordan
- ► UNICEF Jordan (Learning Passport) ▲

#### Lebanon

- Ajialouna Organization
- Dorcas Lebanon & Syria
- Global Steps
- UNICEF Lebanon (Learning Passport) ▲
- ► SAT-7
  - World Food Programme
  - Young Men's Christian Association YMCA

#### Libya

- World Food Programme
- ► UNICEF Libya 🔺



#### Morocco

- Fondation Marocaine pour l'Education Financiere (FEMF)
- World Food Programme

#### Palestine

- AL Tawasol Forum Society
- Ibtikar for Empowerment and Social Entrepreneurship
- Sports for Life
- Unlimited Friends Association for Social Development

#### Saudi Arabia

- Arab Urban Development Institute
- ► Meem Ain for Education ▲●

#### Somalia

- Solidarity Youth Voluntary Organization
- Somali Center for Women Empowerment

#### Sudan

 Sudanese Coalition for Education for All

#### Syria

- Caritas Switzerland Syria Crisis Regional Response Office
- Mobaderoon
- UNICEF Syria ▲

#### Tunisia

- Enda Inter-Arabe
- World Food Programme

#### UAE (Gulf Area)

▶ UNICEF-Gulf Area Office (GAO) ▲

#### Yemen

- For All Foundation
- Protecting Adolescents Association
- Sanid Organization for Relief and



#### Development

- Sustainable Development Foundation
- ▶ UNICEF Yemen ▲
- World Food Programme
- Yemen Peace School

#### Regional

- World Food Programme Regional Bureau for MENA, Central Asia and Eastern Europe
- UNICEF MENA Regional Office

#### GLOBAL

#### Netherlands

StartUp4Kids

#### Belgium

- VVOB Education for Development
- WSBI

#### **United States**

Children International Headquarters

# **GOVERNMENT PARTNERS**

#### **GOVERNMENT PARTNERS 2015-2021**

#### Legend:

- Ongoing MoU
- TA Provided
- A Through local Aflatoun Partner/ UNICEF country office
- Discussion draft MoU

#### Bangladesh

National Curriculum and Textbook
 Board

#### **Belarus**

- Ministry of Education
- Belarussian State Pedagogical
   University named after Maxi Tank •

#### Brazil

 Ministry of Transparency Supervision and Control

#### **Burkina Faso**

 Ministry of National Education, Literacy and the Promotion of National Languages

#### Cameroon

Ministry of Secondary Education

#### Chile

 National Consumer Service -SERNAC •

#### Costa Rica

► Ministry of Public Education ▲

#### Cote d'Ivoire

 Agency for the Promotion of Financial Inclusion/Ministry of National Education

#### Democratic Republic of Congo

 Ministry of Primary and Secondary Education, and vocational training

#### Dominican Republic

 Programme You First (Vice President Initiative for Youth) - Programa Tú Primero

#### Ecuador

Ministry of Education

#### Egypt

Ministry of Education A

#### Eswatini

Center for Financial Inclusion

#### Gambia

► Ministry of Basic and Secondary Education ▲■

#### **Guinea Bissau**

► Ministry of Education, Science and Technology ▲

#### Haiti

 The Bank of the Republic of Haiti/ Ministry of National Education

#### Honduras

Ministry of Education

#### India

- Department of School Education, Government of Andhra Pradesh State
- Directorate of Minorities and Rural Development and Panchayat Raj Department, Government of Karnataka

#### Indonesia

► Ministry of Education and Culture ▲●

#### Jordan

 Ministry of Education/Central Bank of Jordan

#### Kenya

Kenyan Institute for Curriculum
 Development

#### **Kyrgyzstan**

National Bank of the Kyrgyz Republic

#### Libya

- Central Bank of Libya
- ► Ministry of Education ▲■●

#### Madagascar

Ministry of National Education

#### Moldova

► Ministry of Education, Culture and Research ▲

#### Mongolia

Ministry of Education and Science

#### Morocco

 Ministry of National Education of Vocational Training, Vocational Education and Scientific Research/ Central Bank

#### Mozambique

 National Institute for Education Development/Central Bank

#### Nepal

► Centre of Education and Human Resources Development ▲■

#### Niger

 Ministry of Education, literacy, promotion of national languages and civic education



#### Nigeria

 Nigeria Education Research Development Council (NERDC)/ Central Bank

#### North Macedonia

Ministry of Education and Science A

#### Peru

 Ministry of Education (Ministerio de Educacion)

#### Philippines

Department of Education •

#### Romania

National Bank of Romania

#### Slovakia

► Ministry of Education, Science, Research and Sport ▲

#### Sudan

► Ministry of General Education and Instruction ▲■

#### Sri Lanka

► Ministry of Education ▲●

#### Syria

Ministry of Social Affairs and Labour

#### Tajikistan

Ministry of Education and Science

#### Тодо

 Ministry of Primary and Secondary Education and Vocational Training A

#### Tunisia

Ministry of Education A

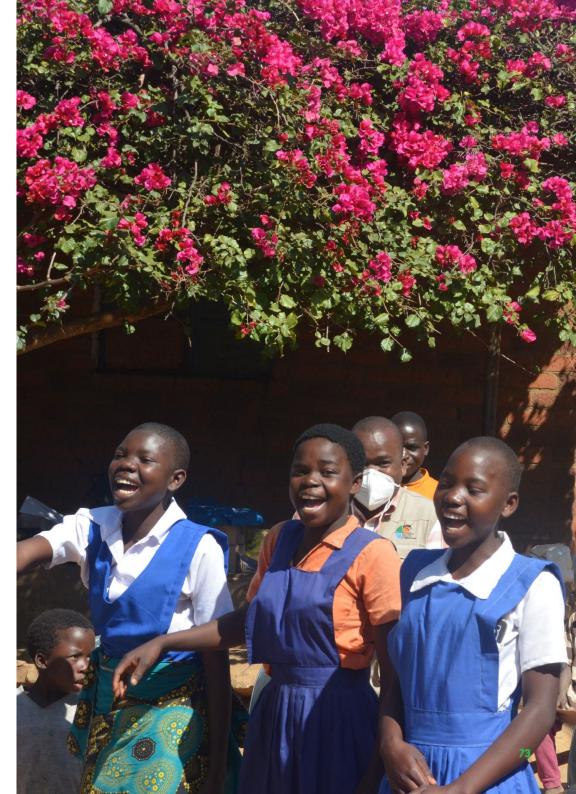
#### Uganda

► National Curriculum Development Center/Ministry of Education and Sports (MoES) ▲■

#### Ukraine

- Ministry of Education and Science •
- Department of Education of Vinnitsa City Council
- The Department of Insurance and Risk Management (IBRM) of the Faculty of Economics, Taras Shevchenko National University of Kiev





# **OUR RESOURCES**



# **2021 FINANCIAL RESULTS**

#### BALANCE SHEET PER DECEMBER 31, 2021

(after proposed appropriation of the balance of income and expenses)

in EUR	2021	2020*
ASSETS		
Fixed assets		
Tangible fixed assets (1)	4,627	7,703
Current assets		
Work in progress (2)	164,513	80,947
Receivables and prepayments (2)	921,051	1,221,609
Cash at banks and in hand (3)	3,393,180	1,220,088
Total current assets	4,478,744	2,522,644
Total assets	4,483,371	2,530,347

#### **RESERVES AND LIABILITIES**

#### Reserves (4)

Continuity reserve	1,648,862	1,127,521
Total Reserves	1,648,862	1,127,521
Current liabilities (5)	2,834,509	1,402,826
Total reserves and liabilities	4,483,371	2,530,347



\* The comparative figures have been adjusted. Refer to the note "Change in accounting principles" for disclosure.

#### STATEMENT OF INCOME AND EXPENSES FOR THE YEAR ENDED DECEMBER 31, 2021

in EUR	Actual 2021	Budget 2021 (unaudited)	Actual 2020*
INCOME			
Source of income			
Income from connected non-commercial organisations (δ)	3,185,077	3,960,958	2,320,860
Income from lottery organisations (7)	765,614	500,000	500,000
Income from individuals	532		-
Income from commercial organisations		-	-
Income from government		-	-
Other income (NOW-subsidy) (8)	(55,457)		374,445
Income from other non-commercial organisations	-	-	-
Total income	3,895,766	4,460,958	3,195,305
EXPENSES			
Expenses made for Strategic Objectives			
Objective 1: Priority Area I Advocate for social & financial education for all children, especially the most vulnerable	998,436	788,594	801,599
Objective 2: Priority Area II Quality delivery of social & financial education	953,909	1,908,951	616,761
Objective 3: Priority Area III Accelerate scale-up of social & financial education	376,157	797,295	372,680
Total expenses made for Strategic Objectives	2,328,502	3,494,840	1,791,040
Expenses for fundraising	64,442	104,326	56,788
Operational and administrative expenses	1,086,153	702,190	1,029,159
Total expenses	3,479,097	4,301,356	2,876,987
Balance of Income and Expenses before financial results	416,669	159,602	318,318
Financial income/(expense) (10)	104,672	-	-
Balance of Income and Expenses after financial results	521,341	159,602	318,318
Proposal of appropriation of the balance:			
Addition (deduction) to (from) continuity reserve	521,341	159,602	318,318
Addition (deduction) to (from) destination fund			-
Total appropriation of the balance	521,341	159,602	318,318

\* The comparative figures have been adjusted. Refer to the note "Change in accounting principles" for disclosure.



Throughout the world, many children daily face hardships that are often connected to poverty. Stichting Aflatoun International provides children with social and financial skills and insights that not only will support them to deal with these adversities but also prepare them for better planning the life ahead of them. Stichting Aflatoun International is a foundation located in Amsterdam.

Stichting Aflatoun International was founded in 2005, its mission is "Ensuring access to high quality, inclusive, child-centered social and financial education for all children and young people, especially the most vulnerable."

To achieve our mission, until 2021 the organization's budget was structured along the three pillars of the organisation:

- Priority Area I (previously: Concept) Advocate for social & financial education for all children, especially the most vulnerable.
- Priority Area II (previously: Programmes) Quality delivery of social & financial education.
- Priority Area III (previously: Network) Accelerate scale-up of social & financial education.

Any further supporting strategies to perform these activities are described within the operational narrative included in the Management Report for the year.

#### **ACCOUNTING PRINCIPLES**

Aflatoun applies the Dutch Accounting Standard RJ 650 (Fund Raising Organizations). Accounting policies per item of the financial statements are set out in the summary of significant accounting policies.

#### CHANGE IN ACCOUNTING POLICIES

Aflatoun has re-assessed the accounting policies of consultancy income recognition. Previously, this type of income was conservatively recognized only after the in the consultancy contract agreed milestones were achieved and agreed by the donors.

Now the consultancy income is becoming a larger share of Aflatoun's total income, Aflatoun believes that a match between incurred consultancy expenses and recognized consultancy income provides a better true and fair view to users of the financial statements and is more aligned with the guidelines for external reporting as issued by the Dutch Accounting Standards Board ('Raad voor de Jaarverslaggeving'), specifically section RJ 221.3. As a result, a work in progress balance has been added to the balance sheet for the recognized but as yet unbilled consultancy revenue.

#### **ALLOCATION OF EXPENSES**

The expenses recognized in the reporting year are allocated to the strategic objectives, to our fundraising activities or to operational and administrative costs. The allocation has been detailed in the schedule Allocation of expenses to objectives.



#### **EMPLOYEE INFORMATION**

In 2021, Aflatoun employed on average 32 employees (27.4 FTE's) (2020: 31 (26.8 FTE's)), divided as follows:

	Employees 2021	FTE's 2021	Employees 2020	FTE's 2020
Strategic objectives	24	21.8	22	20.3
Fundraising	2	1.2	2	1.2
Operations	6	4.4	7	5.3
	32	27.4	31	26.8
in EUR			2021	2020
Gross salary		1,	232,063	1,173,556
Social contributions			230,661	235,737
Pensions			47,681	33,946
Other personnel costs			10,308	9,472

No members of the Supervisory Board received any remuneration for the year ended December 31, 2021. Aflatoun did not reimburse the travel expenses of regional board members made in order to participate in board meetings during 2021 (2020: nil). Further information on the Board has been recorded in the separate operational narrative for the year.

1,520,713

1.452.711

Per the 1st of August 2015 the CEO started with an indefinite contract for 40 hours per week.

The following costs are derived from the salary administration and comprise the cost of the executive director for the year:

in EUR	2021	2020
Gross salary (CEO)	89,500	86,988
Social contributions	10,325	10,410
Pension	10,515	7,719
Other	387	-
	110,727	105,177

The gross salary in 2021 per month was EUR 7.471 (including 8% holiday allowance). This is in line on the so called "Wijffels code" for remunerations for directors working in the non-profit sector which takes into consideration the size, budget and complexity of the organisation.

This is also within the range of the maximum yearly salary of EUR 209.000 (1 FTE/12 months) according to the "Regeling beloning directeuren van goededoelenorganisaties". According to this regulation the salary cost of EUR 110,727 falls within category G with 371-410 points (maximum is category J with 491 points).

During the year there were on average 6 volunteers/interns active (2020: 10).



#### INCOME FROM NON-COMMERCIAL ORGANIZATIONS (7)

In EUR	2021	2020
Unicef	1,056,827	654,223
Sint Antonius Stichting	383,153	219,839
Credit Suisse	242,694	122,211
ROTA	186,508	_
Old Mutual Africa's Biggest Classroom	164,670	_
Solidar Lutter Pour Un Monde Equitable	148,683	_
Hershey Foundation	139,222	_
Rockefeller Philanthropy	136,917	_
Dubai Cares	100,932	91,458
The MasterCard Foundation	72,507	148,965
Dioraphte Foundation	69,848	19,143
Skoll Foundation	56,104	176,029
Botnar Foundation	46,642	73,039
Agility	33,621	5,604
Aga Khan	29,858	17,550
Echidna Giving	20,652	276,916
Teach For All	19,899	_
Jhpiego	19,799	_
Caritas Switzerland	18,051	_
Alliance for Financial Inclusion	16,830	-
Injaz	14,916	_
SOS Childeren's Villages	13,201	(43,725)
Meem Ain for Education	10,000	10,000
Gemeente Amsterdam	9,829	19,385
World Education	9,793	_
Bantwana	8,590	_
UNDP Paraguay	5,165	_
World Vision	(25,451)	106,060
Child and Youth Finance International	-	119,651
The MasterCard Foundation / Solidaridad	-	104,000
Generali	-	40,000
The World Food Programme	-	27,194
Mott MacDonald	-	24,000
Plan International NL	-	16,951
Jacobs Foundation	-	10,592
Chemonics	-	7,442
Lynx	-	6,307
Opportunity International UK	-	4,204
MFA Zimbabwe	_	(1,621)
Project Hope	-	(5,100)
Erasmus+	_	(22,331)
Sub-total, transfer to the next page	3,009,460	2,227,986

In EUR	2021	2020
Sub-total transferred from the previous page	3,009,460	2,227,986
TRECC OLAM	-	(47,578)
Partnership fees	106,753	33,430
Contributions for meetings	40,403	13,990
Others	28,461	93,032
Total	3,185,077	2,320,860

The income received from the respective donors is used for spending as agreed in the contracts.

#### **INCOME FROM LOTTERY ORGANIZATIONS (8)**

In EUR	2021	2020
Nationale Postcode Loterij	765,614	500,000

For the years 2020-2024 the Nationale Postcode Loterij offered a contribution. The exact amount is yearly based on the income of the lottery. For 2021 the contribution has been confirmed in March 2022 to be EUR 500,000 and has been received in March 2022 by Aflatoun.

Besides this contribution Aflatoun received also an extra grant of EUR 1,950,000 for the years 2021-2023. Of this amount EUR 1,443,000 is to spend on projects and EUR 507,000 is to cover salaries, operational and administrative expenses. During 2021 in total EUR 265,614 has been used of the extra grant.

#### OTHER INCOME (NOW-SUBSIDY) (9)

In EUR	2021	2020
NOW-subsidy	(55,457)	374,445

During the COVID-19 outbreak early 2020 Aflatoun applied for the NOW1- and NOW2-subsidy from the Dutch government. This is the economic relief offered to companies that experience a substantial decrease in revenue during the subsidy period (March-September 2020), to offset salary cost and avoid terminations. With this support Aflatoun avoided to have to scale down significantly across the organization with serious risk of having to halt essential operations and lay-off staff.

During 2021 final calculations were made. It turned out that Aflatoun received more in advance than entitled to. This final amount of the subsidy was set at EUR 318,988. This results in a correction of the subsidy of EUR 55,457 to be presented in 2021. Per December 31, 2021 an amount of EUR 54,238 is still payable and settled with the government during 2022.

#### **FORECAST FINANCIAL POSITION**

Income in 2022 will increase over 2021 to EUR 6.2 million due to increase in projects and consultancies already secured for the year. A strong driver of this increase is the increasing demand driven by donors for Aflatoun's services. Aflatoun intends to significantly grow Project income and expects regular income recognition on a monthly basis.

The recognition of income from projects is highly dependent on the timing of implementation of programmes due to the need for close proximity of groups of people to implement which has not always been possible during COVID-19. There will clearly be knock on effects from the COVID-19 pandemic, the easing of which is likely to be slower in the majority of the geographical areas where Aflatoun is present. Nevertheless Aflatoun continues to expect increase of commitments from donors throughout the course of 2022.

### PROCEDURES FOR EVALUATION OF FINANCIAL POSITION

Aflatoun's Supervisory Board currently has a finance committee that meets with the Director of Finance and Operations periodically to evaluate the financial position of the organization.

Twice a year (every half year) Aflatoun holds a global board meeting and four times a year (every quarter) a supervisory board meeting. In these board meetings the financial performance is reflected on the agenda and the variances in actuals versus budget are discussed. In addition to this, the future plans for the remainder of the year (and further years) are discussed during these board meetings.



#### **POLICIES ON RESERVES**

Aflatoun wants to ensure sustainability of the organization so that its international network is ensured. Therefore, Aflatoun has created a Continuity Reserve which seeks to grow to a level sufficient to fully cover operational and programme costs for a period of 3 months (ie. maintain a General Reserve of 25 per cent of total annual expenditure). This is based on a conservative estimate of the amount

#### **COMMUNICATION WITH KEY STAKEHOLDERS**

Aflatoun's key stakeholders are the local partner organizations that implement its programmes around the world and the donors that support Aflatoun's work. Communication with partners is coordinated by the relevant Regional Programme Manager, drawing on the support of the Regional Representative as needed. of time taken to secure funds. As a minimum, Aflatoun seeks to not allow the general reserve to fall below 25 per cent of institutional costs (staff plus overheads). Where the target level of reserves is exceeded, the Management will generally present proposals to the board as part of the annual budget or throughout the year to draw down on the General Reserve for strategic oneoff investments.

Communications with new donors is coordinated by the resource mobilization team and communications with existing donors is managed by the relevant Project Managers and budget holders.





#### **REMUNERATION OF THE SUPERVISORY BOARD**

The members of the Supervisory Board did not receive any remuneration for the year ended December 31, 2021.

#### ENVIRONMENT

Caring for the environment and fostering sustainable development is a core part of Aflatoun's ethos and programmatic work, including a commitment to minimizing waste and recycling.

#### **PERSONNEL POLICIES**

Aflatoun employee policies are in line with legal requirements and good practices in the Netherlands, and are outlined in the Employee Manual, including the employee code of conduct, whistle blower and child protection policy. During the year Aflatoun embarked on revising all of its policies and developing additional ones as per the needs identified.

#### **VOLUNTEERS AND INTERNS**

Aflatoun relies on the assistance of a number of volunteers and interns to support the team with major events. Aflatoun provides volunteers and interns with a small stipend to assist with the cost of travel associated with their assignments.

#### **CORRUPTION AND FRAUD**

Aflatoun has a strong set of internal controls designed to mitigate the risk of fraud and corruption. These include a Finance Manual outlining policies and procedures related to approval and documentation of expenditure and payments, an antimoney laundering, terrorism financing and sanctions policy, an employee code of conduct, and a whistle-blower policy including a duty to report, and protections for whistle-blowers.



#### **GENERAL INFORMATION**

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EMAIL: info@aflatoun.org

**TELEPHONE:** +31 20 626 2025

LINK TO THE ARTICLES OF ASSOCIATION: http://tinyurl.com/aflatoun\_

#### CHAMBER OF COMMERCE OF THE NETHERLANDS:

Commercial Register No. 34229026 Incorporation: 29 June 2005.

#### **CHARITY OR NON-PROFIT ORGANISATION**

Not-for-profit (tax free) as defined in Section 5b of the Dutch General State Taxes Act (Algemene Wet Inzake Rijksbelastingen, "WAR": With the status of a Public Benefit Organisation (The ANBI's RSIN/Tax number 814607196, since 1 January 2008. http://www.belastingdienst.nl/rekenhulpen/giften/anbi\_zoeken)



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