

# Child Social and Financial Education

AFLATOUN

The Aflatoun Program focuses on providing life skills rooted in social and financial education to children aged 6-14 years. The Aflatoun concept revolves around the belief that children are powerful agents of social and economic change. Empowering children to make this change and break the cycle of poverty means making them aware of what their rights and responsibilities are, and equipping them with the tools to put those rights into practice.

Aflatoun believes this is possible through an education that balances personal and social awareness with practical planning, saving and entrepreneurial skills. Children are encouraged to make the best use of their resources: whether these are in the form of money, natural resources, clothes or time.

Today, Aflatoun is reaching over 540,000 children and helping over 200,000 children save in twenty-three countries. Aflatoun is also in dialogue with fifty-two other countries that are interested in implementing the Aflatoun Program.

Through a growing network of local implementing partners, donors and other stakeholders, Aflatoun aims to provide Social and Financial Education to one million children in seventy-five countries by the end of 2010.

## **Mission, Vision and History**

The inspiration for Aflatoun comes from Jeroo Billimoria, an Indian national who grew up and worked among the street children of Mumbai. Through this experience she came to the conclusion that a lack of basic knowledge about rights, responsibilities and finance is at the root of economic and social inequality.

Jeroo's, and Aflatoun's, dream is to reduce poverty through the development of socially

and financially empowered children. Aflatoun believes that children should be taught to understand their rights and responsibilities, and strives to ensure that child financial education is viewed as a right for every child across the globe.

In pursuit of this dream, Aflatoun adopted the following mission:

“Inspiring children to socially and economically empower themselves to be agents of change in their own lives and for a more equitable world”.

The Aflatoun concept is based on a pilot project in the western state of Maharashtra, India, run by an organization called MelJol,<sup>1</sup> now an Aflatoun partner. What began as a school-based child rights program expanded to include a component in which children learned about saving money.

This experience created awareness among the children of the benefits of saving and of how banking systems work and increased their self-esteem and confidence.

Due to MelJol's success, other countries were approached to discuss whether a similar concept could bring the same benefits to their communities. Encouraged by the enthusiastic reaction of social entrepreneurs and non-governmental organizations (NGOs) around the world, Aflatoun Child Savings International was founded with the mission of bringing

Child Social & Financial Education to children everywhere.

In November 2005, the Aflatoun network was formally launched in Amsterdam, the Netherlands, and representatives from all sectors and institutions from around the world committed to the Aflatoun concept. A global pilot project involving ten more countries began. Today, Aflatoun is reaching 500,000 children in twenty-three countries.

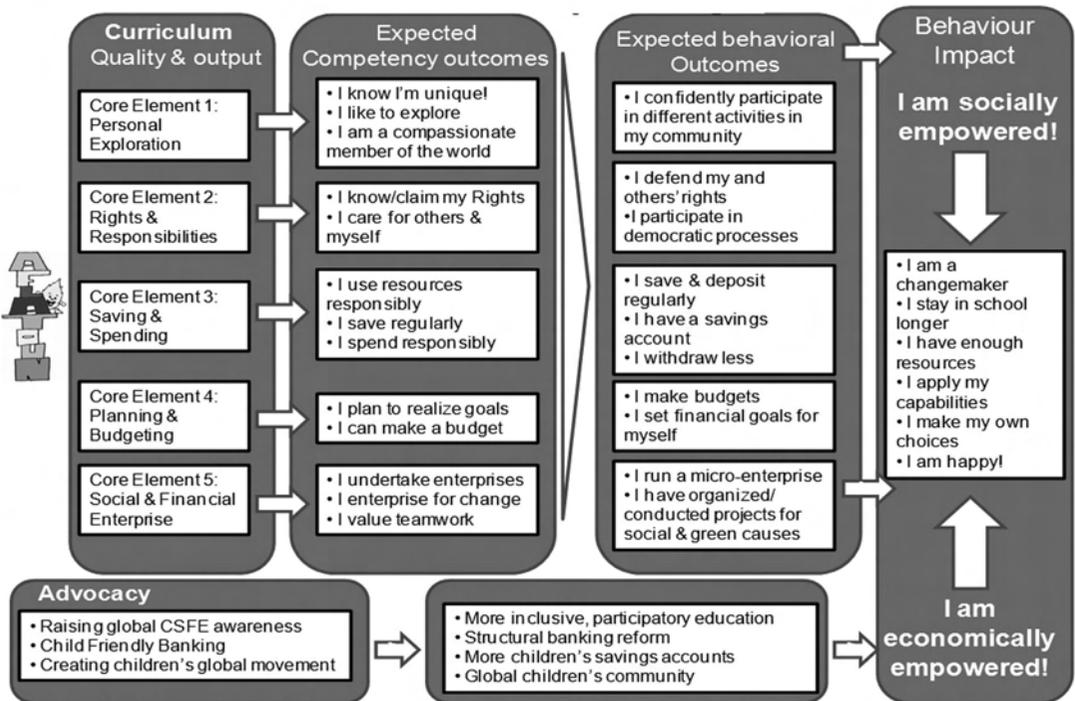
### The Aflatoun Program

The Aflatoun Program is built on the core principles of Child Social & Financial Education

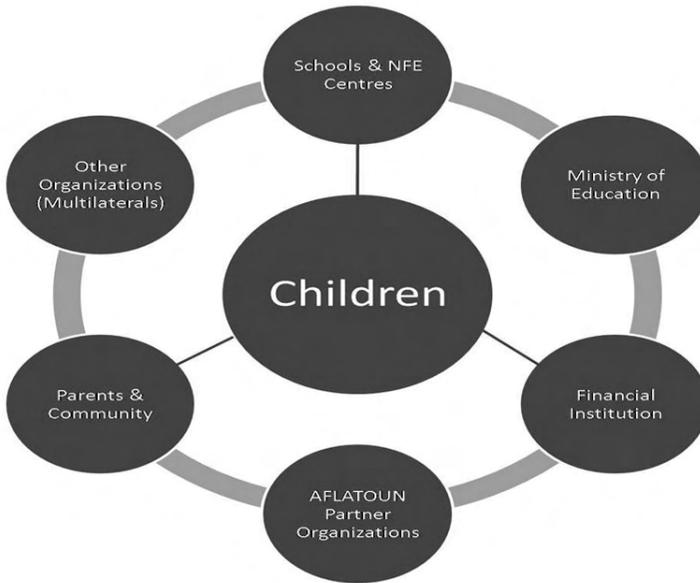
(CSFE). The Aflatoun teaching methodology encourages “learning by doing” through fun games, activities, songs and workbooks; children are encouraged to take an active role in the learning process. This includes school-wide savings clubs, financial and social enterprises, and group activities within the community.

Aflatoun’s Network of partners from the social, corporate and governmental sectors work together to ensure that the Aflatoun program is implemented and supported at a local level, in both schools and non-formal educational settings. Aflatoun’s partners ensure that the materials are contextualized and adapted to meet local requirements, so that the Aflatoun message can be passed on to all children, everywhere.

Aflatoun’s Theory of Change



### The Aflatoun Network



The stakeholders perform the following roles:

- Children – learn skills through Social and Financial Education
- Schools and Non-formal Education Centers – provide stimulating Social and Financial Education
- Ministry of Education – works for mutual progress and support the program nationwide
- Financial institutions – reinforce Aflatoun Program by opening savings accounts for children
- Partners – implement the Aflatoun Program locally
- Trainers – promote the Aflatoun Educational Methodology globally
- Donors – provide resources for the sustainability of the program.

### Strategic Objectives

In order to realize the Aflatoun dream and achieve our mission, Aflatoun structures its work around five strategic objectives:

1. To create awareness about the social and economic rights of children as stated in Article 4 of the United Nations Convention of the Rights of the Child (CRC). This work involves advocacy with regional and national governments, central banks, as well as multilateral and bilateral organizations.
2. To facilitate the inclusion of CSFE into formal and informal education systems in recognition of the children's rights. This work is focused on getting government bodies and NGOs worldwide to include CSFE into their activities and curriculums.
3. To create a culture of savings and financial management among children globally. This work involves the implementation of the Aflatoun Program in education systems worldwide through partnership with local NGOs.
4. To facilitate children's entrepreneurial development through the formation of Aflatoun clubs. This work involves the formation of Aflatoun clubs, which complement the CSFE curriculum by engaging children in entrepreneurial activities and child-run microenterprises.

5. To facilitate the review of banking policies and procedures to ensure child-friendliness and global access to banking services for older children. This work involves lobbying Central Banks in order to increase children's access to banking and financial services.

Working towards these five strategic objectives is what keeps the Aflatoun wheels turning. The achievement of some, or even just one, of these goals brings Aflatoun closer to its ultimate goal of a global society that has broken the cycle of poverty.

### **Child Social and Financial Education**

At the root of poverty, in both economically developing and developed countries, lies social and economic inequality. This inequality is perpetuated by a lack of basic knowledge about individual rights and responsibilities on the one hand, and an absence of personal finance skills on the other. Pervasive inequality driven by widespread social and financial nescience has resulted in a global status quo that excludes the poor from financial systems.

Acquiring financial knowledge and entrepreneurial skills enables individuals to make the best use of available economic resources. Understanding human rights and their responsibilities as citizens allows individuals to develop themselves and their communities in an equitable manner. Obviously, these rights and responsibilities do not operate in a vacuum, but rather within a particular sociopolitical context and economic reality. Rights cease to have meaning if the individual lacks the skills and knowledge required to actualize them. Thus, the empowerment derived from social and financial education represents the pragmatic expression of the United Nations' Universal Declaration of Human Rights and the CRC.

Social, and to a greater extent financial, education continues to be a weak link in edu-

cational systems across the globe. While some attention is paid to teaching children about their rights and responsibilities in school, little consideration is given to imparting the life skills that will permit them to play an informed economic role in the future. In most societies, children's financial education is considered a family matter; a fact that often reinforces and reiterates economic inequality from generation to generation. Children whose parents do not have financial knowledge and skills, or access to financial services, are similarly denied the chance to learn about money and financial management. This inherent "passing down" of financial illiteracy perpetuates the cycle of poverty. A rudimentary financial education, co-taught with child's rights and responsibilities and provided as a part of the education system, will give children the opportunity to take charge of their own life, to break away from the cycle of poverty and to become socially responsible citizens.

An education that equips a child with a basic understanding of the principles of finance and economics represents an investment in his or her future. In practical terms, having a financial education means that the child understands and can engage in basic bank transactions, that he or she is comfortable planning, budgeting and saving and understands the necessity of doing so, and has the entrepreneurial skills to set up a small business. With financial education children are also familiarized with the concepts of lending, investment, profit and profit-sharing.

Underpinning the theory and practice of CSFE, is the conviction that children should not be dismissed simply because they have not yet become adults. Children must be seen as individuals already capable of making sense of the world around them, of exploring their social, political and economic environment, and of making choices based on a developed system of values and beliefs. CSFE is a viable solution to stemming global poverty if, and only if, adults recognize children as important and

effective agents of social and economic change. Derived from this recognition is the idea that children, as a group and if suitably equipped, represent a high-potential lever in breaking the global cycle of poverty. The “equipment” that enables children to assume their role as change-makers is social and financial education. CSFE is comprised of two key sets of knowledge and skills that children must be taught at an early stage: Rights and Responsibilities and Financial Education.

### **Children’s Rights and Responsibilities**

In order to make informed decisions about their participation in civic, social and economic systems, children must first understand their rights and responsibilities. Specifically, the rights are those identified in the CRC. The CRC spells out the basic human rights to which children everywhere, without discrimination, are entitled. This includes the right to survival and education, the right to participation, and the right to equality between boys and girls. Without rights economic resources lose value; children who understand and exercise their rights are in the best position to maximize their resources and opportunities, and to do so in a socially just way.

Complementary to teaching children about their rights is helping them understand their responsibilities as citizens, because rights and responsibilities are necessarily interdependent. The recognition of personal and communal responsibility is especially important when children are being equipped with the skills and knowledge to increase their own wealth, power and future opportunities. Children must internalize their basic responsibilities towards themselves, other individuals, their community and the environment, so that they do not misinterpret their rights as an entitlement to abuse or exploit others. Breaking the global cycle of

poverty is only possible if children exercise their newfound social and economic empowerment within an ethical framework that acknowledges that everyone has a responsibility to uphold the rights of everyone else.

### **Financial Education**

Once children have begun to internalize their rights and responsibilities, they should be taught the knowledge and skills needed to maximize economic resources and initiated into the practice of saving money. The financial education component of CSFE encapsulates the concepts and skills required to manage one’s personal assets that includes earning, saving, planning, spending and the idea of exchanging value, as well as entrepreneurial skills.

In addition to classroom learning, children must be engaged in extracurricular activities to which they can apply their knowledge and exercise their money management skills. Not only because application reinforces learning, but more importantly, so that they develop responsible savings and spending habits that they will carry with them into adulthood. These child savings activities can be as simple as a contributing to a class piggy bank or as sophisticated as managing a small business.

### **Child Rights**

The ideological basis of the Aflatoun Program is the CRC, particularly the following provisions:

#### ***a. Participation: Articles 12, 13, 14, and 15***

Aflatoun is a concept by children, and for children; equal rights for boys and girls are embedded in the class material and program design.

***b. Protection: Articles 2, 19, 34, and 36***

The Aflatoun Program explains to children their rights to protection from discrimination, sexual abuse and exploitation.

***c. Development: Articles 28, 29***

Aflatoun emphasizes the importance of education by using formal and informal education systems to disseminate CSFE concepts.

***d. General: Articles 1, 4, 31, and 42***

Aflatoun is built around social and economic rights; it advocates and explains the importance of the CRC to children, parents, teachers and community members.

**Five Core Elements**

The Aflatoun Program ensures that CFSE is no longer just the responsibility of the family, but is brought into the sphere of formal education. It targets children aged 6-14 who attend predominantly government-run schools. It is designed to be engaging and child-friendly, it uses methods that put children at the center of the learning process; these methods include songs, games, worksheets, puzzles, and role-play activities. The knowledge and skills that children learn are applied through school-wide savings club where participants are encouraged to save their money regularly.

The Aflatoun Program is implemented around the world by Aflatoun's partner organizations (typically not-for-profit NGOs). The long-term aim is for governments to incorporate the Aflatoun Program into their standard national curriculum.

There are five core elements that encapsulate the Aflatoun concept of CFSE and guide the design and implementation of the Aflatoun Program:

**1. Personal understanding and exploration**

Children investigate their own personal values. Through exploration of citizenship ideas and ongoing interaction with peers, each choose the values that they feel are right for them. Financial ethics are explored and children learn the importance of balancing financial skills with the judgment to use these skills responsibly.

**2. Rights and responsibilities**

Aflatoun is grounded in the CRC, which identifies four sets of interdependent rights. Responsibilities go hand in hand with those rights and children learn about their responsibilities towards themselves, their family, the environment and their community.

**3. Saving and spending**

Financial empowerment hinges not only on constructive personal value systems, but also on specific, practical skills. Children learn how to save and how to spend in a responsible manner.

**4. Planning and budgeting**

Financial empowerment is achieved when children use their saving and spending skills to maximize their life choices. For example, a consistent savings habit can enable a child to stay in school longer when payment for education is required.

**5. Child enterprise**

Children are encouraged to view themselves as active participants in and shapers of their community. Through classroom activities children conduct social and/or financial enterprises to see how they can have a positive impact on their community.

**Principles of Implementation**

To become effective as much as possible in each country, the partner organizations have to contextualize the Aflatoun Program to reflect local realities. However, there are three key elements that should be adhered to when implementing the program in a given country. This approach attempts to balance freedom to innovate and culturally appropriate learning while preserving the integrity of the Program between countries. The three key elements are outlined below.

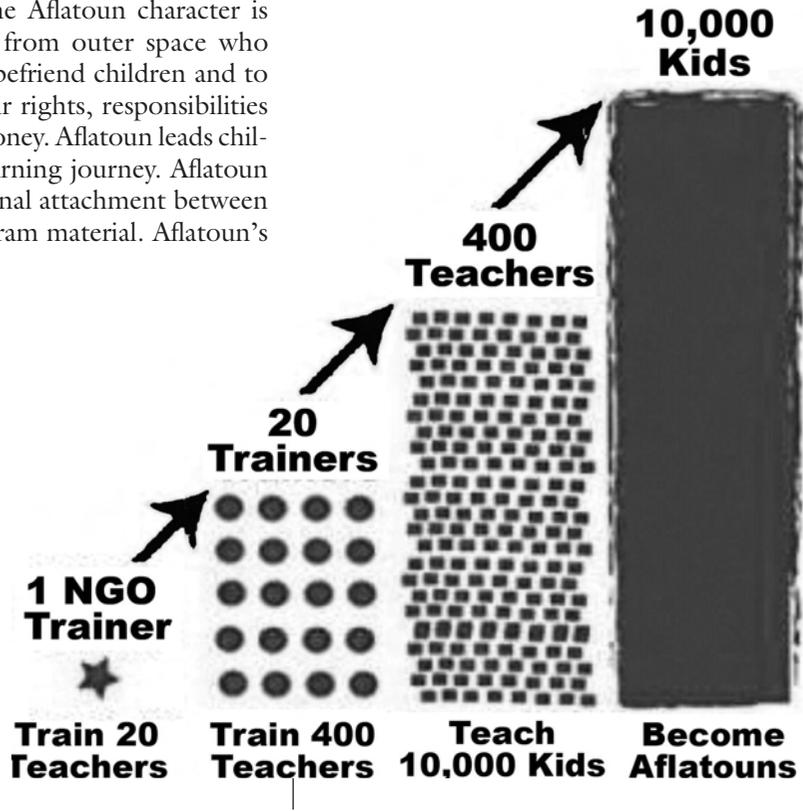
**The name:** The word “Aflatoun” is of Arabic origin and refers to ‘the explorer’ - a person who thinks, explores, investigates and acts. It is also the Arabic name for Plato, the great Greek philosopher, who is known for his ideas on ethics, citizenship, social justice, respect, conservation, friendship and love.

**The Character:** The Aflatoun character is an imaginary fireball from outer space who has come to earth to befriend children and to teach them about their rights, responsibilities and how to manage money. Aflatoun leads children through their learning journey. Aflatoun helps to create emotional attachment between children and the program material. Aflatoun’s

motto is: “Separate fiction from fact. Explore, think, investigate and act.”

Both the meaning of the word and the role of the character point what Aflatoun stands for: empowering children to become responsible, proactive citizens who contribute to breaking the poverty cycle and to improving their own quality of life.

**Training Methodology:** Training is essential to the success of the Aflatoun Program. It seeks to inform and inspire highly motivated teachers, who are the key actors in the learning process. The training tree model as explained below is essential to achieve scale at low cost. The training tree consists of several levels of training in a country:



The training tree approach maximizes the resources of the local organization(s). If, for example, one person from the local organization is trained and she/he runs three training sessions of twenty trainers each, producing sixty trainers, those sixty trainers can train 400 teachers, who can in turn teach 30,000 children (seventy-five children/teacher).

### **The Aflatoun Curriculum**

Aflatoun has divided the entire CSFE curriculum into eight consecutive workbooks. Each workbook can take up to one school year to teach, depending on the frequency and duration of lessons. The curriculum is cumulative in that each successive workbook builds on knowledge and skills acquired in prior workbooks. However, the beginning of each book has a comprehensive recap of previously introduced concepts that makes it possible to teach any given book on its own. The main objectives of each of the eight books are as follows:

Workbook I (for ages 6-7) helps children to understand themselves and how each and every one of them is unique. The concept of savings is introduced through the creation of a collective class piggy bank.

Workbook II (for ages 7-8) teaches children to see themselves in the context of their family, their community and the world. It communicates the universality of savings and introduces the idea of money as means of satisfying needs.

Workbook III (for ages 8-9) initiates a process of self-exploration as well as sensitizing children to the feelings of others. Transparency and financial ethics are introduced as integral concepts when dealing with money.

Workbook IV (for ages 9-10) emphasizes children's responsibility for their actions. It also develops their sense of pride about their savings and encourages them to spend their saved money collectively on joint class initiatives such as class picnics, school supplies and educational fieldtrips.

Workbook V (for ages 10-11) introduces children to the concept of rights going hand in hand with responsibilities. The concept of money as a medium of exchange is introduced. Children become aware of different sources of money and the need to balance income, expenditure and savings.

Workbook VI (for ages 11-12) reinforces the importance of rights in every child's life and simultaneously explores issues of marginalization in society. It introduces children to the formal banking system and shows children how to develop a system to manage with their savings.

Workbook VII (for ages 12-13) gives children an opportunity to challenge their myths and stereotypes of marginalized groups of people. It explains the need for setting financial goals and lets them explore the connections between income, expenditure, savings and investment through a micro-enterprise activity.

Workbook VIII (for ages 13-14) encourages self-reflection and probes further into issues of stereotypes and prejudices on issues such as gender and race. It also further develops financial planning capabilities.

Desired Competencies and Behaviors of Children in the Aflatoun Program: (opposite page)

Core Element 1 Understanding & Exploration	We appreciate and respect our own uniqueness, special characteristics and needs, as well as those of others						Outcome Behavior*	Impact Behavior**		
	For each child in our program, the core expected outcomes are the following competencies:									
Themes	Knowledge		Attitudes		Skills					
1. We are unique & special	K1.1	I know everyone has her/his own talents, skills and strengths like me!	A1.1	I believe in myself: I can achieve many things!	S1.1	I can share things about myself and express how I feel	1	I confidently participate in different activities in my community	1	I am a change-maker
2. We like to explore	K1.2	I understand the importance of "Separating fiction from fact. Exploring, investigating, thinking and acting!"	A1.2	I am curious to learn more!	S1.2	I am able to seek and analyze relevant information	2	I participate in democratic processes	2	I stay in school longer
3. We are compassionate members of the world	K1.3	I know I am part of the world, which is diverse in gender, age, nationality, culture, ethnicity, class, religion and ability	A1.3	I value diversity & equity	S1.3	I can interact with everybody respectfully			3	I access resources
<b>Core Element 2: Rights &amp; Responsibilities</b>	We appreciate and defend the rights of ourselves and others, while we value and fulfill the responsibilities that accompany them						3	I think outside the box	4	I manage resources
Themes	Knowledge		Attitudes		Skills					
1. We know/claim our Rights	K2.1	I am aware of what my rights are	A2.1	I want rights to be realized for every child in the world	S2.1	I can do activities to claim child rights from whoever is responsible	4	I make my own choices considerate of others		
2. We care for others & ourselves	K2.2	I know my rights come with certain responsibilities	A2.2	I like caring for the well being of myself, others & the world!	S2.2	I can see when and how I can help others and act accordingly				

<b>Core Element 3: Saving &amp; Spending</b>	We know and value the importance of the appropriate use of natural, material and financial resources and we are able to prioritize the use of these resources in a responsible manner						5	I defend my rights and the rights of others		
	<b>Knowledge</b>	<b>Attitudes</b>		<b>Skills</b>			6			
<b>THEMES</b> 1. We use resources responsibly	K3.1	I understand some resources are scarce and need to be valued	A3.1	I value an appropriate use of natural and financial resources	S3.1	I am able to creatively use, reuse, save, and protect resources				
2. We save money regularly	K3.2	I understand the concept of money and how basic financial tools and systems work	A3.2	I value savings as a means to satisfy needs and to achieve goals in life	S3.2	I am able to record my savings and use appropriate financial tools	7	I have a savings account		
3. We spend responsibly	K3.3	I know my needs and wants may be different	A3.3	I am proud of making careful, well-thought through spending decisions	S3.3	I am able to prioritize and distinguish between my wants and needs				
<b>Core Element 4: Planning &amp; Budgeting</b>	We value the importance of planning and budgeting resources and we are able to set goals, plan and coordinate resources and implement our plans accordingly						8	I withdraw less		
	<b>Knowledge</b>	<b>Attitudes</b>		<b>Skills</b>			9			
<b>THEMES</b> 1. We plan to realize goals	K4.1	I understand the importance of planning and recognize the different elements involved	A4.1	I want to plan (before I spend/do things)	S4.1	I am able to set goals and plan steps to achieve them, using available resources				
2 We can make a budget	K4.2	I understand the use of and the different elements of budgeting	A4.2	I appreciate the use of budgets in my planning	S4.2	I am able to create a budget, and balance it against expenses	10	I make budgets	4	I apply what I learn efficiently

Core Element <b>5: Social &amp; Financial Enterprise</b>	We and our classmates design and run social and financial enterprises which contribute to the improvement of self, school and community. We demonstrate perseverance, responsibility and creativity						11	I run micro-enterprise	5	I make my own choices
	Knowledge		Attitudes		Skills					
THEMES 1. We undertake enterprises	K5.1	I understand the basic principles of enterprises	A5.1	I am eager to take the initiative to achieve something	S5.1	I am able to research & decide what enterprise I want to start and am able to run it	12	I have organized/ conducted projects for social and green causes	6	I am happy!
2. We enterprise for change	K5.2	I understand that there are situations around me that need to, and can be, improved	A5.2	I like to be a changemaker	S5.2	I can come up with meaningful ways to address social issues around me				
3 We value teamwork	K5.3	I know the importance of cooperation	A5.3	I value working with my friends/ classmates	S5.3	We (my friends/ classmates and I) are able to make decisions & carry out tasks together to achieve our goals				
<b>METHODOLOGY</b>  At the core of Aflatoun's approach is its educational methodology. This consists of: <ul style="list-style-type: none"> <li>• child participatory education</li> <li>• experiential learning (learning by doing)</li> <li>• use of songs, games and activities</li> <li>• eight workbooks with a minimum of 40 hours interaction per workbook or an equivalent form of delivery</li> </ul>				<b>CORE ACTIVITIES</b>  The core activities of the Aflatoun Program are: <ul style="list-style-type: none"> <li>• electing class/ group officers</li> <li>• having a savings system (savings box/bank deposit)</li> <li>• use of financial systems (ledgers, passbooks)</li> </ul>		<ul style="list-style-type: none"> <li>• visits to bank &amp; other educational trips</li> <li>• conducting a social enterprise</li> </ul>	* The outcome behaviors reflect expected changes in children's behavior throughout the program. Behaviors are to be attributed to a range of competencies. With longer participation in the program, behavior change will be more complete.	** The impact behaviors reflect desired changes in students' behavior in their further life. These changes, if occurring, will only be visible through longitudinal impact studies		

## **Aflatoun Stories from the Schools**

### *Philippines*

Aflatoun students have set up a chicken enterprise that has given birth to a school feeding program. In 2006, Plan Philippines donated eighteen chickens to Grade 5 students at Gutad Elementary School (Calapan, Oriental Mindoro). The students sold the eggs to the community stores and to their neighbors. Their profits were saved in their bamboo banks called “alkansya.” By 2007 the chickens had laid enough eggs to be shared with students in younger grade levels for them to start their own chicken enterprise for all students. The profit students generated from the school chicken enterprise, aided by financial donations and support from the Parent Teacher Council (PTC) has funded the cultivation of a rice field. The harvest of the rice field is used for lunch feeding program, once a week.

In another school, Tanyag Elementary School (Calintaan, Occidental Mindoro), the Aflatoun students set-up a little stationery store where they sold school supplies, with seed money given by Plan Philippines who is one of Aflatoun’s implementing partners in the country. The school allowed time before the start of school (morning) and during breaks, to have kids set up their store and start selling the products. Participating students coordinate the whole process, budgeting, purchasing, stocking, and selling the supplies at a profit. These profits are divided monthly among the participating students. This small enterprise has been an important achievement for the students especially because their school is very far from the town center where they used to buy their school supplies before they had this new idea.

### *India*

In India, various activities have been held:

1. They have Aflatoun cultural events where the tribal children from the residential tribal schools in Thane district of Maharashtra perform the local ‘tarpa’ dance. The tribal communities perform this traditional dance on all joyous occasions. In the month before this event the students had also celebrated the ‘Aflatoun week’ in their respective schools where they held mock banks and learned about currencies of other countries, how to identify a real Rs 500/ (about 10 US dollars) - note from a fake note and discuss the banking activities in a bank, among others.
2. Students from 5, 6 & 7 classes of Ashram schools of Thane district of Maharashtra, India engaged in roleplaying a bank scene with students playing the roles of manager, cashier, clerk, etc. and with play-money during a session on financial education.
3. Thirty students from the Thane district, Maharashtra, went on a school trip to the Reserve Bank of India. They met with bank officers in their conference room and visited their monetary museum.
4. Children from Mumbai Municipal Corporation schools went to the Reserve Bank of India (RBI), interacting with an official to seek information from him on the role of the RBI. The RBI Mumbai has been very cooperative in giving financial education to children.
5. In another rural village, the students organized a campaign against tobacco smoking. They collected the tobacco butts in their village and performed a ceremonial burning of tobacco butts to display their dislike for the habit.
6. Since getting the help of quack doctors is still the norm in some villages, the students decided to address this issue by performing a theatre play in their community. The objective of the play was to help their fellow villages also trust in the medical help found in doctors and nurses in the community health centers and hospitals.

## *Vietnam*

In Vietnam, a mother of an Aflatoun club member learned from the Aflatoun activities and opened an individual savings account, too. One club used the group savings to contribute for the medical expenses of another club member's father. Another club purchased books and stationary for students from poor families in their school. One other Aflatoun club helped handicapped persons during weekends with their household work.

### **Some Quotes from the Students**

"I often observe nature. I often see how ants collect little branches and earth to build their home, very patiently. Like them I will save for my future with the help of Aflatoun. I would like to be a professor in mathematics." Boy from Phuong, Vietnam

"I feel more confident when standing in front of a crowd because of my position as representative for Aflatoun in which I organize a 30-minute session on Saturdays. I feel that this helps me to realize my right to participation. I like Aflatoun for its social aspects in the Aflatoun clubs and that it enables me to understand so many issues, stories and problems. I want to become a good citizen in society, and hopefully I will become a teacher for children with disability. Despite the economic and health hardships that my family face I will work and study hard, especially in the Aflatoun Program, to realize my dreams". - 7-year-old girl from Vietnam

"I have saved 200,000 VND (about 12 US dollars) at home and 41,000 VND (about 2 and half US dollars) in the Aflatoun program. I get 2,000 VND (10 US cents) as breakfast money from my parents (they work in the rice fields) and use 500 VND (0.025 US cent) as savings. My parents know and support the program; they even

give more sometimes because they appreciate the savings program so much. Through Aflatoun I am more aware of the value of money". - Girl from Vietnam

"Before, my habit was 'earn money - spend - then save'. Now, after learning from the program, I think 'earn money - save - then spend.'" - Street child, Philippines

"Aflatoun helps us to become better savers and better people." - Grade 1 student, Philippines

"The value of the Aflatoun program is that children dream, and believe they can achieve it if they work hard." - Teacher, Philippines

### **Program Evaluation**

In 2008, Aflatoun introduced a network-wide evaluation strategy that will be implemented by Aflatoun Program partners. This will complement the existing evaluation work already being done by partners. This network-wide strategy is a series of five connected surveys that will be done on an annual basis by partners. It will be a survey of the partner, of schools and classes, and of children in the Aflatoun Program.

Aflatoun is also aiming to do more rigorous research particularly using random assignment evaluations of Aflatoun Program.

All evaluation work is published on an annual basis in *Children & Change*, Aflatoun's flagship publication.

### **Conclusion**

The Aflatoun Network is working to spread the concept of Child Social and Financial Education and make it a sustainable and well-recognized intervention. As more partner organizations have committed to bringing the Aflatoun dream to more children, Aflatoun continues to

remain cautiously optimistic about the future, learning from the partner experiences. Aflatoun steadfastly believes that Child Social & Financial Education can ensure that change is put in the hands of children.

### **Endnotes**

See MelJol Team, “MelJol: Hum Bacchon Ka” in *Human Rights Education in Asian Schools* 1/82-90, and Jeroo Billimoria, Kamal Damania, and Sumitra Ashtikar, “MelJol: An Indian Experiment” in *Human Rights Education in Asian Schools* 4/11-19 for more information on MelJol.