



# NATIONAL IMPLEMENTATION PLAN

A guide to developing youth economic citizenship through national government and stakeholder initiatives.

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# Executive Summary

The need to increase the Economic Citizenship of children and youth has been recognized by global and national leaders. Economic Citizenship is defined as ‘a person’s abilities, rights, responsibilities, and opportunities to engage in economic activity’. It is an essential competency for developing sound financial learning and financial experience among individuals, and ultimately translates into economic stability for countries.

Global efforts are underway to provide children and youth with the skills they need to develop the necessary financial skills that will benefit themselves, their communities and their economies. The Child and Youth Finance Movement is made up of the collective efforts of thousands of organizations from a multitude of sectors who have committed to an initial target: reaching 100 million children in 100 countries.

Efforts to increase Economic Citizenship are enhanced when applied systematically and structurally at national levels. National stakeholders are best placed to integrate policies and implement initiatives which serve to further Economic Citizenship in a country’s young generation. In doing this, national stakeholders are ensuring greater outreach and sustained efforts.

Many countries have already engaged in this. Their experiences form the basis of this document, and have helped shape a guiding framework which can be adopted

by other countries to undertake similar activities. This framework is presented in this document as guideline for creating a National Action Plan for Economic Citizenship. This guideline was co-developed by McKinsey & Co. It is intended for national stakeholders, primarily national authorities but also corporations, financial institutions, civil society players and others who can be engaged in developing national policies and initiatives. It guides the reader through the different elements of Economic Citizenship delivery at the national stage by providing generic templates which are open to customization to meet the needs and requirements of the country.

Essentially, this document is a direct reflection of the ecosystem approach of the Movement: only through compiling the efforts of multiple players from across the different countries and continents are we able to create a shared knowledge that will be greater than the sum of individual efforts.

This document is continually evolving. As more countries take on Economic Citizenship policies and share their experiences, we can better refine the recommended strategies and more include real-life examples in subsequent versions of this document.

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## Chapter 1

# The Objective: Furthering Economic Citizenship

In pursuit of increased Economic Citizenship for children and youth across the world, this document has been created to assist national authorities develop and implement national Child and Youth Finance policies. It provides a template for a National Action Plan which is a step-by-step planning tool for the creation and implementation of these policies. Case studies are used to highlight examples of successful implementation of the various steps by national authorities across the world.

## 1.1 Economic Citizenship at the Heart of Policy

At the core of the Child and Youth Finance Movement's mission is the increase of Economic Citizenship for children and youth. The term "Economic Citizenship" emerged as a suggestion from members of The United Nations Committee on the Rights of the Child and is defined by the Movement as a person's abilities, rights, responsibilities, and opportunities to engage in economic activity.

The importance of increasing Economic Citizenship for children and youth cannot be under-stressed: they are the future economic actors whose financial decisions, as leaders of households, corporations and countries, will secure the stability of world economies. They are one of the primary drivers of a fully functioning economic system in developed and developing countries around the world. Economic Citizenship will provide them with the opportunity to make wise financial decisions, accumulate savings, build livelihoods, obtain employment and ultimately make the most of their prospects.

Thus, it is up to national authorities to enable the systematic and structural increase of Economic Citizenship at the national level. National authorities achieve this by creating appropriate Child and Youth Finance policies which serve to institutionalize and harmonize national efforts in this regard. Specifically, policies should have two main areas of focus to be effective: (a) Economic Citizenship Education and (b) Financial Inclusion. These have been identified by the Movement as the core pillars of Economic Citizenship.

### 1.1.1 Economic Citizenship Education

An important element of Economic Citizenship is Economic Citizenship Education (ECE). This includes the creation of an educational curriculum combining three education modules: financial education, social education, and livelihoods education. ECE, when combined with financial inclusion forms the basis for the Child Movement's Theory of Change<sup>1</sup>.

### 1.1.2 Financial Inclusion

Where Economic Citizenship Education provides children with an *understanding* of financial realities and opportunities, Financial Inclusion allows them to *experience* these in a hands-on manner. Financial inclusion within the context of the Movement involves increased access to banking services for children and youth under the age of 18. It also involves the creation of the legal, regulatory and social/cultural environment to facilitate the financial engagement of children and youth.

Ensuring these two main pillars are addressed through national strategies is key to fostering Economic Citizenship in a crucial section of the population. The Movement, and subsequently this document, will have these two elements as its primary focus.

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<sup>1</sup> For more information on the CYFI Movement Theory of Change, please refer to [www.childfinanceinternational.org](http://www.childfinanceinternational.org)

## 1.2 About the Child and Youth Finance Movement

The Child and Youth Finance Movement, led by the CYFI Secretariat, was launched in April 2012 with the goal of increasing Economic Citizenship for children and youth. It is made up of the collaborative efforts of multi-sectoral stakeholders who are jointly aiming for this goal. To date, the Movement has spread to over 100 countries and has reached more than 18 million children.

The Movement leverages expertise and innovation from within its network of global organizations. Its partners and supporters include financial authorities and some of the world's leading financial institutions, international NGOs,

multilateral foundations, renowned academics, and without a doubt, children and youth.

The Movement is guided by a strategic roadmap to guide it towards fulfilling its goals and achieving its mission. At the core of this roadmap are the different focus areas of the Movement. These reflect the Movement's combined macro and micro levels focuses: building the necessary financial knowledge, skills on an individual level, and on reshaping systems on the macro level – systems including the financial, regulatory, educational and technological. The focus areas, and the goals of each focus area are as follows:

Global Platforms	Regional Platforms	Country Platforms	Innovations
<b>Goal:</b> Place children and youth's economic rights and economic citizenship on global agendas.	<b>Goal:</b> Hold bi-annual regional meetings in order to increase collaboration among regional stakeholders.	<b>Goal:</b> 100 countries have an action plan for Child and Youth Finance activities in their countries, and celebrate Global Money Week.	<b>Goal:</b> Ensure the voices of children and youth are heard, and when possible, that their voices are spread through new and existing technologies.
<p>Sample activities to date:</p> <ul style="list-style-type: none"> <li>• Two Annual Summits, with 84 countries represented in 2013</li> <li>• Support from the UN Secretary General, G-20 Leaders, President of the European Council</li> <li>• Child and Youth Friendly Banking Product Guidelines created in collaboration with central bank representatives from 25 countries</li> <li>• Economic Citizenship Framework created in collaboration with UNICEF, OECD and 50 NGOs</li> </ul>	<p>Sample activities to date:</p> <ul style="list-style-type: none"> <li>• Two rounds of regional meetings, bringing together senior level representatives of national authorities from 120 countries.</li> </ul>	<p>Sample activities to date:</p> <ul style="list-style-type: none"> <li>• Creation of National Action plans by a number of countries, focusing on Child and Youth Finance Education, and Financial Inclusion policies</li> <li>• Global Money Week engaging 400 organizations in 80 countries.</li> </ul>	<p>Sample activities to date:</p> <ul style="list-style-type: none"> <li>• Two Annual Youth Summits, bringing together youngsters aged 8 – 18 to share financial policy recommendations to policymakers</li> </ul>

By engaging an increasing number of stakeholders across the world, the Movement continues to become a growing, evolving and organic network. This will allow for increased knowledge-sharing and experience sharing. We look forward to your contribution to this global effort for increasing Economic Citizenship for children and youth.

## 1.3 How to Use this Guide

This guide has been designed for all actors involved in the creation of a National Action Plan (NIP), including national authorities, financial institutions and Non-Governmental Organizations and companies.

Because each country faces unique challenges, timelines and budgetary constraints, this Guide is intended to help you consider the principle policy areas of concern, provide rational ideas for how they can be addressed, provide recommended planning and action steps and offer case studies as potential solutions.

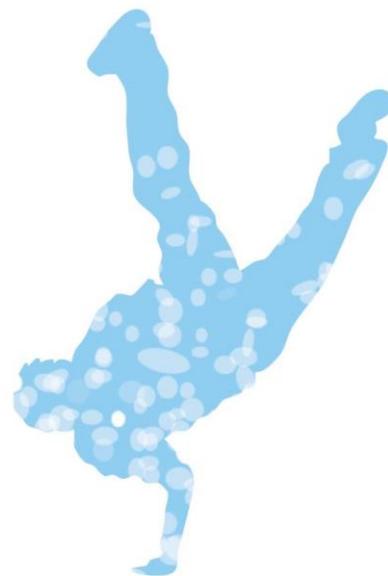
The approaches described are meant to be applicable within countries which are currently addressing, or wish to address, different aspect of Economic Citizenship for children and youth.

In Chapter 2, we provide a broad overview of the recommended National Implementation Plan creation process, outlining the different phases of this process (Phases A-F). The phases guide you through different options of policy objectives, encouraging you to focus on those objectives which most match your county's needs.

Subsequently, for whichever objectives you choose to pursue, you are presented with a number of recommended and related focuses (or 'components') for which you can build implementation strategies. The combination of all the strategies of these different components will result in a complete National Action Plan.

Sections A – F of this document provides detailed implementation guidelines for every component of the NIP. Each section can be read as a stand-alone, and you may skip directly to the section dedicated to the component which you wish to develop plans for. This "mix and match" approach makes this a flexible document, from which you can extract the information which is most suited to you.

It is important to stress that his document is continually evolving. As more and more countries take on Economic Citizenship policies and share their experiences, we can better refine the recommended strategies and include these case studies in subsequent versions of this document.



## Chapter 2

# Creating a National Implementation Plan (NIP): Process

At the core of good policy creation and implementation is a National Implementation Plan (NIP). This NIP is an important planning tool which allows you to coordinate various initiatives and foster cooperation among involved stakeholders. It helps coordinate national efforts to avoid inefficient use of resources and allows national stakeholders to fine-tune initiatives. This implementation plan serves the basis for this guidebook. The Guidelines elaborate an iterative process in which policy objectives are set, the implementation tools needed to actualize the objectives are chosen, the plan is executed, the impact is tracked and the implementation plan is refined to adjust and improve dissemination and valorization of outcomes. In the next section, we present an overview of the recommended National Implementation Plan creation process, which was developed in collaboration with McKinsey & co.

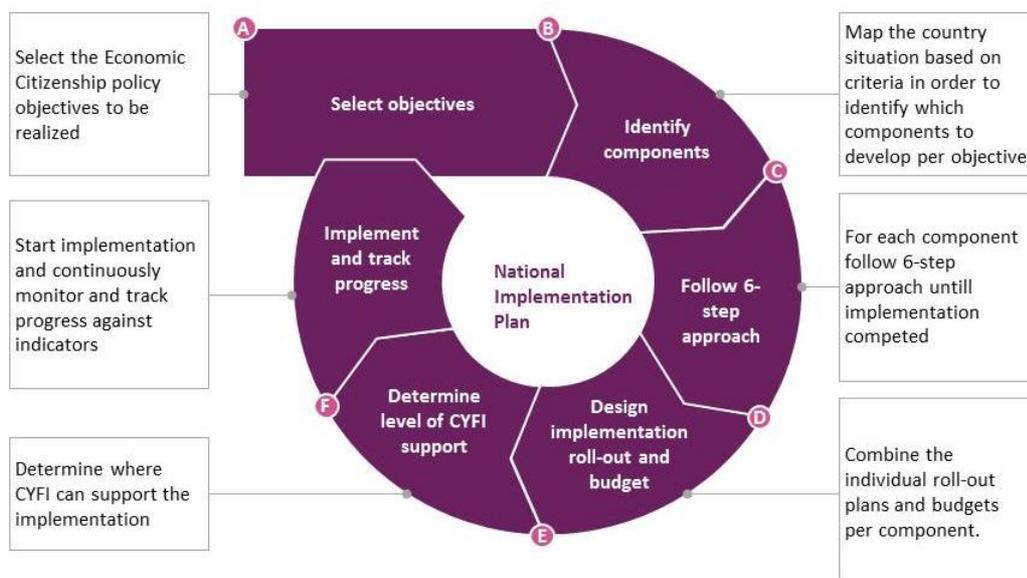
## 2.1 National Implementation Plan Process

The following proposed process was created while recognizing that every country is unique in its national circumstances, realities and regulations. To that end, this guide puts forward a generic template which is open to modification and contextualization by the relevant national

authority. CYFI's role and level of support is an element of the overall plan which can be tailored to the country's needs and budget.

The process is reflected diagrammatically in Figure 1.

Figure 1: National Implementation Plan Framework



## Phase A: Selecting Policy Objectives

In this stage, it is important for you to decide which policy objectives relating to Economic Citizenship you wish to pursue in your country. These objectives revolve around the themes of the Movement: Financial Inclusion and Economic Citizenship Education, as well as an additional theme “Enablers”. These Enablers represent activities which support and enhance Economic Citizenship implementation efforts. We always recommend that objectives from all these themes

be introduced simultaneously to ensure the maximum impact for children and youth. However, we also recognize that the needs and capabilities of each country are different, and have therefore presented them as separate elements to allow you to customize your National Implementation Plan.

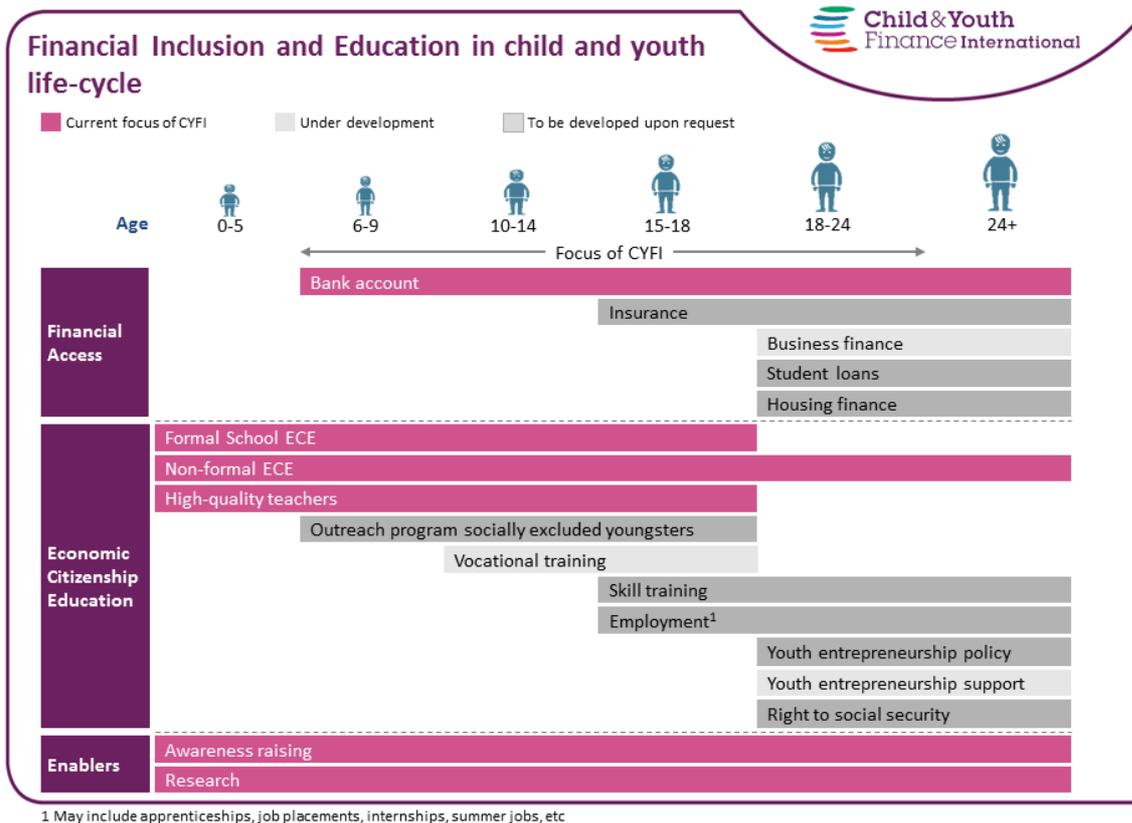
Thus, the objectives which you may wish to focus on (as they relate to the different themes) are as follows:

Figure 2: Policy Objectives for Economic Citizenship

Themes	Objectives
Financial Inclusion	All children (aged 8+) and youngsters have a bank account
Economic Citizenship Education	All children and youth participating in the formal school system receive ECE Citizenship Education
	All Children and Youth not reached through the formal school system receive Economic Citizenship Education
	Ensuring sufficient teacher capacity to successfully deliver ECE
Enablers	Economic Citizenship Awareness Raising
	Children and Youth’s National Level Economic Citizenship Impact Assessment

Please note that the objectives shown above are those objectives which are currently the focus of the CYFI Movement. However, we recognize that there are many additional objectives which can be pursued for each of these themes. The figure below shows additional objectives which you may wish to explore, and their current status of development.

Figure 3: Additional objectives and their current status of development



## Phase B: Choose Relevant Components for Each Objective

Once you have chosen the policy objectives on which you would like to focus, you can then select which of its components you wish to develop separate action plans for. Remember that the overall National Action Plan is a combination of all these separate action plans. You can choose the different components for each objective based on effectiveness, impact and sustainability. Figure 5 shows the components per objective from which you can select.

Which components to choose depends on a plethora of political, social or budgetary conditions and also depending

on stakeholder engagement. A country may already be engaging in activities addressing a diverse set of components. It is therefore critical to first map the current national activities corresponding to each component. The benefit of this approach is that mapping helps focus national resources on activities that meet nation's policy objectives.

The CYFI Secretariat has experience in undertaking these mapping processes and can play a role in helping countries complete their own mapping processes.

Figure 5: Components per objective

Objective	Component	Where to find more information in this document
Objective: All children (aged 8+) and youth have a bank account	Component 1: Child and Youth Friendly Regulatory Framework	Section A1
	Component 2: Formal Banking Access for Children and Youth	Section A2
	Component 3: High-Quality Child & Youth Friendly Banking Products	Section A3
Objective: All children and youth participating in the formal school system receive ECE Citizenship Education	Component 1: Curriculum Development	Section B1
	Component 2: Delivery of ECE to all children and youth	Section B2
Objective: All Children and Youth not reached through the formal school system receive Economic Citizenship Education	Component 1: Curriculum Development and Quality Control	Section C1
	Component 2: National Implementation of non-formal ECE education	Section C2
Objective: Ensuring sufficient teacher capacity to successfully deliver ECE	Component 1: Teacher Training Infrastructure	Section D1
	Component 2: Sufficient Outreach to Teachers	Section D2
Objective: Economic Citizenship Awareness Raising	Component 1: Global Money Week – A multi-stakeholder event	Section E1
	Component 2: Media and Marketing	Section E2
	Component 3: Child and Youth engagement	Section E3
Objective: Children and Youth's National Level Economic Citizenship Impact Assessment	Component 1: Acquiring Expertise in National Academia	Section F1
	Component 2: A National Academic Working Group	Section F2
	Component 3: Independent Research Institutions	Section F3

## Phase C: Plan for each component – the six step approach

This stage involves creating an action plan for every component you have chosen in Phase B. We have developed a generic 6-step approach with McKinsey & co, which can be used guide this process. This is illustrated in Figure 5 below:

Figure 5: Generic 6-step implementation guide for each component



These steps are explained in more detail below.

- **Step 1: Stakeholders' Engagement & Governance**

Stakeholders from diverse sectors are essential to establishing the national financial inclusion and education strategy for children and youth. Therefore, it is important to establish a national multi-stakeholder platform, which creates national strategies and action plans. Countries might benefit from attaching the strategy to the agenda of existing policy initiatives.

Stakeholders can range from governmental agencies to SMEs, from international banks to individual academics; the combinations will be as varied and as differentiated as the countries themselves. The platform should take into consideration the policy objectives of the country and include all relevant stakeholders who can address key policy areas and include key personnel. The objective is to have wide representation to include complementary and divergent ideas and needs so that everyone's interest is accounted for and incorporated into the final implementation plan.

Furthermore, consideration should be given to the timing of key national events; elections, laws coming into force, etc., which can result in changes in policy and personnel. It is thus critical not only to have consistent stakeholders participation but personnel redundancies built into the system so that momentum is not lost due to changes of or within stakeholder organizations.

- **Step 2: Baseline and Gap Analysis**

Before initiating a component's implementation plan, CYFI recommends that you undertake comprehensive mapping of the current country-wide nature of each component. Mapping produces a baseline which should provide quantitative and qualitative data to allow countries to better consider the implications of specific strategic and policy decisions relating to the various components. The baseline also provides critical information for identifying existing national non-governmental initiatives and the roles of key stakeholders engaged in Economic Citizenship

activities nationally. CYFI can you as you establish the national baseline.

Having uncovered the current Economic Citizenship conditions in the country and juxtaposed them against the policy objectives determined by the government, a gap analysis can be performed. The gap analysis can be determinative for the "viability" of specific component implementation and prioritization. With an eye to the current national "state of the art" and the desired outcomes from a policy perspective, and the components needed to transition from the current state to the desired state, an implementation plan can begin to take shape.

- **Step 3: Implementation Options**

CYFI has assembled a unique archive of national case studies and real world initiatives that provide guidance for implementing specific components, thereby benefiting from its experiences with a wide array of countries from diverse socio and geo-political classifications. CYFI provides a general implementation plan for the purposes of orientation and dialogue. After the country mapping and gap analysis is performed, a customized step-by-step implementation plan, sensitive to national culture and educational approach, can be drafted, to meet each country's policy objectives.

- **Step 4: Determining Key Performance Indicators (KPIs) and Processes for Progress Tracking**

To measure the progress of initiatives related to a specific component, you will need to incorporate Key Performance Indicators (KPIs) and determine the timelines for achieving them.

Along with these KPIs, project owners will need to incorporate performance improvement initiatives and ways in which to update the plan so as to facilitate necessary changes as Performance data and impact assessments are produced.

- **Step 5: Communication Plan**

Dissemination and valorization of project deliverables, outcomes, research and data are critical to the overall success and sustainability of the national implementation plan. Key to meeting this dissemination objective is a clear communication strategy which will further serve to increase public awareness, build momentum for national Economic Citizenship initiatives and publicize the various Child and Youth Finance objectives the country chooses to prioritize in its national strategy.

- **Step 6: Roadmap and Budget**

The final step is to determine the budget and resources needed and available to execute each component of the plan. CYFI has experience in budget and project planning and can assist in this critical step in the finalization of the National Implementation Plan.

**Please consult Figure 5 to see where you can find generic implementation plans for your chosen components using this 6-step approach.**

## Phase D: Design overall program for implementation

Having completed Phase C, the national platform will have completed and customized national implementation plans per component.

In Phase D, the respective component “line item” budgets and timelines can be unified into a general, aggregated project implementation plan and budget roll-out.

The end result is the National Implementation Plan that elaborates the relationship between the diverse initiatives throughout the life of the project. Additionally, certain initiatives can be “fast-tracked” or deprioritized over time according to national policy objectives or urgency. (A country could, e.g. choose to move forward with

livelihoods education and policy to address widespread youth unemployment, rather than incorporate it into the national curriculum or a general Economic Citizenship Educational curriculum development plan).

A budget is allocated to the various project participants delineating the role, responsibilities, timelines, resources and deliverables for their work (per project participant or stakeholder) on each component (or portion thereof). If the total budget proves to be unfeasible for any participant(s), then certain deliverables, resources, timelines, etc. can be adjusted accordingly.

Stakeholder buy-in and agreement on the roadmap and budget is critical in ensuring the implementation of a sustainable and successful project.



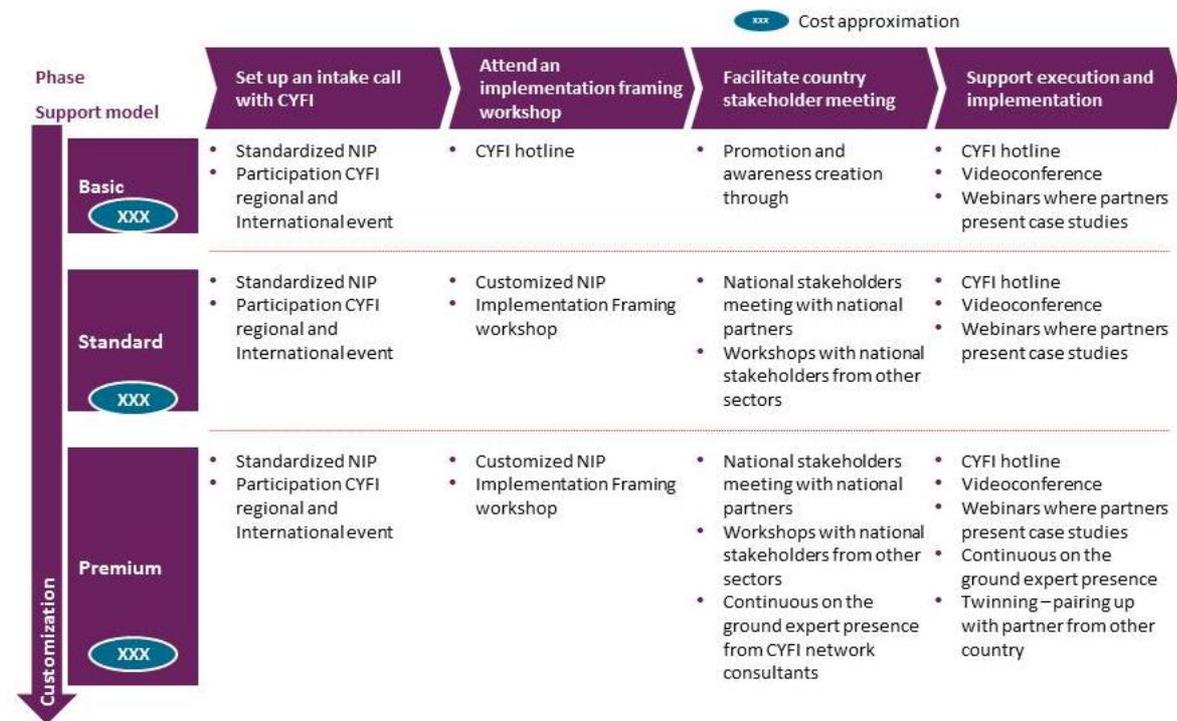
## Phase E: CYFI’s Support Level

Along all Phases of NIP creation, there are diverse support mechanisms by which CYFI assists national authorities and stakeholders. CYFI’s level of assistance is custom tailored to the policy priorities of a particular country and is designed to be culturally sensitive and financially sustainable. CYFI delineates three support models based on the policy objectives and resources of the country; these models are presented in Figure 6.

When you are implementing the initiatives elaborated in each component, there are multiple ways in which CYFI can assist you, either through the CYFI Secretariat or via

one of the leading consultants or Partner organizations within the CYFI network. For example, CYFI and its partners can provide in situ assistance to countries by designing and putting in place quality national standards for banking products, or by helping to implant Economic Citizenship Education into the national school curriculum. Similarly, CYFI can connect/twin national authorities in diverse countries around the world with others that have successfully implemented similar initiatives; providing case studies, best practices and experience that can help advance the body of knowledge and practice.

Figure 6: Levels of Support from CYFI



## Phase F: Execution and tracking

At this point, the national Platform stakeholders have prepared a general implementation plan and roll-out scheme, budgeted for the entire project, and determined the CYFI support model. The next step is execution of the plan and tracking progress towards key deliverables.

Collecting KPIs of the different projects and comparing them to the targets set each component of the overall implementation plan has defined concrete actions, KPIs, and set targets. On a regular basis, monthly or bi-monthly, these KPIs should be evaluated and if necessary changed.

Where targets are unmet, the reasons for subpar performance should be communicated or where the reasons are unclear, some alternatives could be considered. In addition, general (output) data can be collected to measure the overall impact of the implementation plan. CYFI can supply teams with KPIs to track progress and identify adjustments if needed. Reviewing and sharing KPIs with relevant stakeholders is essential.

## 2.2 Closing remarks

There is still much work to be done in order to ensure Economic Citizenship for all children and youth. Governments are aware of the need to improve Economic Citizenship, and this document serves to translate this into action. However, articulating the framework elaborated in these Guidelines is only the first step. It is essential to strive to understand the needs of children and youth when addressing the financial and economic aspects of their lives. Improvement is an ongoing process and stakeholders should remain engaged and consistently update their resources and implementation methods. More work is needed to further develop methods Economic Citizenship Education and Financial Inclusion programs. Governments

need to invest time and money to make this development possible.

The Movement will be strengthened by the continuous dissemination and valorization of best practices. More information is needed at both international and national levels in addition to methods to promote access to the financial system for children and youth. The CYFI Secretariat is committed to facilitating these objectives.

It is only through your efforts that we can begin to build an ecosystem that positively impacts the lives of children and youth, their communities and their economies.



# SECTIONS A - F

## SECTIONS A – F

### *6- Step implementation Steps for each component (by objective)*



As described in Chapter 2 of this document, The National Action Plan is a combination of the smaller action plans for each component you choose to develop in your country. Each component is chosen based on the objectives you wish to achieve.

In this section, we detail how to create an action plan for each component. We follow the 6- step approach which we introduced in Phase C of the National Implementation Plan framework.

To help with this process, we provide various templates and illustrative action plans, which can be customized to meet national interests. All of the information and suggestions in the following sections are based on the experiences of national governments from Child and Youth Finance Movement Partner countries and stakeholder Partners from within the CYFI network. These are illustrated as case studies in the relevant sections.

Before you proceed, here are some things to keep in mind.

- Each section can be read separately, as it is not dependent on the other.
- The framework and the components are generalized to allow for the widest application of the principles and the processes. You will need to adapt the framework and the components to suit national specificities.
- While you can pick and choose your components, we do recommend that you aim for a holistic approach that captures all the different elements of Economic Citizenship education as much as possible.
- Your input is important. We have been able to create these guides based on the experiences of national stakeholders in many different countries. The more you are able to share with us your experiences, the more we can refine these templates.

## SECTIONS A – F

*6- Step implementation Steps for each component (by objective)*



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Section A2: Component 2: Formal Banking Access for Children and Youth

Section A3: Component 3: High-Quality Child & Youth Friendly Banking Products

**Section B – Objective: All children and youth participating in the formal school system receive ECE Citizenship Education**

Section B1: Component 1: Curriculum Development

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**Section C – Objective: All Children and Youth not reached through the formal school system receive Economic Citizenship Education**

Section C1: Component 1: Curriculum Development and Quality Control

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**Section D – Objective: Ensuring sufficient teacher capacity to successfully deliver ECE**

Section D1: Component 1: Teacher Training Infrastructure

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**Section F- Objective: Children and Youth’s National Level Economic Citizenship Impact Assessment**

Section F1: Component 1: Acquiring Expertise in National Academia

Section F2: Component 2: A National Academic Working Group

Section F3: Component 3: Independent Research Institutions



## SECTION A

Objective: All children (aged 8+) and youth have a bank account



# Objective A: All Children (aged 8+) and Youth Have a Bank Account

The Movement's Theory of Change, which was developed by leading academic in the field, proposes that a combination of Financial Inclusion and Economic Citizenship Education are key to achieving Economic Citizenship in children and youth<sup>1</sup>. It goes on to propose that the simplest and most direct means of financial inclusion for children and youth comes in the form of access to a banking product – e.g. savings or current account, or prepaid card. Critical to this experience is that the banking products offered to them are safe, educational, and designed to meet their needs to ensure that the account is actively and responsibly used.

To achieve the policy objective of having “All children (aged 8+) and youth having a bank account,” CYFI has identified three components:

The **Child and Youth Friendly Regulatory Framework** component refers to the establishment and perpetuation of a regulatory system that encourages the provision of banking products or related forms of saving and payment for children and youth. The regulatory framework also encourages maximum control of the product by youth, empowering them to take control of their financial futures.

The **Formal Banking Access for Children and Youth** component focuses on designing a national *delivery model* for banking services for children and youth. This formal banking delivery model includes significant outreach to children and youth to ensure banking practices are attuned to children and youth's realities.

The **High-Quality Child & Youth Friendly Banking Products** component refers to the development of strategies, standards and certification systems which ensure that banking products are designed to be Child and Youth Friendly and offered nationally to young people.

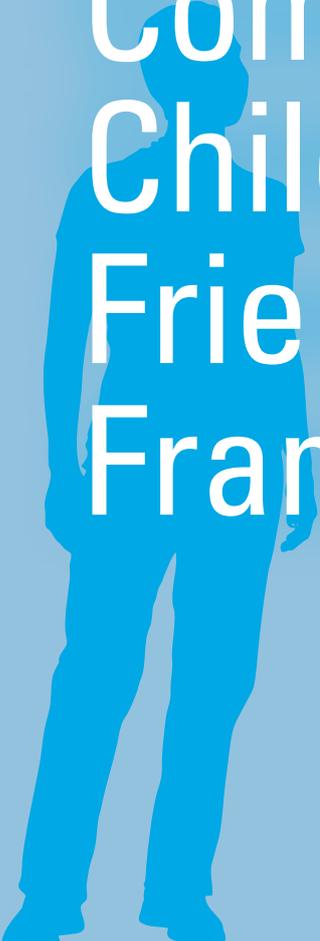
Each component is explored in greater detail in the following sections using the 6-step approach introduced in Phase C in Chapter 2.

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<sup>1</sup> Sherraden, M. S., & Ansong, D. (2013). Research evidence on the CYFI Model of Children and Youth as Economic Citizens (CSD Research Report 13-04). St. Louis, MO: Washington University, Center for Social Development

A large, stylized blue teapot icon is positioned in the upper right quadrant of the page. It features a circular body with a dark blue center, a curved spout, and a lid with a handle. The teapot is rendered in a flat, graphic style.

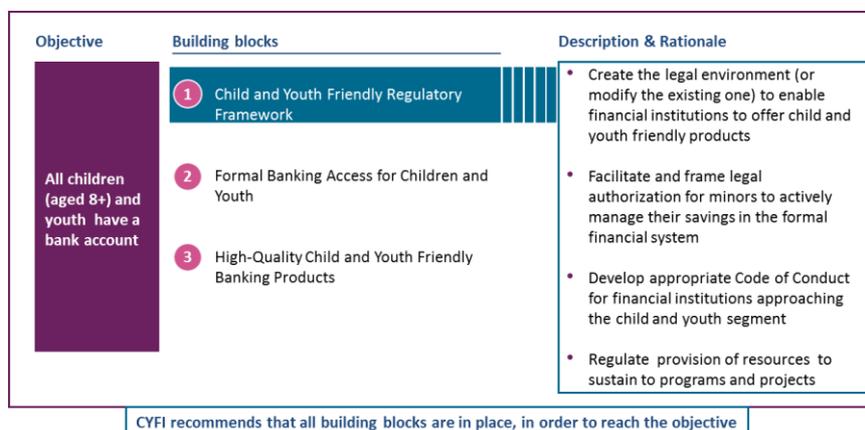
# SECTION A1

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## Component 1: Child and Youth Friendly Regulatory Framework

# Component 1: Child and Youth Friendly Regulatory Framework

Figure A1.1: Component 1 Child and Youth Friendly Regulatory Framework



Developing a financial regulatory framework which enables children and youth to access quality Economic Citizenship Education and appropriate banking products is a fundamental condition for effective implementation of national Economic Citizenship policies.

An increasing number of countries are adopting child and youth friendly policies in their national regulations. These new components have been fundamental – occasionally as direct drivers – to the development and implementation of

the national children and youth Financial Inclusion and Economic Citizenship Education strategies.

Referencing the experiences and practices of pioneering regulatory authorities from within the CYFI network (through case studies and testimonials), this chapter analyzes the steps to define, initiate and implement regulatory conditions conducive to supporting financial inclusion for young people.

## Step 1: Stakeholders' Engagement Strategy & Governance

The first step in creating a Child and Youth Friendly Regulatory Framework is to ensure full stakeholder engagement and commitment with clear roles and responsibilities. One or more activities may require the establishment of a taskforce or a number of taskforces to design or monitor the various policy areas in play.

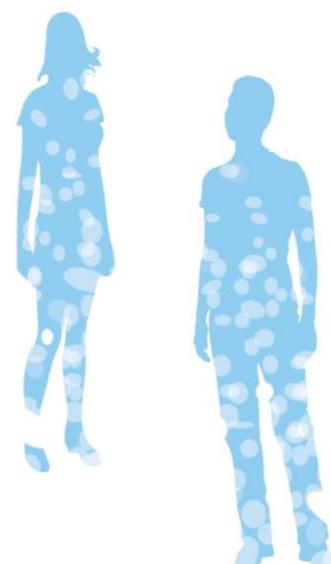
Whether or not to establish taskforces is to be determined by the relevant national authority tasked with regulatory implementation responsibilities (e.g. central bank, government officials, finance ministers, ministers of education). These bodies are the primary contact points for the implementation of regulatory changes and subsequent monitoring.

To support the process of stakeholder mapping, the following tools can provide guidance. See Figure A1.2 for a mapping of stakeholders and Figure A1.3 for governance structure with taskforces.

Figure A1.2 provides an example of stakeholder engagement. It is essential that stakeholder roles and responsibilities are clearly delineated.

Figure A1.2 - Mapping of Stakeholders

Stakeholder	In national platform / SteerCo	In task-force?
<b>National authorities</b>		
• Central Bank (CB)	✓	✓
• Ministry of Education (MoE)	✗	✗
• Ministry of Finance (MoF)	✓	✓
<b>Financial service providers</b>		
• Insurance sector organization	✓	✓
• Banking association / microfinance networks	✓	✓
• Stock exchange	✗	✗
• Banks	✗	✓
<b>Civil society</b>		
• Local NGOs	✗	✓
• Child rights organizations	✗	✓
• CYFI & partners	✗	✗
<b>Schools</b>		
• Schools	✗	✗
• Children & Youth	✗	✓
• Research institutes	✗	✓

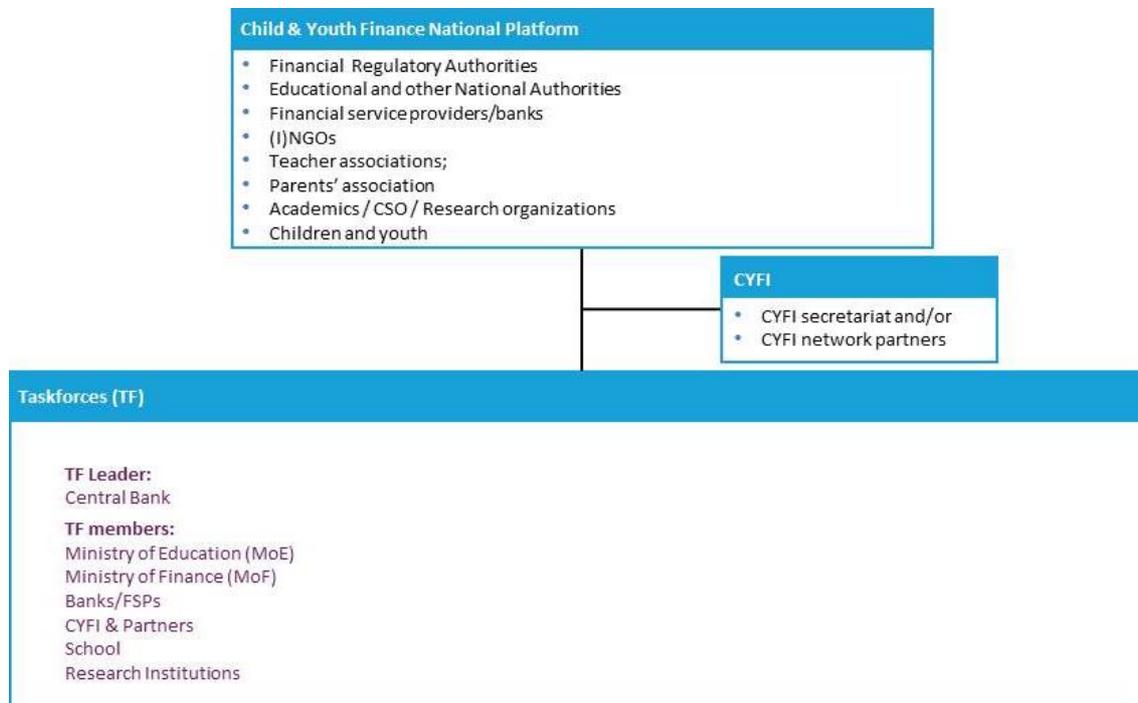


Objective: All Children and Youth Have a Bank Account  
Component: Child and Youth Friendly Regulatory Framework



Figure A1.3 illustrates how a regulatory taskforce could be organized. Depending on the regulatory policy objective the taskforce may comprise other members.

Figure A1.3: Governance and taskforces



## CASE STUDY – The Kiddie Account, The Philippines

Child and Youth Friendly Regulation in the Philippines: The Kiddie Account – Banking on Your Future Program

In the Philippines, by virtue of Presidential Decree No.734 June 25, 1975, minors are authorized to deposit and withdraw money from banks. These account holders have complete control over their accounts, without the intervention of any adults. Minors at least 7 years of old who are able to read and write, and are not disqualified by any disability, are empowered to make savings or time deposits in their own names, withdraw money, and receive interest (where applicable) from banking institutions – **all without the assistance of a parent or guardian.**

Bangko Sentral ng Pilipinas (BSP – the Central Bank of the Philippines) Governor Amando Tetangco, Jr. launched the "Kiddie Account Program" to promote the habit of saving regularly among the 12 million Filipino schoolchildren under the age of 13. The program welcomes schoolchildren to open accounts specially designed by the BSP and marketed by each of the banks participating in the program. The account requires an initial deposit of P 100.00 (equivalent to \$2.50 US) at any of the banks' head offices or 3,000 branches. Each participating financial institution agrees to abide by a Code of Conduct. This Code was drafted by the BSP, which is also responsible for ensuring compliance.

Objective: All Children and Youth Have a Bank Account  
Component: Child and Youth Friendly Regulatory Framework



## Step 2: Baseline & Gap Analysis

The elements required to establish an appropriate regulatory framework derive from national policy priorities, existing legal infrastructures and procedural mechanisms for regulatory change. Regulation can support financially inclusive policies for children and youth by intervening along the three pillars of financial inclusion: financial literacy, financial access and consumer protection.

Factors affecting Child and Youth Finance policies include:

- The current regulatory landscape respecting young people’s access to financial products and with regard to business practices impacting children’s rights.
- The existence of financial literacy/inclusion programs/strategies involving national stakeholders.

- The financial sector’s composition, the current level of ITC infrastructure as well as social inclusion rates.
- The preferred channels and target age groups for implementing the national financial inclusion strategy.
- Coordination of diverse initiatives among various regulatory bodies and ensuring alignment with existing national youth policies (i.e. policies focused on employment, awareness raising, youth entrepreneurship, etc.)

It is of paramount importance that quantitative and qualitative data respecting child and youth inclusion rates be collected and evaluated. Mapping the current *disposition* of inclusion rates for the young will assist in identifying areas of concern and possibly warranting legislative intervention.

Figure A1.4 – Baseline and Gap Analysis

<b>Questions to be answered</b>	<ul style="list-style-type: none"> <li>• Does the current educational regulation include elements of social, financial and livelihoods education in the national school curriculum? Is there any national strategy for children in non-formal education?</li> <li>• Are Financial Services Providers and other private sectors organizations incentivized to dedicate resources and develop activities for improving youth financial capability?</li> <li>• Do the current regulations allow children and youth who are legal minors to open and operate a bank account?</li> <li>• Is the current regulation appropriately supporting the potential of technology driven innovative models in fostering access to finance for youth (i.e. mobile banking, biometric ID technology)</li> </ul>				
<b>Example of a baseline</b>	Demographics	Population (# or %)	School going	Save formally vs. informally	Usage of mobile devices (youth vs. tot. population)
	Age 8-14	X.XMLN	X.XMLN	X.XMLN	X.XMLN
	Age 15-18	X.XMLN	X.XMLN	X.XMLN	X.XMLN
	Age 19-24	X.XMLN	X.XMLN	X.XMLN	X.XMLN

Objective: All Children and Youth Have a Bank Account  
Component: Child and Youth Friendly Regulatory Framework



### Step 3: Implementation Options

Having conducted the baseline analysis, an implementation plan can now be created. Implementation options can include:

1. Providing all children and youth with access to a saving account:
  - i. Lowering the minimum age and procedural requirements to open and manage a bank account;
  - ii. Endorsing the adoption of innovative identification and deposit requirements for opening accounts;
  - iii. Setting industry standards as a prerequisite for banks intending to offer child and youth-friendly financial products<sup>2</sup>.
2. Supporting Financial Services Providers in developing innovative outreach models:
  - Incentivize Agent Banking, Mobile banking, School Banking on a national level;
3. Including Economic Citizenship Education in the national education infrastructure:
  - i. Deliver Economic Citizenship Education through the formal school system, civil society organizations and private sectors representatives ((financial and non-financial) which ensures that children that are participating in the financial system are equipped to make informed choices);
  - ii. Incentivizing financial institutions undertake Economic Citizenship Education programs/projects as part of their Corporate Social Responsibility strategy.

Figure A1.5: Implementation Options

Implementation options	Lower minimum requirements for Access to Finance	Regulate Agent Banking, Mobile banking/IT driven solutions	Promote educational initiatives
Considerations & requirements	<ul style="list-style-type: none"> <li>▪ Strategy for Economic Citizenship Education</li> <li>▪ Child and Youth Friendly standards in place and Code of Conduct for financial institutions</li> <li>▪ Innovative ID/KYC requirement's solution</li> <li>▪ Employment driven solutions</li> </ul>	<ul style="list-style-type: none"> <li>▪ High mobile and internet penetration</li> <li>▪ Facilitate FSPs to link accounts to mobile-accounts</li> <li>▪ Incentivize outreach through Tax Advantages</li> <li>▪ Location of agent branches in schools and community centers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Private sector engagement in promoting financial education</li> <li>▪ Coordinating platform among different actors involved</li> </ul>
Pros & cons	<ul style="list-style-type: none"> <li>+ Mobilize youth savings into the formal financial system</li> <li>+ Financial Private sector engagement</li> <li>- Child and Youth Protection and Money laundering issues</li> </ul>	<ul style="list-style-type: none"> <li>+ Usage-friendliness of Mobile devices and flexibility</li> <li>+ Cost-effective solution</li> <li>- Security framework for operation and compliance</li> </ul>	<ul style="list-style-type: none"> <li>+ Resource Mobilization</li> <li>+ Facilitate multi-sectorial synergies</li> <li>- Define national standards and coordination</li> </ul>

<sup>2</sup> Refer to Child and Youth-Friendly Banking Principles - <http://childfinanceinternational.org/publications.html>

## Implementation Plan

Designing policy and making regulatory changes is a highly complex undertaking. Procedures and legal requirements differ vastly from country to country as do the cultures and idiosyncrasies of policy makers.

The sequence of sub-steps below are derived from the collected knowledge and experience of CYFI's Partner and represent a distillation of the diverse theories and practical solutions which have successfully inculcated youth financial inclusion into the national financial system.

CYFI recommends policymakers follow the approach articulated below when creating the implementation steps for policy and regulatory change. Timelines will most certainly vary from country to country but the overall implementation plan should reflect the following actions:

**Sub-step 1:** Identifying national best practices and innovations in the field. Identifying current gaps in financial inclusion and areas of improvement in current Economic Citizenship Education.

**Sub-step 2:** Defining procedural steps for implementing regulatory changes, setting a timeline and creating a

structure for the pilot. Identifying the most practical options for executing a successful pilot. This includes doing initial tests after the policy has been implemented where test groups are used for the pilot research in order to track the effectiveness of targeted goals and implementing adjustments if required.

**Sub-step 3:** Implementing the pilot and running evaluative platforms to ensure future success of program implementation. Maintaining significant assessments and tracking of the pilot tests in order to acquire accurate research and necessary information on relevant adjustments.

**Sub-step 4:** Refining and defining the appropriate regulatory changes and implementing them, setting up a monitoring entity to track the progress and feedback from the implemented change.

Please find below a sample child-friendly and youth-friendly regulatory framework implementation plan.

Figure A1.6: Step by step – approach

	Description	Resources
Step 1	<ul style="list-style-type: none"> <li>Analysis of existing national surveys on youth financial needs *</li> <li>Identify rationales and implementing options for regulatory change</li> <li>Provide relevant case studies for regulatory changes from similarly situated third countries</li> <li>Identify priority policy areas for potential regulatory change</li> </ul>	<ul style="list-style-type: none"> <li>CYFI Secretariat</li> <li>CYFI Network</li> <li>National Platform</li> </ul>
Step 2	<ul style="list-style-type: none"> <li>Identify national regulatory procedures and timelines for implementation</li> <li>Determine the extent of existing conduct and standards for Child and Youth friendly product requirements for financial institutions</li> </ul>	<ul style="list-style-type: none"> <li>CYFI Secretariat</li> <li>CYFI Consultants</li> <li>National Platform</li> <li>Private sector</li> </ul>
Step 3	<ul style="list-style-type: none"> <li>Piloting regulatory change: i.e. formal youth savings:               <ol style="list-style-type: none"> <li>selecting partners and outreach channel/s;</li> <li>set pilot roadmap;</li> <li>identify pilot targets, objectives, timelines;</li> <li>identify Key Performance Indicators;</li> <li>Develop Impact assessment model</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>CYFI partners</li> <li>Independent consultant/piloting partners</li> <li>Academics/Research</li> <li>Private sector reps</li> </ul>
Step 4	<ul style="list-style-type: none"> <li>Policy implementation through regulation</li> <li>Set up medium-long term monitoring entity for assessing practices and impacts</li> </ul>	<ul style="list-style-type: none"> <li>CYFI</li> <li>National Platform</li> <li>National Regulatory Body/Parliament</li> <li>Academics/Research</li> </ul>

\* Survey on youth financial needs may have been developed along the of financial products supply.

\*\* According to the specific national context, timeframe and additional steps may vary. Pilot's framework will be designed along resources and of partners involved.

Objective: All Children and Youth Have a Bank Account  
Component: Child and Youth Friendly Regulatory Framework



## Step 4: Determining Key Performance Indicators (KPIs) and processes for progress tracking

To measure the progress of your implementation plan, you will need to incorporate Key Performance Indicators (KPIs) and determine the timelines for achieving them.

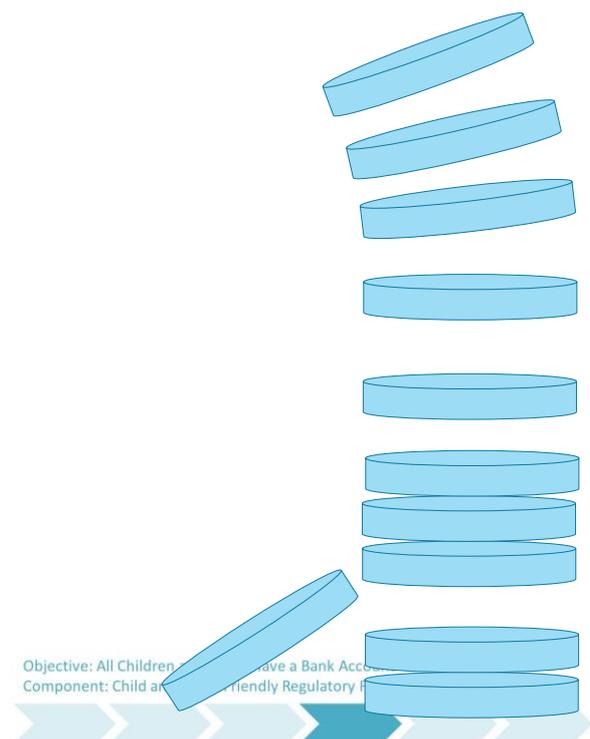
Along with these KPIs, you are also advised to incorporate performance improvement initiatives and ways in which to update the plan so as to facilitate necessary changes.

Figure A1.7 highlights suggested KPIs, their owners, their relevant timelines and tracking methods.

Figure A1.7: Banking Access KPIs

### Tracking sheet for: Banking access (sample)

Actions	Statistics	Owner	Timeline	Status
Critical mass of banks participating	50% of the Banks part of the initiative	CB & FSPs	2 months	TBD
Targeted bank accounts opened	20% of total targeted bank accounts opened	FSPs, CYFI	1 year	TBD
savings accumulated	Number of \$ saved in total	FSPs	1 year	TBD
Branches adopted	Number of branches offering C&Y products	FSPs	6 months	TBD
Agents recruited	Number of agents recruited to outsource delivery	FSPs, Agents, CB	6 months	TBD



## Step 5: Communications Plan

Successful project implementation demands a communications plan to support strategic messaging, keep project momentum high, disseminate and valorize project deliverables, streamline internal and external correspondences and reports to fit with the existing channels, and increase awareness of the project. Project design should contemplate appropriate, personnel, time and budgets to meet communications objectives.

Possible steps to consider in the development of a successful communications plan:

- understanding the objectives of the project;
- understanding the target audiences and how to reach them;
- determining key messages and key materials to be produced;
- deciding on tactics, budgeting and timelines ; and
- establishing an evaluation mechanism to measure success.

Figure A1.8 below, provides some sample communications activities specifying, timelines, budgets and people needed.

Figure A1.8: Communication Plan Template

Activity	Detail	Responsible	Timeframe	Budget
Periodic Stakeholders' Meeting	A meeting where leading national authority and other local stakeholders are present	Leading national authority	Quarterly	TBD
Periodic Newsletters	A news letter to report on the progress	Leading national authority	Bi-monthly	TBD
Annual Global Money Week national event	A national level multi-stakeholder event to raise awareness and create momentum	Leading national authority, local stakeholders, CYFI	Annually	TBD
Promoting and announcing progress in CYFI Meetings	Share with the Regional or Globe the progress made and celebrate during CYFI Regional meeting or International Summit	All relevant stakeholders	(Bi-)annually	TBD



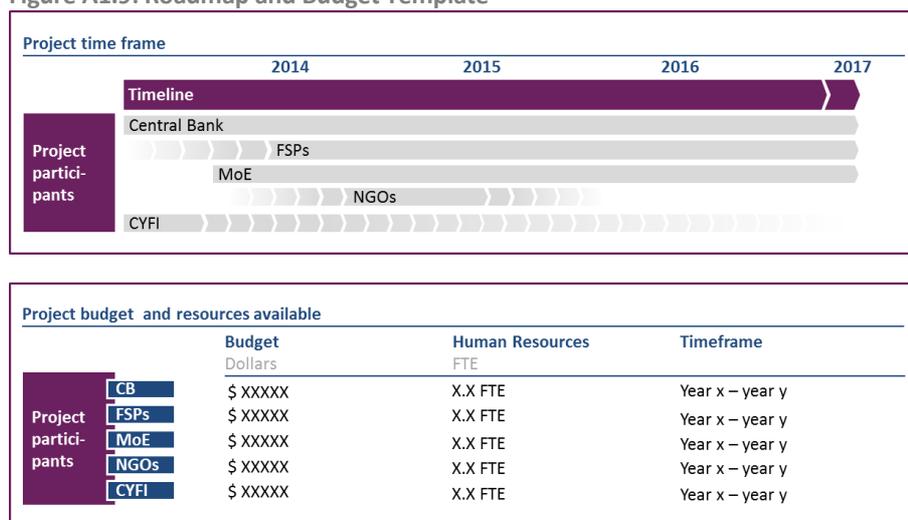
## Step 6: Roadmap and Budget

The final step in this process involves designing a step by step process or “roadmap” incorporating budget allocations for the various steps and stakeholders. The roadmap helps manage expectations and optimize resource allocation for each project partner.

The case study below provides a sample representation incorporating roles, responsibilities, timelines, etc. for the various project partners participating in the regulatory change process.

Budgetary requirements relate directly to stakeholder roles and responsibilities in the implementation process. Figure A1.9 gives an example of a template Roadmap and Budget.

Figure A1.9: Roadmap and Budget Template



### CASE STUDY: Financial Inclusion Policies, The Philippines

Central Bank of Philippines’ [(Banko Sentral ng Pilipinas, hereinafter (BSP)], under the leadership of **BSP Governor Mr. Amando M. Tetangco**, has undertaken pioneering financial education and financial inclusion initiatives.

The Philippines’ financial education and inclusion program is among the most comprehensive in the world and one of the first incorporating formal public and private partnerships. **Financial education has been institutionalized through the Philippines’ Department of Education.** The program utilizes a holistic approach linking **educational initiatives with child-friendly banking products (in the form of the Kiddie Account Program<sup>1</sup> mentioned in Case Study 1 above).**

Additionally, to further encourage young people’s saving habits, the Commission on Filipinos Overseas (CFO), a Governmental Body, started a joint venture with the Land Bank of the Philippines (LBP). The program dubbed “**Kiddie Katapat Savings**” (with its easily remembered “KKiSs”

acronym) was launched in December 2011 during the Child and Youth Finance International Regional Meeting for Asia and the Pacific held at the Bangko Sentral ng Pilipinas. **The program employs a simple process, aimed at long-term and sustainable impacts on Filipino child and youth saving habits.<sup>1</sup>**

Since 2007, the Aflatoun\* (program, in collaboration with **NATCCO** and **MoE**, has been extensively implemented in the Philippines. The program focuses on conducting Aflatoun teacher trainings for member cooperatives and government schools. The program focuses on actual savings behaviors. In addition to financial education, participants in the program have organized social and livelihoods activities including a reading hour in schools and community centers, an awareness raising campaign on waste segregation, and a major environmental project in which young people contributed to the work to revive the country’s largest freshwater reservoir.

\*Aflatoun is a partner in the Child and Youth Finance Movement

Objective: All Children and Youth Have a Bank Account  
Component: Child and Youth Friendly Regulatory Framework



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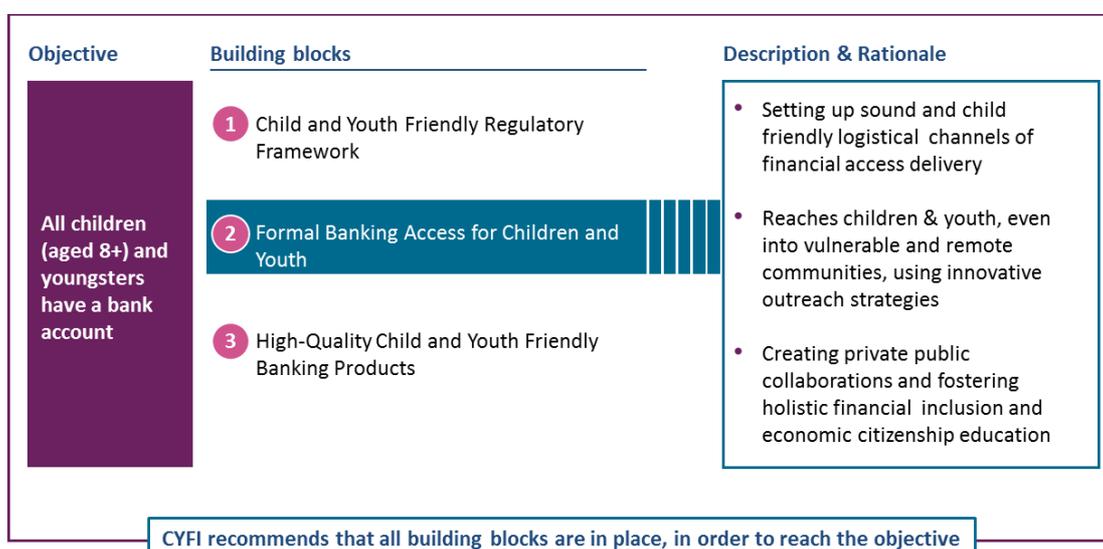
**SECTION A2**

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**Component 2:  
Formal Banking  
Access for Children  
and Youth**

# Component 2: Formal Banking Access for Children and Youth

Figure A2.1: Component 2 Child and Youth Access to Formal Banking



Banking access for children and youth is the second policy priority area to address to meet the policy objective “All children (aged 8+)and youth have a bank account”.

Designing a delivery model for child and youth banking services mandates a focus on outreach combining a multi-stakeholder and cross-industry approach. Financial

regulatory authorities and financial services providers play crucial roles as detailed in the taskforce member assignments outlined in Component 1 above.

Utilizing the 6-step implementation approach, the following section presents the steps leading to this component’s implementation.

## Step 1: Stakeholders' Engagement & Governance

Stakeholders from diverse sectors are essential to establishing a national child and youth financial inclusion and education strategy. Consequently, it is important to establish a national multi-stakeholder platform, to elaborate national policy strategies and action plans or to attach these strategic policies to the agendas of existing governmental initiatives.

Stakeholders can range from governmental agencies to SMEs, from international banks to individual academics; the combinations will be as varied and as differentiated as the countries themselves. The platform should take into consideration the policy objectives of the country and comprise all relevant stakeholders that can address key policy areas and include key personnel. The objective is to have wide representation to include complementary and divergent ideas and priorities so that everyone's interest is

accounted for and incorporated into the final implementation plan.

Institutional memory is a key to successfully completing the national implementation plan, as implementation of the overall plan can cover a number of years. Therefore, consideration should be given to the timing of key national events; elections, laws coming into force, etc., which can result in changes in policy and personnel. It is thus critical not only to have consistent stakeholders participation but personnel redundancies built into the system so that momentum isn't lost due to changes of or within stakeholder organizations.

See Figure A2.2 for a mapping of stakeholders and Figure A2.3 for governance structure with taskforces.

Figure A2.2 – Mapping of Stakeholders

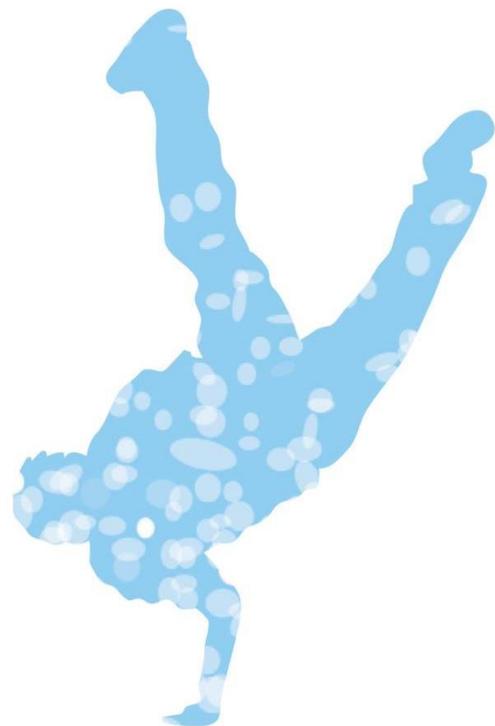
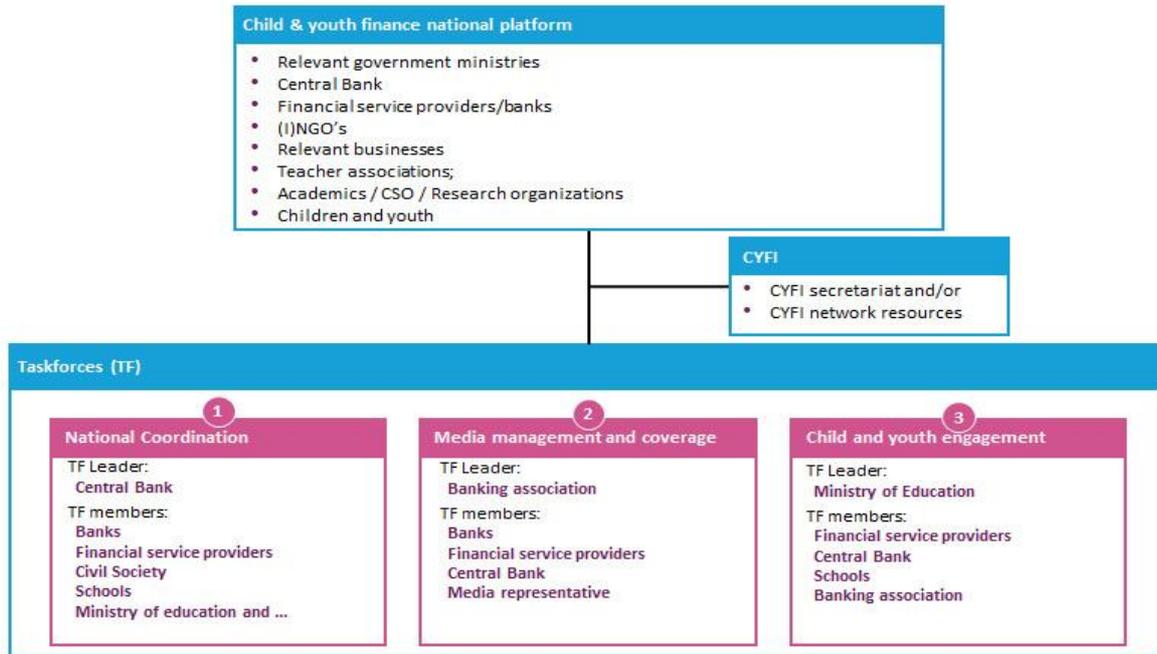
Stakeholder	In national platform / SteerCo	In task-force?	Key responsibility	Time commitment
National authorities	• Central Bank (CB)	✓	• Lead national taskforce	• X FTE
	• Ministry of Education (MoE)	✗	• ...	• ...
	• Ministry of Finance (MoF)	✓	• ...	• ...
Financial service providers	• Insurance sector organization	✓	• ...	• ...
	• Banking association / microfinance networks	✓	• Teach support	• X FTE
	• Stock exchange	✗	• ...	• ...
	• Banks	✗	• Implementers	• X FTE
Civil society	• Local NGOs	✗	• ...	• ...
	• Child rights organizations	✗	• ...	• ...
	• CYFI & partners	✗	• Facilitator	• X FTE
Schools	• Schools	✗	• Implementers	• X FTE
	• Children & Youth	✗	• Beneficiaries/promoters	• ...
	• Research institutes	✗	• Impact assessment	• X FTE

Objective: All Children and Youth Have a Bank Account  
Component: Child and Youth Access to Formal Banking



This graphic provides an example of stakeholder engagement and their subsequent roles, responsibilities, and time commitments.

Figure A2.3: Governance and taskforces



Objective: All Children and Youth Have a Bank Account  
 Component: Child and Youth Access to Formal Banking



## Step 2: Baseline & Gap Analysis

The baseline analysis is intended to provide project owners with the relevant information to start planning financial inclusion outreach initiatives. The baseline and gap analysis determines the current disposition of inclusion in the country and gathers the relevant data to enable national authorities to make informed strategic decisions.

Analysis of current country operations should focus on two main aspects:

- Focus 1: Defining the scope of the existing banking services, and
- Focus 2: Determining demographics and context based or structural issues related to access

Focus 1: When defining the scope of the existing banking services, it is important to determine the extent to which the targeted population of children and youth can be reached through current operational channels. When analyzing these channels the following questions should be considered:

- How many banks current operate nationally?

- How many bank branches per bank? How many branches in total?
- What is the geographical distribution of these branches?
- What is the average maximum capacity of accounts serviced per day / per branch?
- What percentage of accounts can be used to service children and youth needs?

Focus 2: Determining demographics and the contextual and structural predictors of access

To design a nationally tailored and context-based approach the following questions should be taken into consideration:

- What is the child and youth population
  - Aged 8 – 14?
  - Aged 15 – 18?
  - Aged 19 – 24?
- What are the geographical distributions and concentrations of populations of children and youth?
- What are the primary challenges to banking access for children and youth?

Figure A2.4 shows how this baseline can be illustrated graphically.

Figure A2.4: A sample summary of a baseline analysis

Demographics	Age groups	Population	School going	Bank account	Urban/rural
	Age 0-8	X.XMLN	X.XMLN	X.XMLN	X.XMLN
	Age 8-14	X.XMLN	X.XMLN	X.XMLN	X.XMLN
	Age 15-18	X.XMLN	X.XMLN	X.XMLN	X.XMLN
	Age 19-24	X.XMLN	X.XMLN	X.XMLN	X.XMLN
	Age 19-24	X.XMLN	X.XMLN	X.XMLN	X.XMLN

Stakeholders	Sector	Number operating	Branches per 100,000 population	Average capacity per branch	Urban/rural spread of branches
	FSPs	XX	XX.XX	XXX per period	XX / XX
	ATMs	XX	XX.XX	XXX per period	XX / XX
	Schools	XX	XX.XX	XXX per period	XX / XX
	Agents	XX	XX.XX	XXX per period	XX / XX

Objective: All Children and Youth Have a Bank Account  
Component: Child and Youth Access to Formal Banking



### Step 3: Implementation Options

Having conducted a baseline analysis, you are now at a stage where you can begin creating the implementation plan. There are three options for the provision of formal banking to children and youth:

- Option 1: banking access through branches;
- Option 2: banking access through agents;
- Option 3: banking access through innovation (i.e. mobile banking).

These diverse methods each pertain to a different design/delivery option. These design options can be utilized independently or in combination with each other depending on baseline and gap analysis feedback. The three main design options are explained diagrammatically in Figure A2.5.

Figure A2.5: Implementation options for component “Banking access for all children and youth”

Implementation options	Branches 	Agent 	Innovations 
Considerations & requirements	<ul style="list-style-type: none"> <li>▪ Urbanized and low dispersed population</li> <li>▪ Availability of a mature banking system with sufficient branch coverage</li> <li>▪ Ability and willingness of FSPs to adapt branches for good C&amp;Y accessibility</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relatively dispersed population</li> <li>▪ Availability of a sufficient number of agents with large coverage</li> <li>▪ Ability and willingness of FSPs to set up and maintain agency network</li> <li>▪ Regulation allowing banking through agents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Highly dispersed population and low urbanization</li> <li>▪ High mobile and internet penetration</li> <li>▪ Ability and willingness of FSPs to link accounts to mobile-accounts</li> </ul>
Pros & cons	<ul style="list-style-type: none"> <li>+ The process is formal and deposit making is visual and timely</li> <li>+ No 3<sup>rd</sup> party involvement</li> <li>- May hamper daily saving (depending on distance)</li> </ul>	<ul style="list-style-type: none"> <li>+ Bank is responsible for agent and any losses</li> <li>- Requires bank branch within reasonable distance of the agent</li> <li>- Risk of mistakes / misbehavior by agent</li> </ul>	<ul style="list-style-type: none"> <li>+ No need for bank branch in near distance</li> <li>+ Daily saving possible</li> <li>- Risk of losing SIM-cards</li> <li>- Risk of mistakes</li> <li>- Extra work for teacher</li> </ul>
Potential C&Y reached <sup>1</sup>	TBD	TBD	TBD
Target C&Y reached	TBD	TBD	TBD

<sup>1</sup> Determined from baseline and gap analysis

Each of the design choices follows similar processes, with the primary differences being the type of stakeholders involved and their roles. As with all the implementation plans presented in this document, this is a general guide can be customized to meet each country’s individual circumstances.

## Option 1: Implementation option for Banking Access through Branches

Figure A2.6: Implementation option for Banking Access through Branches

	Description	Timeframe	Budget	Resources
<b>1<sup>st</sup> Stakeholders' Meeting</b>	<ul style="list-style-type: none"> <li>Announce Financial Access initiative</li> <li>Introduce new or adapted regulatory framework</li> <li>Agree on quality standards</li> </ul>	Week 1 - 2	TBD	<ul style="list-style-type: none"> <li>Meeting venue</li> <li>Lunch catering</li> <li>Promotional material</li> </ul>
<b>Set up quality standards &amp; open call for proposals</b>	<ul style="list-style-type: none"> <li>SteerCo and CYFI co-design quality standards</li> <li>Set up processes for certifying banking products</li> <li>Set up processes for product development</li> <li>Open call for banks to submit proposals</li> </ul>	Week 3 - 10	TBD	<ul style="list-style-type: none"> <li>Representative from SteerCo</li> <li>CYFI Staff</li> <li>CYFI Consultants</li> </ul>
<b>Evaluate proposals</b>	<ul style="list-style-type: none"> <li>Evaluate within SteerCo the submitted proposals</li> <li>Forward the ones which want to be certified by CYFI</li> <li>Forward the ones which want to develop banking products with CYFI</li> </ul>	Week 11 – 18*	TBD	<ul style="list-style-type: none"> <li>One FTE HR from NC</li> <li>CYFI Staff</li> <li>CYFI Consultants</li> </ul>
<b>Announce results to stakeholders</b>	<ul style="list-style-type: none"> <li>Announce to banks the results of evaluation</li> <li>Open call to roll out successful banks</li> </ul>	Week 18 – 19*	TBD	<ul style="list-style-type: none"> <li>Meeting venue</li> <li>Lunch catering</li> <li>Promotional material</li> </ul>
<b>Roll out / Pilot / Evaluation</b>	<ul style="list-style-type: none"> <li>Plan promotional activity at banks to roll out C&amp;Y friendly banking products throughout their branches</li> <li>Accompany with awareness generation</li> <li>Set a future deadline to evaluate performance</li> </ul>	Week 20 – continuous	TBD	<ul style="list-style-type: none"> <li>Dedicated staff from FSPs</li> <li>Representative from SteerCo</li> <li>CYFI Staff</li> </ul>

\* Process may vary depending on whether the banks already have a product and want to certify it or want to develop a product and then have it certified

Objective: All Children and Youth Have a Bank Account  
Component: Child and Youth Access to Formal Banking



## Option 2: Implementation option for Banking Access through Agent

Figure A2.7: Implementation option for - Banking Access through Agent

	Description	Timeframe	Budget	Resources
1st Stakeholders' meeting	<ul style="list-style-type: none"> <li>Discuss feasibility of agent banking with key stakeholders (e.g. financial service providers, ministry of education) and mobilize resources for proposal development</li> </ul>	Month 1	TBD	<ul style="list-style-type: none"> <li>Experts/Consultants</li> </ul>
Development of proposal	<ul style="list-style-type: none"> <li>Develop a proposal of program, identifying operational model, timelines, outreach, and resources required</li> </ul>	Month 2	TBD	<ul style="list-style-type: none"> <li>Experts/Consultants</li> </ul>
2nd Stakeholders' meeting	<ul style="list-style-type: none"> <li>Feedback on proposal</li> </ul>	Month 3	TBD	<ul style="list-style-type: none"> <li>Experts/Consultants</li> </ul>
Development of implementation plan	<ul style="list-style-type: none"> <li>Develop an implementation plan based on proposal and feedback, finalizing timeline and resources required</li> </ul>	Month 3	TBD	<ul style="list-style-type: none"> <li>Experts/Consultants</li> </ul>
Project development & preparation	<ul style="list-style-type: none"> <li>Get infrastructure in place and train agents (e.g. teachers, volunteers)</li> </ul>	Month 4~5	TBD	<ul style="list-style-type: none"> <li>Experts</li> <li>Trainers</li> <li>Agents</li> </ul>
Launch of project		Month 6	TBD	
Half year review	<ul style="list-style-type: none"> <li>Review implementation of program, adjust implementation plan based on learning</li> </ul>	Month 12	TBD	<ul style="list-style-type: none"> <li>Experts</li> <li>Trainers</li> <li>Agents</li> </ul>
Year review	<ul style="list-style-type: none"> <li>Review program and decide next steps regarding a) scalability; b) upcoming year's timeline; c) resources allocation</li> <li>Revise implantation plan and upcoming year actions (if necessary)</li> </ul>	Month 18	TBD	
Ongoing project monitoring and improvement		Month 19 & onwards	TBD	

Objective: All Children and Youth Have a Bank Account  
Component: Child and Youth Access to Formal Banking



## Option 1: Banking Access through Innovations

Figure A2.8: Design choice 3 - Banking access through innovations

### Step by step implementation: Banking Access through Innovations

	Description	Timeframe	Budget	Resources
Stakeholder meeting	<ul style="list-style-type: none"> <li>Invite key stakeholders (e.g. leading financial institutions, telecom operators, technology companies, NGOs, ministry of finance, and/or ministry of education) and get input</li> </ul>	Month 1	TBD	<ul style="list-style-type: none"> <li>Experts/Consultants</li> </ul>
Formation of working group	<ul style="list-style-type: none"> <li>Key stakeholders form a working group, composed of financial institution(s)(product provider), telecom operator(s)/technology company (operation facilitator, where applicable), NGO(s)/educational institution(s) (education provider).</li> <li>Identify roles and responsibilities of various members in the working group. The working group can be led by government</li> </ul>	Month 1	TBD	<ul style="list-style-type: none"> <li>Experts/Consultants</li> </ul>
Development of proposal	<ul style="list-style-type: none"> <li>Working group develops a proposal of potential products, operational models, timelines, outreach</li> </ul>	Month 2	TBD	<ul style="list-style-type: none"> <li>Experts/Consultants</li> </ul>
Working group meeting	<ul style="list-style-type: none"> <li>Working group discuss the proposal. Decide on product to be launched, operational model, general timeline, targeted outreach</li> </ul>	Month 3	TBD	<ul style="list-style-type: none"> <li>Experts/Consultants</li> </ul>
Development of implementation plan	<ul style="list-style-type: none"> <li>Working group develops the implementation plan based on the proposal and all inputs</li> </ul>	Month 3	TBD	<ul style="list-style-type: none"> <li>Experts/Consultants</li> </ul>
Project development & preparation	<ul style="list-style-type: none"> <li>Financial institution(s)(product provider) develops the banking products to be launched, with the supports of telecom operator(s)/technology company (operation facilitator) if needed</li> <li>Getting infrastructure ready for launch</li> </ul>	Month 4~6	TBD	<ul style="list-style-type: none"> <li>Experts</li> <li>Trainers</li> <li>Agents</li> </ul>
Launch of project		Month 7	TBD	<ul style="list-style-type: none"> <li>Agents</li> </ul>
Seasonal review and improvement	<ul style="list-style-type: none"> <li>Working group meet every three months to review implementation</li> <li>Improve product and operations based on user feedback</li> </ul>	Month 8~20	TBD	<ul style="list-style-type: none"> <li>Experts/Consultants</li> </ul>
Year review	<ul style="list-style-type: none"> <li>Review program and decide next steps regarding a) scalability; b) upcoming year's timeline; c) resources allocation</li> <li>Revise implantation plan and upcoming year actions (if necessary)</li> </ul>	Month 21	TBD	<ul style="list-style-type: none"> <li>Experts/Consultants</li> </ul>

Objective: All Children and Youth Have a Bank Account  
Component: Child and Youth Access to Formal Banking



## Step 4: Determining Key Performance Indicators and Processes for Progress Tracking

To measure the progress of your implementation plan, you will need to incorporate Key Performance Indicators (KPIs) and determine the timelines for achieving them.

Along with these KPIs, you are also advised to incorporate performance improvement initiatives and ways in which to update the plan so as to facilitate necessary changes.

Figure A2.9 highlights suggested KPIs, their owners, their relevant timelines and tracking methods.

Figure A2.9: KPIs for banking access initiatives

Tracking sheet for: <b>Banking access</b>				
Actions	Statistic	Owner	Timeline	Status
<b>Critical mass of banks participating</b>	50% of the banks part of the initiative	CB & FSPs	End month 2	TBD
<b>Targeted bank accounts opened</b>	20% of total targeted bank accounts opened	FSPs, CYFI	End of year 1	TBD
<b>Amount of savings accumulated</b>	Number of \$ saved in total	FSPs	End of year 1	TBD
<b>Branches adapted</b>	Number of branches offering C&Y products	FSPs	End month 6	TBD
<b>Agents recruited</b>	Number of agents recruited to outsource delivery	FSPs, Agents, CB	End month 6	TBD

● Not reached  
● Partially reached  
● Reached



## Step 5: Communications Plan

Successful project implementation demands a communications plan to support strategic messaging, keep project momentum high, disseminate and valorize project deliverables, streamline internal and external correspondences and reports to fit with the existing channels, and increase awareness of the project. Project design should contemplate appropriate, personnel, time and budgets to meet communications objectives.

Possible steps to consider in the development of a successful communications plan:

- understanding the objectives of the project;
- understanding the target audiences and how to reach them;
- determining key messages and key materials to be produced;
- deciding on tactics, budgeting and timelines ; and
- establishing an evaluation mechanism to measure success.

Figure A2.10 below, provides some sample communications activities specifying, timelines, budgets and people needed.

Figure A2.10: Communication Plan

Activity	Detail	Responsible	Timeframe	Budget
Periodic Stakeholders' Meeting	A meeting where leading national authority and other local stakeholders are present	Leading national authority	Quarterly	TBD
Periodic Newsletters	A news letter to report on the progress	Leading national authority	Bi-monthly	TBD
Annual Global Money Week national event	A national level multi-stakeholder event to raise awareness and create momentum	Leading national authority, local stakeholders, CYFI	Annually	TBD
Promoting and announcing progress in CYFI Meetings	Share with the Regional or Globe the progress made and celebrate during CYFI Regional meeting or International Summit	All relevant stakeholders	(Bi-)annually	TBD

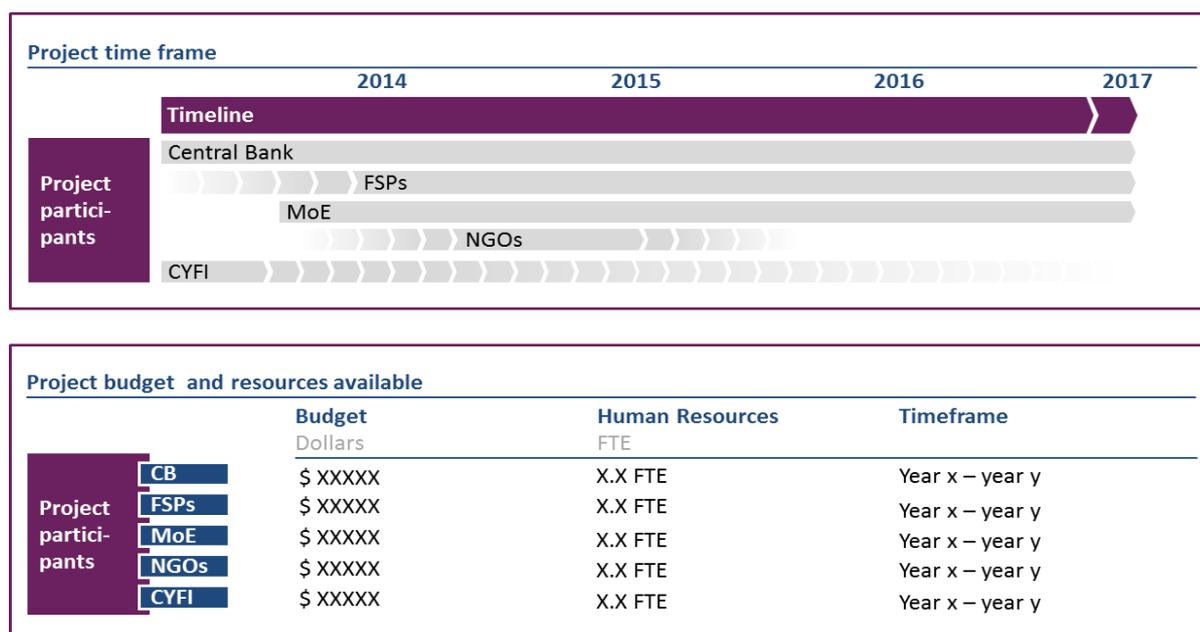


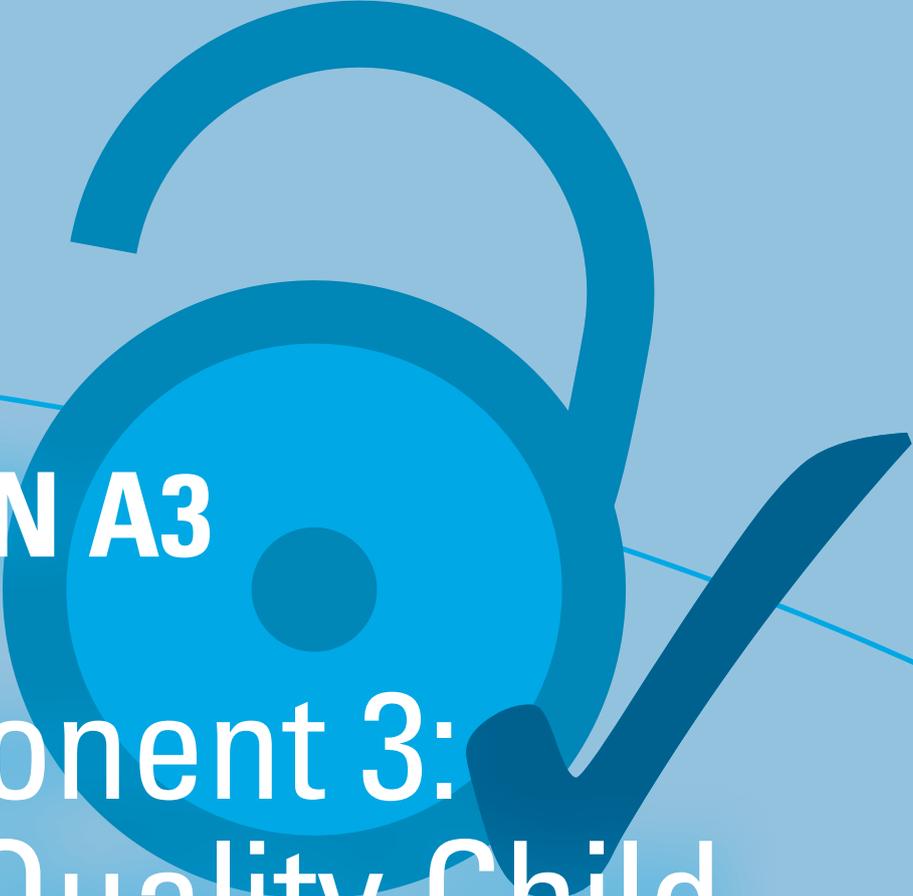
## Step 6: Roadmap and budget

The final step in this process involves designing a step by step process or “roadmap” incorporating budget allocations for the various steps and stakeholders. The roadmap helps manage expectations and optimize resource allocation for each project partner.

Budgetary requirements relate directly to stakeholder roles and responsibilities. Figure A2.11 illustrates how project owners can keep a detailed report of the budget for each component and project deliverables as well as the timelines for the completion of delegated task. These two aspects should be clearly defined at the outset to avoid confusion or redundancies among taskforce members and project stakeholders.

Figure A2.11: Sample timeline respecting roles and budget allocation





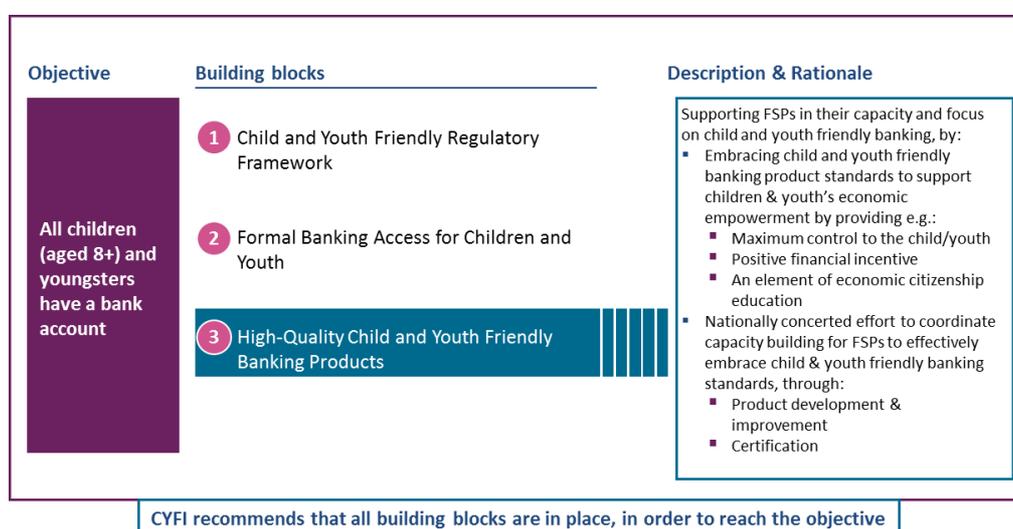
**SECTION A3**

**Component 3:  
High-Quality Child  
& Youth Friendly  
Banking Products**



# Component 3: High-Quality Child & Youth Friendly Banking Products

Figure A3.1: Component 3 High-Quality Child & Youth Friendly Banking Products



A key component of increasing child and youth Economic Citizenship is to ensure they are directly engaged in the financial sector in a manner that best addresses their needs. Financial Service Providers (FSPs) therefore have the responsibility to provide safe, secure, and responsible financial products and services that support young people in saving safely. These financial products are referred to as “Child and Youth Friendly Products.” The characteristics of these products were created by CYFI’s Regulatory Working Group, which is comprised of financial regulators, financial services providers, and academics from around the world. More information on these can be found in the “Child and Youth Friendly Banking Product Certificate Guidebook<sup>3</sup>.”

<sup>3</sup> <http://childfinanceinternational.org/library/cyfi-publications/Child-and-Youth-Friendly-Banking-Product-Certificate-CYFI.pdf>

In this section, we will guide you through creating an implementation plan for delivering high quality Child and Youth Friendly banking products using the 6-step approach outlines in Phase C of the NIP framework (presented in Chapter 2).

## Child and Youth Friendly Banking Product Characteristics:

1. Availability and accessibility for children and youth
2. Maximum control to children and youth
3. Positive financial incentive for children and youth
4. Reaching unbanked children and youth,
5. Utilizing child and youth friendly communications strategies,
6. A financial education component<sup>1</sup>,
7. Monitoring child and youth satisfaction
8. Internal controls

## Step 1: Stakeholders' Engagement Strategy & Governance

Ensuring that children and youth have the opportunity to benefit from an inclusive financial sector requires collaborative interventions by a range of stakeholders. It is important to identify the diverse stakeholders to involve – either in the national committee or in dedicated taskforces. The roles of the various organizations and their levels of involvement are also important and must be included in the strategy.

Depending on the initiative, numerous stakeholders may take leading roles in the implementation process.

Policymakers and regulators – including the Ministry of Finance, Ministry of Education, and Central Bank – will, by necessity, lead national level strategies, while industry-level players (i.e., microfinance organizations and banking (training) associations) will play supporting roles.

Figure A3.2 provides an example of stakeholder engagement and potential roles, responsibilities, and time commitments. Clearly detailing stakeholder participation and responsibility for project tasks is critical for project success.

Figure A3.2: Mapping of Stakeholders

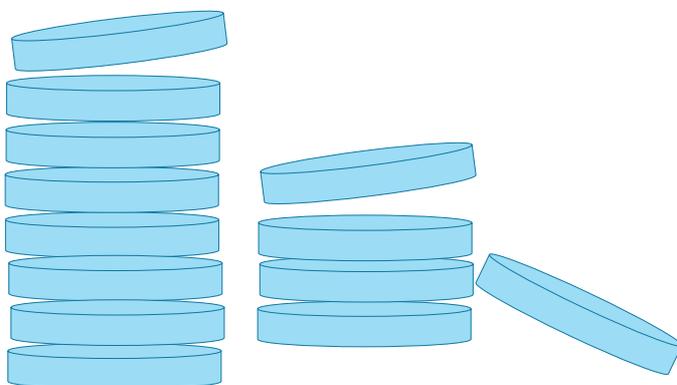
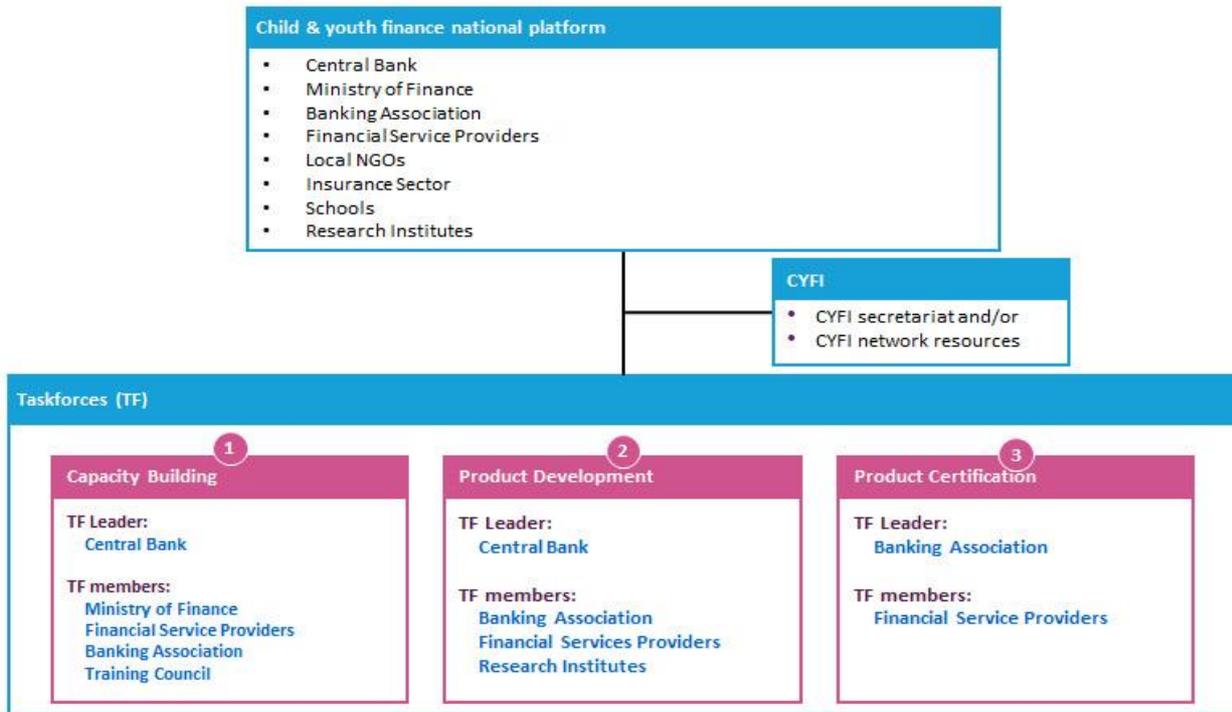
Stakeholder	In national platform?	In task-force?	Key responsibility	Time commitment	
National authorities	Central Bank (CB)	✓	✓	Leading coordination body	TBD
	Ministry of Education (MoE)	✗	✗	N/A	
	Ministry of Finance (MoF)	✓	✓	Leading implementation body	TBD
Financial service providers	Insurance sector organization	✓	✓	Support body	TBD
	Banking association / foundation	✓	✓	Support body	TBD
	Stock exchange	✗	✗	N/A	TBD
	Banks	✓	✓	Implementers	TBD
Civil society	Local NGOs	✓	✓	Supporters	TBD
	Child rights organizations	✓	✓	Support body	TBD
	CYFI & partners	✓	✓	Facilitators	TBD
Schools	Schools	✓	✗	Implementers	TBD
	Children & Youth	✗	✓	Beneficiaries	TBD
	Research institutes	✓	✓	Market research	TBD

Objective: All Children and Youth Have a Bank Account  
Component: High-Quality Child & Youth Friendly Banking Products



National authorities must make decisions regarding the distribution of responsibilities and stakeholder participation in key tasks. The following graphic is an exemplar for three taskforces: Capacity Building, Product Development, and Product Certification.

Figure A3.3: Governance and taskforces



Objective: All Children and Youth Have a Bank Account  
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## Step 2: Baseline & Gap Analysis

Children’s rights and the child and youth friendliness of banking products, being generally new policy areas, are not often the subject of research. When performing research in these fields, developing a strong baseline and gap analysis is essential. Conducting a baseline study will provide an objective assessment of the current conditions for child friendly products in the country; identify opportunities to improve, and provide a reference against which planned initiatives can be measured, designed and implemented in the broader frame of a financial inclusion

strategy for children and youth. To assist in this process, CYFI has developed a Child and Youth Friendly Banking Survey which project owners can use to ascertain which FSPs are currently providing such products, as well as the characteristics and quality of these products.

Figure A3.4 illustrates how to identify banking system segments in need of change and how to clearly present child and youth friendly financial products data.

Figure A3.4: Baseline and Gap analysis for component “High-quality child safe banking products”

Building block	Demographics	2005	2010	2013	Target / Potential <sup>1</sup>	Gap	x1,000 % of total
		Age 6-14	0	300	600	3,000	2,400
Age 15-18	800	1,600	2,400	5,600	3,200		
Age 19-24	800	1,600	2,400	5,600	3,200		
Products Developed	Child savings account	0	0	10	50		
Certificates issued	Youth current account	0	0	10	50		
Total number of Child & Youth Friendly Financial Products	Student loan Youth loan	n/a	n/a	20	100		
	Youth loan + insurance						

Objective: All Children and Youth Have a Bank Account  
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### Step 3: Implementation Options

Having conducted a baseline analysis, you are now at a stage where you can begin creating the implementation plan. There are three options for developing and institutionalizing high-quality Child and Youth Friendly banking products:

- Option 1, “capacity building” which aims to strengthen the foundations on which the national strategy rest.
- Option 2, “product development and improvement” establishes the child and youth friendly financial product standards and operational models.
- Option 3, “product certification” provides a quality and ethics references for third parties (e.g. consumers, consumer protection groups, investors, etc.)

Figure A3.5 illustrates implementation options for “high-quality child-safe banking products” and the benefits and drawbacks to each component. The Figure also delineates potential child and youth targets versus actuals, allowing implementers track performance against indicators.

Figure A3.5: Implementation options for component “High-quality child-safe banking products”

Implementation options	Capacity Building	Product Development & Improvement	Product Certification
<b>Considerations &amp; requirements</b>	<ul style="list-style-type: none"> <li>▪ Putting children’s rights and Child &amp; Youth friendly banking standards on national financial sector agenda</li> <li>▪ Starting multi-stakeholder dialogue on cross-cutting theme</li> <li>▪ Multi-stakeholder planning team to build FSPs’ technical and tactical capacity through seminars, workshops and staff training</li> <li>▪ Allocation of funds from National Platform and FSPs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Market research and gap analysis</li> <li>▪ Multi-stakeholder coordination team to arrange decentralized workshops by sole training departments</li> <li>▪ Use of case studies and good practices from the CYFI network</li> <li>▪ Allocation of funds from National Platform and FSPs to deliver training</li> </ul>	<ul style="list-style-type: none"> <li>▪ First-ever global standard for safe and reliable child and youth banking products</li> <li>▪ FSP can apply for the certificate if licensed by the local central bank to take deposits, or having licenses for its Child and Youth friendly products</li> <li>▪ Partnership with CYFI required for CYFI certification of product(s)</li> </ul>
<b>Benefits &amp; Drawbacks</b>	<ul style="list-style-type: none"> <li>+ Strengthen FSPs’ capacities to design and implement effective Child and Youth friendly policies</li> <li>+ Considerable flexibility in adapting the delivery of the training to evolving needs</li> <li>- Efficient use of training facilities requires substantial lead time in planning</li> </ul>	<ul style="list-style-type: none"> <li>+ Strengthen the foundation Child and Youth friendly products</li> <li>+ Aimed generally at meeting the needs of a broad range of FSPs rather than any individual FSP.</li> <li>- Allocation of funds to conduct market research and trainings</li> </ul>	<ul style="list-style-type: none"> <li>+ A mark of good practice for the provision of safe and reliable banking products for children and youth</li> <li>+ Proof of the FSP’s commitment to Corporate Social Responsibility</li> <li>- Certificate currently still in early stage</li> </ul>
<b>Potential C&amp;Y reached<sup>1</sup></b>	<b>100% of FSPs</b>	<b>5,000,000</b>	<b>5,000,000</b>
<b>Target C&amp;Y reached</b>	<b>50% of FSPs</b>	<b>2,500,000</b>	<b>1,000,000</b>

<sup>1</sup> Determined from baseline

Objective: All Children and Youth Have a Bank Account  
 Component: High-Quality Child & Youth Friendly Banking Products



## Option 1: Implementation Plan for “Capacity Building”

The first option seeks to meet the capacity-building needs through an integrated program comprising:

- a mapping of stakeholders;
- the assessment of the current national financial landscape for children and youth;
- the provision of training for stakeholders, including national authorities, FSPs and youth organizations; and
- technical assistance linked to the establishment of a Capacity Building Council.

To achieve this capacity building, the Figure A3.6 provides sample steps to be carried out: the four-step process spans roughly four weeks per task. Plans and tasks will vary per country.

Figure A3.6: Implementation plan for Capacity Building

	Description	Timeframe	Budget	Resources
1. Stakeholders meeting	<ul style="list-style-type: none"> <li>• Multi-stakeholder committee meeting:               <ul style="list-style-type: none"> <li>— Align the objectives of the capacity building strategy with the stakeholders expectations</li> <li>— Adequate oversight, feedback, and administrative mechanisms in place to ensure stakeholders satisfaction during capacity building</li> </ul> </li> </ul>	1-4 weeks	TBD	<ul style="list-style-type: none"> <li>• Central Bank/ Ministry of Finance</li> <li>• Banking Association</li> <li>• CYFI</li> </ul>
2. Diagnosis	<ul style="list-style-type: none"> <li>• Diagnosis/Fact findings:               <ul style="list-style-type: none"> <li>— Determine current status and needs for the sector.</li> <li>— Explore ideals of what the capacity building might be, and agree on what should be</li> <li>— Monitor different training and capacity building opportunities and whether any particular group is being excluded</li> </ul> </li> </ul>	4-5 weeks	TBD	<ul style="list-style-type: none"> <li>• Central Bank/ Ministry of Finance</li> <li>• Banking Association</li> <li>• CYFI</li> <li>• Market research</li> </ul>
3. Planning strategy	<ul style="list-style-type: none"> <li>• Planning strategy:               <ul style="list-style-type: none"> <li>— Set up the capacity building council</li> <li>— Organize information meeting trainings including FSPs</li> <li>— Provide technical support in order to assist stakeholders</li> </ul> </li> </ul>	8 -12 weeks	TBD	<ul style="list-style-type: none"> <li>• Central Bank/ Ministry of Finance</li> <li>• Banking Association</li> <li>• CYFI</li> <li>• Training Councils</li> </ul>
4. Evaluation	<ul style="list-style-type: none"> <li>• Evaluation phase:               <ul style="list-style-type: none"> <li>— Reassess the current status and needs for the sector</li> <li>— Evaluate impact after initial round of trainings and workshop</li> <li>— Share results and implement recommendations</li> </ul> </li> </ul>	12 weeks	TBD	<ul style="list-style-type: none"> <li>• Central Bank/ Ministry of Finance</li> <li>• Banking Association</li> <li>• CYFI</li> <li>• Training Councils</li> <li>• FSPs</li> </ul>



Objective: All Children and Youth Have a Bank Account  
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## Option 2: Implementation Plan for “Product Development & Improvement”

Option 2, product development and improvement, is hampered by the fact that child and youth friendly financial services are often neither specifically designed for young people nor offered through delivery channels accessible or convenient for them. This option seeks to spur policy makers towards stimulating and supporting the financial sector in designing appropriate financial products consistent with Child & Youth Friendly Banking Principles. CYFI has elaborated four specific tasks which can help in policy makers to stimulate and support the financial services sector with their youth finance initiatives.

The four tasks are detailed below reflecting relative timeframes, budgets and resources.

Figure A3.7: Implementation plan for Product Development & Improvement

	Description	Timeframe	Budget	Resources
1. Market Research	<ul style="list-style-type: none"> <li>— Gap analysis, segmentation of the child and youth market and identification of specific needs.</li> <li>— Assessment of existent products offered to children and youth.</li> <li>— Identify challenges and opportunities for develop or improvement of existing Child &amp; Youth Friendly Financial Products</li> </ul>	Week 1-12	TBD	<ul style="list-style-type: none"> <li>▪ Central Bank / MoF</li> <li>▪ Banking Association</li> <li>▪ Research Institute</li> <li>▪ FSPs</li> <li>▪ CYFI</li> </ul>
2. Product Design	<ul style="list-style-type: none"> <li>▪ Product Design &amp; Implementation process:               <ul style="list-style-type: none"> <li>— Comprehensive analyses of the FSP industry and internal capabilities, followed by customer demand research.</li> <li>— Use of Product Development Standards to design and offer Child &amp; Youth Friendly Financial Products.</li> </ul> </li> </ul>	Week 12-20	TBD	<ul style="list-style-type: none"> <li>▪ Central Bank</li> <li>▪ Banking Association</li> <li>▪ CYFI</li> <li>▪ Youth Service Organization</li> <li>▪ FSPs</li> </ul>
3. Pilot Test	<ul style="list-style-type: none"> <li>▪ Pilot Test:               <ul style="list-style-type: none"> <li>— <u>Staff and structure</u>: training of existing staff to promote and manage the new accounts.</li> <li>— Marketing strategy targets youth</li> <li>— Integration of non-financial services.</li> <li>— Analyze results of Pilot Test</li> </ul> </li> </ul>	Week 20-28	TBD	<ul style="list-style-type: none"> <li>▪ Central Bank</li> <li>▪ Banking Association</li> <li>▪ CYFI</li> <li>▪ Youth Service Organization</li> <li>▪ FSPs</li> </ul>
4. Launch & Evaluate	<ul style="list-style-type: none"> <li>▪ Launch of products and evaluation of results:               <ul style="list-style-type: none"> <li>— After completing the pilot test.</li> </ul> </li> </ul>	Week 28 -	TBD	<ul style="list-style-type: none"> <li>▪ Central Bank</li> <li>▪ Banking Association</li> <li>▪ FSPs</li> </ul>

Objective: All Children and Youth Have a Bank Account  
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### Option 3: Implementation Plan for “Product Certification”

The Product Certification option regards the steps to develop product certification of youth friendly financial products. The benefit of product certification is that it sets national standards for child-friendly banking products to meet and provides an independent arbiter of quality and relevance for the financial products developed. The following steps, timeframes, budget and resources needed to develop child friendly product certification are as follows:

Figure A3.8: Implementation Plan for “Product Certification”

	Description	Timeframe	Budget	Resources
<b>1. Set priorities</b>	- National Platform sets multi-year child and youth friendly banking standards and local strategic goals /- National Platform sets multi-year strategic goals for products certified	Week 1-4	TBD	<ul style="list-style-type: none"> <li>National Platform</li> <li>CYFI</li> </ul>
<b>2. Determine structure</b>	- TF discusses and decides operational model for national implementation of child and youth friendly banking product standards: Co-certification with CYFI, by CYFI only, or other (national) entity (e.g. bank training institute, NGO) -inclusion in legal framework (coordinate with regulation section) Other model -Agreement processes and protocols, budget and staffing, and evaluation cycle -Training designated process owners	Central Bank/ Ministry of Finance	TBD	<ul style="list-style-type: none"> <li>Certification TF</li> <li>CYFI</li> </ul>
<b>3. Create Awareness</b>	-Start awareness raising campaign with National Platform and TF members, and related networks Link to media and outreach campaigns (e.g. Global Money Week) -Actively acquire certification applications	Central Bank/ CYFI/ Banking Association	TBD	<ul style="list-style-type: none"> <li>National Platform</li> <li>Certification % GMW TF</li> <li>CYFI</li> </ul>
<b>4. Certify</b>	- Start certification process -Celebrate certificates at national stakeholders events, CYFI regional meetings, CYFI Summits, and Global Money Week	Central Bank/ CYFI/ Banking Association	TBD	<ul style="list-style-type: none"> <li>Tasked Certification body</li> <li>Certification TF</li> <li>National Platform</li> <li>CYFI</li> </ul>
<b>5. Evaluate and expand</b>	-Annual review of certificate processes and protocols, budget -Periodic review of standards framework and discussion of potential expansion to national standards for wider financial services (e.g. investment, pensions)	Central Bank/ CYFI/ Banking Association	TBD	<ul style="list-style-type: none"> <li>National platform</li> <li>Certification TF</li> <li>CYFI</li> </ul>

Objective: All Children and Youth Have a Bank Account  
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## Step 4: Determining KPIs and Processes for Progress Tracking

To measure the progress of your implementation plan, you will need to incorporate Key Performance Indicators (KPIs) and determine the timelines for achieving them.

Along with these KPIs, you are also advised to incorporate performance improvement initiatives and ways in which to update the plan so as to facilitate necessary changes.

Figure A3.8 highlights suggested KPIs, their owners, their relevant timelines and tracking methods.

Figure A3.9: KPIs and Progress Tracking

● Not reached  
● Partially reached  
● Reached

**Tracking sheet for: High-Quality Child & Youth Friendly Financial Products**

Actions	Owner	Timeline	Status	On track?
Stakeholders Meeting	Central Bank Ministry of Finance	TBD	Not reached	<span style="color: red;">●</span> <span style="color: grey;">●</span> <span style="color: grey;">●</span>
Capacity Building Workshop	Central Bank Banking Association	TBD	Not reached	<span style="color: red;">●</span> <span style="color: grey;">●</span> <span style="color: grey;">●</span>
Product Development Standard	Central Bank	TBD	Not reached	<span style="color: red;">●</span> <span style="color: grey;">●</span> <span style="color: grey;">●</span>
Co-Certification	Banking Association	TBD	Not reached	<span style="color: red;">●</span> <span style="color: grey;">●</span> <span style="color: grey;">●</span>
Program Assessment	Central Bank	TBD	Not reached	<span style="color: red;">●</span> <span style="color: grey;">●</span> <span style="color: grey;">●</span>

Objective: All Children and Youth Have a Bank Account  
 Component: High-Quality Child & Youth Friendly Banking Products



## Step 5: Communication Plan

Media presence helps to increase awareness and disseminate relevant information on key issues to the project (e.g. a child friendly regulatory and financial ecosystem and diverse child friendly products). A communication plan is also a great tool to engage new potential stakeholders and increase momentum.

A communications plan's internal KPI's will help to determine which initiatives increase awareness on activities related to the project and which are lagging. The plan is also important to determine which organizations

from within the National Platform are most suitable to undertake specific communication activities.

A solid communication plan will allow a constant flow of information from the National Platform to the stakeholders, the population and the CYFI network.

A sample communication plan incorporating detailed activities, organizations responsible, timeframes and budgets is provided below:

Figure A3.10 – Communication Plan

Activity	Detail	Responsible	Timeframe	Budget
Periodic Stakeholders' Meeting	A meeting where leading national authority and other local stakeholders are present	Leading national authority	Quarterly	TBD
Periodic Newsletters	A news letter to report on the progress	Leading national authority	Bi-monthly	TBD
Annual Global Money Week national event	A national level multi-stakeholder event to raise awareness and create momentum	Leading national authority, local stakeholders, CYFI	Annually	TBD
Promoting and announcing progress in CYFI Meetings	Share with the Regional or Globe the progress made and celebrate during CYFI Regional meeting or International Summit	All relevant stakeholders	(Bi-)annually	TBD

Objective: All Children and Youth Have a Bank Account  
Component: High-Quality Child & Youth Friendly Banking Products

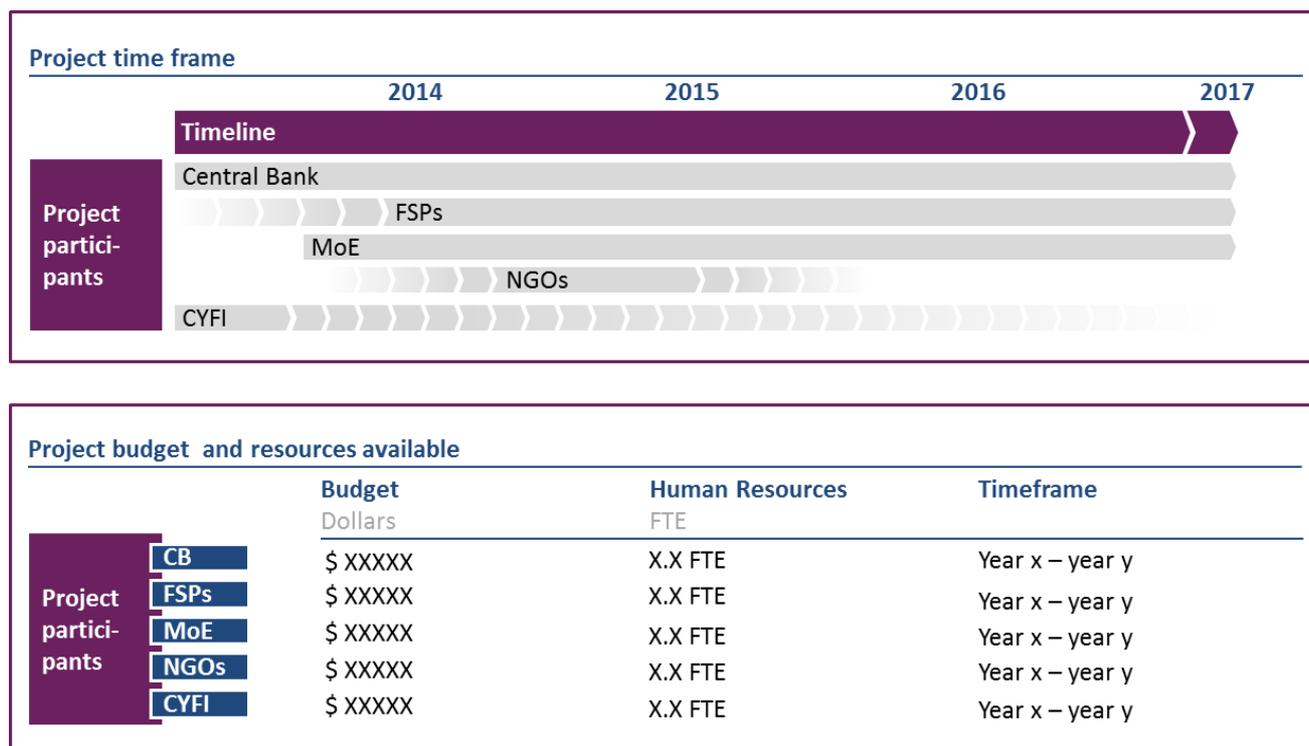


## Step 6: Roadmap and budget

The final step in this process involves designing a step by step process or “roadmap” incorporating budget allocations for the various steps and stakeholders. The roadmap helps manage expectations and optimize resource allocation for each project partner.

Budgetary requirements relate directly to stakeholder roles and responsibilities. Figure A2.11 illustrates how project owners can keep a detailed report of the budget for each component and project deliverables as well as the timelines for the completion of delegated task. These two aspects should be clearly defined at the outset to avoid confusion or redundancies among taskforce members and project stakeholders.

Figure A3.11: Sample time line of involvement and budget allocation



Objective: All Children and Youth Have a Bank Account  
Component: High-Quality Child & Youth Friendly Banking Products



## CASE STUDY: Schoolbank, Mongolia

As part of CYFI's SchoolBank initiative, XacBank launched a mobile banking pilot in two high schools in Ulaanbaatar in May 2013. The pilot provides students with bank accounts managed at access points located in the school cafeteria, through the XacBank AMAR mobile banking platform. Students can make payments with a mobile banking app. In addition, students can deposit money and withdraw money from their bank account with the help of staff at the school cafeteria. They can manage their accounts at over 370 cash agents nationwide.

This project is combined with the Aspire Program, a financial education program of XacBank. The pilot aims to familiarize young clients with modern banking technologies as well as equip them with the knowledge and skills to manage their financial resources.

XacBank is a leading, award-winning retail bank that operates in all Mongolian provinces. It has over 400,000 customers, with a focus on micro-entrepreneurs and small and medium-sized businesses. XacBank has been offering savings products since 2001 with a special commitment to youth. Market research in Mongolia found that longer-term savings products did not appeal to adolescents; instead, girls wanted an account that they themselves could control, rather than their parents.

**Youth Program Description:** XacBank's approach to program and product design involved comprehensive analyses of the industry, competition and internal capabilities, followed by customer demand research in the form of extensive focus groups and in-depth interviews. Then, the bank created and tested prototypes related to the financial products, financial education, and marketing. After revision, the finalized prototypes were piloted, evaluated, modified, and rolled out as comprehensive youth savings programs.

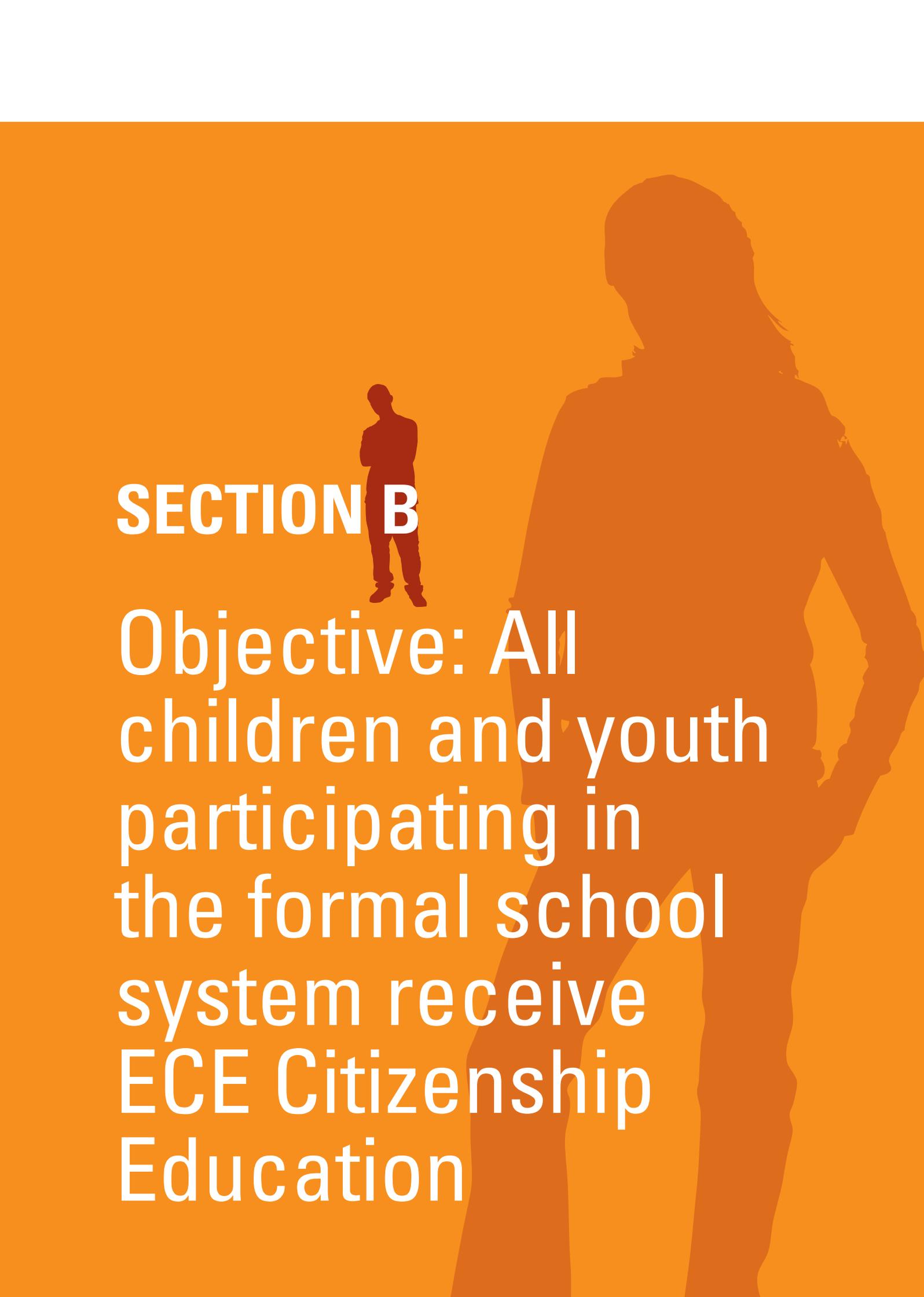
In response to market research, XacBank designed "Temuulel" (which means "Aspire" in Mongolian) for girls aged 14-17. XacBank offers Temuulel demand and Temuulel time-deposit products, since XacBank's research

showed that girls wanted to be able to save both for the long and short terms. Temuulel was originally offered only to girls aged 14-17, but XacBank later made the business decision to expand the offer to boys, as well as to youth up to age 24.

XacBank also partners with the NGO Equal Steps Centre to deliver financial education to vulnerable, at-risk and out-of-school youth. In Mongolia, an NGO specializing in educational programs was contracted, through an additional subsidy secured by XacBank, to manage the financial education program in the capital. This arrangement, as well as the level of organization at the partner schools, has helped contribute to the sustainability of the formal, eight-session financial education curriculum in urban Mongolia.

**Lessons Learned and recommendations from the pilot and roll-out of Temuulel, XacBank:**

- Invest in in-depth research, monitoring, and evaluation throughout the pilot and rollout.
- Promote youth ownership and control of accounts even if parents legally own them, and differentiate the product from parent-controlled savings accounts.
- Integrate youth savings into the financial institution's regular operations and staff training procedures to further promote long-term sustainability.
- Encourage ongoing account activity so that youth develop savings habits and build assets. Encourage this behavior through ongoing marketing, incentive schemes, financial education, and increased access to bank branches.
- Develop youth-friendly marketing materials making savings products attractive to the target market.
- Deliver financial education content through a variety of integrated channels to promote long-term behavioral change, and ensure overall cost-effectiveness and sustainability.
- Consider "refer-a-friend" marketing promotions to take advantage of the power of word-of-mouth marketing and spillover effects in the community.
- Consider working with regulators or government officials to integrate financial education into school curricula.

The background is a solid orange color. In the center, there is a small silhouette of a man standing with his arms crossed. To the right, there is a larger silhouette of a woman standing with her hands on her hips. The text is overlaid on the left side of the image.

## SECTION B

Objective: All children and youth participating in the formal school system receive ECE Citizenship Education

# Objective B: All Children and Youth Participating in the Formal School System Receive ECE



Economic Citizenship Education (ECE) encompasses financial education, social education and livelihoods education. Together with financial inclusion, it is one of the two pillars leading to Economic Citizenship.

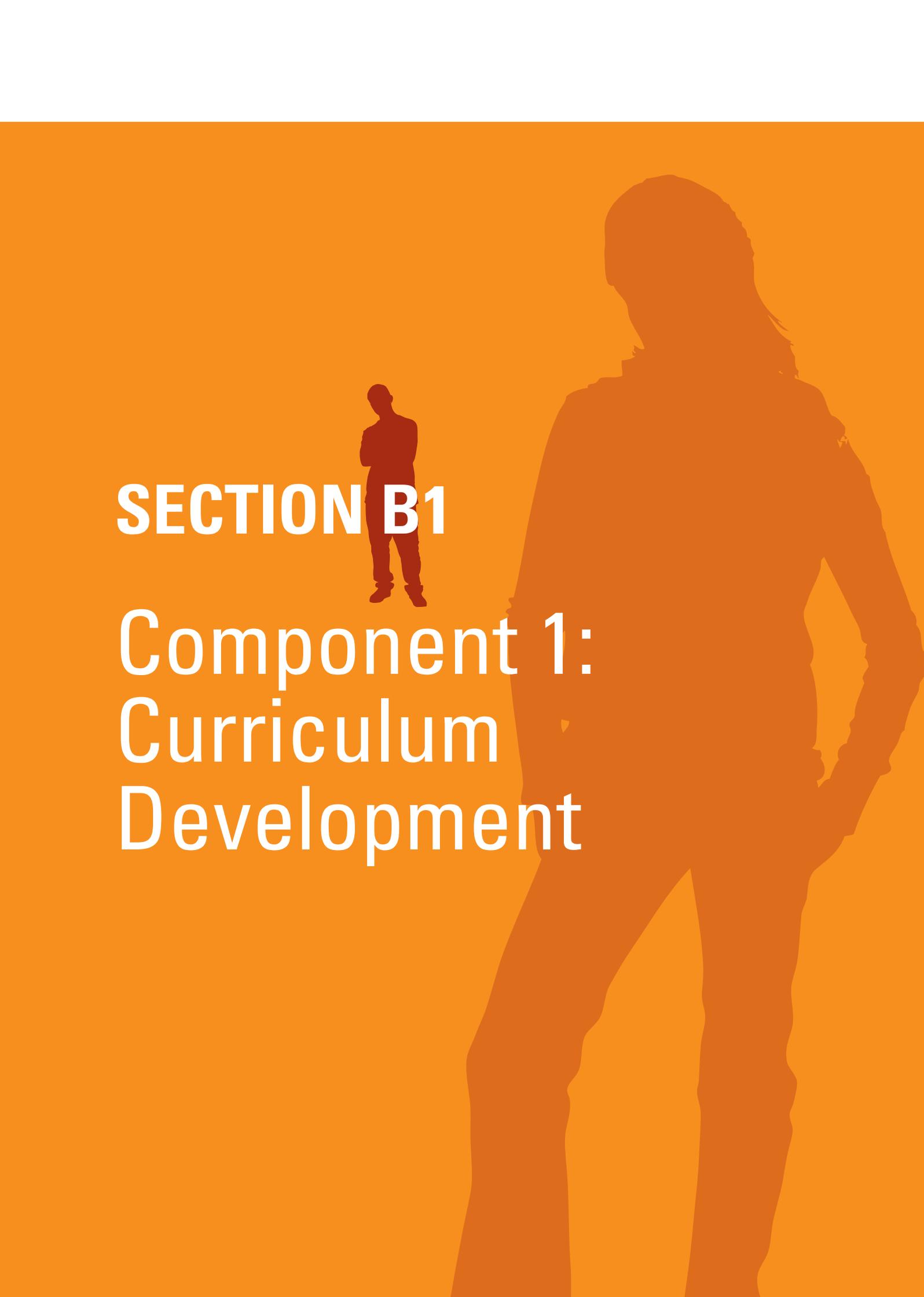
To achieve full Economic Citizenship for all youngsters, Economic Citizenship Education should be introduced into the national curriculum and subsumed within the formal school system. This is a specific measure to provide national ECE coverage. The formal school system ensures broad outreach to young people and their communities and since the government manages the formal school system, it demonstrates the government's commitment to improving Economic Citizenship Education for everyone. However, CYFI also strongly supports alternative (non-formal educational) pathways to implementing ECE through civil society, academic agencies and community peer learning models; ensuring that multiple approaches are available to reach as many children and youth as possible.

There are two components related to this objective. They are detailed in the Figure below along with their relevant descriptions and rationales.

Component one is **"Curriculum Development"**. In this general component, a national curriculum is developed, or existing curricula are amended, to include the integral ECE components.

Component two is **"Delivery of ECE to all children and youth"**. With respect to ECE delivery, implementation guidelines are outlined to ensure that ECE is offered through the national (formal education) system.

Each component is explored in greater detail in the following sections using the 6-step approach introduced in Phase C in Chapter 2.

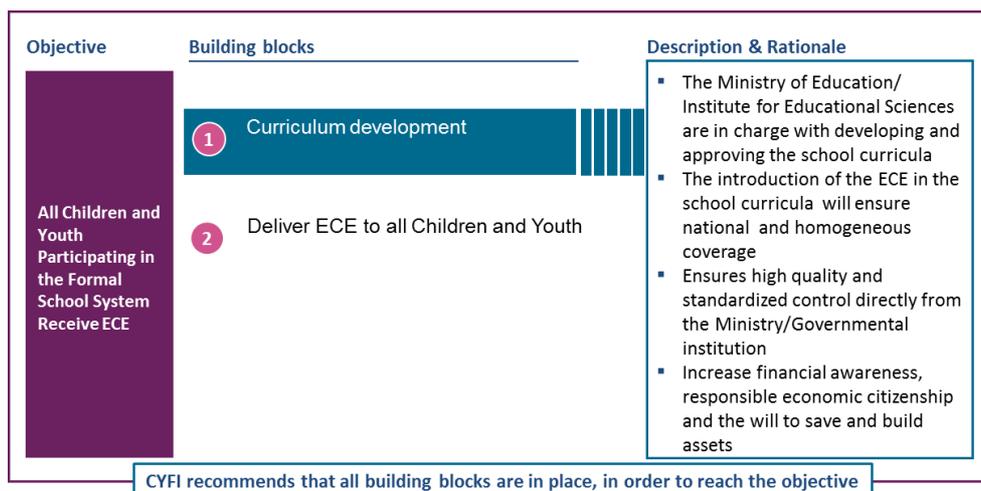
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# SECTION B1

## Component 1: Curriculum Development

# Component 1: Curriculum Development

Figure B1.1: Component 1 Curriculum Development



This component focuses on the design of an ECE curriculum for delivery through the formal education system. This curriculum in question can be either newly created or part of an existing curricula modified to include core ECE modules (learning outcomes).

A main component of ECE curriculum development is the Education Learning Framework (ELF) for national ECE curriculum purposes. The ELF for ECE was developed by the CYFI Education Working Group, a network of international experts representing NGOs, multilaterals, and youth serving organizations (e.g. OECD, UNESCO, UNICEF, Aflatoun, the Aga Khan Foundation, ChildFund International, Children International, Junior Achievement, International Youth Foundation, Making Cent International, Plan International, Save the Children and World Vision).

The Framework provides a description of the essential attitudes, skills and behaviors, at multiple levels of complexity relating to the development of children and youth, and based on the three core educational ECE modules: Financial, Social/Lifeskills and Livelihoods Education. The main purpose of the ELF is to be used as the foundation for the development of curricula at the national level, either by education authorities or youth serving organizations offering educational programming. To map the current global ECE coverage, CYFI created the Curriculum Assessment Tool, which determines the extent to which CYFI partners' curricula and educational programs cover the CYFI ELF, and once the assessment is complete, make recommendations about how to more fully fill in the curricula and supporting pedagogical materials. These tools can be made available by the CYFI Secretariat and feature prominently in the following 6-Step approach.

## Step 1: Stakeholders' Engagement Strategy & Governance

The first step in the process of creating an implementation plan for Curriculum Development is to ensure full stakeholder engagement and commitment with clear roles and responsibilities. One or more activities may require the establishment of a taskforce or a number of taskforces to design or monitor the various policy areas in play.

Whether or not to establish taskforces is to be determined by the relevant national authority tasked with regulatory implementation responsibilities (e.g. central bank, government officials, finance ministers, ministers of education). These bodies are the primary contact points for the implementation of regulatory changes and subsequent monitoring.

To support the process of stakeholder mapping, the following tools can provide guidance. Figure B1.2 provides an example of stakeholder engagement. It is essential that stakeholder roles and responsibilities are clearly delineated.

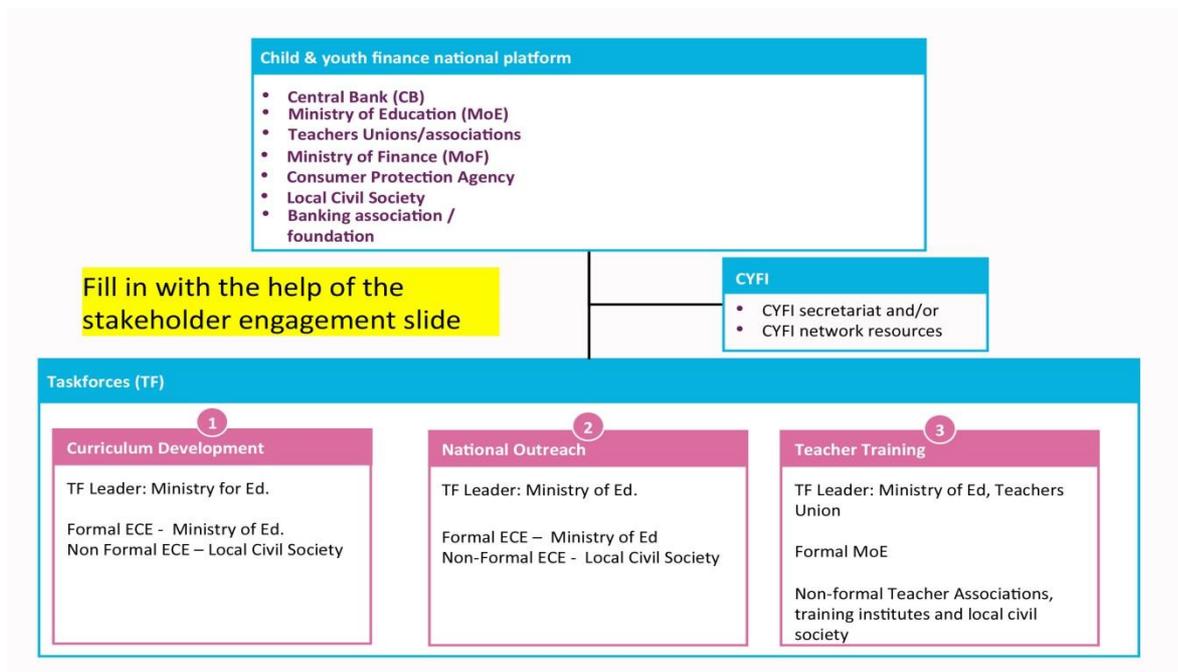
Figure B1.2 - Mapping of Stakeholders

Stakeholder	In national platform?	In task-force?	Key responsibility	Time commitment	
National authorities	• Central Bank (CB)	✓	✗	• Lead national taskforce	• X FTE
	• Ministry of Education (MoE)	✓	✓	• Develop and approve the changes to the curriculum	• ...
	• Ministry of Finance (MoF)	✓	✗	• ...	• ...
Financial service providers	• Insurance sector organization	✓	✗	• ...	• ...
	• Banking association / foundation	✓	✓	• Input on development of material, financial support	• X FTE
	• Stock exchange	✗	✗	• ...	• ...
	• Banks	✓	✓	• Input on development of material	• X FTE
Civil society	• Local NGOs	✓	✓	• Support in the creation of the materials	• ....
	• Child rights organizations	✓	✓	• ....	• ....
	• CYFI & partners	✓	✗	• Facilitator	• X FTE
Schools	• Schools	✗	✓	• Implementers	• X FTE
	• Children & Youth	✗	✓	• Beneficiaries / promoters	• ...
	• Research institutes	✓	✓	• Impact assessment + research on the programs and contextualization of the books	• X FTE

Below is a suggested governance structure for stakeholders' engagement strategy and governance initiatives. Various taskforces can be set up to be responsible for specialized sub-activities.

For formal ECE curriculum development, executive power is typically in the hands of the Ministry of Education. Additionally, consumer protection agencies, local civil society organizations, and the teacher union or associations may participate to provide curriculum developed feedback. CYFI contribute by assessing proposed curricula against the Learning Framework and then linking the government to CYFI Network organizations or resources best fitting their requirements and objectives.

Figure A1.3: Governance and taskforces



Objective: All children and youth participating in the formal school system receive ECE Citizenship Education  
 Component: Curriculum Development



## Step 2: Baseline & Gap Analysis

The purpose of baseline & gap analysis is to determine the current disposition of curriculum design nationally and to gather all the data enabling national authorities to make informed decisions. The baseline focuses on the current ECE curricula (where applicable), which exist in a specific country. The baseline gap analysis contains a quantitative and qualitative view of the national curricula and educational programs and is used to choose the most viable option(s) for curriculum creation or adaptation. To achieve this, the following questions should be considered:

- Does the national curriculum contain elements of financial, social and livelihoods education? If so, what are the missing components that, if included, would ensure a comprehensive ECE curriculum?
- What educational/pedagogical materials are available to complement the existing national curriculum for a more complete coverage of the ECE framework?
- When did the last national curriculum revision process take place?
- How many resources are available for the curriculum revision in terms of budget and time allocation?

A study of these key questions will help determine the existence of current curricula and the levels to which they meet the ECE Education Learning Framework (ELF). Answers to these questions will help you determine which gaps to address and key actions to take to address them.

The baseline gap analysis also provides a clear overview of demographics, contextual, and structural issues relating to the delivery of ECE. The results of the analysis provide insight into areas to focus government attention and the degree of potential outreach.

To design a context-based approach, the following questions should be answered respecting the stages of development and the needs of the diverse target groups:

- How many children and youth
  - Aged 8 – 14?
  - Aged 15 – 18?
  - Aged 19 – 24?
- What is geographical distribution and concentration of the youth populations?
- How many of the youth are enrolled in formal education?

The following graphic links the “Questions” with the “Sample Baseline” section detailing relevant questions and the organization responsible for answering them.

Figure B1.4 – Baseline and Gap Analysis



Objective: All children and youth participating in the formal school system receive ECE Citizenship Education  
Component: Curriculum Development



### Step 3: Implementation options

Having conducted the baseline analysis, an implementation plan can now be created which seeks to build on current efforts and/or fill existing gaps. This step highlights two primary options by which to develop an ECE curriculum. Regardless the implementation option chosen, you are recommended to use the CYFI Education Learning Framework (ELF). This is based on the three core educational ECE modules: Financial, Social/Lifeskills and Livelihoods Education. The main purpose of the ELF is to be used as the foundation for the development of curricula at the national level, either by education authorities or youth serving organizations offering educational programming. Furthermore, CYFI's Curriculum Assessment Tool can be used to determine the extent to which CYFI partners' curricula and educational programs cover the ELF. Once the assessment is complete, it can make recommendations about how to more fully fill in the curricula and supporting pedagogical materials.

Therefore, possible implementation options for ECE Curriculum development include, but are not limited to:

- Building a curriculum from scratch: National education experts must determine how to integrate the core ECE elements in the curriculum and implement quality control and impact assessment systems.
- Adopting a CYFI partner curriculum: National implementers can draw on the CYFI network's existing ECE materials. Curricula differ on content coverage, pedagogic approach, subjects of focus, and duration of implementation. National authorities, in consultation with CYFI and partner organizations, can choose which materials best meet their needs, and adapt them accordingly.

Figure B1.5: Implementation Options

Implementation options	Build curriculum from scratch	Adapt CYFI partner curriculum
Considerations & requirements	<ul style="list-style-type: none"> <li>▪ Curriculum development is a time consuming and delicate process, and has considerable impact on children's life: assessment of the curriculum necessary</li> <li>▪ Clear objectives &amp; expected outcomes must be defined before the starting of the process (target groups, modality, delivery channel, pilot dimension)</li> <li>▪ Education experts must be assembled to determine how to integrate the core ECE elements in the curriculum and ensure a quality</li> </ul>	<ul style="list-style-type: none"> <li>▪ Education authorities can draw on the CYFI network organizations with existing ECE materials.</li> <li>▪ National authorities, in consultation with CYFI and the partner organization, can choose which materials best meet their needs and adapt them accordingly.</li> </ul>
Benefits & Drawbacks	<ul style="list-style-type: none"> <li>+ Curriculum will be tailored specifically to the national context and will ensure appropriate buy-in from local education authorities.</li> <li>+ Harmonious integration of all ECE framework components, suitable to local teachers' abilities</li> <li>- Time-consuming process and risk of 're-inventing the wheel' when quality materials are already available</li> </ul>	<ul style="list-style-type: none"> <li>+ Education materials have already been developed through international education experts.</li> <li>+ Materials have already undergone impact studies or pilot projects to measure effectiveness of implementation and achievement of learning outcomes, making for an easier path to implementation</li> <li>- Materials may need to undergo translation and contextualization to local culture and habits. Materials may also be proprietary and CYFI network partners may not agree with the proposed use of material in national curriculum</li> </ul>
Potential C&Y reached <sup>1</sup>	National Data to be provided	National evaluation needed
Target C&Y reached		

<sup>1</sup> Determined from baseline

Objective: All children and youth participating in the formal school system receive ECE Citizenship Education  
Component: Curriculum Development



## Implementation Plans

Both of the aforementioned options are detailed in suggested implementation plans as shown in the Figure B.16 and B.17. These suggested implementation plans can be modified to meet national needs and unique characteristics.

- Option 1: Building the curriculum from scratch: when there are no clear national educational system regulations or standards, CYFI advises designing and implementing a new national curriculum with ECE elements. Additionally, if research has shown new or improved implementation methodology in the intervening period, it may be advantageous to design a new national curriculum.
- Option 2: Adapt CYFI partner curriculum: Some national platforms are known as best practices in curriculum implementation and development. CYFI shall always utilize best curriculum practices from within the network that could be well adapted to the present circumstances.

The primary difference between the two above options is described in the first step of the implementation process; after which a similar approach can be followed. The key step in building a curriculum from scratch is to adequately assess what external expertise from outside might be needed.

### Option 1: Implementation plan for “Building Curriculum from Scratch”:

Figure B1.6: Implementation plan for Building Curriculum from Scratch

	Description	Timeframe	Budget	Resources
<b>Baseline and Objective Setting</b>	<ul style="list-style-type: none"> <li>Analyze current status of the national framework against ECE framework, determine gaps in current educational content.</li> <li>Decide which ECE content is needed to complement existing curriculum and how this content will be integrated into current course offerings.</li> <li>Establish objectives and expected outcomes from the new education curriculum in the pilot phase</li> <li>Decide on the thematic priorities within the current educational context</li> <li>Decide what expert input is needed and select who will be involved in the taskforce to develop the curriculum.</li> </ul>	3 Months	Low	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>CYFI Secretariat</li> <li>Taskforce on Curriculum Development</li> <li>Youth</li> <li>Private sector representatives</li> </ul>
<b>Creation of Content and assessment tool</b>	<ul style="list-style-type: none"> <li>Consultations with local and international education authorities</li> <li>Development of new educational content with organizations from the working group</li> <li>Development of new learning materials for schools</li> <li>Develop an assessment tool for evaluating the efficacy of the new curriculum material based on the objectives and expected outcomes.</li> </ul>	6-9 Months	Med	<ul style="list-style-type: none"> <li>Ministry of Ed.</li> <li>CYFI Secretariat</li> <li>Taskforce on Curriculum Development</li> <li>Youth</li> </ul>
<b>Review and Distribution</b>	<ul style="list-style-type: none"> <li>Revision of the content and final approval from the Ministry of Education</li> <li>Printing materials and distribution to schools</li> </ul>	3 Months	Med	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>Private sector sponsors</li> </ul>
<b>Monitoring and Evaluation</b>	<ul style="list-style-type: none"> <li>On – going monitoring and evaluation of the project</li> <li>Targeted feedback from teachers and students</li> <li>Assessment of curriculum and determine necessary revisions.</li> <li>Revise Curriculum Accordingly</li> </ul>	24Months	Med/Hig	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>Private sector sponsors</li> <li>Schools/teachers</li> <li>Research institutes</li> </ul>

Objective: All children and youth participating in the formal school system receive ECE Citizenship Education  
Component: Curriculum Development



## Option 2: Implementation plan for “Adopting a CYFI partner curriculum”

Figure B1.7: Implementation plan for Adopting a CYFI partner curriculum

	Description	Timeframe	Budget	Resources
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>Analyze current status of the national framework against ECE framework, determine gaps in current educational content.</li> <li>Decide which ECE content is needed to complement existing curriculum and determine thematic priorities for revision.</li> <li>Establish objectives and expected outcomes from the new curriculum in the pilot phase</li> <li>Examine what CYFI partner material is most appropriate and approach the organization to determine terms of use.</li> <li>Decide what additional expert input is needed and select who will be involved in the taskforce to develop the curriculum.</li> </ul>	3 months	Low	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>CYFI Secretariat and Network Partners</li> <li>Taskforce on Curriculum Development</li> <li>Youth</li> <li>Private sector representatives</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>Consultations with local and international education authorities</li> <li>Development of new educational content with CYFI partner organizations and other members of the curriculum taskforce</li> <li>Development of new learning materials for schools</li> <li>Develop an assessment tool for evaluating the efficacy of the new curriculum material based on the objectives and expected outcomes.</li> </ul>	6-9 months	Med	<ul style="list-style-type: none"> <li>Ministry of Ed.</li> <li>CYFI Secretariat and network partner</li> <li>Taskforce on Curriculum Development</li> <li>Youth</li> <li>Research institutes</li> </ul>
<b>Pilot and revision</b>	<ul style="list-style-type: none"> <li>Revision of the content and final approval from the Ministry of Education</li> <li>Printing materials and distribution</li> </ul>	3 months	Med/High	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>Training institutes</li> <li>Private sector sponsors</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Ongoing monitoring and evaluation of the project</li> <li>Targeted feedback from teachers and students</li> <li>Assessment of curriculum and determine necessary revisions</li> </ul>	3 months	Low/Med	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>Training institutes</li> <li>Private sector sponsors</li> <li>Schools/teachers</li> <li>Research institutes</li> </ul>

### CASE STUDY: National implementation, Romania

According to the World Bank, about 14% of the population in Romania has no knowledge, nor interest, in participating in the financial services markets. An additional 41% have poor knowledge of financial matters and very little confidence or knowledge about financial institutions. To address this, the National Bank of Romania supports the delivery of Financial Education as an optional subject at a national level, as part of the alternative curricula for primary education approved by the Romanian Ministry of Education. It was implemented in the academic year 2013 – 2014 and the target group are 3<sup>rd</sup> and 4<sup>th</sup> grade children. The children will understand and know how to use concepts and vocabulary which is specific of the financial world and the aim is to raise their interest in saving and use money wisely.

Objective: All children and youth participating in the formal school system receive ECE Citizenship Education  
Component: Curriculum Development



## Step 4: Determining KPIs and Progress Tracking Processes

To measure the progress of your implementation plan, you will need to incorporate Key Performance Indicators (KPIs) and determine the timelines for achieving them.

Along with these KPIs, you are also advised to incorporate performance improvement initiatives and ways in which to update the plan so as to facilitate necessary changes.

Figure B1.8 highlights suggested KPIs, their owners, their relevant timelines and tracking methods.

Possible KPIs are shown in Figure B1.8.

Figure B1.8: Suggested KPIs

Tracking sheet for: Curriculum development				
Actions	Owner	Time line	Status	On track?
Curriculum Taskforce Assembled	MoE, Institute for Ed.	3 months	Not reached	
Pilot Curriculum Developed	MoE, Institute for Ed.	6-9 months	Reached	
Learning Materials Produced	MoE, Institute for Ed.	6-9 months	Not reached	
Feedback and Revised Curriculum Produced	MoE, Institute for Ed.	24 months	Reached	
Budget Allocated	MoE, Institute for Ed.	ongoing	Partially reached	

Objective: All children and youth participating in the formal school system receive ECE Citizenship Education  
Component: Curriculum Development



## Step 5: Communication plan

To increase attention on formal ECE education, stakeholders can hold awareness raising activities to more broadly reach out to children and youth.

Below are sample media activities that can be undertaken, with respective timeframes, budgets and people responsible.

Figure B1.9: Suggested Communication plan

Activity	Detail	Responsible	Timeframe	Budget
Periodic Stakeholders' Meeting	Stakeholders who are part of the taskforce meet periodically and define objectives and next steps	MinEd, Taskforce Members	Quarterly	Low/Med
Periodic Stakeholders' Meeting	Involve teachers bi-annually in workshops and capacity building with representatives from the private sector	Teachers Associations, Training Institutes	Bi-Annually	Med
Annual Global Money Week National event	Participate in the GMW event with national coverage of the schools from the country	CB, MinEd, Taskforce Members, Schools	Annually	Low/Med
National competitions on ECE Themes	Competitions on ECE topics could be organized with civil society and the private sector for incentivizing children and youth to take these classes seriously	Schools, Taskforce Members	Quarterly	Low
Survey collection and data gatherings	Surveys to evaluate the impact of the programs	Taskforce members	Monthly	Med



Objective: All children and youth participating in the formal school system receive ECE Citizenship Education  
Component: Curriculum Development

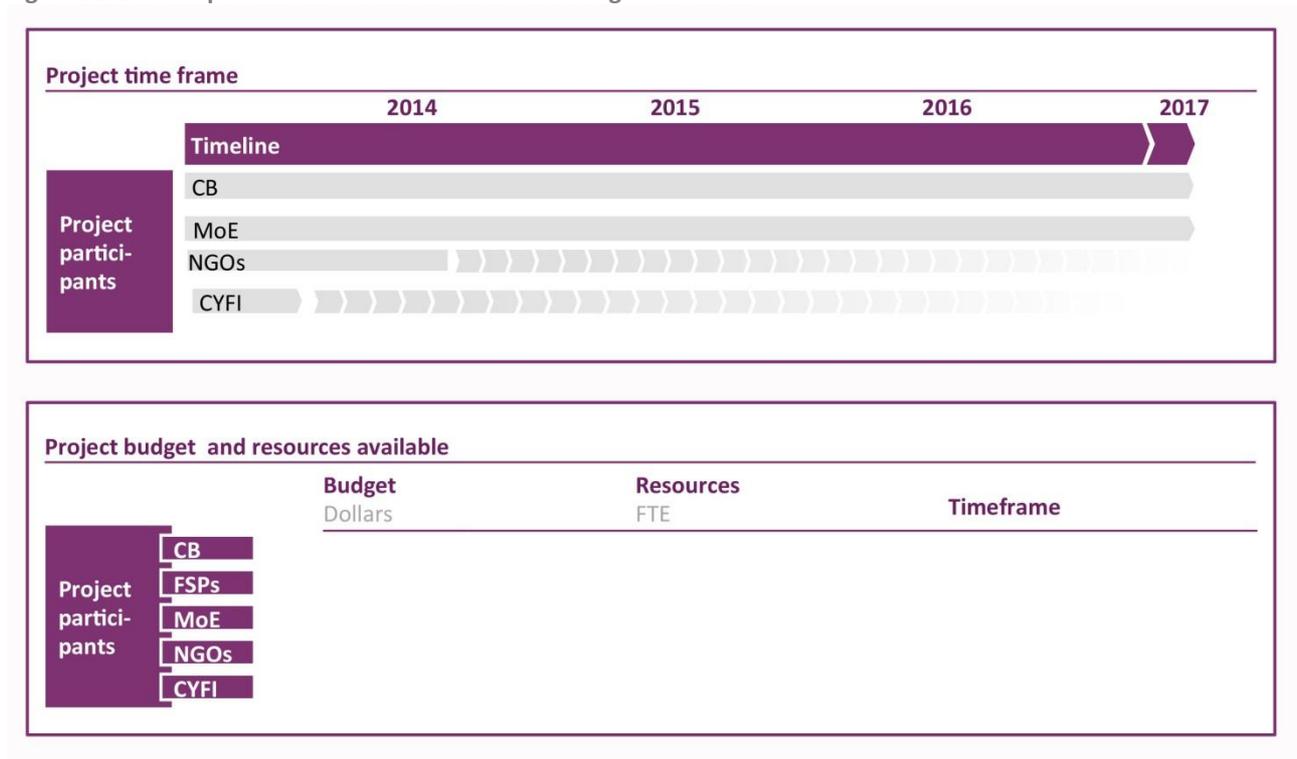


## Step 6: Roadmap and budget

The final step in this process involves designing a step by step process or “roadmap” incorporating budget allocations for the various steps and stakeholders. The roadmap helps manage expectations and optimize resource allocation for each project partner.

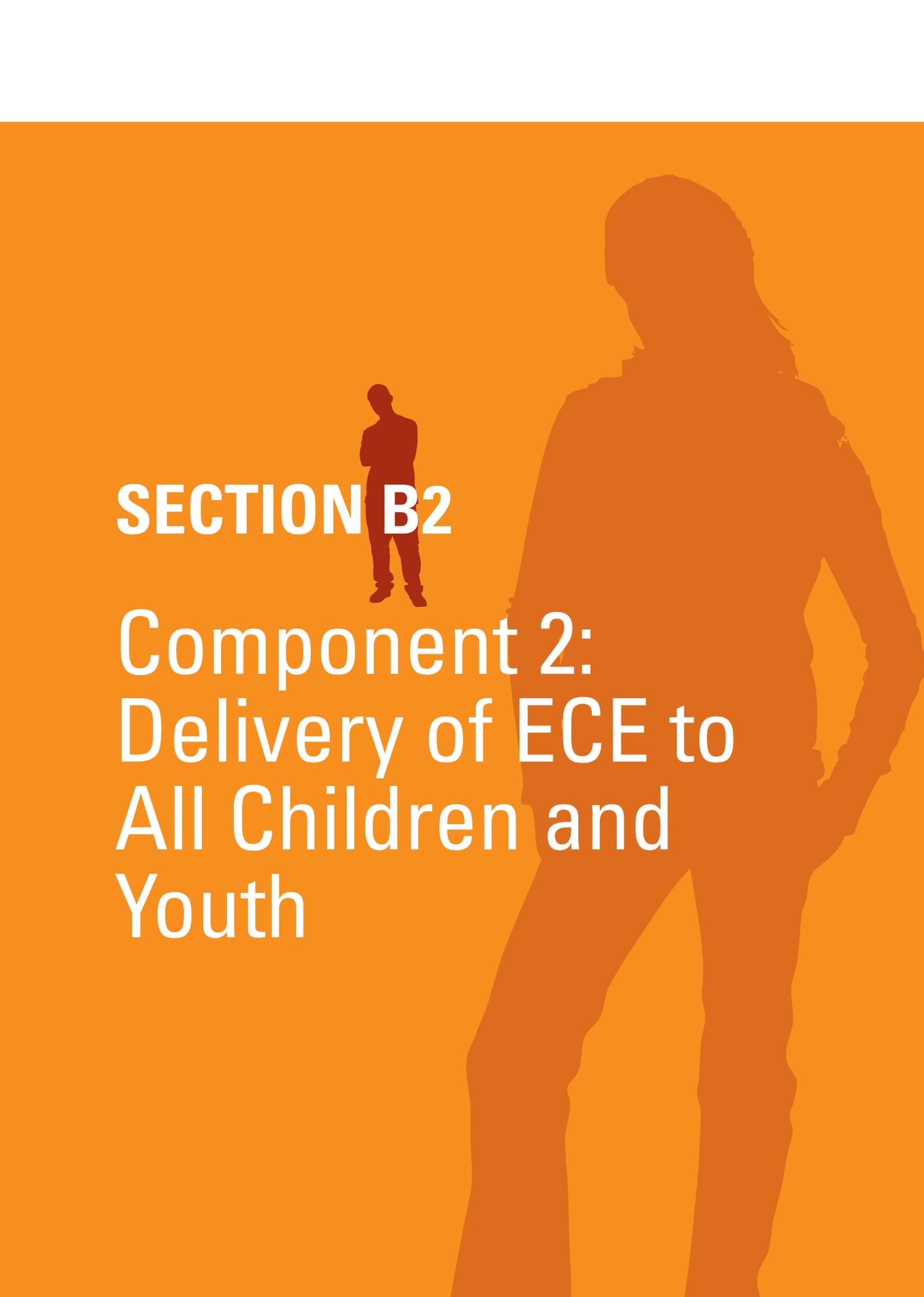
Budgetary requirements relate directly to stakeholder roles and responsibilities. Figure B1.10 provides a template for how project owners can keep a detailed report of the budget for each component and project deliverables as well as the timelines for the completion of delegated task. These two aspects should be clearly defined at the outset to avoid confusion or redundancies among taskforce members and project stakeholders.

Figure B1.10: Sample time line of involvement and budget allotment



Objective: All children and youth participating in the formal school system receive ECE Citizenship Education  
Component: Curriculum Development



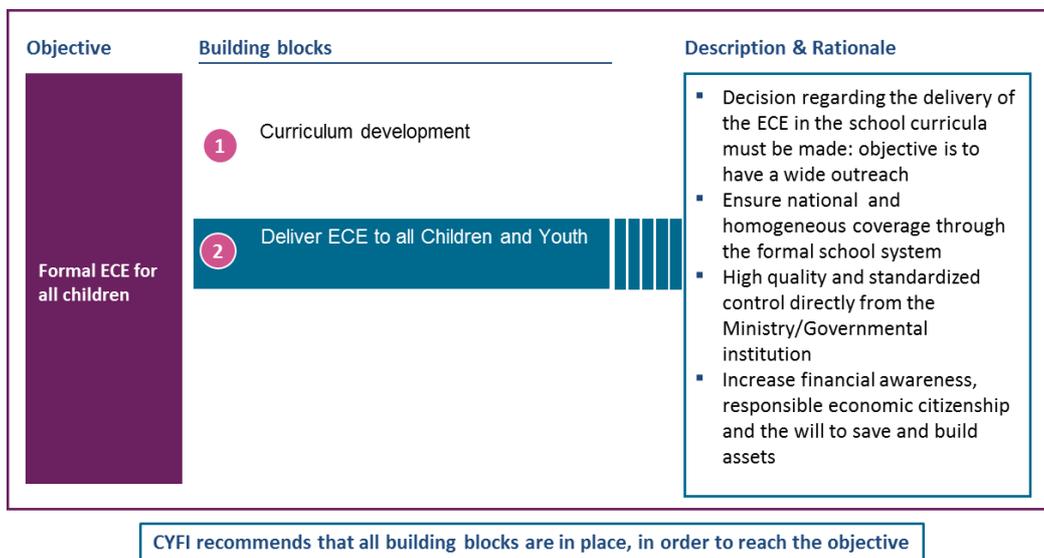
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## SECTION B2

# Component 2: Delivery of ECE to All Children and Youth

# Component 2: Deliver ECE to all Children and Youth

Figure B2.1: Component 2 Deliver ECE to all Children and Youth



This component focuses on achieving broad ECE outreach within the formal (and infrequently non-formal) education system for all levels of school children. The component’s process encourages high quality and homogeneous national coverage throughout the formal school system; with government education authorities’ direct control.

## CASE STUDY: PAU “Valores de Futuro”

P.A.U. Education is an organization based in Barcelona, Spain, with a staff of more than 50 people from 20 different countries. P.A.U. works with public and private organizations on a European and international level. Supported by BBVA bank, the project was launched to help young people make informed financial decisions. The program, “Valores de Futuro” is based on participatory educational schemes, community-building processes and innovative content. BBVA contributed by increasing, in an ethical manner, the quantitative and qualitative impact on their clients, through social responsibility initiatives and communication strategies. These strategies are usually focused on the interests their clients, their communities and the institutions they represent. CYFI provided inputs to better understand the Valores de Futuro pedagogical material and the extent to which the curriculum covers CYFIs ELF. CYFI encourages its partners to offer a holistic educational package that integrates the three ELF education modules.

## Step 1: Stakeholders' Engagement Strategy & Governance

It is only in collaboration with multiple stakeholders that ECE can be successfully delivered to all children and youth through within the formal system. Consequently, it is important to establish a national multi-stakeholder platform, to elaborate national policy strategies and action plans or to attach these strategic policies to the agendas of existing governmental initiatives.

Institutional memory is a key to successfully completing the national implementation plan, as implementation of the overall plan can cover a number of years. Therefore, consideration should be given to the timing of key national events; elections, laws coming into force, etc., which can result in changes in policy and personnel. It is thus critical not only to have consistent stakeholders participation but personnel redundancies built into the system so that momentum is not lost due to changes of or within stakeholder organizations.

See Figure A2.2 for a mapping of stakeholders and Figure A2.3 for governance structure with taskforces.

Figure B2.2: Stakeholder Mapping

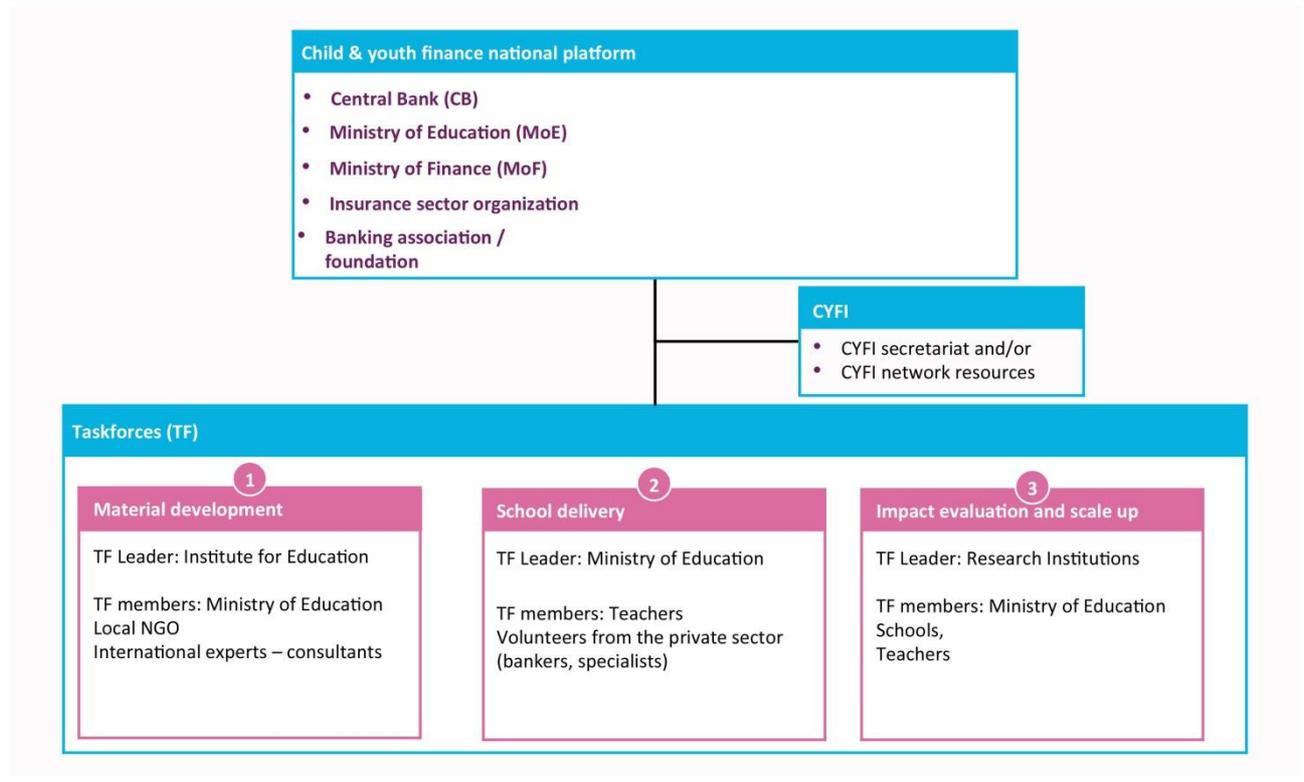
Stakeholder	In national platform?	In task-force?	Key responsibility	Time commitment	
National authorities	• Central Bank (CB)	✓	✗	• Lead national taskforce	• X FTE
	• Ministry of Education (MoE)	✓	✓	• Develop and approve the changes to the curriculum	• ...
	• Ministry of Finance (MoF)	✓	✗	• ...	• ...
Financial service providers	• Insurance sector organization	✓	✗	• ...	• ...
	• Banking association / foundation	✓	✓	• Technical support for the creation of the materials (books) if from scratch	• X FTE
	• Stock exchange	✗	✗	• ...	• ...
	• Banks	✓	✓	• Financial support and helping in organizing teachers' trainings	• X FTE
Civil society	• Local NGOs	✓	✓	• Support in the creation of the materials	• ....
	• Child rights organizations	✓	✓	• ....	• ....
	• CYFI & partners	✓	✗	• Facilitator	• X FTE
Schools	• Schools	✗	✓	• Implementers	• X FTE
	• Children & Youth	✗	✗	• Beneficiaries / promoters	• ...
	• Research institutes	✓	✗	• Impact assessment + research on the programs and contextualization of the books	• X FTE

Objective: All children and youth participating in the formal school system receive ECE Citizenship Education  
Component: Deliver ECE to all Children and Youth



A possible stakeholder engagement and governance structure for ECE delivery is offered below. Various taskforces are responsible for specialized ECE delivery sub-activities. Here, three taskforces are proposed, who are each responsible for different areas: (Pedagogical) Material Development, School Delivery and Impact Evaluation and Scale-up.

Figure B2.3 - Governance and taskforces



Objective: All children and youth participating in the formal school system receive ECE Citizenship Education  
Component: Deliver ECE to all Children and Youth



## Step 2: Baseline & Gap analysis

The purpose of baseline and gap analysis is to determine the current disposition of national curriculum design and to gather all data enabling national authorities to make informed decisions. The baseline focuses on the current elements of the ECE framework existing in the country's national curriculum. It contains a quantitative and qualitative view of the country's education system and is used to choose the most viable option(s) for curriculum creation or adaption. To achieve this, the following questions must be considered:

- How many pupils have already received ECE? How many teachers are competent to offer ECE classes?
- What percentage of children and youth currently attend school (primary/secondary)? How many students are formally enrolled (primary/secondary)?
- How many schools are registered in the country? How many are prepared to offer ECE? How many students are enrolled at these schools? What is the minimum number of schools/pupils involved in pilot projects?
- How are ECE elements delivered and what age group is targeted?

- What are the available delivery channel (trained teachers) resources?

Answering these questions will help understand any curricula and the extent to which they meet ECE ELF standards. Defining these gaps will lead to clear overview of the demographics, contextual, and structural issues and a better understanding of the possible routes to delivering full ECE education nationally.

To design a context-based approach, the following questions should be taken into consideration:

- How many children and youth
  - Aged 8 – 14?
  - Aged 15 – 18?
  - Aged 19 – 24?
- What is geographical distribution and concentration of the populations?
- How many young people are enrolled in formal education?

Figure B2.4: Baseline Analysis

Questions	Is ECE going to be delivered as stand alone or integrated subject? How many pupils have already received ECE? How many teachers are competent to offer ECE classes? Should the delivery of ECE be piloted first? How many schools should be involved in a pilot project? What is the percentage of C&Y currently attending school (primary/secondary)? How many students are formally enrolled (primary/secondary)? How many schools are registered nationally? How many are prepared to offer ECE? How many students are enrolled at these schools? What is the minimum number of schools/pupils involved in pilot projects? How are these elements delivered and what age group is targeted? What are the delivery channel (trained teachers) resources available?							
	Components	Demographics	2005	2010	2013	Target / Potential <sup>1</sup> for 20xx	Gap	x1,000 % of total
Sample Baseline		Age 8-14						
		Age 15-18						
		Age 19-24						
		Option 1						
		Option 2						
		Option 3						

Objective: All children and youth participating in the formal school system receive ECE Citizenship Education  
 Component: Deliver ECE to all Children and Youth



### Step 3: Implementation options

Having conducted the baseline analysis, an implementation plan can now be created which seeks to build on current efforts and/or fill existing gaps. Here, we present two options for for establish ECE multi-stakeholder delivery for all children and youth.

- Option 1: ECE as stand-alone course: ECE delivered distinct subject with the national curriculum.
- Option 2: ECE is integrated into existing courses: ECE delivered as part of existing subjects.

Furthermore, for each of these implementation options, you can determine which school grades/levels to deliver the ECE curriculum.

- ECE only in secondary school: limits the delivery of ECE to secondary schools only.
- ECE in primary & secondary school: delivery of ECE to both primary and secondary schools.

The Figure below outlines the key considerations, requirements, benefits and drawbacks for each option.

Figure B2.5 – Implementation Options

Implementation options	ECE as stand-alone course	ECE integrated into existing courses	ECE only in secondary school	ECE in primary & secondary school
<b>Considerations &amp; requirements</b>	<ul style="list-style-type: none"> <li>▪ Requires curriculum mapping and revision</li> <li>▪ Developed and introduce new materials for schools</li> <li>▪ Long design process</li> <li>▪ Special teacher training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Process perceived as less invasive (same number of classes/subjects)</li> <li>▪ Difficult to check the delivery</li> <li>▪ Special teacher training</li> <li>▪ Reduced cost</li> </ul>	<ul style="list-style-type: none"> <li>▪ ECE content more prevalent in secondary school</li> <li>▪ Smaller target group and easier to implement</li> </ul>	<ul style="list-style-type: none"> <li>▪ Material must be age appropriate</li> <li>▪ Careful choice of contributors and materials</li> <li>▪ Childhood pedagogical experts should be involved in the process</li> </ul>
<b>Benefits &amp; Drawbacks</b>	<ul style="list-style-type: none"> <li>⊕ More time and focus given to these specific subjects</li> <li>⊖ Difficult to make room for ECE subjects in the current course load</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Less invasive modification of the curriculum</li> <li>⊕ No need of specific detailed teacher training</li> <li>⊖ Underestimating the importance of ECE content</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Easier to integrate in the curriculum</li> <li>⊖ No build up of concepts over time: ECE is a process (formation of behavior is important)</li> </ul>	<ul style="list-style-type: none"> <li>⊕ Long term and consistent mechanism</li> <li>⊕ Propensity to change behavior and foster positive attitudes to ECE content</li> <li>⊖ More work in curriculum development</li> </ul>
<b>Potential C&amp;Y reached<sup>1</sup></b>				
<b>Target C&amp;Y reached</b>				

Objective: All children and youth participating in the formal school system receive ECE Citizenship Education  
 Component: Deliver ECE to all Children and Youth



## Implementation Plans

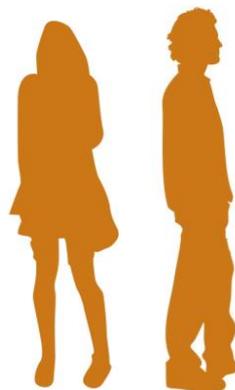
Based on extensive research and an evaluation of global best practices, CYFI believes that, under most circumstances, it is best that education authorities implement nationally tailored ECE modules in the primary and secondary school curricula.

Before creating any implementation plans, project owners mine whether the ECE curriculum should be provided in primary schools, secondary schools, or both primary and secondary schools.

### Option 1: Implementation plan for option “ECE as a stand-alone course”

Figure B2.6: Implementation plan for option “ECE as a stand-alone course”

	Description	Timeframe	Budget	Resources
Mapping of the current curriculum	<ul style="list-style-type: none"> <li>Analyze current status of the national framework</li> <li>Evaluate the possibility of introducing a stand alone course on ECE =&gt; if positive and possible, continue as a stand alone course, otherwise consider an integrated with other courses approach</li> <li>Establish objectives and expected outcomes from the pilot project</li> <li>Determine content to be covered</li> <li>Determine a working group to provide input on the formation of the curriculum</li> </ul>	2 months	Low	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>Schools/teachers</li> <li>Research institutes</li> </ul>
Development of curriculum and materials	<ul style="list-style-type: none"> <li>Developing materials: analyze materials from the CYFI network (eventual translations)</li> <li>Develop and adapt the content to the national context</li> <li>Develop books for teachers</li> <li>Develop an assessment tool for the efficacy of the project</li> </ul>	3 months	Medium	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>Private sector sponsors</li> <li>Schools/teachers</li> <li>Research institutes</li> <li>Working Group members</li> </ul>
Roll out	<ul style="list-style-type: none"> <li>Revision of the content and final approval from the Ministry of Education</li> <li>Have an estimate on the number of schools that will be interested in participating in a first year pilot</li> <li>Determine strategy for reaching all districts in the country</li> </ul>	3 months	High	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>Research institutes</li> </ul>
Distribution and monitoring	<ul style="list-style-type: none"> <li>Printing materials and distribution</li> <li>Start running the pilot project in schools</li> <li>Ongoing evaluation of the project</li> </ul>	1 month	High	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>Private sector sponsors</li> </ul>
Evaluate and scale-up	<ul style="list-style-type: none"> <li>Assess the efficacy of the pilot</li> <li>Involve parents associations in the project and receive their feedback</li> <li>Determine how many other children will be interested in taking the classes</li> <li>Scale up</li> <li>Consider to extend the project to both primary and secondary school</li> </ul>	1 year	High	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>Training institutes</li> <li>Schools/teachers</li> <li>Research institutes</li> </ul>



Objective: All children and youth participating in the formal school system receive ECE Citizenship Education  
Component: Deliver ECE to all Children and Youth



## Option 1: Implementation plan for “ECE is integrated into existing courses”

Figure B2.7: Implementation of ECE as an integrated course in existing subjects

	Description	Timeframe	Budget	Resources
Evaluation of the existent framework	<ul style="list-style-type: none"> <li>Analyze current status of the national framework</li> <li>Evaluate the possibility of introducing a stand alone course on ECE =&gt; if positive and possible, continue as a stand alone course, otherwise consider a integrated with other courses approach</li> <li>Establish objectives and expected outcomes from the pilot project</li> <li>Discuss/decide the content (main theme)</li> <li>Decide which organizations/ individuals will be involved in the working group that will give comments on the content of the materials =&gt; establish a working group</li> </ul>	2 months	Low	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>Schools/teachers</li> <li>Research institutes</li> </ul>
Development of curriculum and materials	<ul style="list-style-type: none"> <li>Developing materials: analyze materials from the CYFI network (eventual translations)</li> <li>Develop and adequate the content to the national context</li> <li>Develop books for teachers</li> <li>Develop an assessment tool for the efficacy of the project</li> </ul>	3 months	Medium	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>Private sector sponsors</li> <li>Schools/teachers</li> <li>Research institutes</li> </ul>
Roll out	<ul style="list-style-type: none"> <li>Revision of the content and final approval from the Ministry of education</li> <li>Have an estimate on the number of schools that will be interested to participate in a first year pilot</li> <li>Involve parents associations in the project and receive their feedback</li> <li>Establish collaboration with training institutes for training the teachers (<i>see the options for the teachers training</i>).</li> <li>Organize trainings for teachers and allocate a budget for it (from government funds or private funds)</li> </ul>	3 months	High	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>Research institutes</li> </ul>
Distribution and monitoring	<ul style="list-style-type: none"> <li>Printing materials and distribution</li> <li>Start running the pilot project in select schools</li> <li>Ongoing evaluation of the project</li> </ul>	1 month	High	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>Private sector sponsors</li> </ul>
Evaluate and scale-up	<ul style="list-style-type: none"> <li>Assess the efficacy of the pilot</li> <li>Determine how many other children will be interested in taking the classes</li> <li>Scale up</li> <li>Consider to extend the project to both primary and secondary school</li> </ul>	1 year	High	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>Training institutes</li> <li>Schools/teachers</li> <li>Research institutes</li> </ul>

Objective: All children and youth participating in the formal school system receive ECE Citizenship Education  
 Component: Deliver ECE to all Children and Youth



## Step 4: Determining KPIs and Processes for Progress Tracking

To measure the progress of your implementation plan, you will need to incorporate Key Performance Indicators (KPIs) and determine the timelines for achieving them.

Along with these KPIs, you are also advised to incorporate performance improvement initiatives and ways in which to update the plan so as to facilitate necessary changes.

Figure B2.8 highlights suggested KPIs, their owners, their relevant timelines and tracking methods.

Figure B2.8: Suggested KPIs

Tracking sheet for: <b>Delivery to all children and youth</b>				
Actions	Owner	Time line	Status	On track?
Number of schools reached	MoE, Institute for Ed.	TBD	Not reached	
Number of teachers in training	MoE, Institute for Ed.	TBD	Reached	
Children in schools opening savings accounts	Training institutes	TBD	Not reached	
Budget	MoE, Institute for Ed.	TBD	Reached	
Delivery in schools in the pilot year	Teachers, volunteers	TBD	Partially reached	

Objective: All children and youth participating in the formal school system receive ECE Citizenship Education  
 Component: Deliver ECE to all Children and Youth



## Step 5: Communication plan

Media presence helps to increase awareness and disseminate relevant information on ECE delivery. A communication plan is also a great tool to engage new potential stakeholders and increase momentum.

To increase attention on formal ECE education, stakeholders can hold awareness raising activities to more broadly reach out to children and youth. Communication is essential to building a supportive base for ECE curricula and familiarizing educational institutions and children and youth with the programs the country plans to implement.

A sample communication plan incorporating detailed activities, organizations responsible, timeframes and budgets is presented in Figure B2.9.

Figure B2.9: Suggested Communication Plan

Activity	Detail	Responsible	Timeframe	Budget
Periodic Stakeholders' Meeting	Participating working group Members meet periodically to define objectives and next steps	Stakeholders, National Authorities, MoE	Quarterly	TBD
Teachers' capacity building	Teachers are often involved in trainings with volunteers from the private sector – need for continuous update and excitement on the themes	MoE, Schools, Teaching Institutions	Annually	TBD
Annual Global Money Week National event	Participate in GMW events with national coverage from and about schools	MoE, MoF, Schools, Stakeholders, C&Y	Annually	TBD
National ECE based competitions	Organize financial education competitions with the private sector and civil society to incentivize children and youth to take these classes	Teachers, Schools, MoE, Stakeholders	Monthly	TBD
Survey collection and data gatherings	Impact evaluation surveys on the programs	Research Institutions, MoE, Relevant taskforces	Annually	TBD

Objective: All children and youth participating in the formal school system receive ECE Citizenship Education  
 Component: Deliver ECE to all Children and Youth

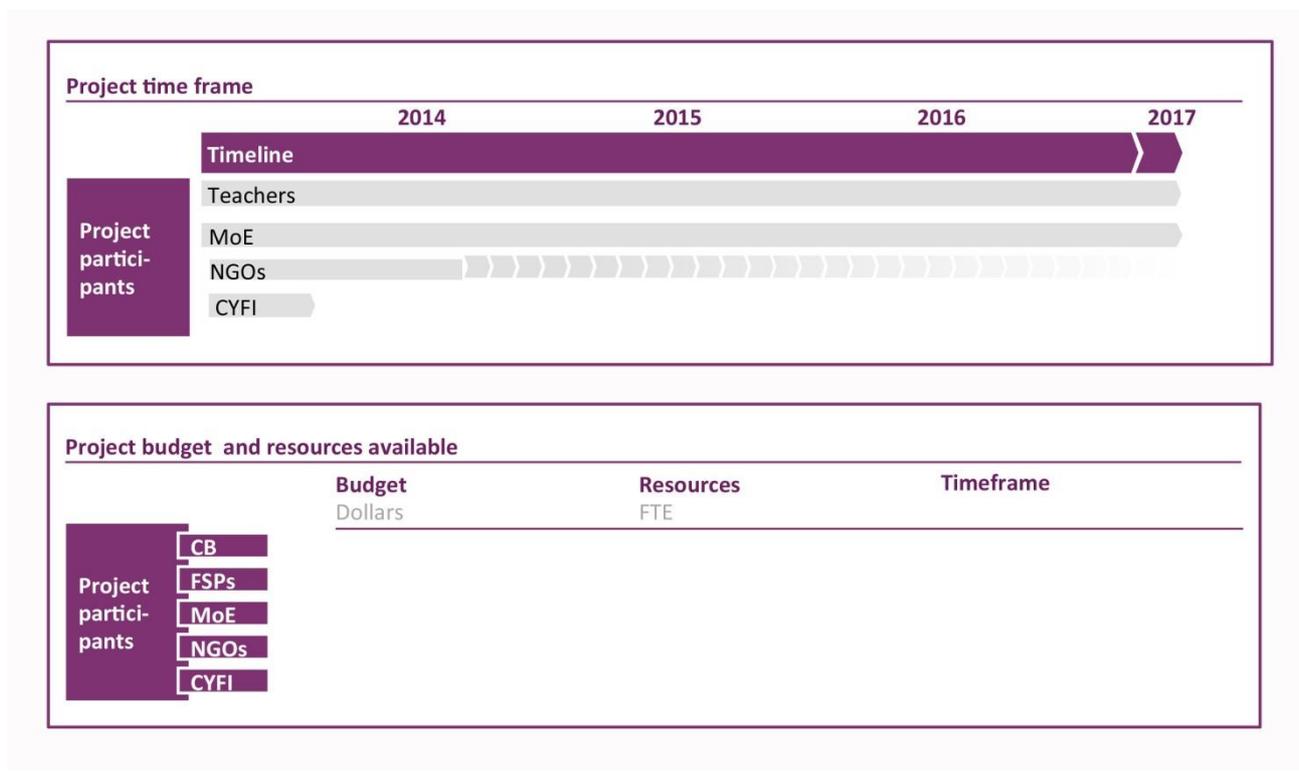


## Step 6: Roadmap and budget

The final step in this process involves designing a step by step process or “roadmap” incorporating budget allocations for the various steps and stakeholders. The roadmap helps manage expectations and optimize resource allocation for each project partner.

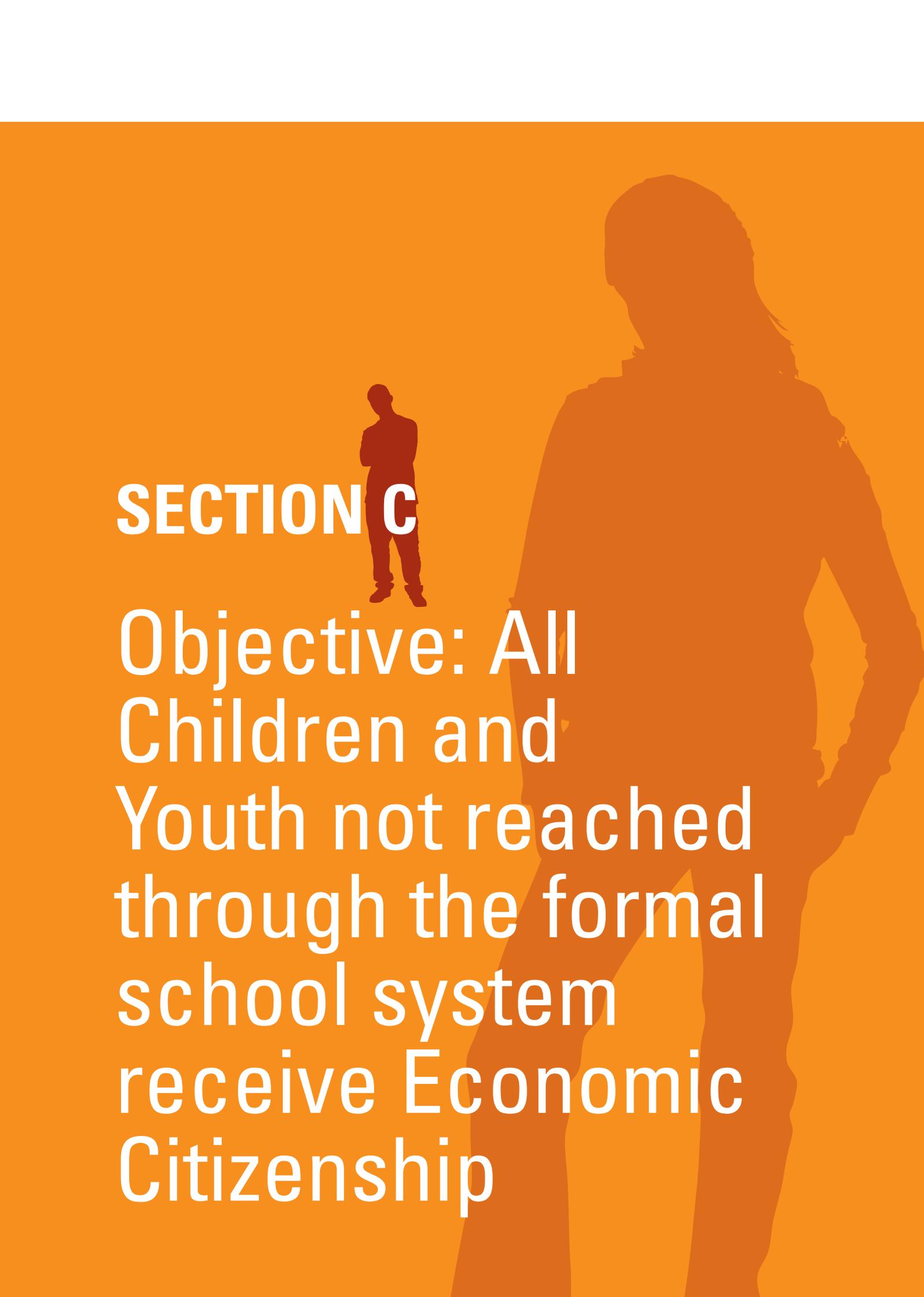
Budgetary requirements relate directly to stakeholder roles and responsibilities. Figure B2.10 illustrates how project owners can keep a detailed report of the budget for each component and project deliverables as well as the timelines for the completion of delegated task. These two aspects should be clearly defined at the outset to avoid confusion or redundancies among taskforce members and project stakeholders.

Figure B2.10- Roadmap and Budget template



Objective: All children and youth participating in the formal school system receive ECE Citizenship Education  
 Component: Deliver ECE to all Children and Youth



The background is a solid orange color. In the center-left, there is a small silhouette of a man standing with his arms crossed. To the right of him is a much larger silhouette of a woman standing with her hands on her hips. The text is overlaid on the left side of the image.

## SECTION C

Objective: All Children and Youth not reached through the formal school system receive Economic Citizenship

# Objective C: All children and youth not reached through formal school system receive ECE



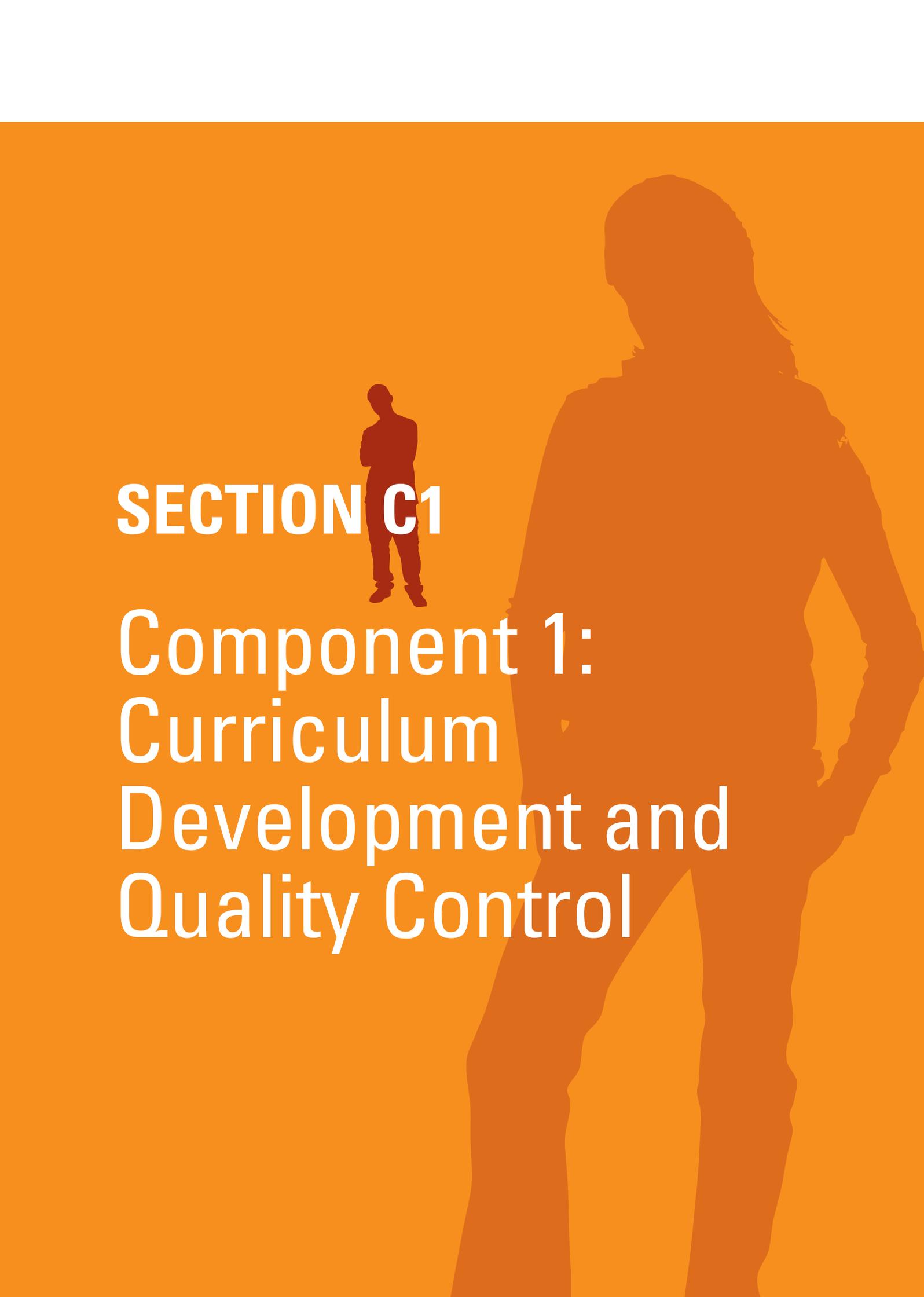
Non-formal education is important to reaching children and youth engaged directly through formal education. In some countries, the percentage of children leaving formal schooling before secondary school is quite high. Countries with large rural populations typically need informal education opportunities to supplement existing educational opportunities, particularly where far from formal schools.

## **“Curriculum Development and Quality Control”**

Methodologies governing the non-formal education varies

significantly from the formal education system. A national ECE curriculum should be developed, or existing curricula should be amended to cater to a non-formal education system. Examples of this would be the inclusion of more activities not requiring books or other learning material or classes provided through NGOs.

**“National Coverage”** Implementation guidelines are outlined to ensure that ECE is delivered through non-formal education at the national level at multiple non-formal education centers.

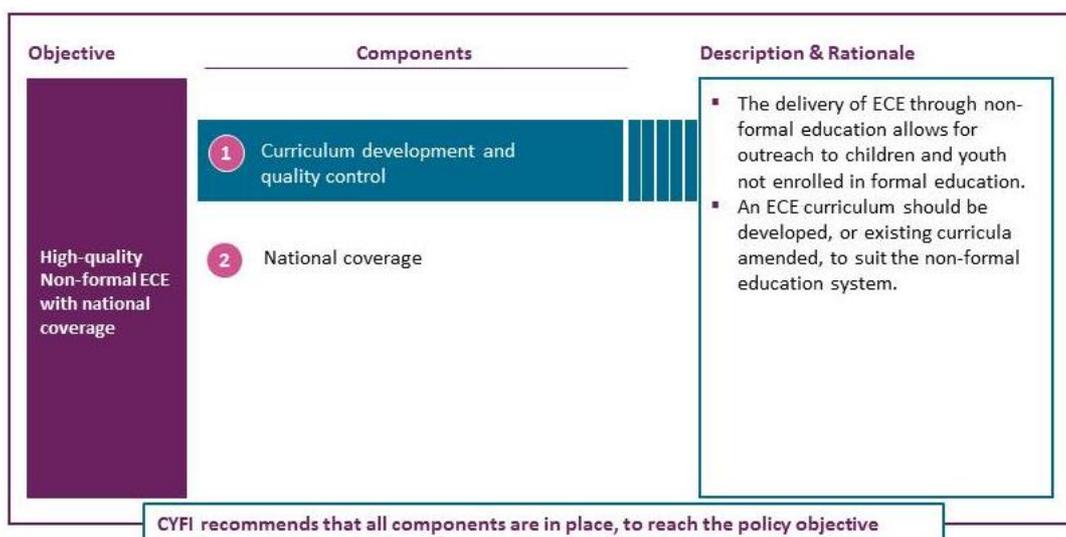
The background is a solid orange color. On the right side, there is a large, dark orange silhouette of a woman standing with her hands on her hips, facing left. On the left side, there is a smaller, dark orange silhouette of a man standing with his arms crossed, facing right. The text is overlaid on the left side of the image.

## SECTION C1

# Component 1: Curriculum Development and Quality Control

# Component 1: Curriculum Development and Quality Control

Figure C1.1. Component 1 Curriculum Development and Quality Control



This component focuses on the design of a non-formal ECE curriculum for delivery through the non-formal education system. This curriculum in question can be either newly created or part of an existing curricula modified to include core ECE modules (learning outcomes).

Just as in the formal curriculum development process, you are recommended to turn to the Education Learning Framework (ELF) for national ECE curriculum purposes. The ELF for ECE was developed by the CYFI Education Working Group, a network of international experts representing NGOs, multilaterals, and youth serving organizations (e.g. OECD, UNESCO, UNICEF, Aflatoun, the Aga Khan Foundation, ChildFund International, Children International, Junior Achievement, International Youth Foundation, Making Cent International, Plan International, Save the Children and World Vision).

The Framework provides a description of the essential attitudes, skills and behaviors, at multiple levels of complexity relating to the development of children and youth, and based on the three core educational ECE modules: Financial, Social/Lifeskills and Livelihoods Education. The main purpose of the ELF is to be used as the foundation for the development of curricula at the national level, either by education authorities or youth serving organizations offering educational programming. To map the current global ECE coverage, CYFI created the Curriculum Assessment Tool, which determines the extent to which CYFI partners' curricula and educational programs cover the CYFI ELF, and once the assessment is complete, make recommendations about how to more fully fill in the curricula and supporting pedagogical materials. These tools can be made available by the CYFI Secretariat and feature prominently in the following 6-Step approach.

## Step 1: Stakeholder engagement and mapping of stakeholders

The first step in the process of creating an implementation plan for Curriculum Development is to ensure full stakeholder engagement and commitment with clear roles and responsibilities. One or more activities may require the establishment of a taskforce or a number of taskforces to design or monitor the various policy areas in play.

Whether or not to establish taskforces is to be determined by the relevant national authority tasked with regulatory implementation responsibilities (e.g. central bank, government officials, finance ministers, ministers of education). These bodies are the primary contact points for the implementation of regulatory changes and subsequent monitoring.

To support the process of stakeholder mapping, the following tools can provide guidance. Figure C1.2 provides an example of stakeholder engagement. It is essential that stakeholder roles and responsibilities are clearly delineated.

Figure C1.2 – Stakeholder Mapping

Stakeholder	In national platform?	In task-force?	Key responsibility	Time commitment	
National authorities	• Central Bank (CB)	✓	✗	- National overview	
	• Ministry of Education (MoE)	✓	✓	-Curriculum development /certification, teacher training, fundraising	
	• Ministry of Finance (MoF)	✗	✗		
Financial service providers	• Insurance sector organization	✗	✗		
	• Banking association / foundation	✗	✗		
	• Stock exchange	✗	✗		
	• Banks	✗	✗		
Civil society	• Local NGOs	✓	✓	-Curriculum creation, implementation	
	• Child rights organizations	✗	✓	-Technical assistance in content creation and implementation	
	• CYFI & partners	✗	✓	- Technical assistance in content creation and implementation	
Schools	• Schools	✓	✓	- Implementation	
	• Children & Youth	✗	✗		
	• Research institutes	✗	✗		



Objective: All children and youth not reached through formal school system receive ECE

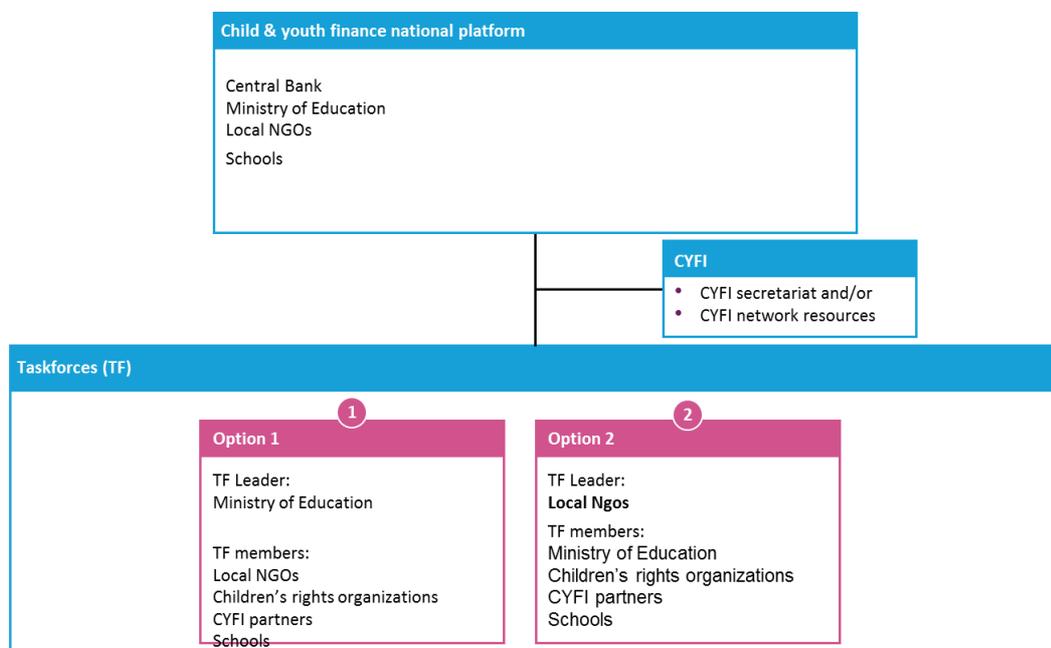
Component: Deliver ECE to all Children and Youth



Below is a suggested governance structure for stakeholders' engagement strategy and governance initiatives. Various taskforces can be set up to be responsible for specialized sub-activities.

Taskforce option 1 in Figure C1.3 is applicable when initiatives are carried out by national authorities, whereas taskforce option 2 is applicable when initiatives are carried out by civil society organizations.

Figure C1.3 –Governance and Taskforces



### CASE STUDY: Aflatoun

Aflatoun has delivered social and financial education programs in over 100 countries to over 2 million children. Its quality standards are a subset of its broader research and learning initiatives. Research performed by Aflatoun addressed questions concerning the functionality of the Aflatoun program and how to make future improvements. The Aflatoun secretariat performs four types of research on its delivery partners and external parties. First, theoretical research evaluating the impact of the theory of change for the educational program is undertaken. Second, program monitoring is conducted to measure consistency and conformity and to learn from new approaches/best practices. Third, process evaluations investigate how partners actually implement various activities. Finally, impact evaluations are conducted to determine effectiveness and efficiency. This research is combined with inter-organizational knowledge exchange about the program to ensure that the research supports program providers and Aflatoun appropriately. To build alignment, Aflatoun conducts or participates in annual supporting partner organization evaluations. Aflatoun builds its annual work plan based on these results.

The combined research results drive improvement: what works, what doesn't, and next steps. Research also strengthens other activities (e.g. fundraising and advocacy). Transparency is crucial to ensuring that research provides an honest assessment of the current level of the program. In this spirit, Aflatoun annually publishes all research results through its Children and Change publication and on its website ([www.aflatoun.org/evaluation](http://www.aflatoun.org/evaluation)).

Objective: All children and youth not reached through formal school system receive ECE

Component: Deliver ECE to all Children and Youth



## Step 2: Baseline & Gap analysis

The purpose of baseline and gap analysis is to determine the current disposition of national curriculum design and to gather all data enabling national authorities to make informed decisions concerning curriculum design and quality control. The baseline focuses on the current elements of the current non-formal ECE curricula. It contains a quantitative and qualitative view of the country's education system and is used to choose the most viable option(s) for curriculum creation or adaptation. To achieve this, the following questions must be considered:

- Which existing ECE curricula are offered to children and youth through non-formal education centers?
- How is the informal education system structured? Are there alternative pathways?
- What level of collaboration exists within the formal and non-formal systems?
- How do these curricula map against the ECE ELF framework?
- What current legislation/codes of conduct oversee the provision of non-formal education?
- Which organizations have ECE within their programs?
- In what ways are non-formal ECE offered?

- What measures have been previously taken to evaluate non-formal education programs?

Answering these questions will help determine the existence of current curricula and the extent to which they meet the ECE ELF. Assessments of these curricula will determine where gaps need addressing and what actions can be taken to address them.

The following questions should be considered when designing a context-based approach:

- How many children and youth involved
  - Aged 8 – 14?
  - Aged 15 – 18?
  - Aged 19 – 24?
- What is geographical distribution and concentration of the groups?
- How many of the youth are reachable through non-formal education?

The following graphic links the “Questions” with a “Sample Baseline” section detailing relevant questions for implementing ECE outside of the formal schooling system and the responsible organizations.

Figure C1.4: Baseline analysis

Component	Demographics	2005	2010	2013	Target / Potential <sup>1</sup> for 20xx	Gap	x1,000 % of total
		Age 8-14					
Age 15-18							
Age 19-24							
Option 1							
Option 2							
Option 3							

Objective: All children and youth not reached through formal school system receive ECE

Component: Deliver ECE to all Children and Youth



### Step 3: Implementation options

Having conducted the baseline analysis, an implementation plan can now be created which seeks to build on current efforts and/or fill existing gaps. This section highlights two primary means by which multi-stakeholder approaches can realize curriculum development and quality control for non-formal ECE. These means are as follows:

- Option 1: Government led funding/promotion options: a national authority, usually the Ministry of Education, coordinates national implementation initiatives. The national authority can choose to conduct its own non-formal ECE education initiatives, or fund non-formal ECE education, through the civil society sector. This option is optimal to develop a more homogeneous curriculum; however the delivery method may not reach all the communities nationally or those organizations working in the field (especially those isolated from main urban areas). In the process of curriculum design and quality control, national authorities can set standards and requirements for the type of curricula it is willing to fund. In so doing, non-formal education providers are encouraged to create consistent curricula.
- Option 2: Codes of conduct evolving from civil society/private sectors: national implementation initiatives are conducted by a consortium of national level civil society actors (mostly NGOs). They create a code of conduct for curriculum development, used by all civil society members to guide the creation of non-formal ECE curricula. This option is a sound alternative where the formal school system transitioning. However, available funding, especially among civil society networks, may be insufficient.

Below is an outline of key considerations, requirements, benefits and drawback of each option.

Figure C1.5: Implementation Options

Implementation options	Set requirements on for funding/promotion	Code of conduct evolving from civil society/private sectors
Considerations & requirements	<ul style="list-style-type: none"> <li>▪ Leading national authority sets clear standards for eligible curriculum</li> <li>▪ Third party encourages the criteria follow the ECE ELF framework</li> <li>▪ Clear requirements set to ascertain which organizations are eligible for government agency funding (if available) and how to apply</li> <li>▪ Requirements should be easily visible and accessible to all interested parties</li> </ul>	<ul style="list-style-type: none"> <li>▪ A code of conduct can be jointly created by taskforce member, outlining agreed standards for non-formal ECE curricula delivery.</li> <li>▪ Encourage standards follow the ECE ELF framework</li> <li>▪ The Code of Conduct sets down a series of principles and expectations of all participating institutions for delivering ECE in anon-formal setting</li> </ul>
Benefits & Drawbacks	<ul style="list-style-type: none"> <li>+ There are nationally centralized non-formal education standards, which are applicable across the country.</li> <li>- However it may not reach all the communities in the country</li> </ul>	<ul style="list-style-type: none"> <li>+ Increased collaboration among civil society organizations</li> <li>+ The Code of Conduct can be piloted and eventually emerge as a national standard.</li> <li>- Available funding, especially for civil society networks, may be insufficient</li> </ul>
Potential C&Y reached <sup>1</sup>		
Target C&Y reached		

<sup>1</sup> Determined from baseline

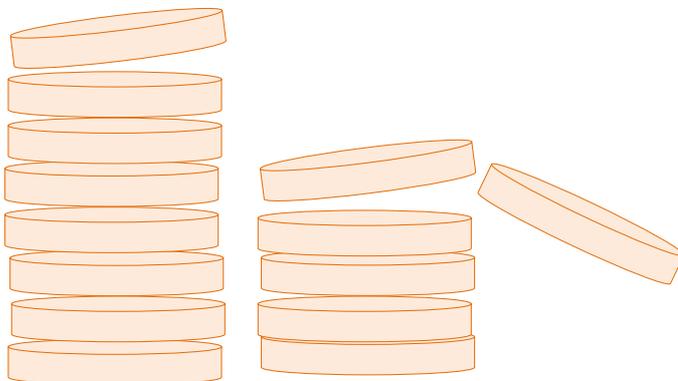
Objective: All children and youth not reached through formal school system receive ECE  
 Component: Deliver ECE to all Children and Youth



## Option 1: Implementation plan for “Government minimum requirements on content & quality for funding/promotion”

Figure C1.6: Implementation plan for “Government minimum requirements on content & quality for funding/promotion”

	Description	Timeframe	Budget	Resources
<b>Step 1 – Establishment of Government Regulatory body for non-formal ECE</b>	<ul style="list-style-type: none"> <li>Government non-ECE taskforce consults with other relevant education authorities in the country</li> <li>Examine other country examples of regulatory bodies for non- formal ECE</li> </ul>	4-6 months	Low/Med	CYFI Secretariat Government Taskforce Education Authorities CYFI Network Experts
<b>Step 2 – Setting of Quality Standards</b>	<ul style="list-style-type: none"> <li>Consultation with Education authorities in country and in external CYFI network on appropriate content standards</li> <li>Engage teacher training authorities with pedagogical standards</li> <li>Determine legal framework, assessment process and feedback mechanism for quality standard</li> <li>Establish reporting procedures</li> <li>Determine rewards (funding, promotions) and repercussions for adherence or non-adherence to quality standards</li> </ul>	6-12 months	Med	CYFI Secretariat Government Taskforce Education Authorities Teachers Unions/TTIs CYFI Network Experts Local Legal experts
<b>Step 3 – Application of Quality Standards</b>	<ul style="list-style-type: none"> <li>Undergoing call for proposals and funding process</li> <li>Determine target group and communication strategy</li> <li>Piloting QS in select regions</li> <li>Awarding and promoting examples of best practice based on QS</li> </ul>	Ongoing	Med	CYFI Secretariat Government Taskforce Education Authorities Teachers Unions/TTIs CYFI Network Experts
<b>Step 4 – Monitoring and Evaluation</b>	<ul style="list-style-type: none"> <li>Incorporation of feedback from pilot and revision of QS as appropriate</li> <li>Reporting on successes and lessons learned nationally</li> <li>Promoting best practices at CYFI regional and global events</li> </ul>	4-6 months	Low/Med	Government Taskforce Local Academics and Research institutes CYFI Secretariat Experts in CYFI Network



Objective: All children and youth not reached through formal school system receive ECE  
 Component: Deliver ECE to all Children and Youth



## Option 2: Implementation plan for “Creation of a code evolving from civil society/private sectors”

Figure C1.7 Implementation plan for “Creation of a code evolving from civil society/private sectors”

	Description	Timeframe	Budget	Resources
<b>Step 1 – Establishment of Civil Society/Private Sector joint Task Force</b>	<ul style="list-style-type: none"> <li>Government authorizes joint CS Association consultations with other PS representatives in the country</li> <li>Establishment of terms and conditions of joint taskforce</li> <li>Determine relationship with relevant government bodies</li> </ul>	4-6 months	Low/Med	CYFI Secretariat CS Government task force CYFI Network Experts
<b>Step 2 – Setting of Code of Conduct</b>	<ul style="list-style-type: none"> <li>Examine other country examples of grassroots codes of conduct that have been developed</li> <li>Consultation with Education authorities in country and in external CYFI network on appropriate content standards</li> <li>Engage teacher training authorities with pedagogical standards</li> <li>Establish reporting procedures</li> <li>Determine rewards (funding, promotions) and repercussions for adherence or non-adherence to quality standards</li> </ul>	6-12 months	Med	CYFI Secretariat Joint Taskforce Education Authorities Teachers Unions/TTIs CYFI Network Experts
<b>Step 3 – Application of Quality Standards</b>	<ul style="list-style-type: none"> <li>Determine target group and communication strategy</li> <li>Piloting Code of Conduct in selected regions</li> <li>Awarding and promoting examples of best practices based on the Code of Conduct</li> </ul>	Ongoing	Med	CYFI Secretariat Joint Taskforce Education Authorities Teachers Unions/TTIs CYFI Network Experts
<b>Step 4 – Monitoring and Evaluation</b>	<ul style="list-style-type: none"> <li>Incorporation of feedback from pilot and revision of Code of Conduct as appropriate</li> <li>Reporting on successes and lessons learned nationally</li> <li>Promoting best practices at CYFI regional and global events</li> </ul>	4-6 months	Low/Med	Joint Taskforce Local Academics and Research institutes CYFI Secretariat Experts in CYFI Network

## Step 4: Determining KPIs and processes for progress tracking

To measure the progress of your implementation plan, you will need to incorporate Key Performance Indicators (KPIs) and determine the timelines for achieving them.

Along with these KPIs, you are also advised to incorporate performance improvement initiatives and ways in which to update the plan so as to facilitate necessary changes.

Figure C1.8. highlights suggested KPIs, their owners, their relevant timelines and tracking methods.

Figure C1.8 Suggested KPIs

Tracking sheet for: Curriculum Development and Quality Control				
Actions	Owner	Timeline	Status	On track?
Taskforce Assembled		2-3 months	Not reached	
Standards/code of conduct created		3-4 months	Reached	
Curriculum Content finalized		4 months	Not reached	
Monitoring and Evaluation conducted		5-6 months	Reached	
Feedback mechanism in place		6 months	Partially reached	

Objective: All children and youth not reached through formal school system receive ECE  
Component: Deliver ECE to all Children and Youth



## Step 5: Formulating a communications plan

Successful project implementation demands a communications plan to support strategic messaging, keep project momentum high, disseminate and valorize project deliverables, streamline internal and external correspondences and reports to fit with the existing channels, and increase awareness of the project. Project design should contemplate appropriate, personnel, time and budgets to meet communications objectives.

Certain activities can bring attention to ECE non-formal education programs and as a means of reaching more children and youth. CYFI advises national authorities carry out an analysis of available resources, local social media use and local IEC materials. (See e.g. marketing, awareness raising campaign section)

Below are some sample awareness raising and media outreach activities:

- TV segments/radio programming: these traditional media are ubiquitous and can be used for diverse promotional and education purposes.
- Free public events: can include e.g. educational center open houses or fundraisers.
- Global Money Week: can be celebrated at non-formal education centers.
- Interim Fairs: Visits to remote areas and communities discussions can shed light on their educational needs and create awareness of non-formal education opportunities.

Figure C1.9 below, provides some sample communications activities specifying, timelines, budgets and people needed.

Figure C1.9: Communication Plan Template

Activity	Detail	Responsible	Timeframe	Budget
TV segments/ Radio programming	Mass reach-out to target population	MoE	Weekly	0-5000
Free public events	Free public event such as street parties to which C&Y have easy access	MoE, CB	Monthly	0-5000
Global Money Week	A multi-stakeholder event	ECE platform and taskforce	Annually	5000-20000
Interim fairs	Outreached to remote locations	CB, FSPs	Bi-Monthly	TBD

Objective: All children and youth not reached through formal school system receive ECE  
Component: Deliver ECE to all Children and Youth

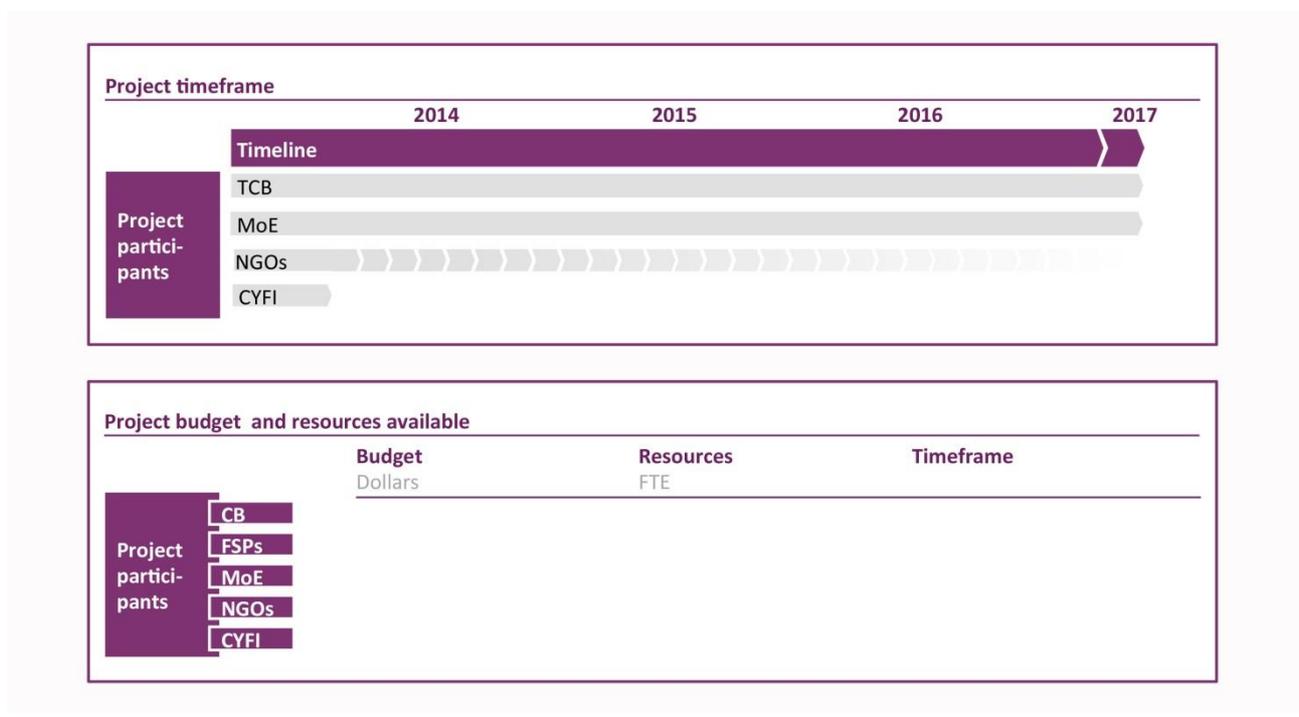


## Step 6: Roadmap and budget

The final step in this process involves designing a step by step process or “roadmap” incorporating budget allocations for the various steps and stakeholders. The roadmap helps manage expectations and optimize resource allocation for each project partner.

Budgetary requirements relate directly to stakeholder roles and responsibilities. Figure C1.10 illustrates how project owners can keep a detailed report of the budget for each component and project deliverables as well as the timelines for the completion of delegated task. These two aspects should be clearly defined at the outset to avoid confusion or redundancies among taskforce members and project stakeholders.

Figure C1.10: Roadmap and budget



Objective: All children and youth not reached through formal school system receive ECE  
 Component: Deliver ECE to all Children and Youth

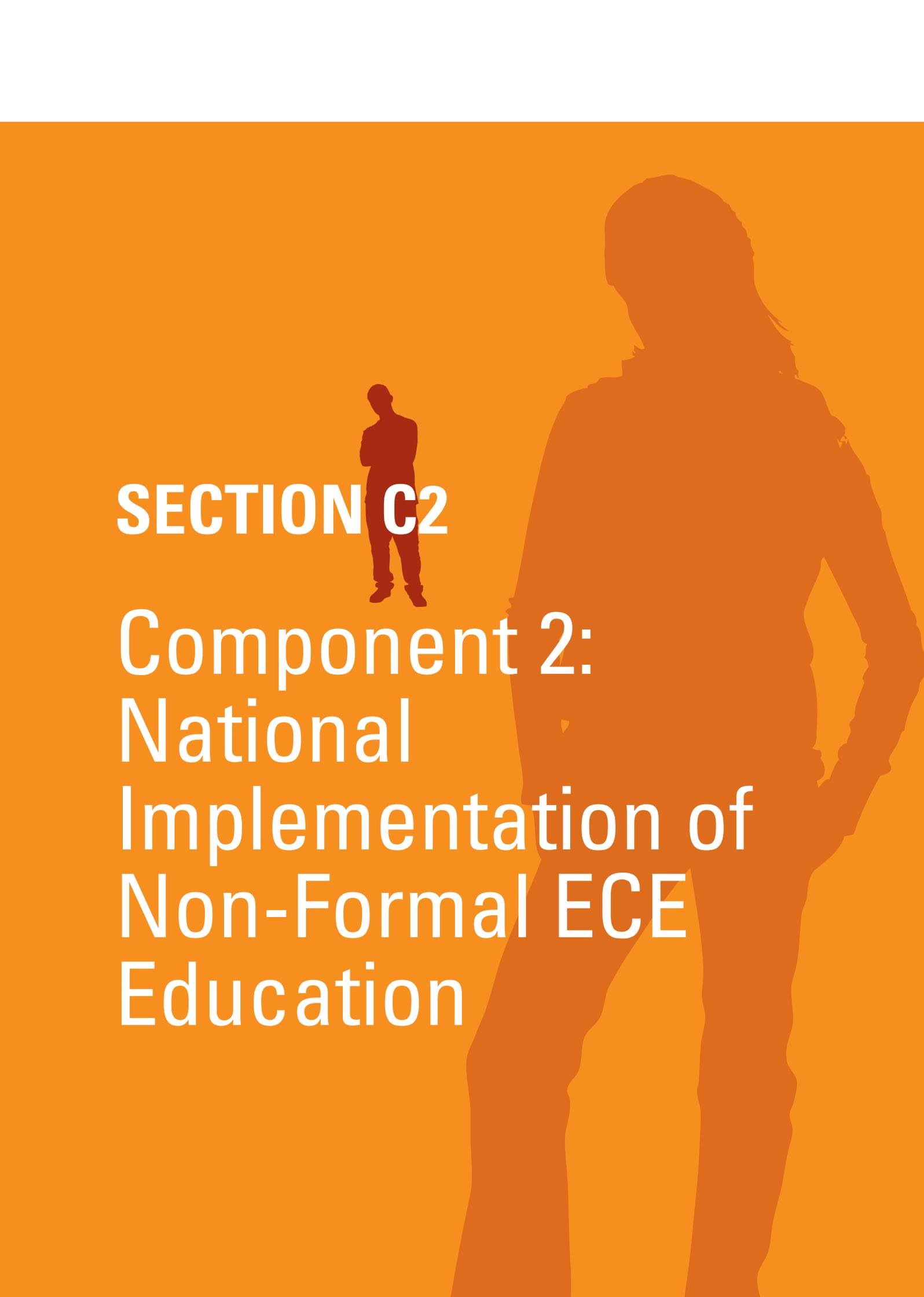


## CASE STUDY- KISS, India

The Kalinga Institute of Industrial Technology (KIIT) was set up in as a small Industrial training center in Odisha, India with a handful of students. Today, KIIT is one the largest private universities, providing quality world-class education. Its mission is to empower indigenous and other marginalized children by providing them with free holistic education and basic amenities.

Starting in 1993 with just 125 children, today KISS houses 20,000 indigenous and marginalized children from rural Odisha and its neighboring states. The children are nurtured, towards excellence, sustainable practices and integration into the mainstream. KISS is home to students from more than 65 indigenous groups including 13 particularly vulnerable indigenous groups from the geographically remotest areas of the country.

In addition to indigenous children, KISS also focuses on including homeless, orphaned and minority children in the program. Furthermore, education for girls is another major KISS focus because socio-cultural practices such as early marriage and unsafe health practices leave young women and girls more vulnerable. The program recognizes this educational gender inequity and addresses it by enrolling indigenous girls in the program. The KISS program provides free shelter, food, education and health services for children and allowing them to completely focus on personal development. The school provides additional support for students through frequent counseling. The KISS graduates act as agents of change in their communities and facilitate awareness and demand creation for future students. Since 1993, KISS has educated more than 100,000 students and it aims to increase that number. The education programs used at KISS have been officially accepted by the government and education services providers. Several new facilities have been set up to expand the KISS program's capacity and reach. Furthermore, the program has been replicated in three other Indian states. KISS' internationally renowned success has led to partnership acquisition from UN organizations like UNFPA, UNICEF and UNESCO.

The background is a solid orange color. On the right side, there is a large, semi-transparent silhouette of a woman standing with her hands on her hips, looking towards the left. On the left side, there is a smaller, solid black silhouette of a man standing with his arms crossed, looking towards the right. The text is overlaid on the left side of the image.

## SECTION C2

# Component 2: National Implementation of Non-Formal ECE Education

# Component 2: National Implementation of Non-Formal ECE Education

Figure C2.1 Component 2 National Implementation



## Step 1: Stakeholders' Engagement Strategy & Governance

The first step in the process of creating an implementation plan for National Implementation of Non-Formal ECE education is to ensure full stakeholder engagement and commitment with clear roles and responsibilities. One or more activities may require the establishment of a taskforce or a number of taskforces to design or monitor the various policy areas in play.

Whether or not to establish taskforces is to be determined by the relevant national authority tasked with regulatory implementation responsibilities (e.g. central bank, government officials, finance ministers, ministers of education). These bodies are the primary contact points for the implementation of regulatory changes and subsequent monitoring.

To support the process of stakeholder mapping, the following tools can provide guidance. Figure C2.2 provides an example of stakeholder engagement. It is essential that stakeholder roles and responsibilities are clearly delineated.

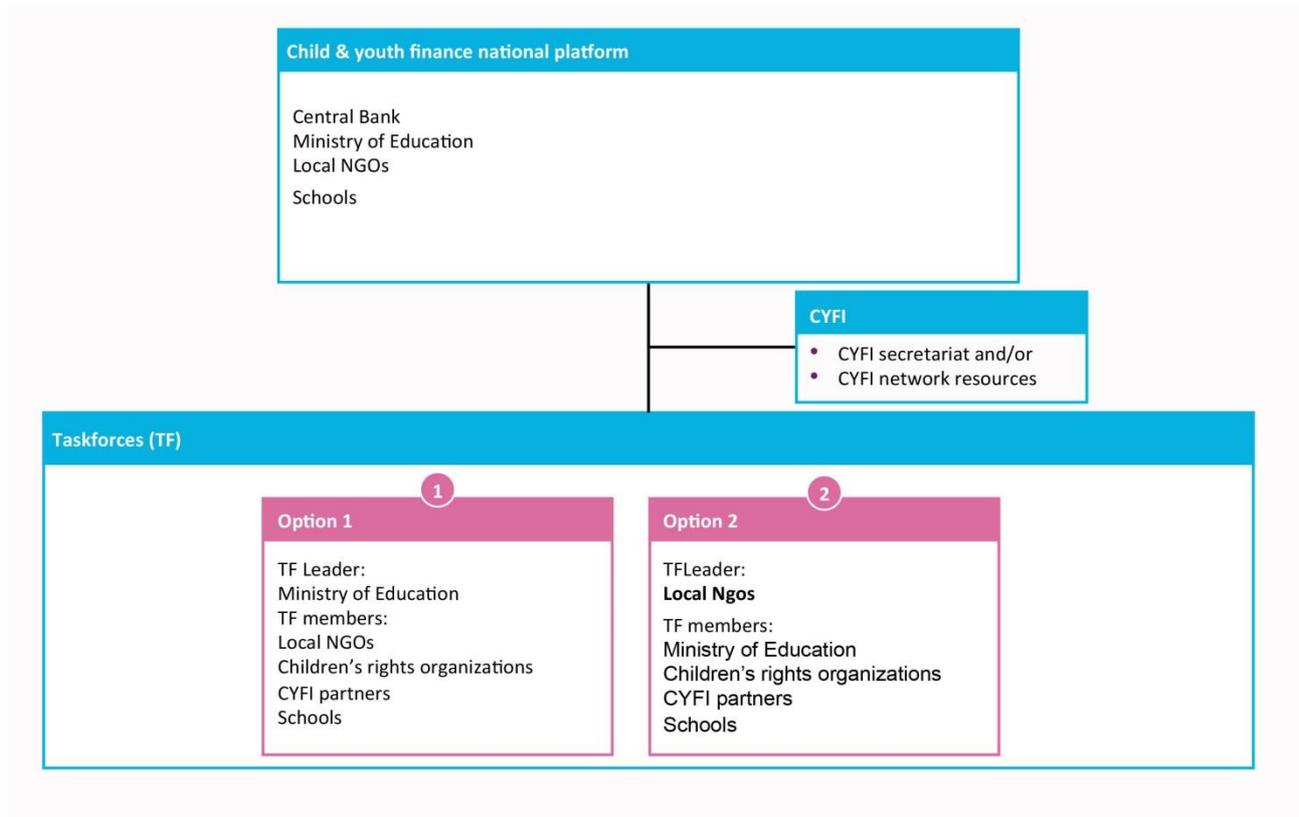
Figure C2.2: Stakeholder mapping

Stakeholder	In national platform?	In task-force?	Key responsibility	Time commitment	
National authorities	• Central Bank (CB)	✓	✗	- National overview	
	• Ministry of Education (MoE)	✓	✓	-Curriculum development /certification, teacher training, fundraising	
	• Ministry of Finance (MoF)	✗	✗		
Financial service providers	• Insurance sector organization	✗	✗		
	• Banking association / foundation	✗	✗		
	• Stock exchange	✗	✗		
	• Banks	✗	✗		
Civil society	• Local NGOs	✓	✓	-Curriculum creation, implementation	
	• Child rights organizations	✗	✓	-Technical assistance in content creation and implementation	
	• CYFI & partners	✗	✓	- Technical assistance in content creation and implementation	
Schools	• Schools	✓	✓	- Implementation	
	• Children & Youth	✗	✗		
	• Research institutes	✗	✗		

Below is a suggested governance structure for stakeholders' engagement strategy and governance initiatives. Various taskforces are responsible for specialized sub-activities.

Taskforce option 1 is applicable when national authorities carry out these initiatives, whereas Taskforce option 2 is applicable when civil society organizations carrying out these initiatives.

Figure C2.3- Taskforces and Governance



Objective: All children and youth not reached through formal school system receive ECE  
Component 2: National Implementation of Non-Formal ECE education



## Step 2: Baseline & Gap analysis

The purpose of baseline & gap analysis is to determine the current disposition of non-formal curricula nationally and to gather all the data enabling national authorities to make informed decisions. The baseline focuses on the current ECE curricula (where applicable), which exist in a specific country. The baseline gap analysis contains a quantitative and qualitative view of the national curricula and educational programs and is used to choose the most viable option(s) for curriculum creation or adaption.

To achieve this, the following questions should be considered:

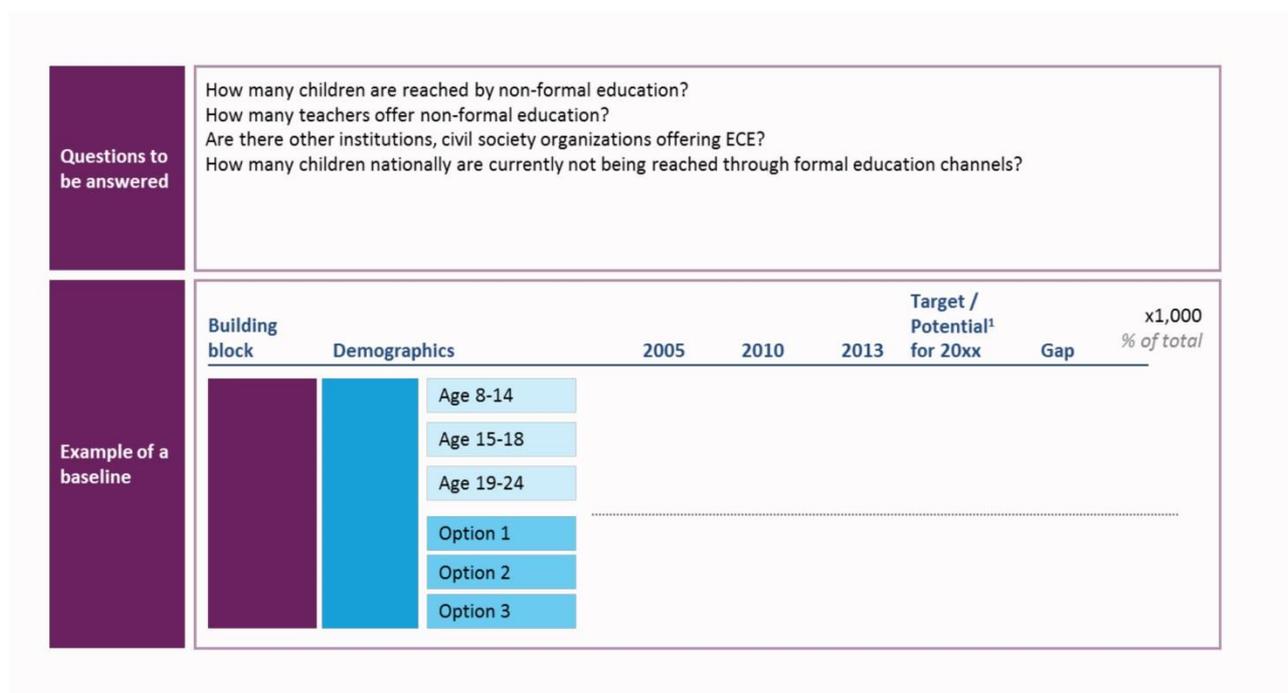
- How many children does non-formal education reach?
- How many teachers/educators offer non-formal education?

A study of these questions will help determine the extent of current national non-formal ECE education activities and the organizations engaged. This will establish where gaps exist and which actions must be undertaken to address them.

Furthermore, to design a context-based approach, the following questions should be considered:

- How many children and youth involved
  - Aged 8 – 14?
  - Aged 15 – 18?
  - Aged 19 – 24?
- What is the geographical distribution and concentration of the groups?
- How many of these children and young people receive non-formal education?

Figure C2.3: Baseline Analysis



Objective: All children and youth not reached through formal school system receive ECE  
 Component 2: National Implementation of Non-Formal ECE education



### Step 3: Implementation options

Having conducted the baseline analysis, an implementation plan can now be created which seeks to build on current efforts and/or fill existing gaps. This section highlights two options open to national multi-stakeholder implementation methods for introducing ECE into the non-formal system. These methods are as follows:

- Option 1: Government-mandated national agency: national implementation initiatives are coordinated by a national authority, usually the Ministry of Education. The national authority can choose to conduct its own non-formal ECE education initiatives, or fund non-formal ECE education through the civil society sector. An example of such an agency is a financial consumer protection agency.
- Option 2: Civil Society-led initiatives: national implementation initiatives are conducted by a consortium of national civil society actors (mostly NGOs). CYFI encourages a strong collaboration between this consortium and national authorities.

Figure C2.4 outlines some key considerations, requirements, benefits and drawbacks.

Figure C2.4 – Implementation Options

Implementation options	Government mandated national agency	Civil society-led initiatives
Considerations & requirements	<ul style="list-style-type: none"> <li>▪ Government mandated national agency providing either direct non formal education to children and youth, or funding and coordinating non formal ECE initiatives from other institutions.</li> <li>▪ Centralized non-formal national ECE education initiatives</li> <li>▪ National funding for non-formal education initiatives</li> <li>▪ Necessary expertise in delivering education through non-formal education channels</li> </ul>	<ul style="list-style-type: none"> <li>▪ Creation of a national civil-society consortium</li> <li>▪ Cooperation between multiple organizations which already developed an ECE curriculum</li> </ul>
Benefits & Drawbacks	<ul style="list-style-type: none"> <li>+ Government control over quality standards</li> <li>- Lack of access to the remotest areas</li> </ul>	<ul style="list-style-type: none"> <li>+ Teaching experience in the non-formal financial sector</li> <li>- Sharing of resources which can prevent reinventing the wheel</li> </ul>
Potential C&Y reached <sup>1</sup>		
Target C&Y reached		

<sup>1</sup> Determined from baseline

Each of these design choices are detailed in suggested implementation plans in the Figure C2.5 and C2.7. These suggested implementation plans can be modified to meet national needs and unique characteristics.

Objective: All children and youth not reached through formal school system receive ECE  
 Component 2: National Implementation of Non-Formal ECE education



## Implementation Plans

### Option 1: Implementation plan for “government mandated national agency”

Figure C2.5 - Implementation plan for “government mandated national agency”

	Description	Timeframe	Budget	Resources
<b>Step 1 – Mapping Current Situation</b>	<ul style="list-style-type: none"> <li>Examine which government agencies currently address ECE related consumer protection/public awareness</li> <li>Determine existing gaps in government programming and solutions</li> <li>Map existing non-formal education centers</li> </ul>	2 weeks	Low	<ul style="list-style-type: none"> <li>CYFI Secretariat</li> <li>Government regulators</li> <li>Education Authorities</li> </ul>
<b>Step 2 – Initial consultation and formation of national action plan</b>	<ul style="list-style-type: none"> <li>Form government task force to agree on key non-formal ECE objectives</li> <li>Consult with leading civil society and private sector representatives</li> <li>Compile inputs and establish national action plan</li> <li>Feedback and revise action plan</li> </ul>	3-4 months	Low/Med	<ul style="list-style-type: none"> <li>CYFI Secretariat</li> <li>Government Taskforce</li> <li>Civil Society</li> <li>External experts</li> </ul>
<b>Step 3 – Creation/Amendment of non-formal education curricula</b>	<ul style="list-style-type: none"> <li>Public consultations with educational experts from the MoE and civil society</li> <li>Develop materials: analyze materials from the CYFI network (eventual translations)</li> <li>Develop link content to national requirements</li> <li>Develop non-formal education tools (eg games)</li> </ul>	4 – 6 months	Med/High	<ul style="list-style-type: none"> <li>Government Task Force</li> <li>Civil Society</li> <li>CYFI partners</li> </ul>
<b>Step 4 – Roll out of activities</b>	<ul style="list-style-type: none"> <li>Map high and low coverage areas</li> <li>Strategy for reaching underserved youth</li> <li>Initial small scale rollout</li> <li>Expand into new provinces/territories/sectors</li> <li>Coordinate local media/national campaigns</li> </ul>	8-12 months	Med/High	<ul style="list-style-type: none"> <li>Government Taskforce</li> <li>Civil Society</li> <li>Local Media</li> </ul>
<b>Step 5 – Monitoring and Evaluation</b>	<ul style="list-style-type: none"> <li>Analyze impact, of non-formal ECE sustainability and cost effectiveness</li> <li>Incorporate feedback and revise action plan</li> <li>Report successes and lessons learned</li> </ul>	4-6 months	Med	<ul style="list-style-type: none"> <li>Government Taskforce</li> <li>Local Academics and Research institutes</li> <li>CYFI Secretariat</li> <li>Experts in CYFI Network</li> </ul>

Objective: All children and youth not reached through formal school system receive ECE  
 Component 2: National Implementation of Non-Formal ECE education



## Option 2: Implementation plan for “civil society-led efforts”

Figure C2.6 - Implementation plan for “civil society-led efforts”

	Description	Timeframe	Budget	Resources
<b>Step 1 – Mapping Current Situation</b>	<ul style="list-style-type: none"> <li>Examine existing programming initiatives offered through local civil society</li> <li>Determine existing programming gaps (demographic, regional, resource) means to address.</li> <li>Determine what national civil society networks are already active</li> </ul>	2 weeks	Low	<ul style="list-style-type: none"> <li>CYFI Secretariat</li> <li>Local civil society</li> <li>CYFI Network partners</li> </ul>
<b>Step 2 – Initial consultation and formation of national action plan</b>	<ul style="list-style-type: none"> <li>Consult with leading civil society representatives</li> <li>Form national association to agree on key non-formal ECE objectives</li> <li>Terms and conditions of membership</li> <li>Compile inputs and establish national action plan</li> <li>Link with relevant government bodies</li> </ul>	3-4 months	Low/Med	<ul style="list-style-type: none"> <li>CYFI Secretariat</li> <li>Civil Society Association</li> <li>Government Regulators</li> <li>External experts</li> </ul>
<b>Step 3 – Creation/Amenment of non-formal education curricula</b>	<ul style="list-style-type: none"> <li>Public consultations with educational experts from the MoE and civil society</li> <li>Developing materials: analyze materials from the CYFI network (eventual translations)</li> <li>Develop and link content to the national requirements</li> <li>Develop non-formal education tools (e.g. games)</li> </ul>	4 – 6 months	Med/High	<ul style="list-style-type: none"> <li>Civil Society</li> <li>CYFI partners</li> </ul>
<b>Step 4 – Roll out of activities</b>	<ul style="list-style-type: none"> <li>Map of high and low coverage areas</li> <li>Strategy for reaching underserved youth</li> <li>Initial small scale rollout</li> <li>Determine funding strategy and link w/private sector</li> <li>Expansion into new provinces/territories/sectors</li> <li>Coordinate local media/national campaigns</li> </ul>	8-12 months	Med/High	<ul style="list-style-type: none"> <li>Civil Society Association</li> <li>Civil Society</li> <li>Local Media</li> </ul>
<b>Step 5 – Monitoring and Evaluation</b>	<ul style="list-style-type: none"> <li>Analyze impact, sustainability and cost effectiveness of non-formal ECE initiatives</li> <li>Incorporate feedback and revise action plan</li> <li>Reporting on successes and lessons learned</li> </ul>	4-6 months	Med	<ul style="list-style-type: none"> <li>Civil Society Association</li> <li>Local Academics and Research institutes</li> </ul>

Objective: All children and youth not reached through formal school system receive ECE  
 Component 2: National Implementation of Non-Formal ECE education



## Step 4: Determining KPIs and processes for progress tracking

To measure the progress of your implementation plan, you will need to incorporate Key Performance Indicators (KPIs) and determine the timelines for achieving them.

Along with these KPIs, you are also advised to incorporate performance improvement initiatives and ways in which to update the plan so as to facilitate necessary changes.

Figure 2.7 A2.9 highlights suggested KPIs, their owners, their relevant timelines and tracking methods.

Figure C2.7: Suggested KPIs

Tracking sheet for: <b>National Implementation</b>				
Actions	Owner	Timeline	Status	On track?
Mapping complete		2 months	Not reached	
Taskforce formed		2 months 3 weeks	Reached	
Curriculum created		3 months	Not reached	
ECE education delivered to X number of children		5-6 months	Reached	
High level of satisfaction from target group		1 year	Partially reached	

Objective: All children and youth not reached through formal school system receive ECE  
Component 2: National Implementation of Non-Formal ECE education



## Step 5: Formulating a communications plan

Successful project implementation demands a communications plan to support strategic messaging, keep project momentum high, disseminate and valorize project deliverables, streamline internal and external correspondences and reports to fit with the existing channels, and increase awareness of the project. Project design should contemplate appropriate, personnel, time and budgets to meet communications objectives.

Certain outreach activities can bring attention to non-formal ECE education and as a means of reaching out to children and youth.

Sample media activities include:

- TV segments/radio programming: traditional media are ubiquitous and can be used for promotional and education purposes.
- Free public events: can include educational center open houses or fundraisers.
- Global Money Week: can be celebrated at non-formal education centers.
- Interim Fairs: Visits to remote areas and community discussions can shed light on their educational needs and raise awareness about the delivery of non-formal education.

Figure C2.8 provides some sample communications activities specifying, timelines, budgets and people needed.

Figure C2.8: Communication Plan template

Activity	Detail	Responsible	Timeframe	Budget
TV segments/ Radio programming	Mass outreach to target population	MoE	Weekly	0-5000
Free public events	Free public event such as street parties to which C&Y have easy access	MoE, CB	Monthly	0-5000
Global Money Week	A multi-stakeholder event	ECE platform and taskforce	Annually	5000-20000
Interim fairs	Outreach to remote locations	CB, FSPs	Bi-Monthly	TBD

Objective: All children and youth not reached through formal school system receive ECE  
Component 2: National Implementation of Non-Formal ECE education

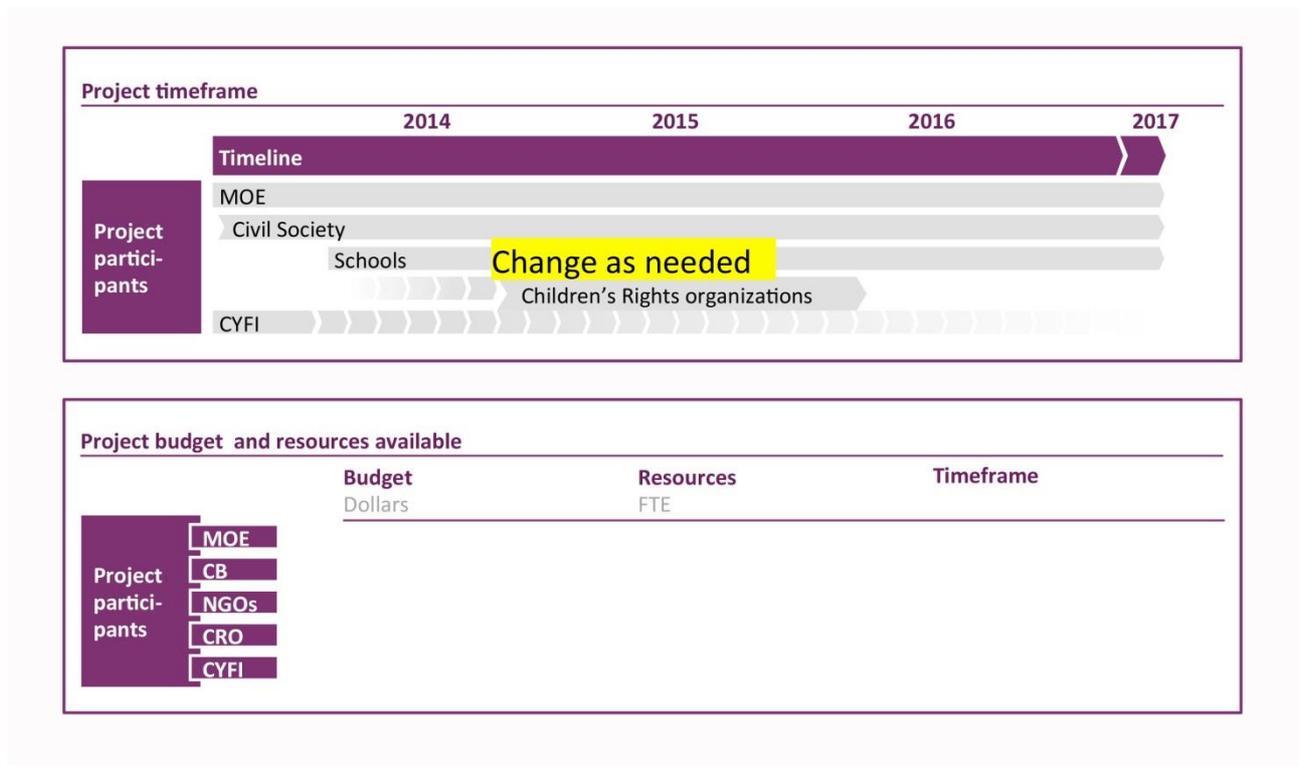


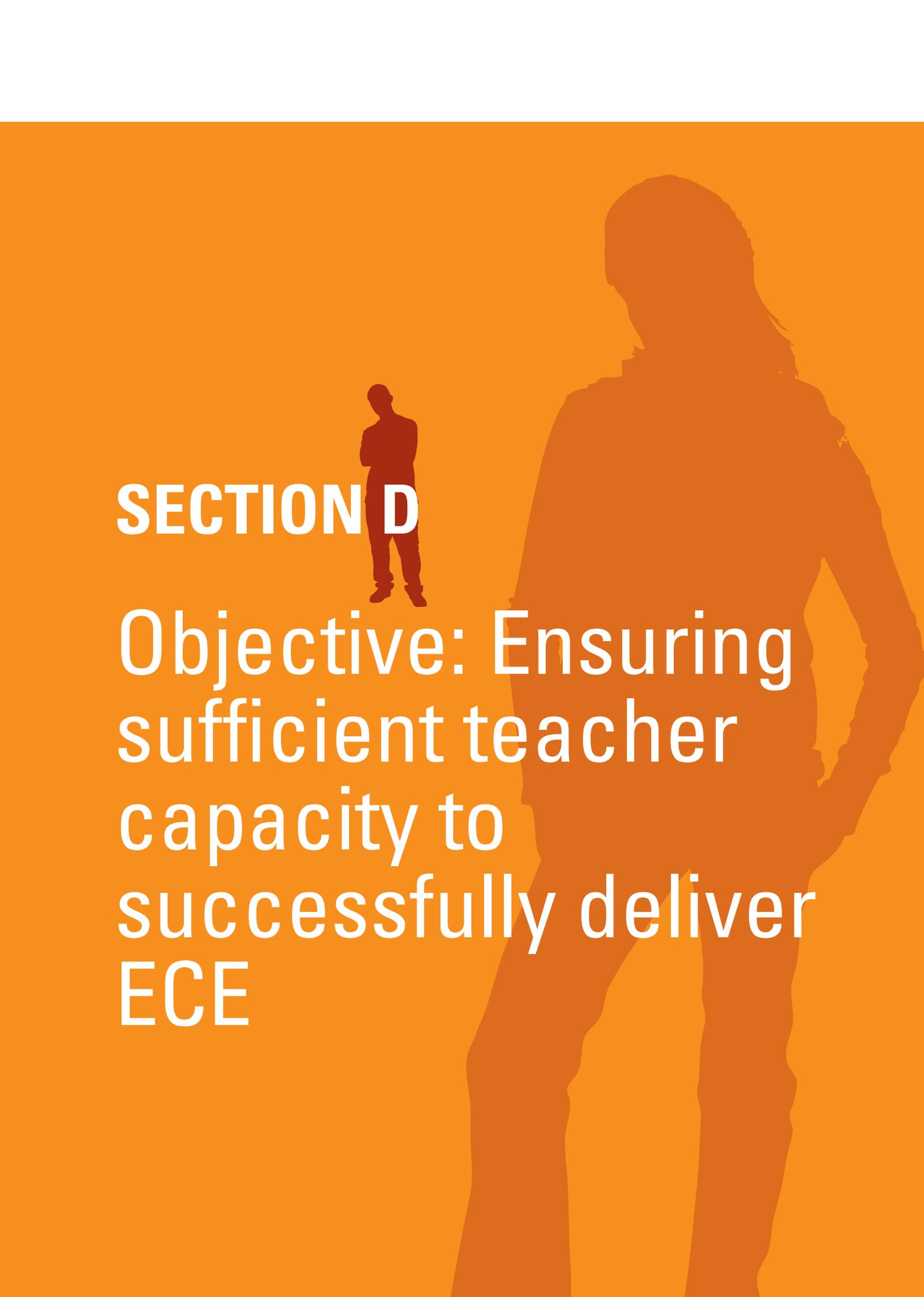
## Step 6: Roadmap and budget

The final step in this process involves designing a step by step process or “roadmap” incorporating budget allocations for the various steps and stakeholders. The roadmap helps manage expectations and optimize resource allocation for each project partner.

Budgetary requirements relate directly to stakeholder roles and responsibilities. Figure C2.9 illustrates how project owners can keep a detailed report of the budget for each component and project deliverables as well as the timelines for the completion of delegated task. These two aspects should be clearly defined at the outset to avoid confusion or redundancies among taskforce members and project stakeholders.

Figure C2.9: Roadmap and Budget



The background is a solid orange color. On the right side, there is a large, semi-transparent silhouette of a woman standing with her hands on her hips, facing left. On the left side, there is a smaller, solid black silhouette of a man standing with his arms crossed, facing right. The text is overlaid on the left side of the image.

## SECTION D

Objective: Ensuring  
sufficient teacher  
capacity to  
successfully deliver  
ECE

# Objective D: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE



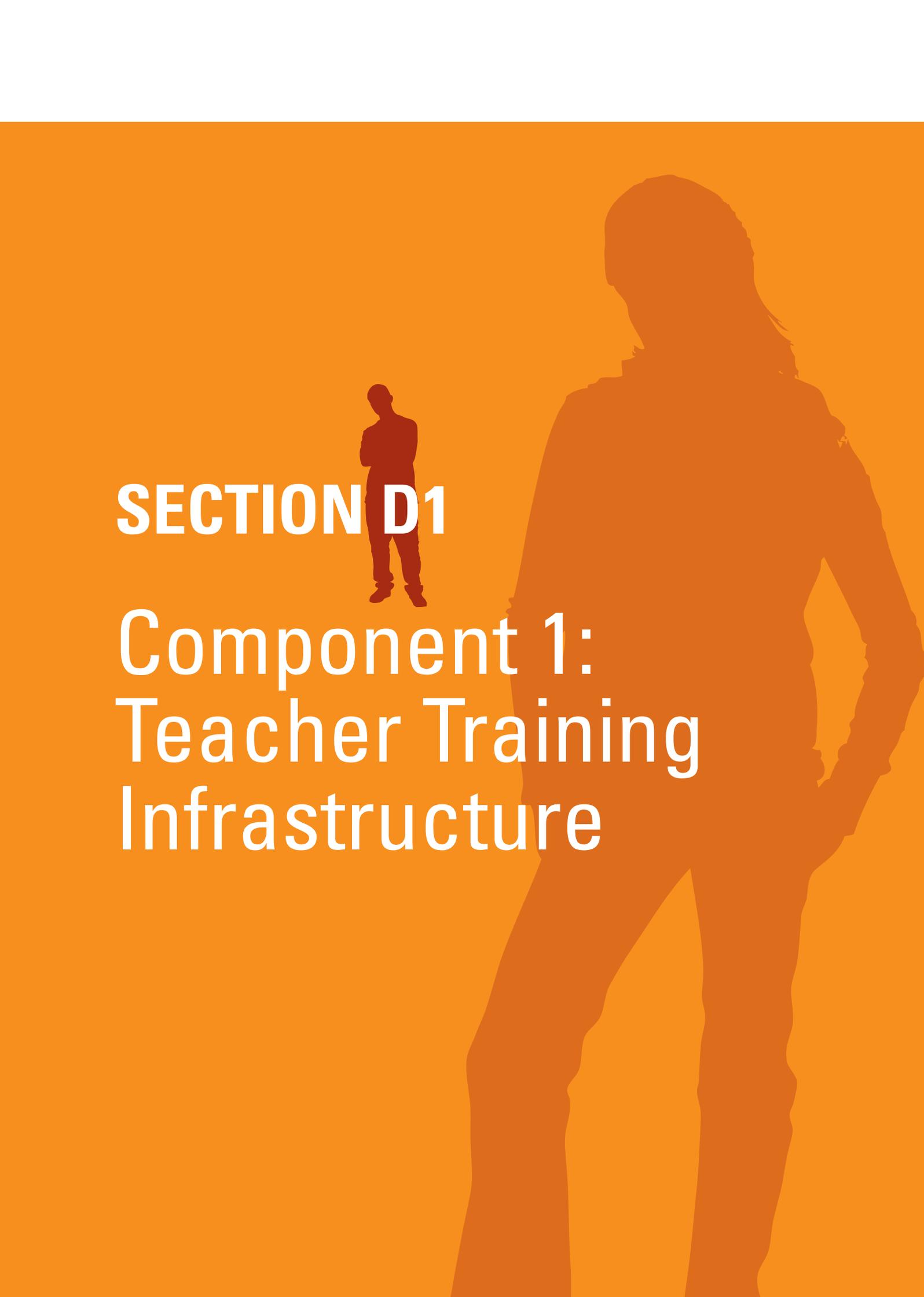
This section develops a structure for teacher training addressing the ECE learning framework. The objective is to train professional teachers with the theoretical knowledge, practical skills and competences and the professional commitment to teach ECE to national standards. This strategic approach also aims to allocate resources for additional interventions through the CYFI network and the national ECE platform.

**“Teacher training infrastructure”** includes activities which create or reinforce the basic teacher training infrastructure nationally. Key steps include: first analyzing existing, official, teacher certification/training regimes deriving from academic institutions, training agencies and civil society. Secondly, undertaking research respecting the capacity

and quality of the certification/training regimes and drafting a report covering three implementation components.

**“Sufficient outreach to teachers”** involves a coordinated strategy to reach teachers nationally and through diverse training channels. The training content and pedagogy in these guidelines should coincide with the desired learning outcomes and teaching methodology recommended by CYFI in the ECE learning framework.

Each component is explored in greater detail in the following sections using the 6-step approach introduced in Phase C in Chapter 2.

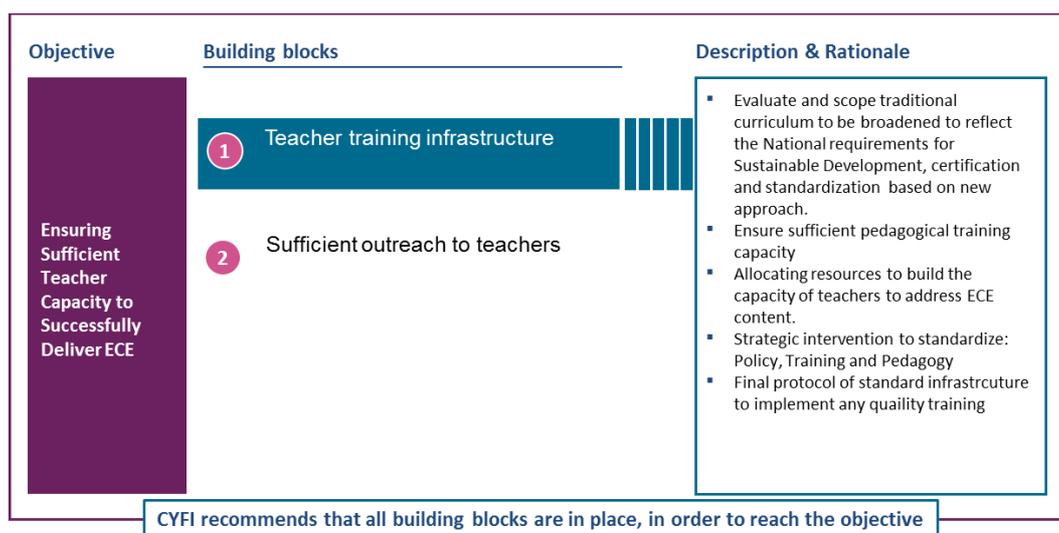
The background is a solid orange color. On the right side, there is a large, semi-transparent silhouette of a woman standing with her hand on her hip. On the left side, there is a smaller, solid black silhouette of a man standing with his arms crossed. The text is overlaid on the left side of the image.

# SECTION D1

## Component 1: Teacher Training Infrastructure

# Component 1: Teacher Training Infrastructure

Figure D1.1: Component 1 Teacher Training Infrastructure



Quality of teaching undoubtedly has an effect on the quality of education received. Thus it is of extreme importance to engage in a systematic and sustainable effort to increase teacher capacity in ECE. In this section, we will explore strategies for developing a national Teacher Training Infrastructure using the 6-step approach presented in Phase C of Chapter 2.

## CASE STUDY: Mercy Corps Training methods for their “Tunisia Works” initiative

Founded in 1979, Mercy Corps is a global NGO based in the US. Mercy Corps are present in 36 countries reaching 19 million people: alleviating suffering, poverty and oppression by helping people build secure, productive and just communities.

Tunisia Works/Tounes Tekhdem is a Mercy Corps-lead initiative funded by the UK based Department of International Development (DFID) and Agence Française de Développement (AFD).. Tunisia Works increases youth (ages 18-30) financial inclusion, by improving access to and the quality of financial services. Tunisia Works targets students involved in vocational training centres, the unemployed, under-employed graduates, and young entrepreneurs, with a specific focus on the integration and engagement of women. Tunisia Works carries out financial education initiatives for at least 3,500 youth through several delivery mechanisms: directly through financial institutions (including MFIs, banks, and the Post Office), local associations, and via mobile technologies.

Financial education modules include budgeting, savings, debt management, and the reasons and means to use various financial products and services: education components corresponding with the Economic Citizenship Education framework and the CYFI mission. Mercy Corps have conducted initial training of trainers (ToT) with financial service providers and facilitators from local associations in target regions (e.g. Gafsa, Kasserine, Medenine and Tataouine). To increase key financial education outreach, Mercy Corps is exploring utilizing a series of short video clips, radio messaging, and an e-learning site to promote financial education across Tunisia. While Mercy Corps is not an official CYFI partner, they increasingly collaborate in areas of mutual interests. They have also participated in various CYFI Regional Meetings and the 2013 CYFI Global Summit. Organizations like Mercy Corps implement ECE similar to the strategies and methods valued by CYFI. CYFI’s gladly supports Mercy Corps’ mission.

## Step 1: Stakeholder engagement and mapping of stakeholders

For teachers and facilitators to develop their ECE teaching capacity collaborative interventions are required, by a broad range of national and local stakeholders. Different stakeholders, their roles, and their levels of involvement, either through the national committee or in dedicated taskforces, need to be identified.

Depending on the initiative, various stakeholders may take leading roles in the implementation process. Policymakers and regulators – including the Ministries of Education and Finance - will lead national level strategies, while industry-level players (i.e. teaching associations, training institutes and NGOs) play supporting roles.

A number of taskforces must be established to lead national teacher training infrastructure initiatives. The taskforces must comprise ECE, children’s rights and education experts and teachers.

The Figure below provides an example of stakeholder engagement and potential roles, responsibilities, and time commitments. Clearly detailing stakeholder participation and responsibility for project tasks is critical for project success.

Figure D1.2: Stakeholder mapping

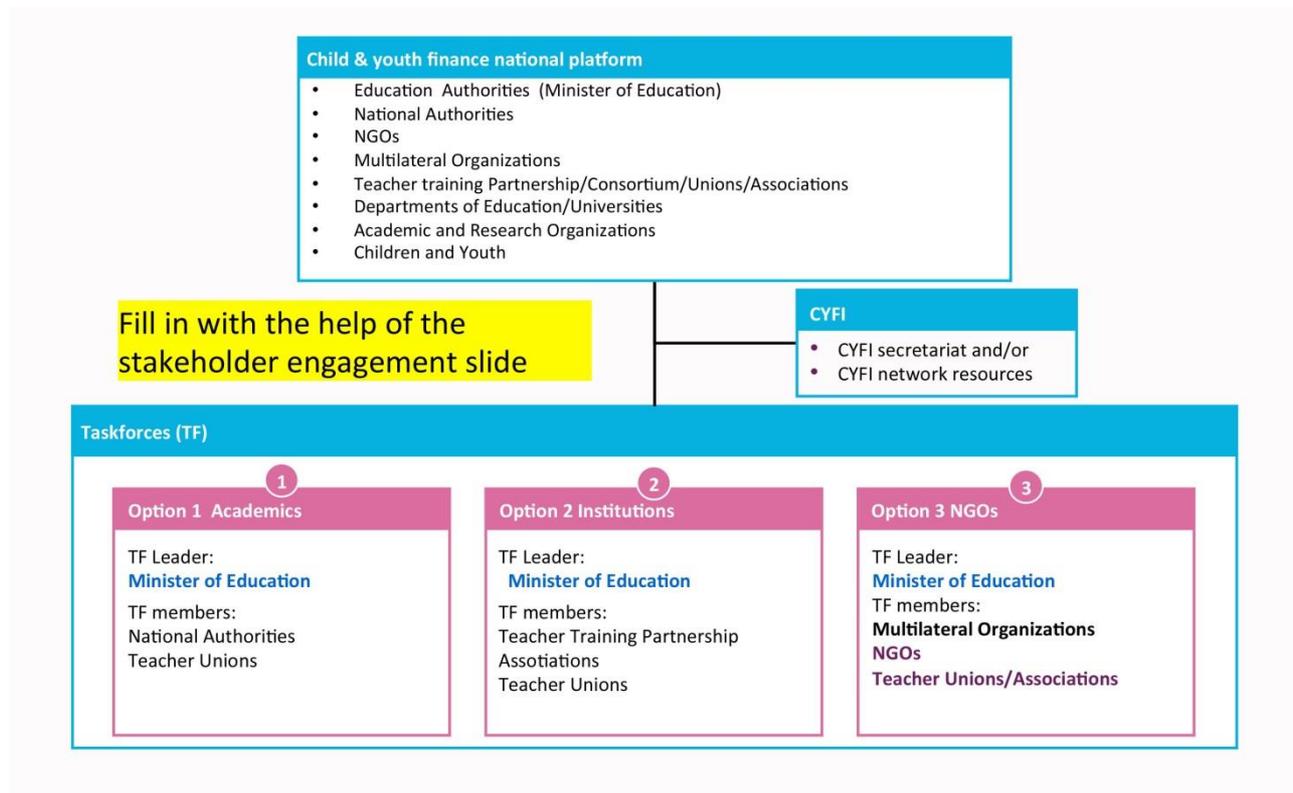
Stakeholder	In national platform?	In task-force?	Key responsibility	Time commitment	
National authorities	• Ministry of Education (MoE)	✓	✓	National strategy leading	
	• University/ Departments of education	✓	✓	Leading/support	
	• Ministry of Finance (MoF)	✗	✗		
Financial service providers	• Advisory School Services	✓	✓	Teacher training support/plan	
	• Teacher Boards/Commissions	✓	✓	Support/planning/policy	
	• Researcher Training partnership/Consortium	✓	✗		
	• Banks	✗	✗	Alternative training mapping	
Civil society	• Local NGOs	✓	✗		
	• Child rights organizations	✗	✗		
	• CYFI & partners	✓	✓	FACILITATORS	
Schools	• Schools	✓	✓	Implementers	
	• Children & Youth	✓	✗	Beneficiaries	
	• Research institutes	✓	✗		

Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
Component: Teacher Training Infrastructure



Figure D1.3 presents a suggested governance structure for stakeholders' engagement strategy and governance initiatives. Various taskforces can be set up to be responsible for specialized sub-activities. Three different taskforce structures are presented in the slide below: the Academics Taskforce, the Training Institutions Taskforce and the NGO/Civil Society Taskforce.

Figure D1.3: Taskforces and Governance



Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
Component: Teacher Training Infrastructure



## Step 2: Baseline & Gap analysis

A central issue in teacher training is the diversity of institutions offering teacher training and the disparity/quality of methodologies used to train them. To better allocate resources based on certain quality profiles, related gaps in teacher training infrastructure need to be filled. Elaborating the teacher training infrastructure can be done by evaluating national frameworks and certification processes and considering references, previous frameworks and government policies.

The purpose of baseline & gap analysis is to determine the current disposition of teacher training nationally and to gather all the data enabling national authorities to make informed decisions. The baseline focuses on the current teacher training and certification (where applicable), which exist nationally. The baseline gap analysis contains a quantitative and qualitative view of the national teacher training programs and is used to choose the most viable option(s) for teacher training infrastructure to be filled in.

To achieve this, the following questions should be considered:

- How many certified teacher training institutes exist?
- What are the national requirements for certified teacher training institutions?
- What are the official (if any) regulations governing teacher training?
- How are teachers unions/associations involved in the teacher training process?
- How many nationally certified teachers are there? What are the general requirements for teachers to be certified? Are there any exceptions? (rural vs. urban areas)
- Are there any national authorities providing standard protocols for training? What about quality control?

Answering these questions will help determine current national teacher training infrastructures and how to address deficiencies in the teacher training system.

Figure D1.4 below denotes the initial questions and the subsequent baseline representation to produce steps for implementing a successful teacher-training infrastructure.

Figure D1.4: Baseline Analysis

Components	Demographics	2005	2010	2013	Target / Potential <sup>1</sup> for 20xx	Gap	x1,000 % of total
	Age 8-14						
	Age 15-18						
	Age 19-24						
	Option 1						
	Option 2						
	Option 3						

Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
Component: Teacher Training Infrastructure



### Step 3: Implementation options

Having conducted the baseline analysis, an implementation plan can now be created which seeks to build on current efforts and/or fill existing gaps. This step highlights three main delivery channels comprising the infrastructure necessary to train teachers to deliver ECE education. Though not an exhaustive list, these channels are as follows:

- **Option 1: Academic institutions:** A traditional structure ensuring teachers acquire the standard required teaching certification.
- **Option 2: Training institutions:** Training institutions provide professional development courses and training workshops, which aim to provide teachers with appropriate credentials for specific subjects. Training institutions are a sound alternative to academic institutions which can allow for increased scope and impact. However, the lack of standardization in this pathway can lead to inconsistency and possible diminished quality.
- **Option 3: Civil societies:** NGOs, similar to training institutions, offer considerable outreach potential. It is possible for a person to become an accredited teacher or tutor by attending free workshops or training sessions. Civil society organizations tend to develop workshops based on curriculum and pedagogical material effective in a classroom environment. Despite the lack of formal and higher certification, civil society offers sound alternative to formal institutions, especially in isolated and low-income communities, where they may be the only organizations reaching out to future teachers.

Figure D1.5 outlines the key considerations, requirements, benefits and drawbacks for each option.

Figure D1.5: Implementation Options

Implementation options	Academic institutions	Training institutions	Civil society organizations
<b>Considerations &amp; requirements</b>	<ul style="list-style-type: none"> <li>▪ National Curriculum, ensure that 90% professional qualification based on National Standards</li> <li>▪ Adhere to traditional pedagogical orientations. Effective program development, flexibility to upgrade.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Diversify institutes based on certification: national or independent</li> <li>▪ Scope of curriculum to be broadened to reflect the National Requirements for Sustainable Development</li> </ul>	<ul style="list-style-type: none"> <li>▪ NGO models may be a useful tool for teacher training institutes. Alternative to more expensive options.</li> <li>▪ But without safeguards, large-scale replication by the government of such NGO innovations would be problematic</li> </ul>
<b>Benefits &amp; Drawbacks</b>	<ul style="list-style-type: none"> <li>+ If it works...</li> <li>+ Standardization among teachers ensure teacher acquires appropriate certification</li> <li>- Lack of upgrades or innovation</li> </ul>	<ul style="list-style-type: none"> <li>+ integrating new learning materials across the curriculum</li> <li>+ Open to adapt/upgrade</li> <li>- Lack of consistency</li> </ul>	<ul style="list-style-type: none"> <li>+ New models, new advocacy and capacity building roles as the "alternative school " and the "voluntary teacher"</li> <li>- could decrease quality of education</li> </ul>
<b>Potential C&amp;Y reached<sup>1</sup></b>			
<b>Target C&amp;Y reached</b>			

<sup>1</sup> Determined from baseline

Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
Component: Teacher Training Infrastructure



## Option 1: Implementation plan for “Academic Institutions”

FigureD1.6: Implementation plan for “Academic Institutions”

	Description	Timeframe	Budget	Resources
Step 1	<ul style="list-style-type: none"> <li>Analyze actual National Certificate/ National Curriculum</li> <li>Evaluate regulation under international protocols for academic pedagogical degrees</li> <li>Goal: target different certifications to do cross curriculum requirements and teacher capability.</li> <li>Institutions: Which ones offer formal/ informal certification and want to include tutors?</li> <li>Conclusion: report to include a cross curricular Plan (Step2)</li> </ul>	4 weeks	Low cost	<ul style="list-style-type: none"> <li>CYFI Partners/Secretariat</li> </ul>
Step 2	<ul style="list-style-type: none"> <li>Create cross-curricular plan to diversify teachers by experience, institutions, expertise and focus.</li> <li>EVALUATION</li> <li>Create research group to include section. In ECE.</li> <li>Develop a SWOT analysis with a working group and research group</li> <li>PLAN+REPORT+SWOT (for ECE adapted to any structure)</li> </ul>	4-6 weeks	Low cost	<ul style="list-style-type: none"> <li>CYFI Partners/Secretariat</li> <li>Education Authorities</li> <li>Regulatory bodies</li> </ul>
Step 3	<ul style="list-style-type: none"> <li>Deliver final report to adapt to national requirements</li> <li>Pilot experience</li> <li>Pilot results in a report</li> </ul>	3 months	Medium cost	
Step 4	<ul style="list-style-type: none"> <li>Create official courses in financial capability, ECE inclusion for any certification and set up protocol for analysis</li> </ul>	Implementation for 2 years	Medium cost	<ul style="list-style-type: none"> <li>Local institutions and schools to report to CYFI</li> </ul>

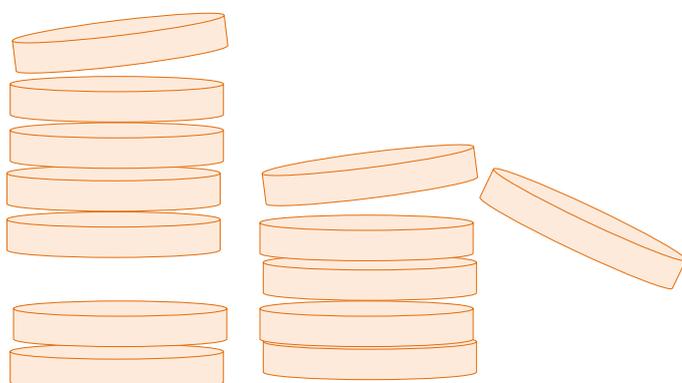
Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
Component: Teacher Training Infrastructure



## Option 1: Implementation plan for “Training Institutions”

FigureD1.7: Implementation plan for “Training Institutions”

	Description	Timeframe	Budget	Resources
Step 1	<ul style="list-style-type: none"> <li>What are the requirements? IDENTIFYING if there is regulation, length, select samples and pilots</li> <li>Develop A Peer Learning Activity (PLA) with ECE in context</li> <li>Identify one institution with experience and frame PLA pilot based on:               <ol style="list-style-type: none"> <li>Common goals</li> <li>Specific learning targets</li> <li>Audience and focus groups</li> </ol> </li> </ul>	8 weeks	TBD	<ul style="list-style-type: none"> <li>CYFI Partners/Secretariat</li> </ul>
Step 2	<ul style="list-style-type: none"> <li>Participating countries or institutions provide a brief national report on their policies and practices within the ECE context</li> <li>Conclusions, notably lessons learned from policy development and implementation which could be applicable in order to standardize trainings and implement plan.</li> </ul>	6 weeks	TBD	<ul style="list-style-type: none"> <li>CYFI Partners/Secretariat</li> <li>Education Authorities</li> <li>Regulatory bodies</li> </ul>
Step 3	<ul style="list-style-type: none"> <li>PILOTING report</li> <li>This report will include key issues in order to support wider national adapted curriculum.</li> <li>Action Plan working Group</li> <li>to develop an Inventory of Outreach</li> <li>Strategy to enable people to adapt ECE in peer learning groups.</li> </ul>	6 weeks pilot implemented and feedback received	TBD	<ul style="list-style-type: none"> <li>CYFI Partners/Secretariat</li> <li>Education Authorities</li> <li>Local institutions and schools to report to CYFI</li> </ul>
Step 4	<ul style="list-style-type: none"> <li>Make official courses in financial capability, ECE inclusion for any certification and set up protocol for analysis and final evaluation.</li> <li>Implementation</li> </ul>	Implementation for 2 years	TBD	<ul style="list-style-type: none"> <li>Local institutions and schools to report to CYFI</li> </ul>



Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
Component: Teacher Training Infrastructure



## Option 1: Implementation plan for “Civil Society”

Figure D1.8: Implementation plan for “Civil Society”

	Description	Timeframe	Budget	Resources
Step 1	<ul style="list-style-type: none"> <li>Analysis: Which organizations provide teaching courses, which ones are within out network, which ones have teaching classes non certified that can be formalize. EXCLUDE NON FORMAL EDUCATION?</li> </ul>	2-4 weeks	Low cost	<ul style="list-style-type: none"> <li>CYFI Partners/Secretariat and new NGOs</li> </ul>
Step 2	<ul style="list-style-type: none"> <li>Identify the type of courses, classes and trainings:</li> <li>Courses: Length and outcomes</li> <li>Trainings: Length and outcomes</li> <li>Classes: Number, length and outcomes based on curriculum</li> </ul>	6 weeks	Low cost	<ul style="list-style-type: none"> <li>CYFI Partners/Secretariat</li> <li>Education Authorities</li> <li>Regulatory bodies</li> </ul>
Step 3	<ul style="list-style-type: none"> <li>Develop trainings and implement in a pilot experience:</li> <li>Two possibilities:               <ol style="list-style-type: none"> <li>Included: adapt courses in existing curriculum.</li> <li>New approach</li> </ol> </li> </ul>	From week 8, PILOT approach	Medium cost	<ul style="list-style-type: none"> <li>CYFI Partners/Secretariat</li> <li>Education Authorities</li> <li>Local institutions and schools to report to CYFI</li> </ul>
Step 4	<ul style="list-style-type: none"> <li>Make official courses. Deliver to all the partners and implement</li> </ul>	Implementation for a 2 years	Medium cost	<ul style="list-style-type: none"> <li>Local institutions and schools to report to CYFI</li> </ul>

Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
Component: Teacher Training Infrastructure



## Step 4: Determining KPIs and processes for progress tracking

To measure the progress of your implementation plan, you will need to incorporate Key Performance Indicators (KPIs) and determine the timelines for achieving them.

Along with these KPIs, you are also advised to incorporate performance improvement initiatives and ways in which to update the plan so as to facilitate necessary changes.

Figure D.19 highlights suggested KPIs, their owners, their relevant timelines and tracking methods.

Figure D1.9: Suggested KPIs

Tracking sheet for: <b>Teacher Training Infrastructure</b>				
Actions	Owner	Time line	Status	On track?
Most of training institutes involved		4 months	Not reached	
Develop standardized certification for all providers		1 year	Reached	
Strategic intervention reached: Policy, training, and pedagogy		1 year	Not reached	
Collateral Interventions adapted		4 months	Reached	
Most of teachers acquire the new upgraded Curriculum		1 ½ years	Partially reached	

## CASE STUDY: Strengthening Teacher Training Capacity for CARE

CARE International has provided emergency relief and lifesaving assistance to the Somali people since 1981. Some of the main program activities since then have included small-scale enterprise development projects, primary school education and teacher training frameworks. One of the primary objectives of CARE's education programs is enhancing the quality of basic education. This is because quality is the key to student retention and achievement, as well as continued community involvement and ownership.

Strengthening Capacity for Teacher Training (SCOTT) is among the training models available. SCOTT is exemplary because of its special focus on basic education for young girls. For this reason it can be a model for ECE implementation especially in more complex areas where alternative education delivery pathways are crucial. SCOTT's objective is to increase access to basic primary education in Somaliland, which is characterized by large numbers of untrained and under-trained school teachers and a lack of non-formal education, especially in rural areas.

The framework has two main target groups, untrained current teachers and new teachers, particularly women. The program provides school-based training and short-term college-based training. The curriculum provides a balance between the acquisition of child-centered, participatory teaching skills and teaching subject content. To ensure sustainability, the program supports capacity-building within the Ministry of Education in Somaliland and national teacher training institutions: these training institutions ensure continued management, quality assurance, supervision and teacher support.



Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
Component: Teacher Training Infrastructure



## Step 5: Formulating a communications plan

Successful project implementation demands a communications plan to support strategic messaging, keep project momentum high, disseminate and valorize project deliverables, streamline internal and external correspondences and reports to fit with the existing channels, and increase awareness of the project. Project design should contemplate appropriate, personnel, time and budgets to meet communications objectives.

Certain outreach activities can bring attention to non-formal ECE education and as a means of reaching out to children and youth.

Below are sample media activities:

- Periodic working groups and stakeholders meetings: to update the certifications status and frameworks, and facilitate regional/national best practices development.

- Newsletters: to publish stories about successful ECE teacher training integration programs.
- Peer Learning Activities (PLA): exchanging experiences, stimulating dialogue and mutual learning about teacher training policies and approaches. Approaches and tools supporting and enhancing professionalism and efficiency in ECE teacher training.
- Surveys: to periodically gather information respecting the implementation and impact of various training initiatives.
- Highlighting experiences: recognizing best practices and achievements through industry awards or features in local media.

Figure D1.10 provides some sample communications activities specifying, timelines, budgets and people needed.

Figure D1.10: Communication Plan Template

Activity	Detail	Responsible	Timeframe	Budget
Periodic working group/stakeholders meeting	Create working groups for implementation and best practice examples	Working groups: CYFI, National Authorities, Academics	Trimester	Low
Newsletters	News related pilots and progress in capacity building and teacher training Examples	Working groups: CYFI, Minister education (support)	Weekly	Low
The PLA across institutions, common goals	Peer learning activities in capacity building, workshops	Local institutions Academics, E. departments	Annual	Medium
Surveys to gather data	Evaluation and writing reports	Institutions and teacher associations	Quarterly	Medium
Promoting and publish progress from Pilots and groups	Report and delivery best practice award	CYFI, Working group, Research group	2 months	Medium

Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
Component: Teacher Training Infrastructure

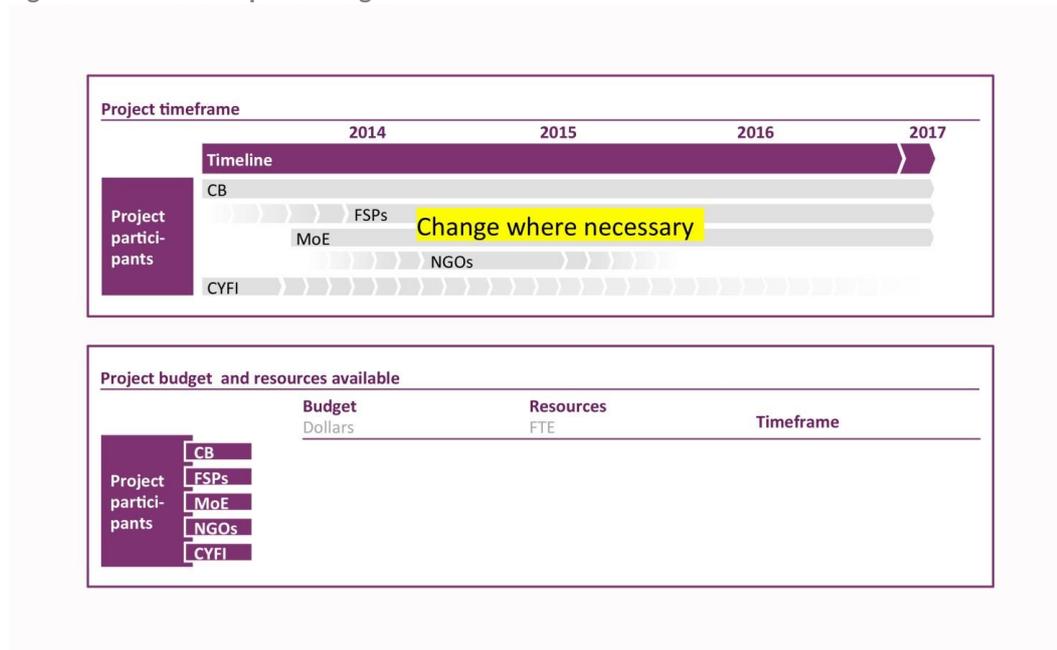


## Step 6: Roadmap and budget

The final step in this process involves designing a step by step process or “roadmap” incorporating budget allocations for the various steps and stakeholders. The roadmap helps manage expectations and optimize resource allocation for each project partner.

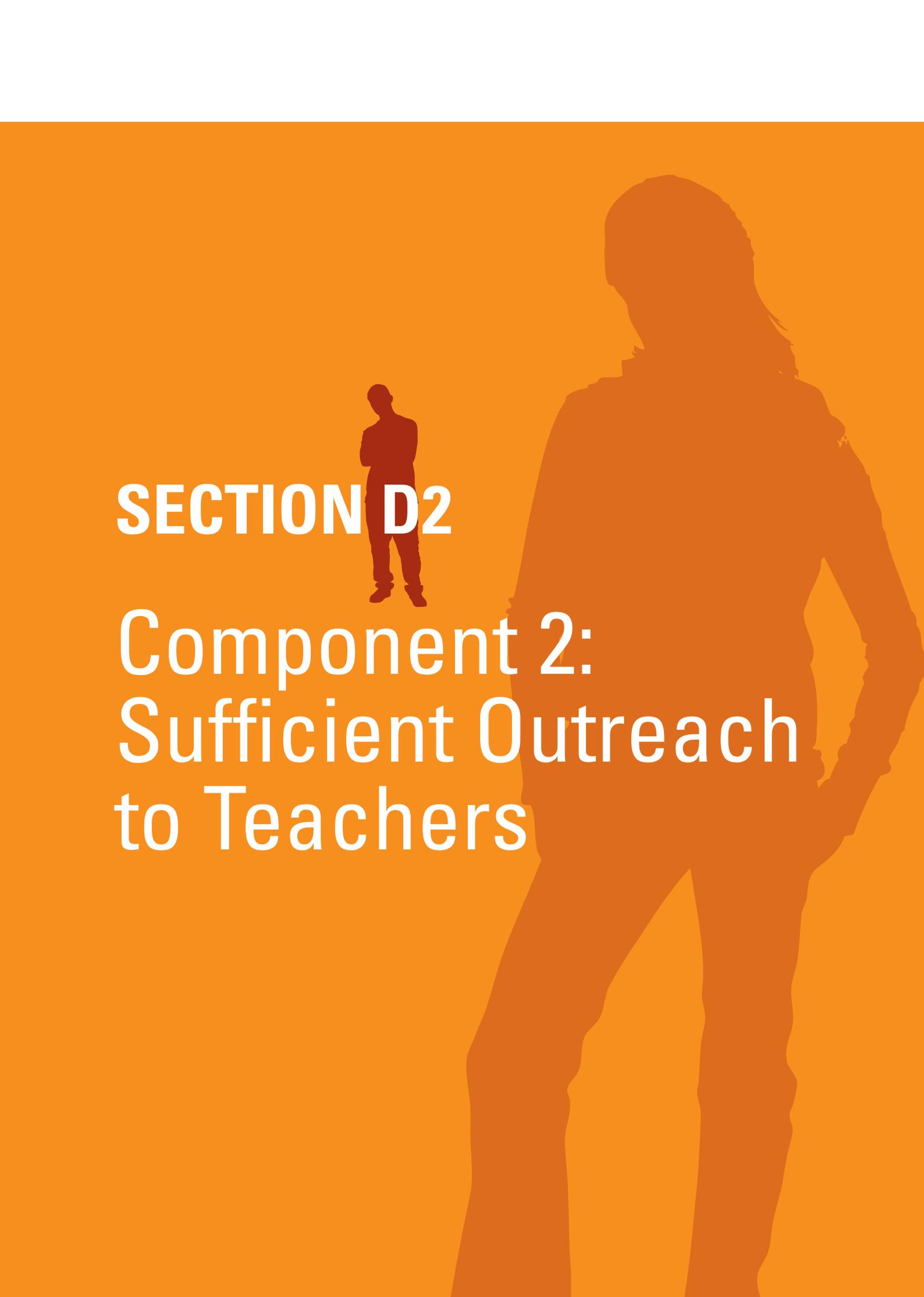
Budgetary requirements relate directly to stakeholder roles and responsibilities. Figure D1.11 illustrates how project owners can keep a detailed report of the budget for each component and project deliverables as well as the timelines for the completion of delegated task. These two aspects should be clearly defined at the outset to avoid confusion or redundancies among taskforce members and project stakeholders.

Figure D1.11: Roadmap and Budget



Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
Component: Teacher Training Infrastructure



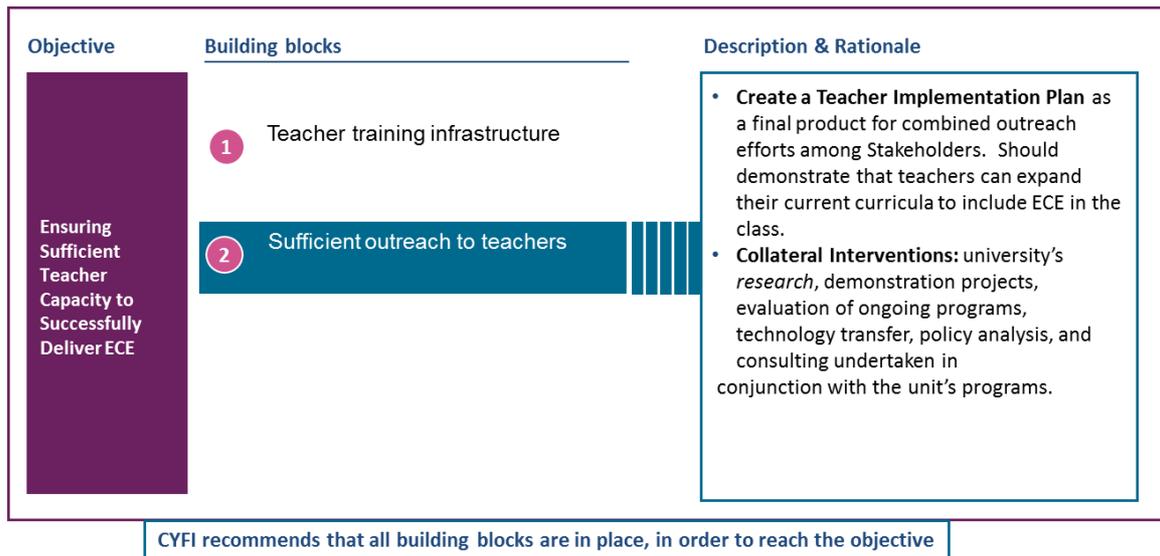
The background is a solid orange color. On the right side, there is a large, semi-transparent silhouette of a woman standing with her hands on her hips, facing left. On the left side, there is a smaller, semi-transparent silhouette of a man standing with his arms crossed, facing right. The text is overlaid on the left side of the image.

## SECTION D2

# Component 2: Sufficient Outreach to Teachers

# Component 2: Sufficient Outreach to Teachers

Figure D2.1: Component 2 Sufficient outreach to teachers



Given the number of teachers that may fall outside the formal educational system, developing a strategy that integrates ECE content and pedagogy delivery channels reaching large numbers of teachers is crucial. This kind of outreach strategy bridges the gap in policy, quality training and pedagogical structures to better deliver ECE to teachers and trainers nationally. Some key areas of outreach strategy should include:

- Increasing institutional access to new and existing teachers
- Increasing teacher willingness to be trained

- Establishing locally contextualized training materials for various target groups
- Establishing a national teacher training implementation plan
- Creating a taskforce of national education authorities to oversee quality assurance

In this section, we will explore strategies for developing sufficient strategies for teachers using the 6-step approach presented in Phase C of Chapter 2.

## Step 1: Stakeholder engagement and mapping of stakeholders

Broad collaboration between national and local stakeholders is required to ensure that teachers and facilitators develop their ECE teaching capacity. It is important to identify the diverse stakeholders to involve, either through the national committee or in dedicated taskforces. The roles of the diverse organizations, and their levels of involvement, are also important and must be included in the strategy.

Depending on the initiative, various stakeholders may take leading roles in the implementation process. Policymakers and regulators – including the Ministries of Education and Finance - will lead national level strategies, while industry-level players (i.e. teaching associations, training institutes and NGOs) play supporting roles.

A number of taskforces must be established to lead national teacher training infrastructure initiatives. The taskforces must comprise ECE, children’s rights and education experts and teachers.

The Figure below provides an example of stakeholder engagement and potential roles, responsibilities, and time commitments. Clearly detailing stakeholder participation and responsibility for project tasks is critical for project success.

Figure D2.2: Stakeholder mapping

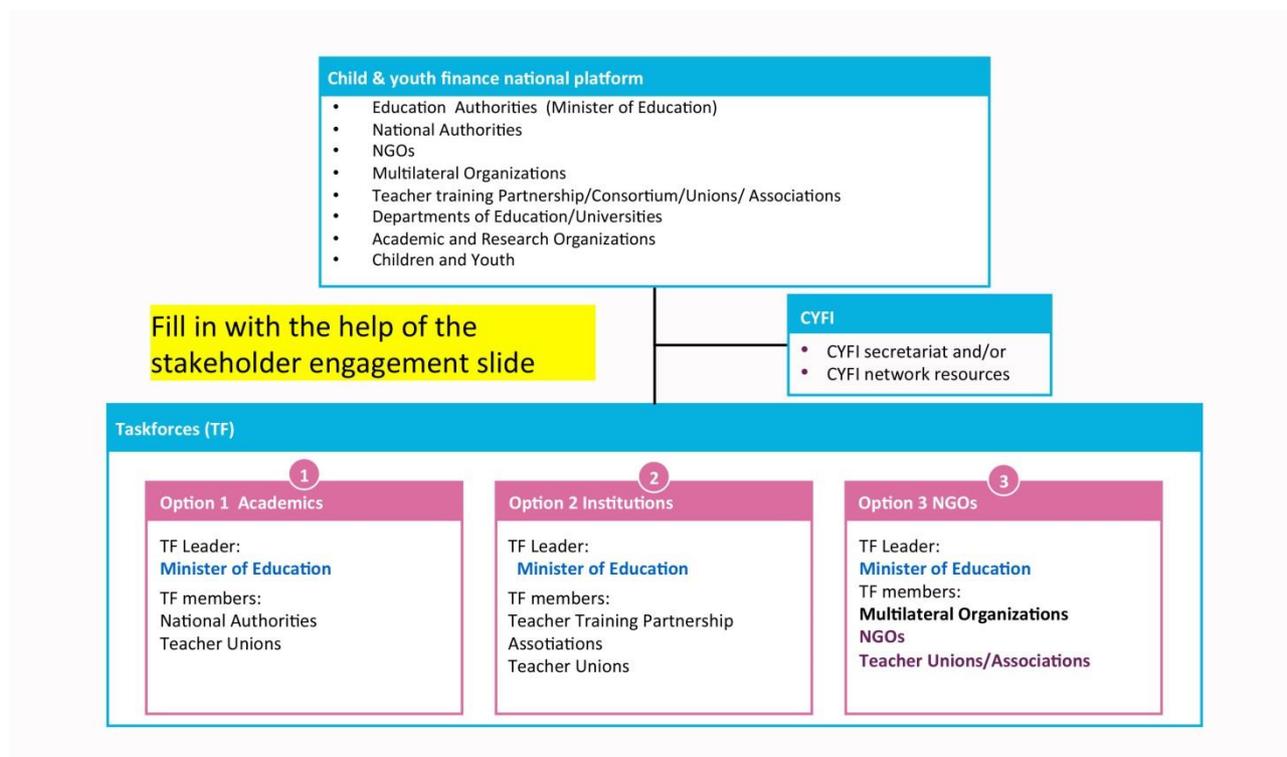
Stakeholder	In national platform?	In task-force?	Key responsibility	Time commitment	
National authorities	• Ministry of Education (MoE)	✓	✓	National strategy leading	
	• University/ Departments of education	✓	✓	Leading/Support	
Financial service providers	• Ministry of Finance (MoF)	✗	✗		
	• Advisory School Services	✓	✓	Teacher training support/plan	
	• Teacher Boards/Commissions	✓	✓	Support/ planning/policy	
	• Researcher Training partnership/Consortium	✓	✗		
	• Banks	✗	✗		
Civil society	• Local NGOs	✓	✗	Alternative training mapping	
	• Child rights organizations	✗	✗		
Schools	• CYFI & partners	✓	✓	FACILITATORS	
	• Schools	✓	✓	Implementers	
	• Children & Youth	✓	✗	Beneficiaries	
	• Research institutes	✓	✗		

Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
Component: Sufficient Outreach to Teachers



The following graphic indicates various taskforces needed to implement teacher-training initiatives. The Figure indicates three taskforces: Academics, Institutes, and NGOS.

Figure D2.3: Taskforces and Governance



### CASE STUDY: A joint initiative of EI (Education International) and Oxfam, SUDAN

The objective of EI (Education International) and Oxfam’s initiative is to offer quality teacher training for educators providing formal/non-formal education and assisting public authorities to meet their responsibility for quality public education. The project has three main focuses: quality, training and performance. The pilot project started on 2007 and is well established in Afghanistan, Burkina Faso, Liberia, Mali, Niger, Peru and Uganda; leading to the launch of two pilots in Uganda and Mali. In 2010, project partners in Uganda and Mali developed a national teacher competence profile. This is where CYFI was identified as a good platform and a best practice resource for ECE teacher.

The project is based on collaboration linking non-formal and formal education. The partnership between Education International (EI) and Oxfam Novib (ON) has the potential to achieve systemic quality improvements in public services while collaborating with NGOs. This partnership, with the participation of public authorities at national and local levels, ensures the project is well aligned with the government’s education policies and priorities. The Quality-Ed project has three distinct stages: Stage One laying the conceptual groundwork by developing a competence profile and introducing contemporary skills, attitudes and knowledge into teacher training curricula. Stage Two: providing support to local institutions for teacher training and training of trainers aligned with the competence profiles and curricula; Stage Three, advocacy, to mainstream project outputs in public services and institutions, including support for civic demands for quality education.

Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
Component: Sufficient Outreach to Teachers



## Step 2: Baseline & Gap analysis

The baseline and gap analysis determines the disposition of ECE and associated program teacher training nationally, it gathers data enabling taskforces to make an informed teacher training outreach strategy decisions. The baseline focuses on the numbers of teachers nationally: it contains a quantitative and qualitative view and is used to choose the most viable option(s) for curriculum adaptation and pedagogical revision.

To achieve this, the following questions should be considered:

- Is there a National Outreach plan for teacher training? What are the details of this plan?
- How many certified teachers are there nationally? How many new teachers are certified each year?
- Is there a monitoring and evaluation strategy in place for a teacher outreach program?
- What resources are available to carry out the proposed outreach plan?

Answering these questions will help determine current national teacher training infrastructures and how to address deficiencies in the teacher training system.

Figure D2.4: Baseline Analysis

Questions	Is there a National Outreach plan? If so, What resources are available to carryout the plan? Course planning and outreach program? Is there a monitoring or tracking program for program outreach?							
	Components	Demographics	2005	2010	2013	Target / Potential <sup>1</sup> for 20xx	Gap	x1,000 % of total
Sample Baseline		Age 8-14						
		Age 15-18						
		Age 19-24						
		Option 1						
		Option 2						
		Option 3						

Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
 Component: Sufficient Outreach to Teachers



### Step 3: Implementation options

Having conducted the baseline analysis, an implementation plan can now be created which seeks to build on current efforts and/or fill existing gaps. This step highlights two options by which to implement multi-stakeholder approaches to actualize national ECE teacher training.

These approaches are as follows:

- Option 1: Providing training to all new teachers: all the teachers yet to be certified are trained, leaving existing certified teachers out of the plan. Appropriate resources need to be allocated in order to train new teachers from the start of their education.
- Option 2: Providing training to all new and current teachers: Existing education and continuing education programs will need to be adapted to better develop this approach.

Figure D2.5 below outlines the key considerations, requirements, benefits and drawbacks for each option. Each of these design choices are detailed in suggested implementation plans in Figures D2.5, D2.6 and D2.7. These suggested implementation plans can be modified to meet national needs and unique characteristics.

Figure D2.5: Implementation Options

Implementation options	Training all new teachers	Training all new and existing teachers
<b>Considerations &amp; requirements</b>	<ul style="list-style-type: none"> <li>▪ Screening for qualified people to be recruit and train ( develop required profile) since national authorities cannot justify allocating resources</li> <li>▪ Allocating resources based on formal curriculum for those lacking a basic foundation.</li> <li>▪ Adhere and adapt traditional pedagogical orientations</li> <li>▪ Include collateral interventions: welfare and empowerment (teacher research etc)</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3 areas of strategic intervention for curriculum development with common goals:               <ul style="list-style-type: none"> <li>– Policy, training and pedagogy</li> <li>– In service practitioners: adapt ECE competence</li> <li>– Capacity Building for Management of Teachers' Education Institutions : aim at equipping teacher education management staff with knowledge, skills and attitude for ECE</li> </ul> </li> </ul>
<b>Benefits &amp; Drawbacks</b>	<ul style="list-style-type: none"> <li>+ Build capacity from Scratch, in service practitioners have more obsolete capacities.</li> <li>- Need of practical capacity experience/ impact to long term</li> <li>- Excluding traditional pedagogical orientations, lack of experience</li> </ul>	<ul style="list-style-type: none"> <li>+ Greater Outreach. Diversification &amp; experienced Teacher network.</li> <li>- Optimize traditional pedagogical orientations for greater results</li> <li>- Lack of resources, greater effort, more detailed structure based on target groups<sup>1</sup></li> <li>- Quantity vs Quality approach</li> </ul>
<b>Potential C&amp;Y reached<sup>1</sup></b>		
<b>Target C&amp;Y reached</b>		

<sup>1</sup> Determined from baseline

Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
Component: Sufficient Outreach to Teachers



## Option 1: Implementation Plan for providing training to all new teachers

Figure D2.6 Implementation Plan for providing training to all new teachers

	Description	Timeframe	Budget	Resources
Step 1	<ul style="list-style-type: none"> <li>What are the requirements? IDENTIFYING if there is regulation, length, select samples and pilots</li> <li>Develop A Peer Learning Activity (PLA) with ECE in context</li> <li>Identify one institution with experience and frame PLA pilot based on:               <ol style="list-style-type: none"> <li>Common goals</li> <li>Specific learning targets</li> <li>Audience and focus groups</li> </ol> </li> </ul>	2-3 weeks	Low cost	<ul style="list-style-type: none"> <li>CYFI Partners/Secretariat</li> </ul>
Step 2	<ul style="list-style-type: none"> <li>Identify the type of courses, classes and training:</li> <li>Courses: Length and outcomes</li> <li>Trainings: Length and outcomes</li> <li>Classes: Number, length and outcomes based on curriculum</li> </ul>	3-4 weeks	Low cost	<ul style="list-style-type: none"> <li>CYFI Partners/Secretariat</li> </ul>
Step 3	<ul style="list-style-type: none"> <li>Create a protocol of inclusion for teachers to be trained.</li> <li>Frame potential curriculum adapted to protocol of inclusion</li> <li>EVALUATION+PROTOCOL: Pilot implementation</li> </ul>	4 months	Medium Cost	<ul style="list-style-type: none"> <li>CYFI Partners/Secretariat</li> <li>Education Authorities</li> <li>Local institutions and schools to report to CYFI</li> </ul>
Step 4	<ul style="list-style-type: none"> <li>Final report from Pilot</li> <li>Evaluation group for inputs</li> <li>Full implementation and best practice</li> <li>Comparative approach</li> </ul>	Quarterly	Medium Cost	<ul style="list-style-type: none"> <li>Local institutions and schools to report to CYFI</li> </ul>

Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
Component: Sufficient Outreach to Teachers



## Option 2: Implementation Plan for outreach of ECE training to new and current teachers

Figure D2.7 Implementation Plan for outreach of ECE training to new and current teachers

	Description	Timeframe	Budget	Resources
Step 1	<ul style="list-style-type: none"> <li>Analyze actual certification</li> <li>Regulations: Target different certifications</li> <li>Institutions: Which ones offer certification, formal one informal one Do we want to include tutors?</li> <li>DEFINE, formal education + Institutions to target+ Different Certification: RESULT: 5 TARGETS</li> </ul>	2-4 weeks	Low cost	<ul style="list-style-type: none"> <li>CYFI network</li> <li>Schools</li> <li>Education authorities</li> </ul>
Step 2	<ul style="list-style-type: none"> <li>Frame general CURRICULUM for the five targets: Adapt based on:                             <ol style="list-style-type: none"> <li>Length</li> <li>Subjects/Focus</li> <li>Inputs according CYFI material</li> </ol> </li> </ul>	6 weeks	Low cost	<ul style="list-style-type: none"> <li>CYFI network</li> <li>Schools</li> <li>Education authorities</li> </ul>
Step 3	<ul style="list-style-type: none"> <li>Create a protocol of inclusion for teachers to be trained. Implement potential pilot and training ideas . Implement curriculum</li> <li>Combined both materials in one (actual and potential practitioners)</li> </ul>	8 weeks	Medium Cost	<ul style="list-style-type: none"> <li>CYFI network</li> <li>Schools</li> <li>Education authorities</li> </ul>
Step 4	<ul style="list-style-type: none"> <li>CURRICULUM+PROTOCOL: Set up two approaches on the curriculum for teachers and implement protocol                             <ol style="list-style-type: none"> <li>Courses for new teachers</li> <li>Courses online, non present for professionals, curriculum to BE developed in classes</li> </ol> </li> </ul>	10 weeks	Medium Cost	<ul style="list-style-type: none"> <li>Local schools and present agents to report to CYFI</li> </ul>
Step 5	<ul style="list-style-type: none"> <li>Implementation</li> </ul>	10 weeks	Medium cost	<ul style="list-style-type: none"> <li>Local schools and present agents to report to CYFI</li> </ul>



Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
Component: Sufficient Outreach to Teachers



## Step 4: Determining KPIs and processes for progress tracking

To measure the progress of your implementation plan, you will need to incorporate Key Performance Indicators (KPIs) and determine the timelines for achieving them.

Along with these KPIs, you are also advised to incorporate performance improvement initiatives and ways in which to update the plan so as to facilitate necessary changes.

Figure D2.8 highlights suggested KPIs, their owners, their relevant timelines and tracking methods.

D2.8 – Suggested KPIs

Tracking sheet for: Sufficient outreach to teachers				<span style="color: red;">●</span> Not reached <span style="color: yellow;">●</span> Partially reached <span style="color: green;">●</span> Reached
Actions	Owner	Timeline	Status	On track?
All academic institutions part.		3 months	Not reached	<span style="color: red;">●</span> <span style="color: red;">●</span> <span style="color: red;">●</span>
Full curriculum be adapted/accepted		6 months	Reached	<span style="color: green;">●</span> <span style="color: green;">●</span> <span style="color: green;">●</span>
Pilot example to be performed		8 months	Not reached	<span style="color: red;">●</span> <span style="color: red;">●</span> <span style="color: red;">●</span>
Working group evaluation/inputs		1 year	Reached	<span style="color: green;">●</span> <span style="color: green;">●</span> <span style="color: green;">●</span>
Report/Full implementation		1 year	Partially reached	<span style="color: yellow;">●</span> <span style="color: yellow;">●</span> <span style="color: yellow;">●</span>

Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
 Component: Sufficient Outreach to Teachers



## Step 5: Formulating a Communications Plan

Successful project implementation demands a communications plan to support strategic messaging, keep project momentum high, disseminate and valorize project deliverables, streamline internal and external correspondences and reports to fit with the existing channels, and increase awareness of the project. Project design should contemplate appropriate, personnel, time and budgets to meet communications objectives.

Certain outreach activities can bring attention to non-formal ECE education and as a means of reaching out to children and youth.

Figure D2.9 provides some examples of media activities.

D2.9- Communication Plan Template

Activity	Detail	Responsible	Timeframe	Budget
Research/Target national Plans	Analyze actual certification Regulations: Target different certifications	Working groups: CYFI, National Authorities. Academics	2 months	Low cost
Frame new curriculum to be adapted/research	Develop new manual	Working groups: CYFI, Minister education (support)	2 months	Low
Pilot example/target institutions	Target institutions to implement, Pilot evaluations	Local institutions Academics, E. departments	2 quarters	Medium
Implementing/report to publish	Evaluation and writing report	Institutions and teacher associations	2 quarters	Medium
SWOT/FULL IMP.	REPORT AND DELIVERY	CYFI, Working group, Research group	2 months	Medium

Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
Component: Sufficient Outreach to Teachers

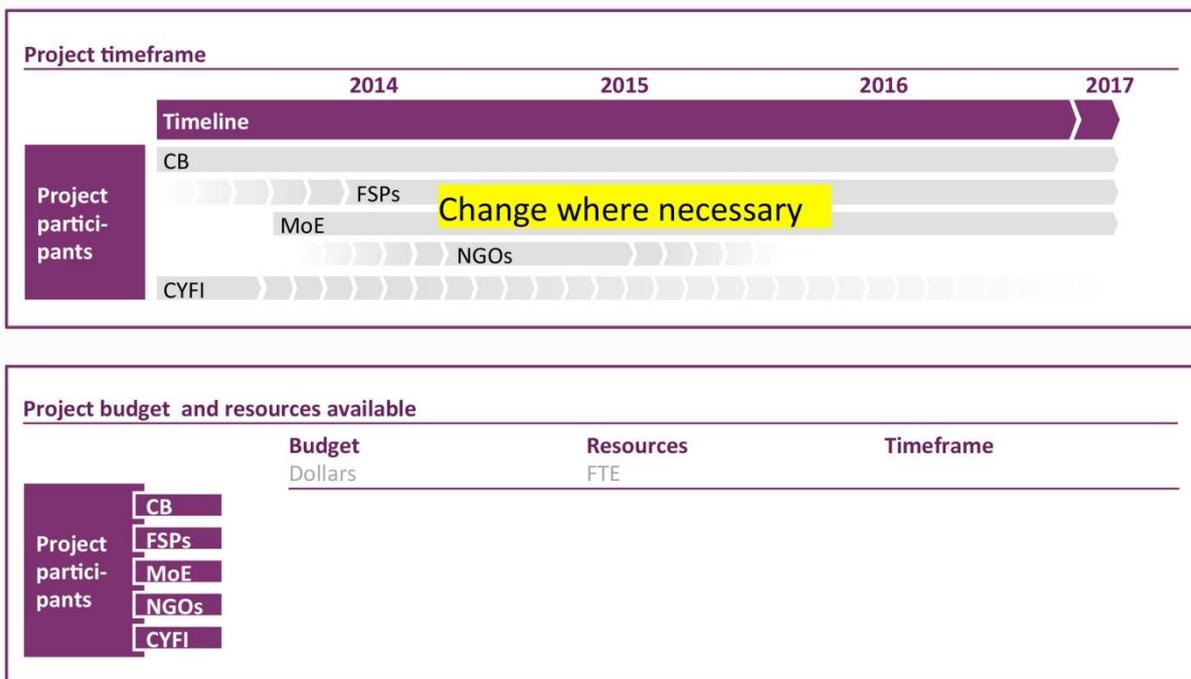


## Step 6: Roadmap and budget

The final step in this process involves designing a step by step process or “roadmap” incorporating budget allocations for the various steps and stakeholders. The roadmap helps manage expectations and optimize resource allocation for each project partner.

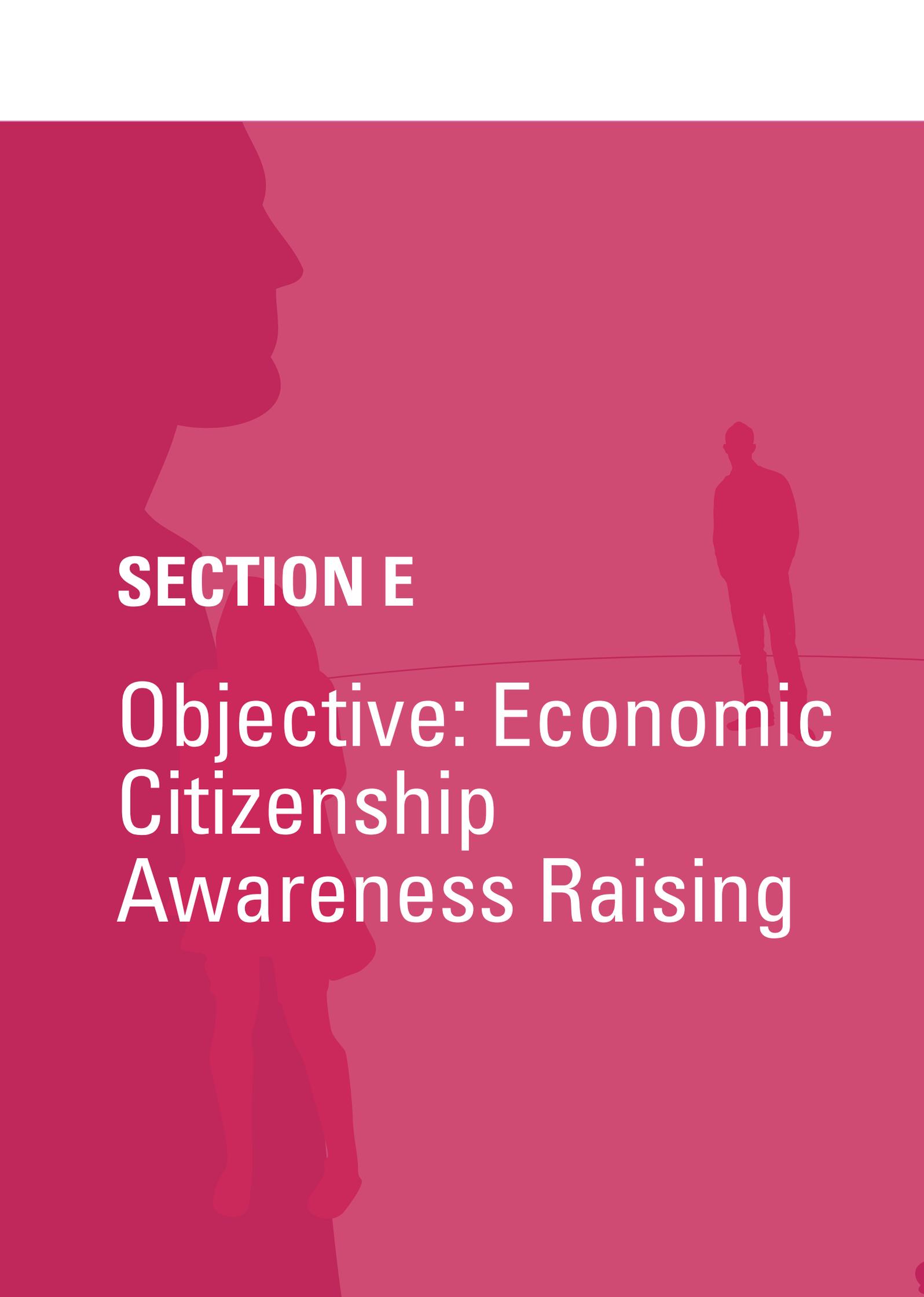
Budgetary requirements relate directly to stakeholder roles and responsibilities. Figure D2.10 illustrates how project owners can keep a detailed report of the budget for each component and project deliverables as well as the timelines for the completion of delegated task. These two aspects should be clearly defined at the outset to avoid confusion or redundancies among taskforce members and project stakeholders.

### D2.10 Roadmap and Budget



Objective: Ensuring Sufficient Teacher Capacity to Successfully Deliver ECE  
Component: Sufficient Outreach to Teachers

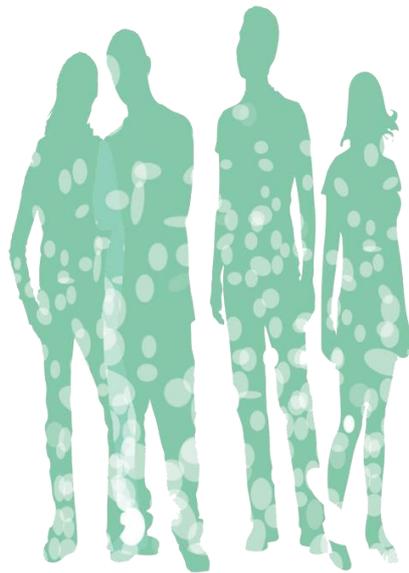


The background is a solid red color. On the left side, there is a large, semi-transparent silhouette of a person's head and shoulders in profile, facing right. In the center-right, there is a smaller, semi-transparent silhouette of a person standing on a horizon line, facing left. The text is white and positioned in the lower-left to center area.

## SECTION E

Objective: Economic  
Citizenship  
Awareness Raising

# Objective E: Economic Citizenship Awareness Raising



Awareness-raising is seen as an “Enabler” as it is a support activity which reinforces Economic Citizenship dissemination efforts. If approached proactively and creatively, awareness raising not only engages children and youth, but also excites and involves relevant organizations to aid implementation and increase stakeholder contributions.

This section delineates stakeholder activities needed at the national level to ensure the proper dissemination of Economic Citizenship information and awareness raising as part of the national action plan to engage children and youth. It is made up of three core components:

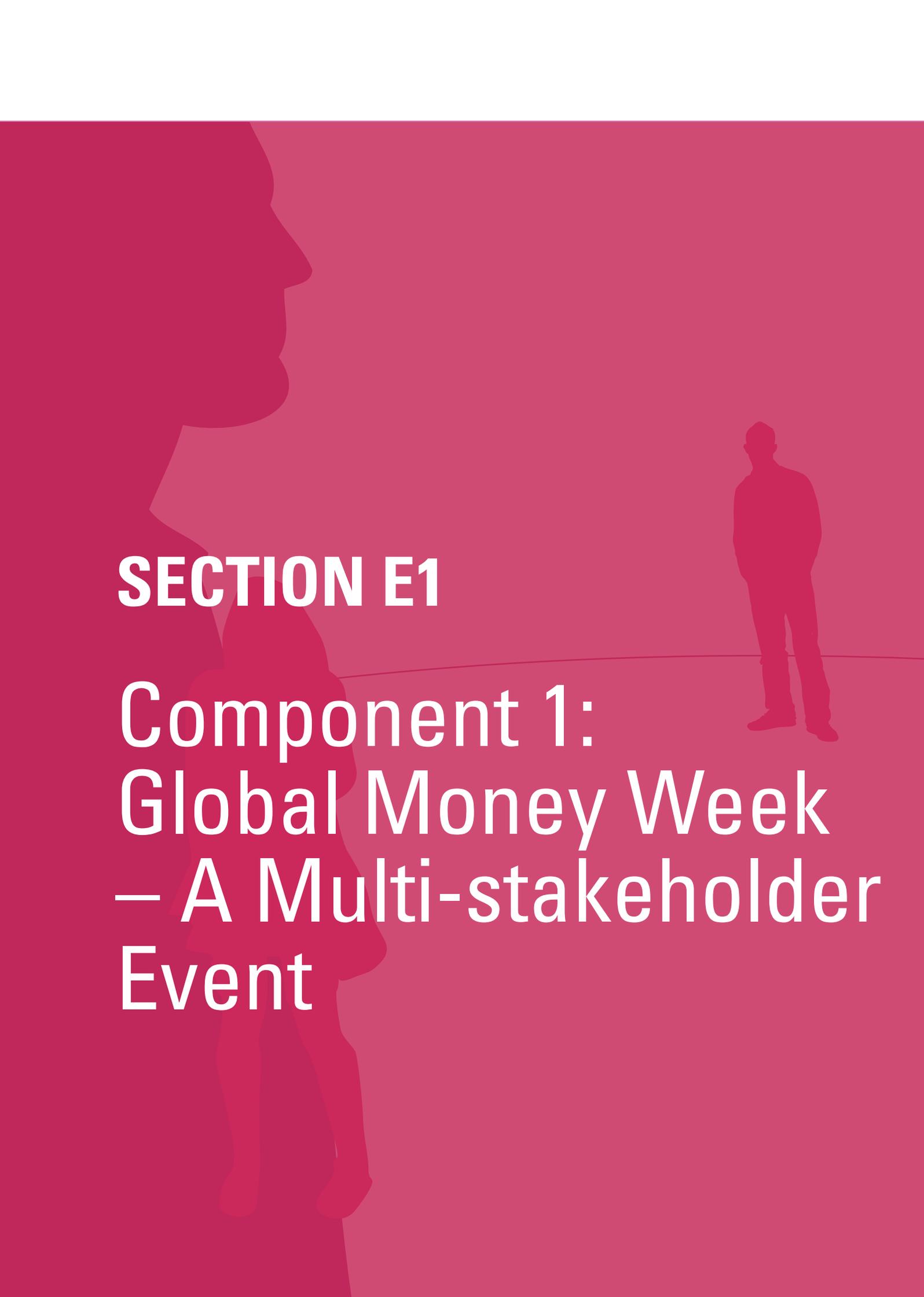
The first is **“Global Money Week – A multi-stakeholder event”**. This refers to organizing a

national event focused on Economic Citizenship topics, and which is linked globally with other countries who are also taking part in Global Money Week.

The second component is **Media and Marketing**. This refers to initiatives which can be undertaken through media channels to increase awareness on Economic Citizenship.

The third component is **Children and Youth Engagement**. Initiatives which are made for children and youth must engage them fully so as to better understand their needs and wants, and receive direct feedback on your existing initiatives.

Each component is explored in greater detail in the following sections using the 6-step approach introduced in Phase C in Chapter 2.

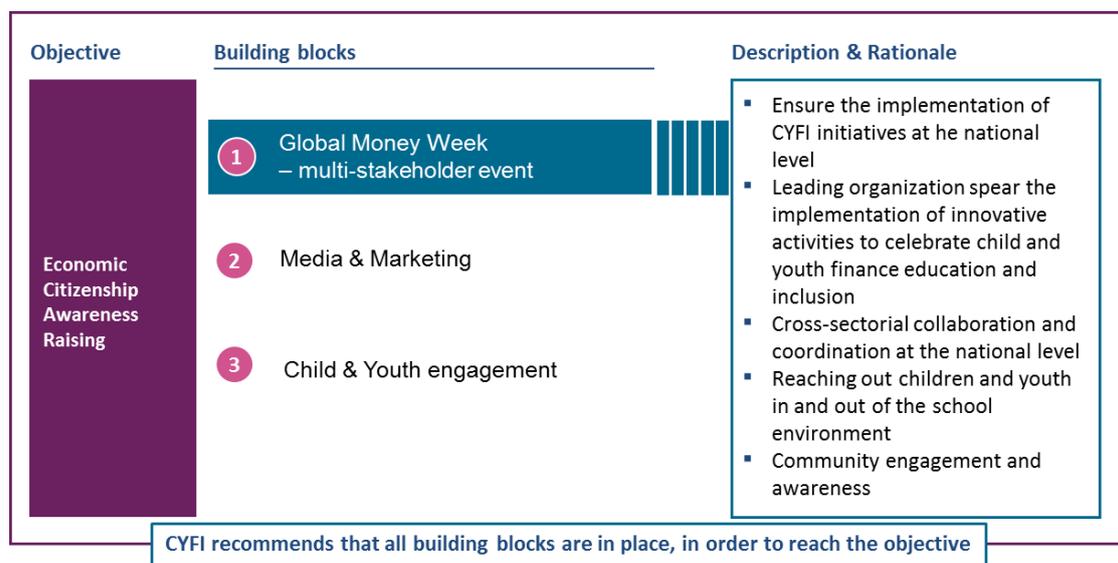
The background is a solid dark red color. On the left side, there is a large, semi-transparent silhouette of a person's head and shoulders in profile, facing right. In the lower-left quadrant, there is a smaller, semi-transparent silhouette of a person standing. In the lower-right quadrant, there is another semi-transparent silhouette of a person standing, facing left. The text is overlaid on the left side of the image.

## **SECTION E1**

# **Component 1: Global Money Week – A Multi-stakeholder Event**

# Component 1: Global Money Week – A Multi-Stakeholder Event

Figure E1.1: Component 1 Global Money Week – A multi-stakeholder event



Global Money Week is a global celebration taking place in the second week of March each year. It features fun, educational and developmental activities in all countries that, among other things, raise awareness about child and youth Economic Citizenship. Global Money Week engages youth directly about the financial issues that matter to them most. To join the celebration, national organizations unite to organize their own unique events. These events are linked locally, nationally, regionally and internationally and then profiled by the Child and Youth Finance Secretariat in the Global Money Week report and in CYFI's newsletter. The 2013 Global Money Week celebration included the participation of over 400 organizations in 80 countries. Together, partners and friends of the Child and Youth Finance Movement reached more than one million children.

To gain a full understanding of the scope of global

money week, we strongly advise you to refer to the Global Money Week Toolkit. This toolkit is provided by the CYFI Secretariat and acts as an anchor for Global Money Week. It coordinates, supports and facilitates the activities undertaken for the celebrations. It provides an overview of potential activities that can be undertaken during the celebrations, as well as how the CYFI Secretariat can provide support.

Activities during Global Money Week can be organized at the National level, and at a Global level. In the toolkit, CYFI provides ideas and suggestions for activities that can be undertaken at both levels. CYFI also encourages all celebrating countries and organizations to design their own activities and events to engage children, youth and their communities and reshape finance for the next generation. Along with the toolkit, we provide templates for the 6-step approach presented in Phase C of Chapter 2.



### Step 1: Stakeholders' Engagement Strategy & Governance

Organizing a national event will require the input and collaboration of multiple stakeholders. It is therefore important to identify the diverse stakeholders to involve. The roles of the various organizations and their levels of involvement are also important and must be included in the strategy. The types of stakeholders and their level of engagement will change from country to country.

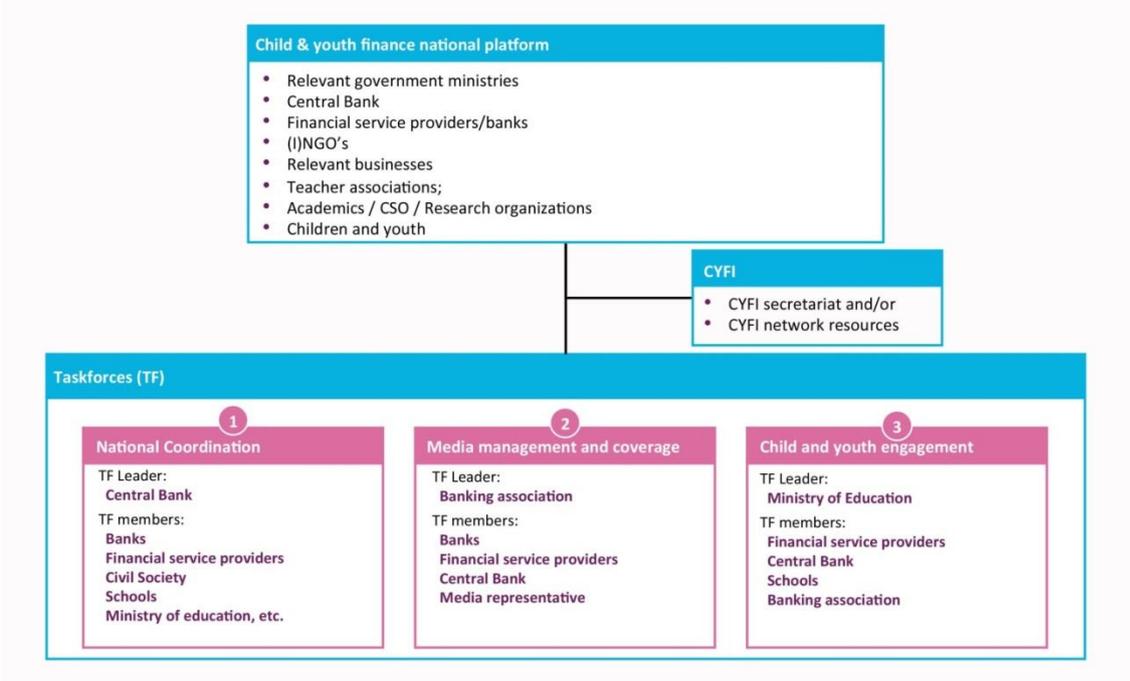
A sample of potential stakeholders, their key responsibilities, time commitments and taskforce delegation are outlined below in Figure E1.2. Stakeholder participation should be clearly detailed to account for each task and provide role clarity.

Figure E1.2: Stakeholder Mapping

Stakeholder	In national platform?	In task-force?	Key responsibility	Time commitment	
National authorities	• Central Bank (CB)	✓	✓	• Lead national taskforce	• X FTE
	• Ministry of Education (MoE)	✓	✗	• n/a	• n/a
	• Ministry of Finance (MoF)	✗	✓	• Support	• X FTE
Financial service providers	• Insurance sector organization	✗	✓	• Allies	• X FTE
	• Banking association / foundation	✓	✓	• Leading mass media contact	• X FTE
	• Stock exchange	✗	✗	• x	• n/a
	• Banks	✓	✓	• Implementers	• X FTE
Civil society	• Local NGOs	✓	✓	• Implementers	• X FTE
	• Mass media	✗	✓	• x	• X FTE
	• CYFI & partners	✓	✗	• x	• n/a
Schools	• Schools	✗	✗	• Allies	• n/a
	• Children & Youth	✓	✓	• Impact evaluation	• X FTE
	• Research institutes	✗	✓	• x	• X FTE

Figure E1.3 details our recommendations respecting national Global Money Week governance. These recommendations are based on CYFI network partners’ Global Money Week events management experience. While these examples are illustrative, there is significant room for variation in taskforce organization. However, it is important, wherever possible, that Global Money Week events are led and coordinated by a national authority to ensure systematic roll-out.

Figure E1.3 - Governance and taskforces



**CASE STUDY – GLOBAL MONEY WEEK NEPAL March 2013**

To bridge the information gap between youth and the experts in finance and education, Nepal Rastra Bank (NRB) led a series of national activities aimed at: generating financial inclusion and education awareness, involving key stakeholders from various sectors. Under NRB’s leadership, several private and public sector organization united their efforts. The collaborators included (not exclusive) Nepal Rastra Bank, the Ministry of Education (MoE), UNICEF Nepal, Child Workers in Nepal, Citizens Bank, Nepal Financial Institutions Association, and children and youth. CYFI supported the activities by providing coordination and promotion through the entire program.

Locally, up to 800 people from all sectors were involved in the awareness raising rally. The rally reached a large audience and was featured in local media. The NRB and MoE co-created and published a financial literacy report, of which 12,000 copies were distributed in Kathmandu alone. More copies were distributed by other collaborating organizations. Furthermore, an interactive workshop facilitated by NRB was held for up to 150 bankers, policymakers, education providers, journalists, and youth. The activities in Nepal were very successful and awareness generated by the activities potentially reached hundreds of thousands of people through written media and television. Due to the incredible success achieved by the collaborating organizations during the GMW 2013, Nepal was awarded the CYFI Global Money Week award.

Objective: Economic Citizenship Awareness Raising  
 Component: Global Money Week – A multi-stakeholder event

## Step 2: Baseline & Gap Analysis

In many countries, there might already be some organizations which are holding events which might fit within the scope of Global Money Week events. To include such activities as part of your national Global Money Week, we suggest you undertake a Baseline and gap analysis. This should focus on three main points:

- Identifying stakeholders already engaged in Economic Citizenship media initiatives or more explicitly in GMW activities
- Determining the current resources available

- Determining the potential number of children and youth to be reached

Figure E1.4 links the “Questions” with a “Sample Baseline” section detailing relevant questions for implementing National Global Money Week celebrations and possible responsible organizations.

Figure E1.4: Baseline Analysis

Questions	<ul style="list-style-type: none"> <li>▪ How many national stakeholders have a defined FE or FI (or GMW) communication strategy?</li> <li>▪ Which communication resources are available from stakeholders?</li> <li>▪ Is there any GMW coordination taking place among stakeholders?</li> </ul>						
	Component	Demographics	2010	2013	Target / Potential <sup>1</sup> for 20xx	Gap	x1,000 % of total
Sample Baseline	Media and marketing	number of initiatives	Age 0-5				
			Age 6-10				
			Age 10-15				
		Awareness through national authority communication channels					
		Awareness through partner communication channels					

Objective: Economic Citizenship Awareness Raising  
 Component: Global Money Week – A multi-stakeholder event



## Step 3: Implementation Options

Having conducted the baseline analysis, an implementation plan can now be created which builds on existing efforts and/or fills identified gaps. In creating an implementation plan, you should ensure the duration, coverage and target populations are relevant to the number of children and youth nationally. To guide you in creating an implementation plan, we present a template in Figure E1.5.

Figure E1.5: Implementation plan

	Description	Timeframe	Budget	Resources
<b>Preparation and planning</b>	<ul style="list-style-type: none"> <li>Identify potential National Global Money Week (GMW) stakeholders</li> <li>CYFI will link National Authority (NA) with relevant national CYFI Network stakeholders</li> </ul>	6 weeks	TBD	<ul style="list-style-type: none"> <li>CYFI GMW toolkit</li> <li>CYFI Website</li> </ul>
<b>Brainstorming and goal setting</b>	<ul style="list-style-type: none"> <li>Share recommendations about Child and Youth Finance Movement's themes (Social Skills, Financial Education and Livelihood)</li> <li>Assign thematic initiatives to committed stakeholders</li> </ul>	4 weeks	TBD	<ul style="list-style-type: none"> <li>CYFI GMW toolkit</li> <li>CYFI Website</li> <li>CYFI Secretariat Support</li> </ul>
<b>Organization &amp; implementation</b>	<ul style="list-style-type: none"> <li>Schedule the detailed agenda and stakeholder roles for during GMW</li> <li>CYFI to support stakeholders ensuring the National Event is coordinated internationally and globally promoted.</li> </ul>	8 weeks	TBD	<ul style="list-style-type: none"> <li>CYFI GMW toolkit</li> <li>CYFI Website</li> <li>Secretariat Support</li> </ul>
<b>After-action evaluation</b>	<ul style="list-style-type: none"> <li>Assess Child and Youth Finance Day/Week outcomes and effectiveness</li> </ul>	3 weeks	TBD	<ul style="list-style-type: none"> <li>CYFI GMW Survey</li> </ul>

Objective: Economic Citizenship Awareness Raising  
Component: Global Money Week – A multi-stakeholder event



### Step 4: Determining KPIs and Processes for Tracking Progress

To measure the progress of your implementation plan, you will need to incorporate Key Performance Indicators (KPIs) and determine the timelines for achieving them.

Along with these KPIs, you are also advised to incorporate performance improvement initiatives and ways in which to update the plan so as to facilitate necessary changes.

Figure E1.7 highlights suggested KPIs, their owners, their relevant timelines and tracking methods.

Figure E1.6 Suggested KPIs

Tracking sheet for: <b>Global Money Week</b>				<span style="color: red;">●</span> Not reached <span style="color: yellow;">●</span> Partially reached <span style="color: green;">●</span> Reached
Actions	Owner	Time line	Status	On track?
Set-up organizing committee	Leading authority	Example date	Not reached	<span style="color: red;">●</span> <span style="color: red;">●</span> <span style="color: green;">●</span>
Stakeholders meeting	OC	Example date	Reached	<span style="color: red;">●</span> <span style="color: red;">●</span> <span style="color: green;">●</span>
Draft of action plan	OC	Example date	Not reached	<span style="color: red;">●</span> <span style="color: red;">●</span> <span style="color: red;">●</span>
Confirmed list of activities	CB	Example date	Reached	<span style="color: red;">●</span> <span style="color: red;">●</span> <span style="color: green;">●</span>
Example	Example date	Example date	Partially reached	<span style="color: red;">●</span> <span style="color: yellow;">●</span> <span style="color: red;">●</span>

### Step 5: Communication Plan

As Global Money Week is a national awareness raising campaign, project owners must engage the general public and other national stakeholders to as large an extent as possible. A communication strategy raises the profile of national Global Money Week initiatives and activities, enhances stakeholder engagement and creates visibility and recognition at national and international levels.

Multiple media channels should be employed during Global Money Week to reach the diverse demographic groups nationally. Various media can be used for educational purposes, and to gain exposure for and about the event. CYFI has a wide variety of marketing and publicity materials as resources for profiling national Global Money Week events and participating organizations,

putting the event in the global spotlight through international media, the Global Money Week and national Global Money Week websites, CYFI newsletters and blogs, CYFI Partner websites, YouTube/Vimeo and other video streaming websites, the GMW report and other related publications.

A sample template for a national communication plan for GMW can be seen below. This template provides examples of national communication and media outreach options. The most appropriate national outreach channels may not be presented, as this template is intended to generate general promotional ideas and is not viewed as an exhaustive list: other unmentioned channels may be more effective.

Figure E1.7: Suggested Communication Plan

Activity	Detail	Responsible	Timeframe	Budget €
Meeting all comm. Departments	Streamline communication strategy	OC	Every three weeks	0-500
Joint press release	Disseminate information on partner media networks	OC	Once	0
List of interested media	React to response of mass media	BA	Once	5000-20000
TV and Radio promotion	Maintain momentum Implement outreach to remote locations	FSPs	Weekly	100000-20000
Invitation to personalities	Utilize media exposure and publicity	CB, FSPs	Once	20000 - 100000

Objective: Economic Citizenship Awareness Raising  
 Component: Global Money Week – A multi-stakeholder event



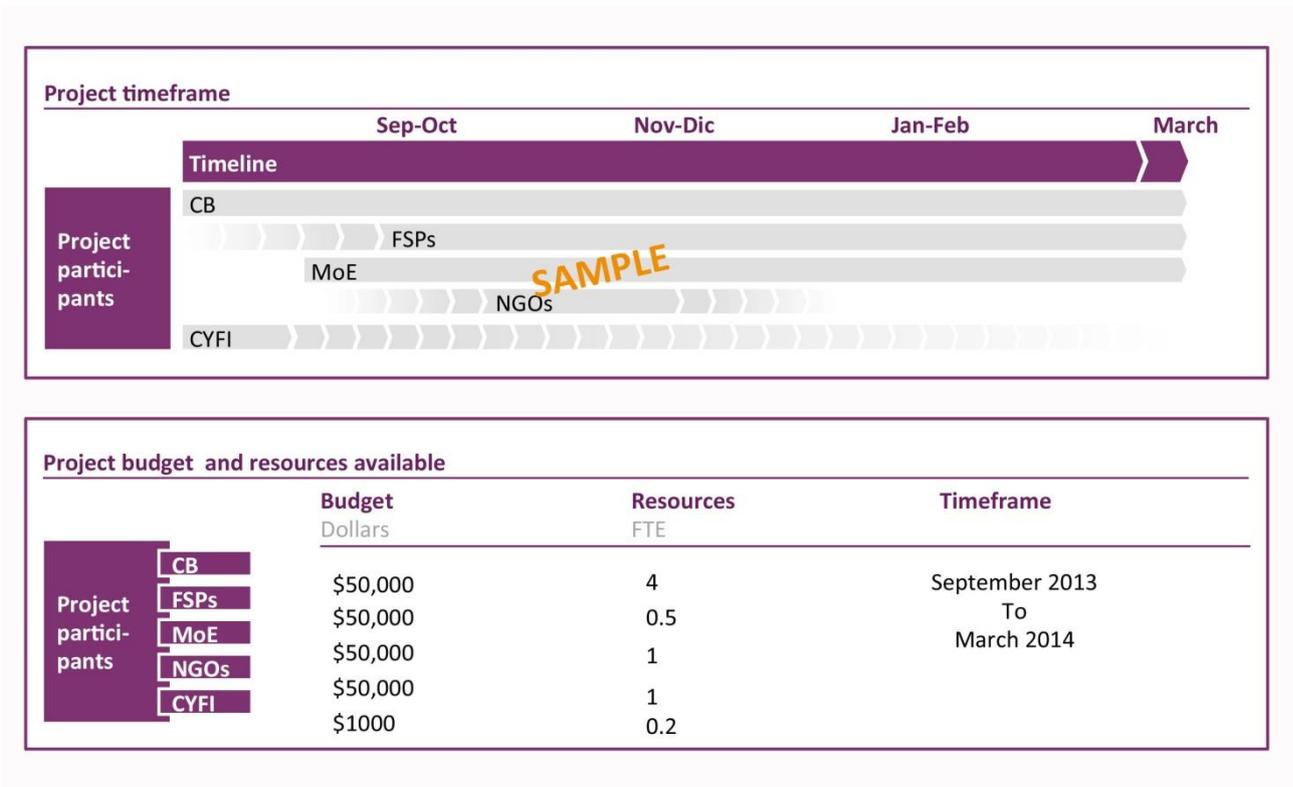
### Step 6: Roadmap and Budget

The final step in this process involves designing a step by step process or “roadmap” incorporating budget allocations for the various steps and stakeholders. The roadmap helps manage expectations and optimize resource allocation for each project partner.

Budgetary requirements relate directly to stakeholder roles and responsibilities. Figure E1.9 illustrates how project owners can keep a detailed report of the budget for each component and project deliverables as well as the timelines for the completion of delegated task. These two aspects should be clearly defined at the outset to avoid confusion or redundancies among taskforce members and project stakeholders.

The timeline can be as flexible as required. However, to hold national GMW celebrations, organizers will need to account for “preparation and planning” and “brainstorming and goals setting”. We recommend these take place at least 3 months prior to Global Money Week.

Figure E1.8 Roadmap and Budget template



Objective: Economic Citizenship Awareness Raising  
 Component: Global Money Week – A multi-stakeholder event

## **CASE STUDY – GLOBAL MONEY WEEK COLOMBIA March 2013**

The 2013 Global Money Week (GMW) celebration in Colombia was a great example of how multi-sectorial collaborative works.

Celebratory activities were held in over 23 of the 32 national states and the initiatives reached more than 40,000 children and youth.

The organizing committee, established in October 2012, was led by the Colombian Central Bank and joined by the Colombian Banking Association (ASOBANCARIA), the National Education Service (SENA), Save the Children Colombia and Dividendo por Colombia. This eclectic group defines the multi-sectorial approach, which helped to enhance the relationships between the public and the private sector; a challenging task in Colombia. Linking child and youth finance centered civil society organizations to the national policy dialogue also served as a positive counterbalancing influence.

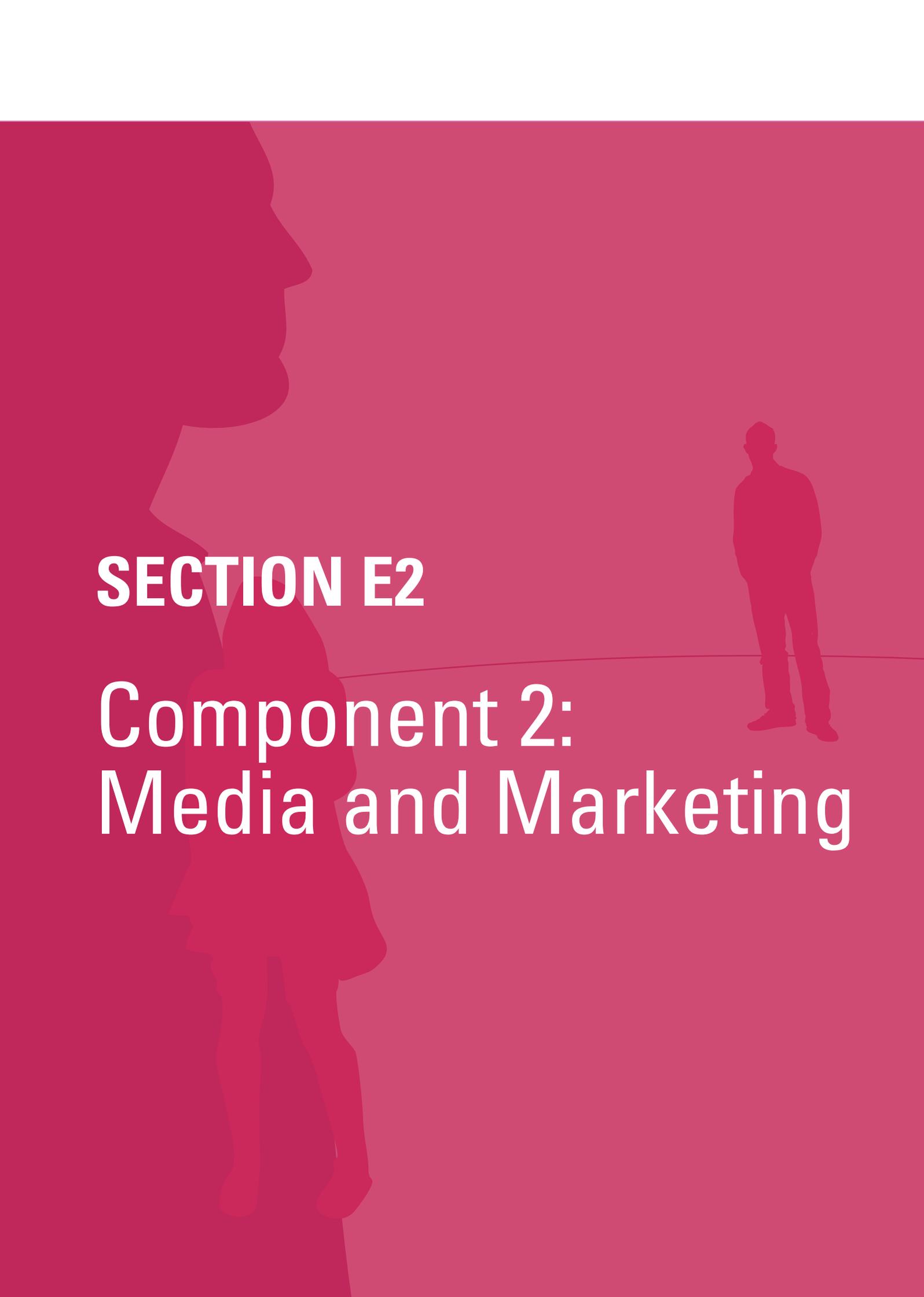
Upon its establishment in 2012, the organizing committee struggled, in the face of limited resources, to find the means to implement the project. Success did not come easily or immediately, but it did come.

Global Money Week activities included savings workshops for children and youth, concerts, video contests, piggy bank decorating contests, bank open houses and webinar calls with other children in Latin America.

Despite its title, GMW outcomes are enjoyed throughout the year. Youth participants attend the CYFI Regional Meeting, prizes are awarded to video contest winners and children have the opportunity to provide recommendations to policy makers.

Thanks to these activities, GMW exponentially increased its scale, from a limited initiative to a national event with more than 30 organizations playing major implementation roles. Additionally, the event attracted new stakeholders, further expanding the Movement's national reach.

In 2014 the Colombian Banking Association will lead the initiative as they hope to exceed the numbers reached in 2013 both in the numbers of organizations involved and children and youth reached.

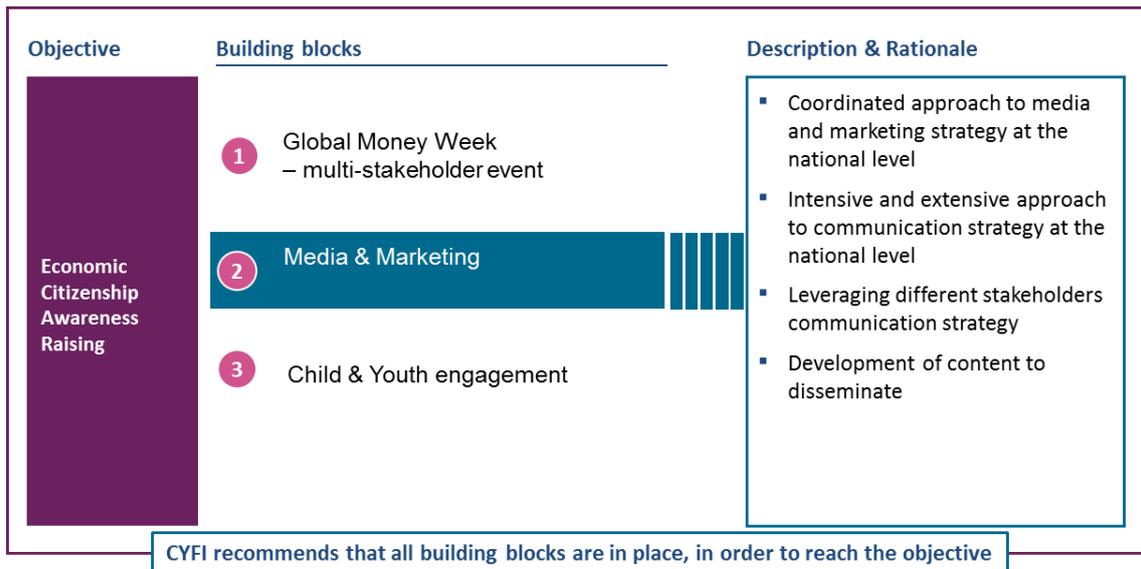


## SECTION E2

# Component 2: Media and Marketing

# Component 2: Media and Marketing

Figure E2.1: Component 2 Media & Marketing – raising public awareness



This section focuses on developing an effective and efficient public message. To distinguish various messaging strategies needed by different stakeholders, including the general public and policymakers, (national authorities and multilateral actors) different messages and media for outreach are needed. In particular, success stories, case studies, campaigns and events may be uniquely positioned to influence large numbers of stakeholders and more importantly, young people. This section addresses ongoing national Public Awareness Campaigns.

Designing and implementing a media and marketing strategy can develop and maintain momentum and allow for the dissemination of information to selected target groups (especially nationally).

Tie into national, state, and regional initiatives to properly research the broader landscape to determine which and how CYFI campaign goals can be leveraged. Knowledgeable organizations, community leaders, and consultants can help navigate cultural challenges and create concrete national strategic alliances.

A media strategy could include, but is not restricted to, TV campaigns, radio sketches, newspaper pamphlets, etc.

Creating content to help reach a specific goal (i.e., information, education, and communication (IEC) materials for messaging, grassroots outreach, media relations, government affairs, etc..

### Step 1: Stakeholder engagement mapping of stakeholders

Successful public awareness efforts will require the input of multiple stakeholders. To lead national media and marketing initiatives, several taskforces may be created. These taskforces should be comprised of education and children’s rights experts and national authorities. To develop and implement information, education, and communication (IEC) materials best suited to national needs and target audiences, mass media outlets are also needed. These IEC materials can include (but are not limited to) posters, flyers, leaflets, audio-visual presentations, songs/jingles, TV plugs, public events and competitions, new media tools such as blogs and social networking sites.

Figure E2.2 provides an example of stakeholder engagement and potential roles, responsibilities, and time commitments. Clearly detailing stakeholder participation and responsibility for project tasks is critical for project success.

Figure E2.2: Stakeholder Mapping

Stakeholder	In national platform?	In task-force?	Key responsibility	Time commitment	
National authorities	• Central Bank (CB)	✓	✗	National Strategy leading	2 months
	• Ministry of Education (MoE)	✓	✓	National Strategy leading/ support	
	• Ministry of Finance (MoF)	✓	✓	National Strategy leading/ support	
Financial service providers	• Insurance sector organization	✗	✓	IEC materials/plan/delivery	6 months
	• Banking association / foundation	✓	✓	Support/planning/policy	
	• Stock exchange	✗	✗		
Civil society	• Banks	✓	✗		6 months
	• Local NGOs	✓	✓	Delivery/planning/implementing	
	• Child rights organizations	✓	✓	Support/planning/policy	
Schools	• CYFI & partners	✓	✓	Planning/facilitators	1 year
	• Schools	✗	✓	Implementers	
	• Children & Youth	✓	✓	Beneficiaries	
	• Research institutes	✓	✓	Report and assessment	



## Step 2: Baseline & Gap Analysis

Before creating an implementation plan, it is important to assess some important variables which help determine appropriate means to best reach the target audience and create an effective marketing campaign. Addressing these variables provides a foundation and direction for the campaign leading to more focused and more effective material: brochures, ads, sales letters, and even websites. Thus, the baseline and gap analysis focus on four primary points: audience, value, metrics and the marketing plan. These points are as follows:

- Who is the audience and what influences them?
- What is the value proposition - relevant and differentiated?
- Are the metrics and marketing plans appropriate for the target audience?
- Is the organization enabling marketing?

The following graphic links the “Questions” with a “Sample Baseline” section detailing possible questions for implementing a media and marketing campaign and the responsible organizations.

Figure E2.3: Baseline Analysis

Component	Demographics	2010	2013	Target / Potential <sup>1</sup> for 20xx	Gap	x1,000 % of total
		Media and marketing	number of initiatives			
	Age 0-5					
	Age 6-10					
	Age 10-15					
	Awareness through national authority communication channels					
	Awareness through partner communication channels					

Objective: Economic Citizenship Awareness Raising  
 Component: Media and Marketing – Awareness Raising



### Step 3: Implementation options

Having conducted the baseline analysis, an implementation plan can now be created. A *Public Awareness Campaign* represents a comprehensive and long-term initiative that includes multiple components (messaging, grassroots outreach, media relations, government affairs, budget, etc.) to help reach a specific goal. Reaching this goal requires a specific marketing campaign based on messaging to help proactively *engage* key audiences on financial education and financial inclusion so they will respond to a specific message and take action. A Public Awareness Campaign is not just billboards, television commercials, social media, or fundraising.

A Public Awareness Campaign is a compilation of methods that raise awareness through multiple pathways as follows:

- Option 1: National authority communication channels: Effective government policy implementation begins with relationship development between

local, state, and federal public officials through a communication and awareness plan. Organizations, community leaders, and consultants steeped in such information strengthen national authorities' efforts. National platforms are a key component of any broad mass media campaign. However, the message can become politicized and focused on other, unrelated interests if mishandled.

- Option 2: Awareness through partner communication channels: coordinated media strategies with multiple media outlets and agencies help push forward campaign components. However, third parties are frequently more expensive and often have less public impact.

Figure E2.4 outlines some key considerations, requirements, benefits and drawbacks of each option.

Figure E2.4 – Implementation Options

Implementation options	Awareness through national authority communication channels	Awareness through partner communication channels
Considerations & requirements	<ul style="list-style-type: none"> <li>• Identify resources for communications of initiatives</li> <li>• Develop communications plan to raise internal awareness of issues and initiatives</li> <li>• Set up measuring tools to use to monitor the effectiveness and reach of public awareness campaign</li> <li>• Leverage available communications channels to maximize the reach and impact of initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Identify partners and stakeholders</li> <li>• Reach out to partner and stakeholder communications teams</li> <li>• Establish communications network and protocol to share regular updates, press, releases, activities</li> <li>• Encourage sharing of measurements, demographics and amount of reach</li> <li>• Provide open feedback respecting what works and why</li> </ul>
Benefits & Drawbacks	<ul style="list-style-type: none"> <li><b>+</b> Create and maintain momentum</li> <li>Potential to increase efficiencies, share resources and responsibilities</li> <li><b>-</b> Sustainability concerns</li> <li>Resource allocation</li> </ul>	<ul style="list-style-type: none"> <li><b>+</b> Create and maintain momentum</li> <li>Potential to increase awareness, gain public support</li> <li>Potential to reach and engage remote populations, increase impact</li> <li><b>-</b> Sustainability concerns</li> <li>Dependence on third parties</li> </ul>
Potential C&Y reached <sup>1</sup>		
Target C&Y reached		

Objective: Economic Citizenship Awareness Raising  
Component: Media and Marketing – Awareness Raising



## Option 1: Implementation Plan for Awareness Raising Campaign

Creating an awareness raising campaign roadmap can help monitor communication initiative stages and their impact. The roadmap is essential to allocating various awareness raising campaign tasks. There are four steps national authorities can follow to implement an awareness raising campaign, as detailed in the Figure below. These four areas include: assessment, planning, implementing and monitoring.

The Figure below outlines the key considerations, requirements, benefits and drawbacks for each option.

Figure E2.5: Implementation plan

	Details	Responsible	Timeframe	Budget
Assessment	<ul style="list-style-type: none"> <li>•Rapid assessment of existing situation (partners)</li> <li>•National level and respective city/target community</li> <li>•Determine the relevance/importance for the later awareness raising interventions</li> <li>•Initial assessment in a participatory manner</li> <li>•Involve the target communities</li> </ul>	CYFI Partners/Secretariat Education Authorities Local institutions Media	5-6 weeks	TBD
Planning	<ul style="list-style-type: none"> <li>•Determination and analysis of target audience</li> <li>•Identification of behavior change targets and indicators</li> <li>•Determination of interventions/channel (stakeholders)</li> <li>•Planning of detailed activities (communication)</li> <li>•Identification of resource requirements and financing options</li> </ul>	CYFI Partners/Secretariat	8 weeks	TBD
Implementing	<ul style="list-style-type: none"> <li>•Determination and analysis of target audience</li> <li>•Identification of behavior change targets and indicators</li> <li>•Determination of interventions/channel (stakeholders)</li> <li>•Planning of detailed activities (communication)</li> <li>•Identification of resource requirements and financing options</li> </ul>	Education Authorities Local institutions Media/ Civil societies	6 months	TBD
Monitoring	<ul style="list-style-type: none"> <li>•Monitoring and evaluation of impact guided by the parameters outlined in the plan</li> <li>•Regular monitoring and evaluation activities should be conducted to allow the local government to measure gains and successes as well as learn from mistakes and weaknesses</li> </ul>	CYFI Partners Education Authorities Local institutions	3 months	TBD

Objective: Economic Citizenship Awareness Raising  
 Component: Media and Marketing – Awareness Raising



## Step 4: Determining KPIs and processes for progress tracking

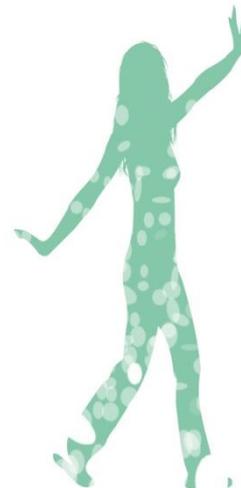
To measure the progress of your implementation plan, you will need to incorporate Key Performance Indicators (KPIs) and determine the timelines for achieving them.

Along with these KPIs, you are also advised to incorporate performance improvement initiatives and ways in which to update the plan so as to facilitate necessary changes.

Figure E2.6. highlights suggested KPIs, their owners, their relevant timelines and tracking methods.

Figure E2.6: Suggested KPIs

Tracking sheet for: <b>Media &amp; Marketing</b>				
Actions	Owner	Time line	Status	On track?
Actual national situation assessed		1 year	Not reached	
Indicators/audience identified		6 months	Reached	
Intervention/ channels determined		1 year	Not reached	
Resources requirements identified		1 year	Reached	
IEC materials tested and implemented		2 years	Partially reached	



### Step 5: Communication Plan

Any public awareness campaign or outreach initiatives must engage target groups through a fully interactive communication and marketing plan. Stakeholders’ support and media relations are the priority; however other issues should be addressed before finalizing a communication strategy. Grassroots organizations and civil societies are a key local level component in supporting the CYFI movement. Marketing materials should be designed to meet campaign goals and strategies: though generic materials such as fact sheets and talking points are insufficient for purpose.

The communication plan template shown in Figure E2.7 outlines the key activities communications taskforces can implement to promote informative and effective communication initiatives:

Figure E2.7: Suggested Communication Plan

Activity	Detail	Responsible	Timeframe	Budget €
Meeting all comm. Departments	Develop joint communication strategy plan	OC	Every three weeks	
Identify Target Audience	Identify target audience and determine optimal comm channels (traditional/ social) to reach that audience	OC	Once	
Set up Measurements	Set up measurements across communication channels where practical	OC	Once	
Joint Press Release	Disseminate information via all comms departments	BA	Once	
TV and Radio promotion	Leverage press contacts to maintain momentum	FSPs	Weekly	

Objective: Economic Citizenship Awareness Raising  
 Component: Media and Marketing – Awareness Raising

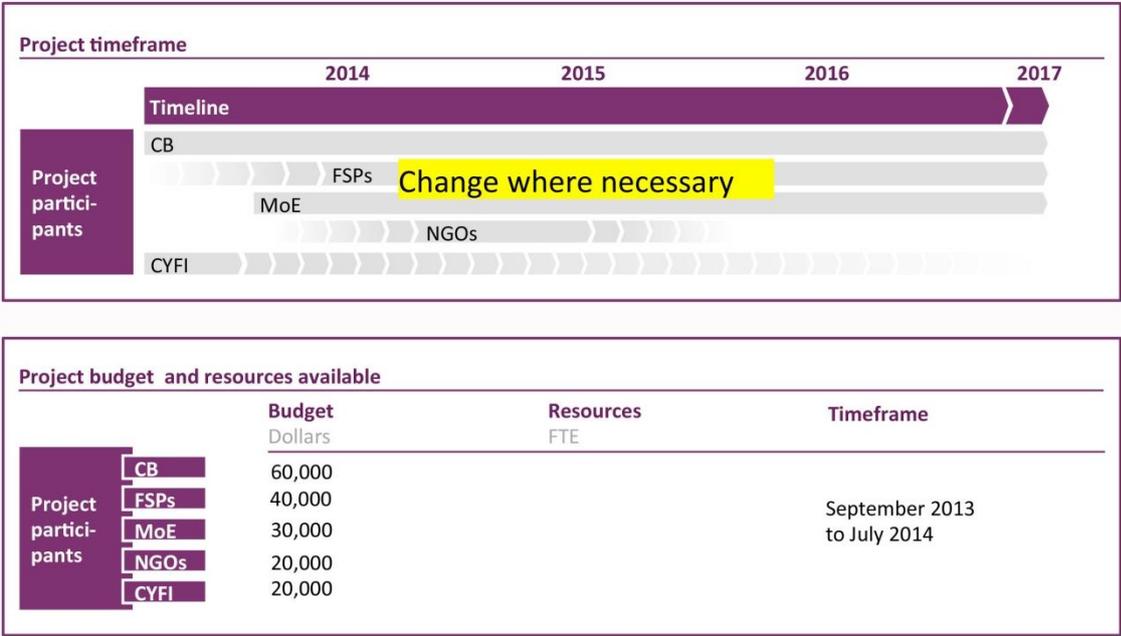


### Step 6: Roadmap and Budget

The final step in this process involves designing a step by step process or “roadmap” incorporating budget allocations for the various steps and stakeholders. The roadmap helps manage expectations and optimize resource allocation for each project partner.

Budgetary requirements relate directly to stakeholder roles and responsibilities. Figure E2.8 illustrates how project owners can keep a detailed report of the budget for each component and project deliverables as well as the timelines for the completion of delegated task. These two aspects should be clearly defined at the outset to avoid confusion or redundancies among taskforce members and project stakeholders.

Figure E2.8- Roadmap and Budget template



## CASE STUDY - AWARENESS RAISING IN VENEZUELA

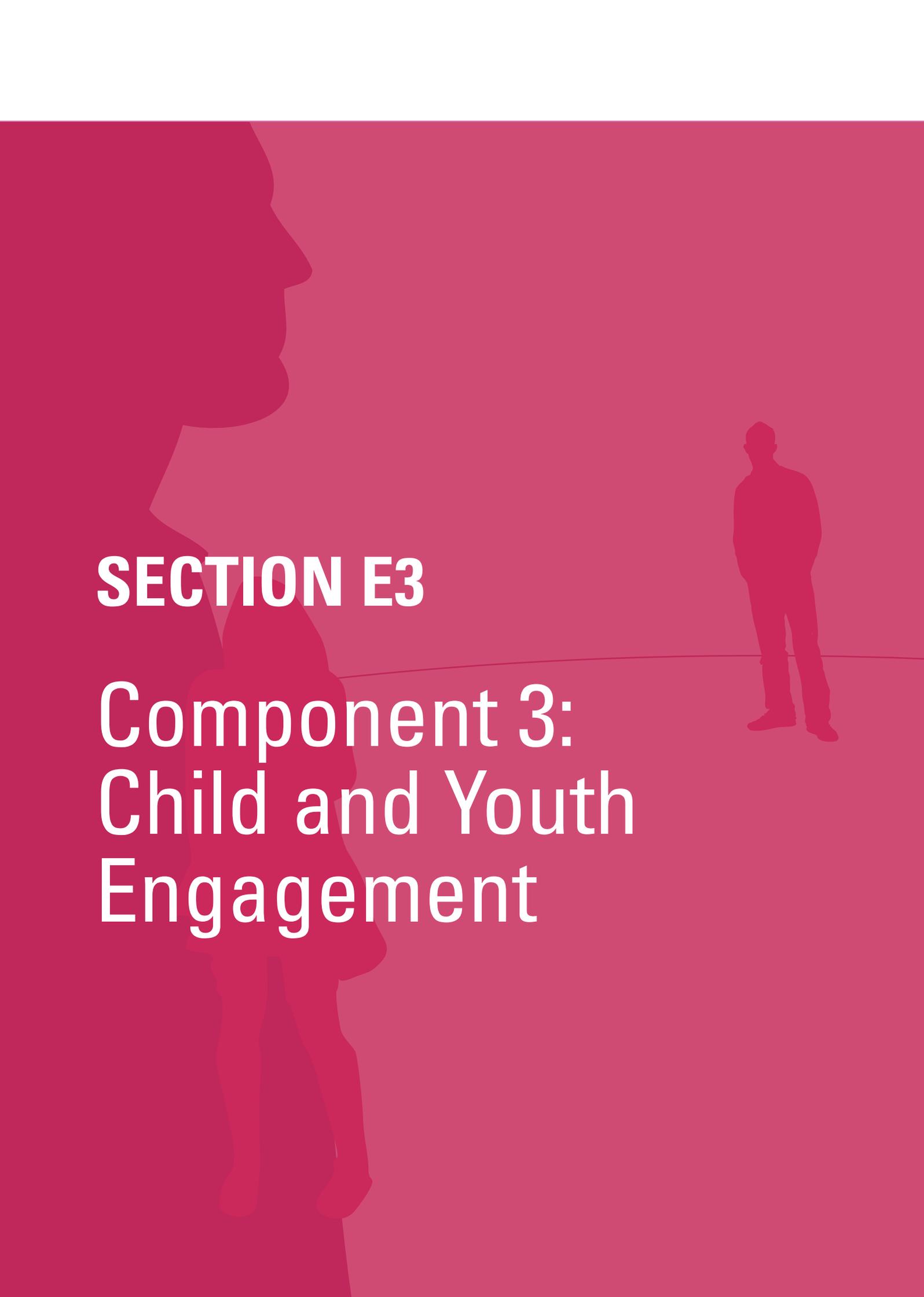
### The BCV's Financial Education Program

The Central Bank of Venezuela worked for over 20 years to promote economic citizenship and financial education programs for children, youth and adults. These initiatives began in 1990 with the first children's publication "I found a coin", followed by "What is money?" (1995), "What are banks?" (1996), "What is a Central Bank?" (1997) and "The ghost of inflation" (1998). The first two titles in this series were well deserving of their recognition as Best Documentary Books from the Book Bank (a private, non-profit institution). In 2005, the entire series received recognition by the Book Bank. Furthermore, the series was replicated by the Central Bank of Brazil and the Central Bank of Guatemala among other Latin American Central Banks. The books were written for children six years of age and older. Others titles include: "What is saving?" (2008), "The Mint of Venezuela" (2005), "What are Index Prices?" (2004), "What are interest rates?", (2004), "The magic payment" (2003) and "Don Beceverio, the Guardian of Money" (2000).

Child visits to financial institutional began in 1997, which were programs referred to as "*Kids Learn Economics with BCV*" and "*BCV opens the doors to you*". This program title changed in 2002 to "*Economics at School*" and again to "*I Learn with BCV*" in 2008 when the activities were expanded nationally. Including various lectures given at schools and in other various public places, the average attendance rate was 251,912 children per year.

Moreover, since 2008, the Central Bank of Venezuela has been developing the contest "Economics in school: a meeting of knowledge", to increase the impacts obtained through the lecture program and the book series. Through press, media and advertisements, BCV invited various schools to create projects that offer solutions to the community based on economic concepts. The first promotional slogan was: "BCV awards the big ideas of the little ones". After reading the papers, the jury selects the three best, and invite the selected students travel to Caracas for a public presentation, and to announce the winners. Since 2013, BCV increased the prizes to six schools (three for elementary school and three for high school). 814 schools from all states of the country have participated since 2008 and 47 have been awarded with resources to develop the projects that they presented (included special mentions).

Other activities that the Central Bank of Venezuela has promoted are special programs during school holidays at the BCV "Juan Pedro López" Square, where children spend their spare time playing, listening to music and theatre, making crafts and also receiving lectures about the economy. The other program to spread knowledge about economics, which was developed in 2008, is "BCV with the country", focuses on adults with lectures related to the index of consumer prices, payments and settlements, growing, payment balances, financial integration and monetary policy among others.

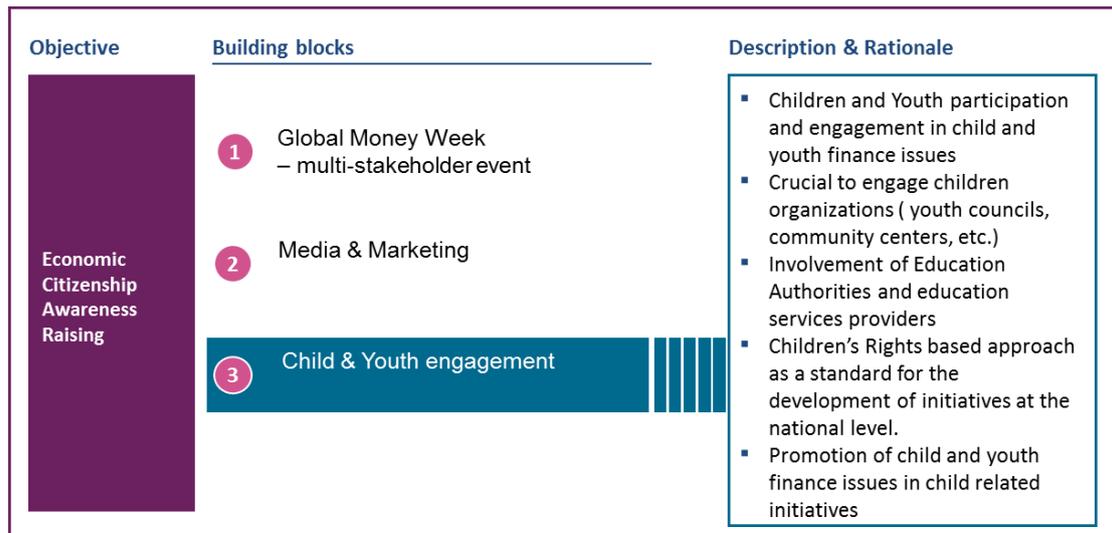


## **SECTION E3**

# **Component 3: Child and Youth Engagement**

# Component 3: Children and Youth Engagement

Figure E3.1: Component 3 Children and Youth Engagement



CYFI recommends that all building blocks are in place, in order to reach the objective

Creating the necessary **children and youth engagement** environment to learn from and share financial education and inclusion experiences is crucial if the national authorities’ goals are to be met. Incorporating children, as the ultimate beneficiary of these policy initiatives, is critical to the success of national policies and programs.

National authorities can help children’s organizations, NGOs, schools, etc. by promoting and actively supporting their youth finance initiatives, by assisting them in encouraging young people to join the financial system and facilitate the creation of Child and Youth Finance spaces for information and experiences exchange.

## Step 1: Stakeholder engagement

Multiple stakeholders can be engaged in increasing the engagement of children and youth. National authorities in particular can play a leading role in coordinating these stakeholders and ensuring systematic efforts in the country. They are best placed to directly engage children and youth in having a say as to how the national agenda can be shaped

Presented below is a list of relevant stakeholders to engage in component activities.

Figure E3.2: Stakeholder Mapping

Stakeholder	In national platform?	In task-force?	Key responsibility	Time commitment	
National authorities	• Central Bank (CB)	✓	✗	• Leading body	• 0.5 FTE
	• Ministry of Education (MoE)	✓	✗	• Leading taskforce	• 0.5 FTE
	• Ministry of Finance (MoF)	✗	✓	• Support	• X FTE
Financial service providers	• Insurance sector organization	✗	✓	• x	• X FTE
	• Banking association / foundation	✓	✓	• Mass media coordination	• X FTE
	• Stock exchange	✗	✗	• Support	• n/a
	• Banks	✓	✓	• x	• X FTE
Civil society	• Local NGOs	✓	✓	• Implementers	• 0.8 FTE
	• Child rights organizations	✗	✓	• x	• X FTE
	• CYFI & partners	✓	✗	• x	• n/a
Schools	• Schools	✗	✗	• Support	• n/a
	• Children & Youth	✓	✓	• x	• n/a
	• Research institutes	✗	✓	• x	• X FTE

Objective: Economic Citizenship Awareness Raising  
Component: Children and Youth Engagement



## Step 2: The baseline and gap analysis

It is important to understand to which level children are already engage in Economic Citizenship issues in the country. You can then build on these efforts and fill any gaps which have been identified. Figure E3.3 presents some ideas for how a baseline and gap analysis can be conducted.

Figure E3.3: Baseline Analysis

Component	Demographics		2010	2013	Target / Potential <sup>1</sup> for 20xx	Gap	x1,000 % of total
			Children and Youth engagement	# of children reached	Age 8-14	300 5%	600 10%
Age 15-18	1,600 20%	2,400 30%			5,600 70%	3,200 40%	
Age 19-24	1,600 20%	2,400 30%			5,600 70%	3,200 40%	
	Join international/global events	3,500		5,400	12,000	6,600	
	Create a technology based platform	0		0	n/a	} 2,200	
	Create/ leverage local events	0		0	n/a		

Objective: Economic Citizenship Awareness Raising  
 Component: Children and Youth Engagement



### Step 3: Implementation options

Having conducted the baseline analysis, an implementation plan can now be created. Presented in Figure E3.4 are a series of multi-stakeholder child and youth in financial education and inclusion engagement initiatives for which implementation plans can be created. Each of these activities will the target group and stakeholders to better understand national Child and Youth Finance policy perspectives.

Figure E3.4 – Implementation Options

Implementation options	Join international / global events	A technology-based platform	Create / leverage local events
<b>Considerations &amp; requirements</b>	<ul style="list-style-type: none"> <li>▪ Selection process for children and youth participating in international/global events</li> <li>▪ Available funding resources for child and youth participation</li> <li>▪ Engagement of youth organizations (youth councils, schools, comm. centers, etc)</li> <li>▪ Youth engagement as a process and outcome</li> </ul>	<ul style="list-style-type: none"> <li>▪ Determine sustainability</li> <li>▪ Network of children and youth organizations to be involved.</li> <li>▪ Usage of different digital resources and platforms (social media, webinars, websites, forums, etc).</li> <li>▪ Spaces especially designed for the exchange of experiences among children and youth.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enhance collaboration among stakeholders</li> <li>▪ Feedback from children and youth experiences</li> <li>▪ Ensure resource availability for national implementation</li> <li>▪ In-field personnel from participating institutions</li> <li>▪ Impact evaluation</li> <li>▪ Engage children and youth in initiatives throughout the year</li> </ul>
<b>Benefits &amp; Drawbacks</b>	<ul style="list-style-type: none"> <li>+ Children and youth presenting a different perspective (a national context) to an international audience</li> <li>+ Prepare children and youth to think globally and act locally</li> <li>- International travels might be expensive and not justifiable</li> </ul>	<ul style="list-style-type: none"> <li>+ Reach-out to increased numbers of children and youth</li> <li>+ Easy to scale-up</li> <li>- Dependence on third parties</li> <li>- Not possible in low internet penetration areas</li> </ul>	<ul style="list-style-type: none"> <li>+ Creating and maintaining momentum</li> <li>+ Opportunity for coordination and cooperation</li> <li>+ Reach-out to remote populations</li> <li>- Important allocation of resources</li> <li>- Sustainability concerns</li> </ul>
<b>Potential C&amp;Y reached<sup>1</sup></b>			
<b>Target C&amp;Y reached</b>			

<sup>1</sup> Determined from baseline

Objective: Economic Citizenship Awareness Raising  
Component: Children and Youth Engagement



**Implementation Plans**

**Option 1: Join international/global events**

The rationale that children and youth should express and share their ideas about the financial systems in which they participate, their human and economic rights and their perspectives on the future, drive this option. National Authorities and/or National Platforms should support youth engagement, which can lead to meaningful input in the national agenda. The Figure provides a non-exclusive set of actions supporting children and youth participation in international and global events as institutional or national representative.

**Figure E3.5: Implementation plan for Join international/global events**

	Description	Timeframe	Budget	Resources
<b>Engagement</b>	<ul style="list-style-type: none"> <li>Children and Youth are engaged in local level child and youth finance initiatives</li> <li>Children and youth take part of C&amp;Y partners initiatives</li> </ul>	All year	TBD	<ul style="list-style-type: none"> <li>CYFI partner programs</li> <li>Local events</li> <li>GlobalMoney Week</li> <li>CYFI youth engagement platforms</li> </ul>
<b>Call for participation</b>	<ul style="list-style-type: none"> <li>Children and youth present their candidacy for international/global event participating</li> <li>Children and youth are delegated by partners</li> </ul>	3 weeks	TBD	<ul style="list-style-type: none"> <li>CYFI youth engagement platforms</li> <li>Local partners</li> <li>CYFI Secretariat Support</li> </ul>
<b>Selection</b>	<ul style="list-style-type: none"> <li>Partner organizations determine a set of requirements for children and youth participation in international/global events</li> <li>Children and youth are selected to participate in these events as part of their efforts to address child and youth finance issues</li> </ul>	4 weeks	TBD	<ul style="list-style-type: none"> <li>National Platform/committee support</li> <li>Secretariat Support</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Children and youth and partner organizations prepare children or youth representing the institution or the country at these events</li> </ul>	4 weeks	TBD	<ul style="list-style-type: none"> <li>CYFI partner programs</li> <li>CYFI Youth engagement team support</li> <li>Global partner support</li> </ul>
<b>Children and Youth participation</b>	<ul style="list-style-type: none"> <li>Children and Youth are sent to represent their sponsor organization or country</li> </ul>	4 days	TBD	<ul style="list-style-type: none"> <li>CYFI Youth engagement support</li> <li>Global partner support</li> </ul>



## Option 2: Technology- based option

Each of the design choices follows similar processes, with the main difference being the stakeholder involved and kind of involvement. Figure E3.6 provides a sample process to engage children and youth through the creation of a technology-based platform.

Figure E3.6: Implementation plan for Technology- based option

	Description	Timeframe	Budget	Resources
<b>Map existing initiatives</b>	<ul style="list-style-type: none"> <li>Prepare a consistent list of already existing initiatives and the organizations who are undertaking them</li> </ul>	7 weeks	TBD	<ul style="list-style-type: none"> <li>CYFI network partners</li> <li>National Platform support</li> <li>CYFI mapping survey</li> </ul>
<b>Draft of yearly event schedule</b>	<ul style="list-style-type: none"> <li>Prepare a yearly schedule of these initiatives to have a clear perspective of how the year looks in term of national, regional or local events.</li> </ul>	3 weeks	TBD	<ul style="list-style-type: none"> <li>CYFI youth engagement platforms</li> <li>Local partners</li> <li>CYFI Secretariat Support</li> <li>National Platform support</li> </ul>
<b>Filling in gaps</b>	<ul style="list-style-type: none"> <li>Address gaps in the year schedule based on geographical concerns (regions, localities, communities not being reached) and time concerns (summer holidays, etc.)</li> </ul>	6 weeks	TBD	<ul style="list-style-type: none"> <li>National Platform/ committee support</li> <li>Secretariat Support</li> <li>Local partners</li> </ul>
<b>Media and marketing</b>	<ul style="list-style-type: none"> <li>Promote and advertise national, regional and local events.</li> <li>Joint communication strategy</li> </ul>	All year long	TBD	<ul style="list-style-type: none"> <li>Local partners</li> <li>Mass media relations</li> <li>Global Platform support</li> </ul>
<b>Evaluation and scale-up</b>	<ul style="list-style-type: none"> <li>Increase proportionally; or adjust size and scope of platform</li> </ul>	24 weeks	TBD	<ul style="list-style-type: none"> <li>CYFI partner programs</li> <li>National Platform support</li> <li>Feedback from local partners</li> </ul>

### Option 3: Create/leverage local events

In our experience, many countries hold multiple child and youth financial education and inclusion events a year. Those that do not are invited to join Global Money Week and start a trend. Having year-round child and youth finance events help to keep momentum and create awareness. National holidays can also be used to introduce these topics to the national agenda. In Figure E3.7 we present some steps for creating new events or leveraging existing ones.

Figure E3.7: Implementation plan for Create/leverage local events

	Description	Timeframe	Budget	Resources
<b>Map existing initiatives</b>	<ul style="list-style-type: none"> <li>Prepare a list of existing initiatives and the organizations undertaking them</li> </ul>	7 weeks	TBD	<ul style="list-style-type: none"> <li>CYFI network partners</li> <li>National Platform support</li> <li>CYFI mapping survey</li> </ul>
<b>Draft of yearly event schedule</b>	<ul style="list-style-type: none"> <li>Prepare a yearly schedule of these initiatives to have a clear perspective of the agenda of national, regional or local events.</li> </ul>	3 weeks	TBD	<ul style="list-style-type: none"> <li>CYFI youth engagement platforms</li> <li>Local partners</li> <li>CYFI Secretariat Support</li> <li>National Platform support</li> </ul>
<b>Gap-filling</b>	<ul style="list-style-type: none"> <li>Address gaps in the year schedule based on geographical concerns (regions, localities, communities unreached) and time concerns (summer holidays, etc.)</li> </ul>	6 weeks	TBD	<ul style="list-style-type: none"> <li>National Platform/committee support</li> <li>Secretariat Support</li> <li>Local partners</li> </ul>
<b>Media and marketing</b>	<ul style="list-style-type: none"> <li>Promote and advertise national, regional and local events.</li> <li>Joint communication strategy</li> </ul>	All year long	TBD	<ul style="list-style-type: none"> <li>Local partners</li> <li>Mass mediarelations</li> <li>GlobalPlatform support</li> </ul>
<b>Evaluation &amp; scale-up</b>	<ul style="list-style-type: none"> <li>Increase proportionally; or adjust size and scope of platform</li> </ul>	24 weeks	TBD	<ul style="list-style-type: none"> <li>CYFI partner programs</li> <li>National Platform support</li> <li>Feedback from local partners</li> </ul>

Objective: Economic Citizenship Awareness Raising  
Component: Children and Youth Engagement



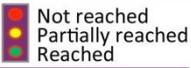
## Step 4: Determining KPIs and Processes for Tracking Progress

To measure the progress of your implementation plan, you will need to incorporate Key Performance Indicators (KPIs) and determine the timelines for achieving them.

Along with these KPIs, you are also advised to incorporate performance improvement initiatives and ways in which to update the plan so as to facilitate necessary changes.

Figure E3.8 highlights suggested KPIs, their owners, their relevant timelines and tracking methods.

Figure E3.8: Suggested KPIs

Tracking sheet for: <b>Create/ leverage local events</b>				
Actions	Owner	Time line	Status	On track?
Share CYFI mapping survey	CYFI & Leading authority	Example date	Not reached	
Communications depts. meeting	OC	Example date	Reached	
Mapping meeting	OC	Example date	Not reached	
Press release	Comm. Depts.	Example date	Reached	
Example	Example date	Example date	Partially reached	



Objective: Economic Citizenship Awareness Raising  
Component: Children and Youth Engagement



### Step 5: Communication Plan

Media presence helps to increase awareness and disseminate relevant information on key issues to the project (e.g. a child friendly regulatory and financial ecosystem and diverse child friendly products). A communication plan is also a great tool to engage new potential stakeholders and increase momentum.

A solid communication plan will allow a constant flow of information from the National Platform to the stakeholders, the population and the CYFI network.

A sample communication plan incorporating detailed activities, organizations responsible, timeframes and budgets is provided in Figure E3.9.

Figure E3.9: Suggested Communication Plan

Activity	Detail	Responsible	Timeframe	Budget €
Regular fairs	Regulars fairs to maintaining momentum and engage diverse stakeholders	FSPs	Quarterly	20k – 30k
Interim fairs	Periodic smaller fairs to outreach remote locations	CB, FSPs	Bi-Monthly	5k – 15k
National holidays celebrations	Using national holidays as means to increase child and youth finance issues presence in the national agenda	CB, FSPs	When necessary	2k – 5k
Example				
Example				

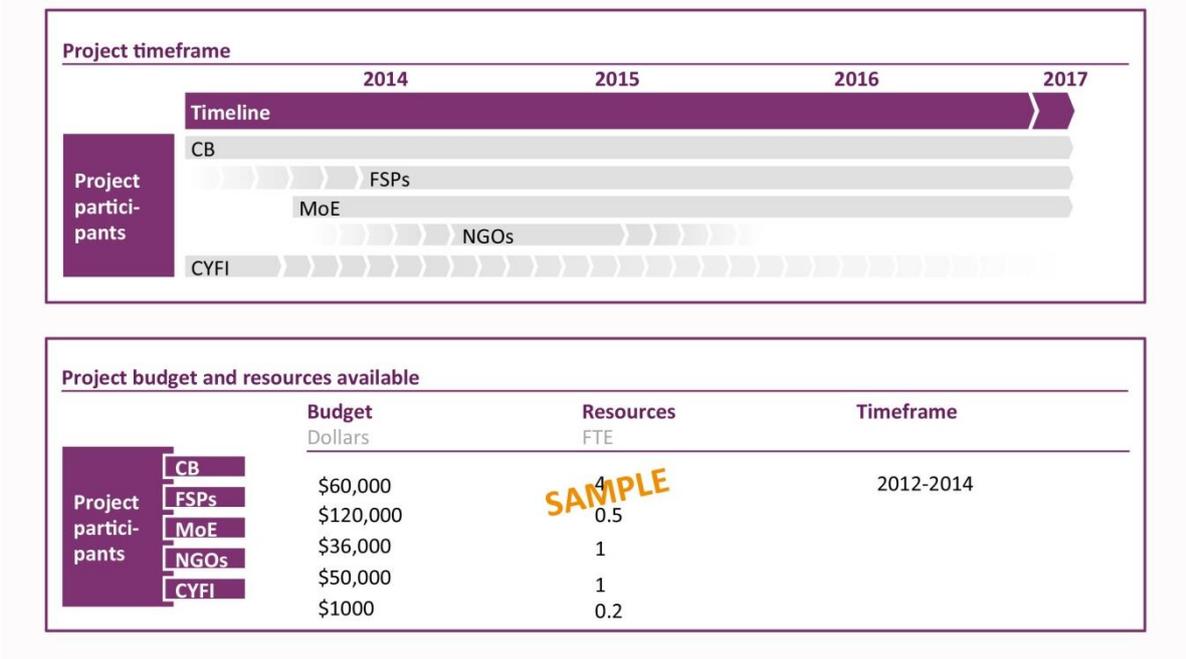


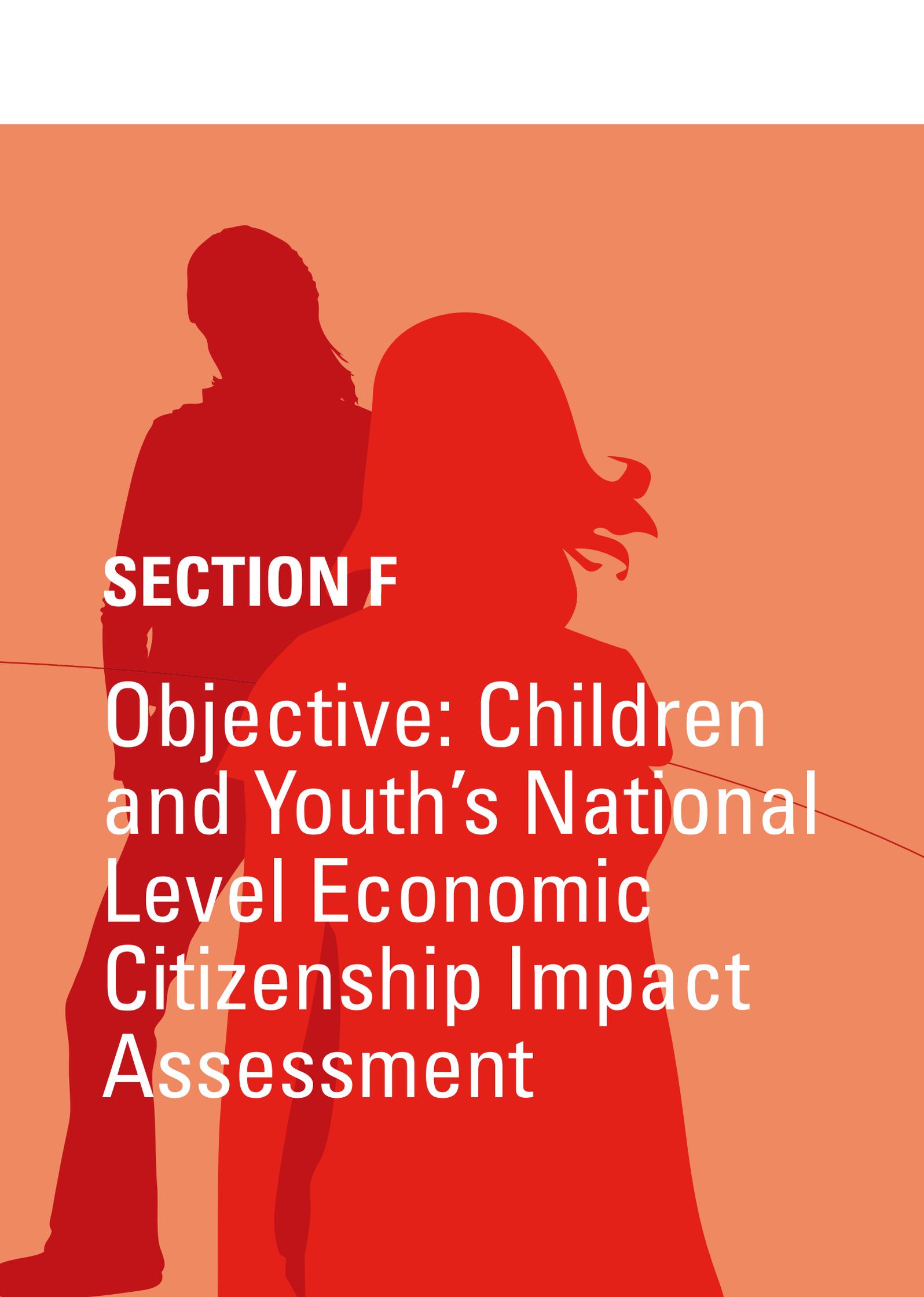
### Step 6: Roadmap and Budget

The final step in this process involves designing a step by step process or “roadmap” incorporating budget allocations for the various steps and stakeholders. The roadmap helps manage expectations and optimize resource allocation for each project partner.

Budgetary requirements relate directly to stakeholder roles and responsibilities. Figure E3.10 illustrates how project owners can keep a detailed report of the budget for each component and project deliverables as well as the timelines for the completion of delegated task. These two aspects should be clearly defined at the outset to avoid confusion or redundancies among taskforce members and project stakeholders.

Figure E3.10- Roadmap and Budget template



The background of the entire page is a solid red color with a subtle gradient. Overlaid on this background are the dark red silhouettes of a man and a woman. The man is on the left, facing right, and the woman is on the right, facing left. They appear to be in conversation. The text is overlaid on the lower half of the image.

## **SECTION F**

**Objective: Children  
and Youth's National  
Level Economic  
Citizenship Impact  
Assessment**

# Objective F: Children and Youth's National Level Economic Citizenship Impact Assessment

It is necessary to establish regional networks of scholars to perform cross national and cross cultural empirical research to determine means to increase the impact of child and youth Economic Citizenship Education, financial inclusion and livelihoods policies. These scholars can generate rigorous quantitative and qualitative research, longitudinal studies and advanced analytical methods to reveal financial education and inclusion impacts.

CYFI encourages governments to conduct assessments of both economic citizenship pillars and proposes three ways of stimulating and developing Financial Inclusion, ECE and Livelihoods impact assessment:

- Creating a national Academic Working Group, conducting impact assessments in collaboration with Ministries of Education and/or relevant civil society.
- Developing national Child and Youth Finance expertise through curricular stimulation on the issue on national universities' academic research agendas.
- Stimulating research institutions that can conduct impact assessments (available for private sector use and non-governmental organizations).

The specific objectives of this implementation phase are to:

- Generate a national pool of experts and expertise on the topic of youth economic citizenship
- Measure the impact of the national strategy or programs on financial inclusion, ECE and sustainable livelihoods.
- Provide evidence to prove the strategy's effectiveness to the scale up at a regional level
- Test strategic modifications

CYFI will assist in this process by providing national and institutional progress indicators by providing sample surveys measuring these indicators.

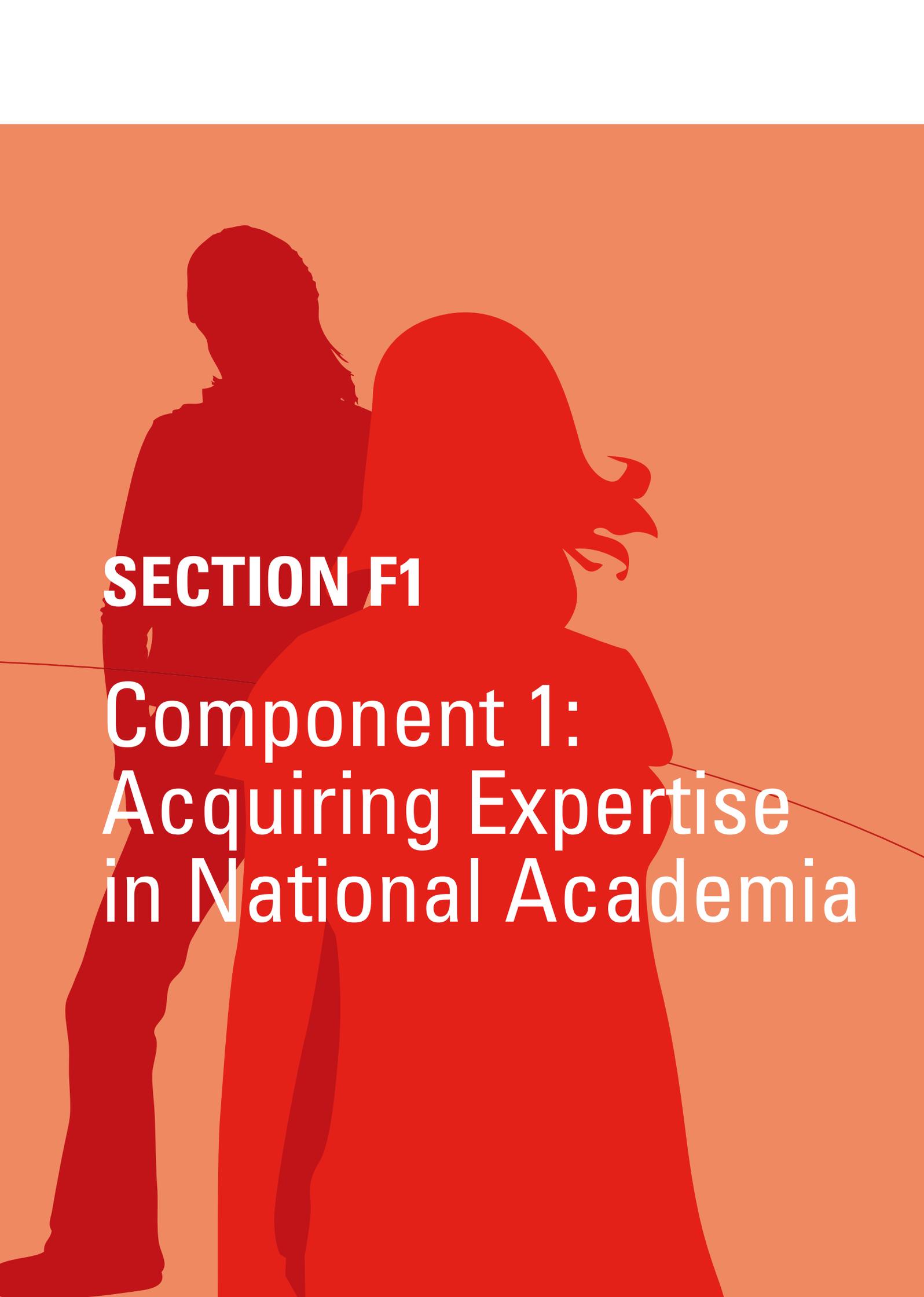
Lifting barriers to Economic Citizenship must involve research into the business case for financial inclusion, using proven models, research into the impact of child-friendly banking programs and into an educational curriculum demonstrating improved behavior.

Key recommendations for future research therefore include:

- understanding long-term financial education outcomes,
- discrete and summative financial education and financial services contributions to children and youth, especially those in financially vulnerable groups
- effectiveness of various combinations of financial education, financial products, and services,
- defining, conceptualizing, and articulating the meaning of social education within the Child and Youth Finance movement and how social education advances economic citizenship
- benefits of financial inclusion, especially experimental research that assesses impacts for children and youth in developing countries.

To ensure both quality assessment and aligned research agendas on these issues, assessment of financial inclusion, sustainable livelihoods and ECE must be conducted in a national level common framework. The practice of using a common research framework for child and youth economic citizenship can accelerate the path to significant global change for young people.

National academic expert groups should be created to fill in these knowledge gaps. Academic working groups or councils should be comprised of a national team of researchers with outstanding academic credentials, solid research and policymaking experience, and expertise in diverse academic and policy areas ranging from finance, economics, psychology, and the social sciences. Collaboration between these academics and policy makers can result in policy recommendations based on sound, rigorous research and evidence based results.

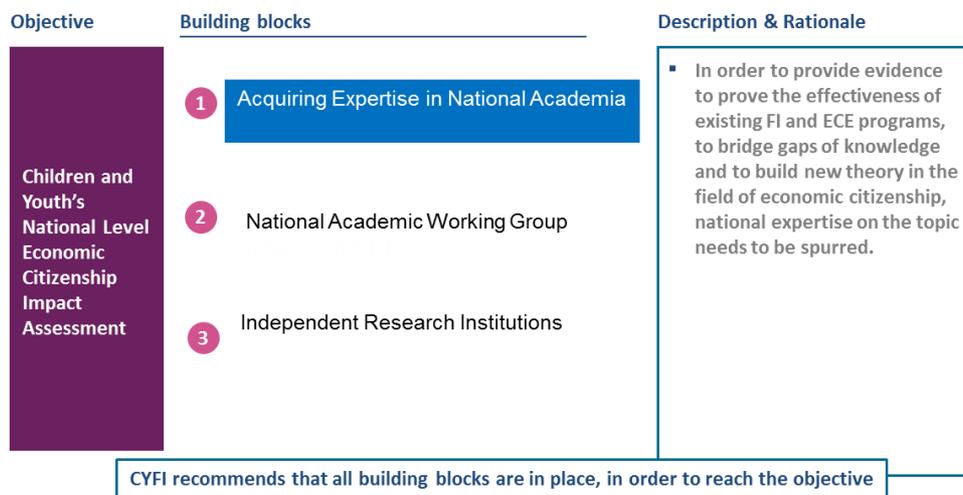
The background is a solid, vibrant red. In the foreground, there are dark red silhouettes of two people. On the left, a person is shown in profile, facing right. On the right, a person is shown from the back, looking towards the left. The silhouettes are simple and lack facial features or clothing details.

## SECTION F1

# Component 1: Acquiring Expertise in National Academia

# Component 1: Acquiring Expertise in National Academia

Figure F1.1: Acquiring Expertise in National Academia



CYFI encourages every government to attain national expertise in the field of financial inclusion (FI), Economic Citizenship Education (ECE) and sustainable livelihoods of children and youth. This knowledge is required to: provide

evidence to prove the effectiveness of existing FI and ECE programs, policies and strategies; bridge knowledge gaps; and to develop the body of theory and knowledge respecting economic citizenship.

## Step 1: Stakeholders' Engagement Strategy & Governance

To garner support and foster longevity of a stakeholder engagement strategy and governance initiative, stakeholders must be directly engaged and committed to the project. Clear assignments of roles are required for efficient and sustained progress. Taskforces that dedicate time and energy into the monitoring and sustainability of one or more project initiatives should be created.

Ensuring that children and youth have the opportunity to benefit from an inclusive financial sector requires collaborative interventions by a range of stakeholders. It is important to identify the diverse stakeholders to involve – either in the national committee or in dedicated taskforces. The roles of the various organizations and their

levels of involvement are also important and must be included in the strategy.

Depending on the initiative, numerous stakeholders may take leading roles in the implementation process. Policymakers and regulators – including the Ministry of Finance, Ministry of Education, and Central Bank – will, by necessity, lead national level strategies, while industry-level players (i.e., microfinance organizations and banking (training) associations) will play supporting roles.

The Figure below provides an example of stakeholder engagement and potential roles, responsibilities, and time commitments. Clearly detailing stakeholder participation and responsibility for project tasks is critical for project success.

Figure F1.2: Stakeholder Mapping

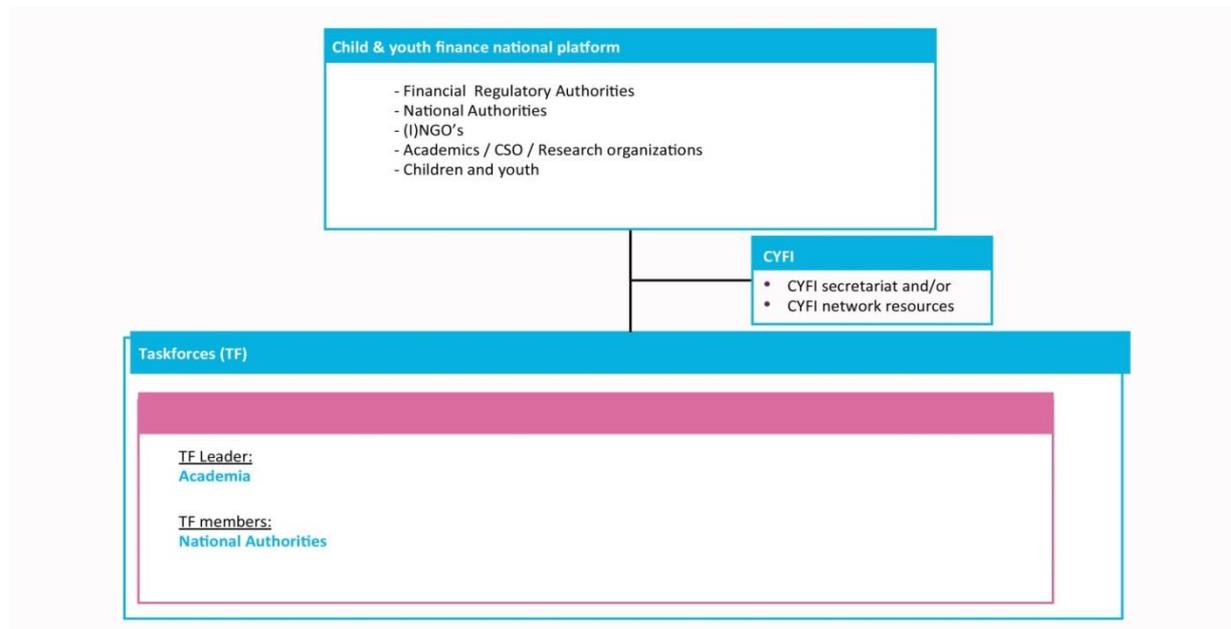
Stakeholder	Engagement	Key responsibility	Time commitment	
National authorities	• Central Bank (CB)	✓	Implementation & Recommendations	
	• Ministry of Education (MoE)	✓	Implementation & Recommendations	
	• Ministry of Finance (MoF)	✓	Implementation & Recommendations	
Financial service providers	• Insurance sector organization	✗		
	• Banking association / foundation	✗		
	• Stock exchange	✗		
	• Banks	✗		
Civil society	• Local NGOs	✓	Recommendations	
	• Child rights organizations	✓	Recommendations	
	• CYFI & partners	✓	Facilitation & recommendation	
Schools	• Schools	✗		
	• Children & Youth	✓	Target population	
	• Academia/Research Institutes	✓	Content and Assessment	

Objective: Children and Youth's National Level Economic Citizenship Impact Assessment

Component: Acquiring Expertise in National Academia



Figure F1.3 - Governance and taskforces



These Guidelines make clear that national authorities play a major role in the implementation of most national Child and Youth Finance policy initiatives. This key role is also relevant respecting child and youth engagement. National authorities' leading role revolves around the coordination of national stakeholder activities undertaken at numerous levels. It is also important to directly engage children and youth in setting the tone and having a say in the national level agenda, which incorporates the National Committee or Platform. Presented below is a list of relevant stakeholders to engage in component activities.



**Objective: Children and Youth's National Level Economic Citizenship Impact Assessment**  
**Component: Acquiring Expertise in National Academia**



## Step 2: The Baseline and Gap Analysis

The purpose of baseline & gap analysis is to determine the current national disposition regarding national academic expertise and obtaining data that enables the steering committee to make an informed decision concerning the design choice. The baseline focuses on the current state of expertise on child finance issues.

The analysis is focused on:

1. Identifying relevant stakeholders
2. Taking stock of existing research initiatives
3. Determining extent and levels of knowledge in the field

### Focus 1: Identifying relevant stakeholders

To create a broad body of knowledge about the impact of Child and Youth Finance policies and the existing gaps in economic citizenship theory, the government must identify relevant stakeholders that can enable national expertise. These stakeholders include academic faculties, individual

academic researchers or independent consultants, depending on the country.

Focus 2 and 3: Taking stock of existing research initiatives in and determining extent of knowledge in the field  
Prior to initiating any work to develop expertise on youth finance issues, taking stock of existing funded or unfunded research initiatives on university agendas is crucial. When initiatives exist, the following questions should be taken into consideration:

- What are the sample sizes and target populations of the research projects?
- Can impact truly be assessed based on these numbers?
- Is the research conducted in such a way that it can generate policy recommendations?
- Is the design and intervention scalable?

Figure F1.4: Baseline Analysis

Questions	
	- Is there academic national level research <b>focused on</b> ECE, financial inclusion, livelihoods, social education, financial education, livelihoods education or behavioral economics?
	- Has <b>impact assessment</b> been conducted during this research?
	- Has child and youth economic citizenship been a focus of any national university <b>research agenda</b> ?
	- Has research agenda <b>funding</b> been allocated to these topics?
	- If so, what is the sample size and target population of the research projects?
	• Can impact truly be assessed based on the former? Is the research conducted in such a way that it can generate policy recommendations?
	- Is the design and intervention scalable?
	- Have results from the conducted studies been <b>disseminated</b> nationally and regionally?

Objective: Children and Youth's National Level Economic Citizenship Impact Assessment  
Component: Acquiring Expertise in National Academia



### Step 3: Implementation Options

Having conducted the baseline analysis, an implementation plan can now be created. For this first component, relatively few resources are necessary. Only monetary funds need to be made available to spur research onto university’s research agenda. Additionally, governments need to build a good relationship with national academic institutions to have a clear understanding of faculty research priorities. The process does not require extensive coordination by government officials. However, this choice does not generate a systematic national assessment of impact or a coordinated response to bridging the existing national knowledge gaps.

The Figure below outlines the key considerations, requirements, benefits and drawbacks for each option.

Figure F1.5 – Implementation Options

Implementation options	1 Expertise	2 National Working Group	3 Private Sector
Considerations & requirements	<ul style="list-style-type: none"> <li>▪ Availability of funds to spur research onto university’s research agenda</li> <li>▪ Good relationship with national academic institutions</li> <li>▪ Overview of faculty’s research priorities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Availability of national strategies or programs in FI, ECE or Livelihoods.</li> <li>▪ Availability of national academics with expertise in child and youth finance issues</li> <li>▪ Availability of funds and resources to implement national level impact assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Availability of researchers specialized in impact assessment</li> <li>▪ High level of interest among private sector, financial institutions and NGOs to have impact of programs assessed</li> </ul>
Benefits & Drawbacks	<ul style="list-style-type: none"> <li>+ The process does not require coordination, only PR and funds : Relatively informal</li> <li>+ No 3<sup>rd</sup> party involvement</li> <li>- Does not generate a systematic assessment of impact or coordinated response to bridging knowledge gaps</li> </ul>	<ul style="list-style-type: none"> <li>+ A coordinated systematic assessment of the existing strategy developed: Gaps in knowledge and unreached groups can be assessed systematically</li> <li>+ Can generate focused policy recommendations</li> <li>- Requires substantial government time and resources</li> </ul>	<ul style="list-style-type: none"> <li>+ Little time and resources invested due to outsourcing impact assessment</li> <li>+ Availability of a service for different stakeholders</li> <li>- No coordinated response to impact assessment and knowledge gaps</li> <li>- Only available to affluent stakeholders</li> </ul>
Target C&Y reached			

This expertise option is detailed in a step by step approach below.

Objective: Children and Youth’s National Level Economic Citizenship Impact Assessment  
 Component: Acquiring Expertise in National Academia



## Step-by-step Implementation for ‘Expertise’

Figure F1.6: Implementation plan for Expertise

	Description	Timeframe	Budget	Resources
Step 1	Outreach to universities to raise interest for child and youth finance research	1-2 Months		PR-Team
Step 2	Stakeholders meeting with relevant university faculties in order to highlight gaps in knowledge and stimulate new research in these areas	3 Months		Venue Department Deans CYFI Staff 1 Representative MinEd & MinFin 1 Representative Central Bank NGO input
Step 3	Generate funding for both proof of concept and impact assessment studies in order to enrich the faculties’ research agendas on the topic of child finance:conduct studies	3-12 Months		Research Grants Research Facilities Sample population (c&y)
Step 4	Organize symposium to share preliminary results of conducted studies and to track progress and share recommendations	1 year		Venue Promotional Material CYFI staff PR Team
Step 5	Integrate recommendations into policy	13-24 Months		MinEd MinFin Central Bank

**Step 1:** To raise interest in Economic Citizenship research, governments should have an outreach strategy. The outreach strategy is intended to increase awareness about Child and Youth Finance and establish beneficial connections between the people and/or organizations engaged in research related to the topic.

**Step 2:** Organize a stakeholders meeting with university faculties for three main purposes:

- to introduce the actors interested or involved in impact assessment to each other
- to highlight knowledge gaps
- to stimulate new research in these areas

**Step 3:** Funds for both proof of concept and impact assessment studies needs to be generated to enable the faculties to add child finance to their research agendas.

**Step 4:** Once faculties have integrated child finance into their agendas, governments should encourage research dissemination through conferences or symposia. Progress can be tracked and policy recommendations can be shared with stakeholders.

**Step 5:** Relevant ministries to integrate the received recommendations into policy.

Objective: Children and Youth’s National Level Economic Citizenship  
Impact Assessment  
Component: Acquiring Expertise in National Academia



## Step 4: Determining KPIs and Processes for Progress Tracking

To measure the progress of your implementation plan, you will need to incorporate Key Performance Indicators (KPIs) and determine the timelines for achieving them.

Along with these KPIs, you are also advised to incorporate performance improvement initiatives and ways in which to update the plan so as to facilitate necessary changes.

Figure F1.7 highlights suggested KPIs, their owners, their relevant timelines and tracking methods.

Figure F1.7: Suggested KPIs

Tracking sheet for: <b>Expertise</b>				<span style="color: red;">●</span> Not reached <span style="color: orange;">●</span> Partially reached <span style="color: green;">●</span> Reached
Actions	Status	Owner	Timeline	Status
Outreach to universities	Top 10 Dep. Of Economics, Finance, Public Policy, Education and International Development approached	National Authorities	2 months	<span style="color: red;">●</span> <span style="color: orange;">●</span> <span style="color: green;">●</span>
Funding	Budget created for 3 RCTs	National Authorities	4 months	<span style="color: red;">●</span> <span style="color: orange;">●</span> <span style="color: orange;">●</span>
Results/ publications in Journals	3 publications in peer reviewed journals	Academia	1 year	<span style="color: red;">●</span> <span style="color: orange;">●</span> <span style="color: orange;">●</span>
Platform for dissemination	1 symposium organized on child finance	National Authorities & Academia	13 months	<span style="color: red;">●</span> <span style="color: orange;">●</span> <span style="color: green;">●</span>
Policy integration	Revision to ECE/ inclusion policies	MinEd & Minfin	2 years	<span style="color: red;">●</span> <span style="color: orange;">●</span> <span style="color: orange;">●</span>

Status, and traffic lights are samples

Objective: Children and Youth's National Level Economic Citizenship Impact Assessment  
 Component: Acquiring Expertise in National Academia



## Step 5: Communication Plan

Media presence helps to increase awareness and disseminate relevant impact assessment information. A communication plan is also a great tool to engage new potential stakeholders and increase momentum.

A communications plan's internal KPI's will help to determine which initiatives increase awareness on activities related to the project and which are lagging. The plan is also important to determine which organizations from within the National Platform are most suitable to undertake specific communication activities.

A solid communication plan will allow a constant flow of information from the National Platform to the stakeholders, the population and the CYFI network.

A sample communication plan incorporating detailed activities, organizations responsible, timeframes and budgets is provided below:

Figure F1.8: Suggested Communication Plan

	Status	Owner	Timeline
Periodic Stakeholders	Top 10 Dep. Of Economics, Finance, Public Policy, Education and International Development approached	National Authorities	2 months
Funding	Budget created for 3 RCTs	National Authorities	4 months
Result/publications in journals	3 publications in peer reviewed journals	Academia	1 year
Platform for dissemination	1 symposium organized on child finance	National Authorities and Academia	13 months

Objective: Children and Youth's National Level Economic Citizenship Impact Assessment  
 Component: Acquiring Expertise in National Academia

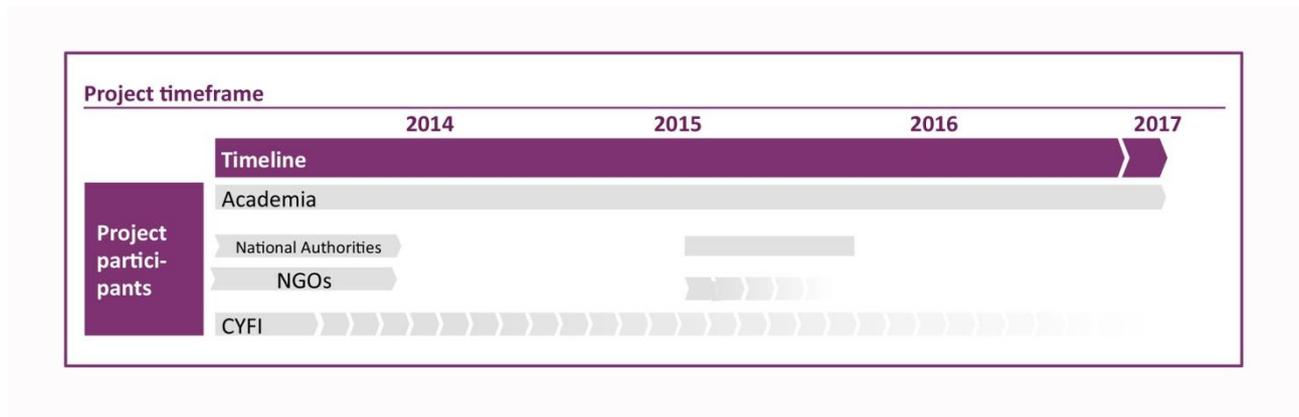


## Step 6: Roadmap and Budget

The final step in this process involves designing a step by step process or “roadmap” incorporating budget allocations for the various steps and stakeholders. The roadmap helps manage expectations and optimize resource allocation for each project partner.

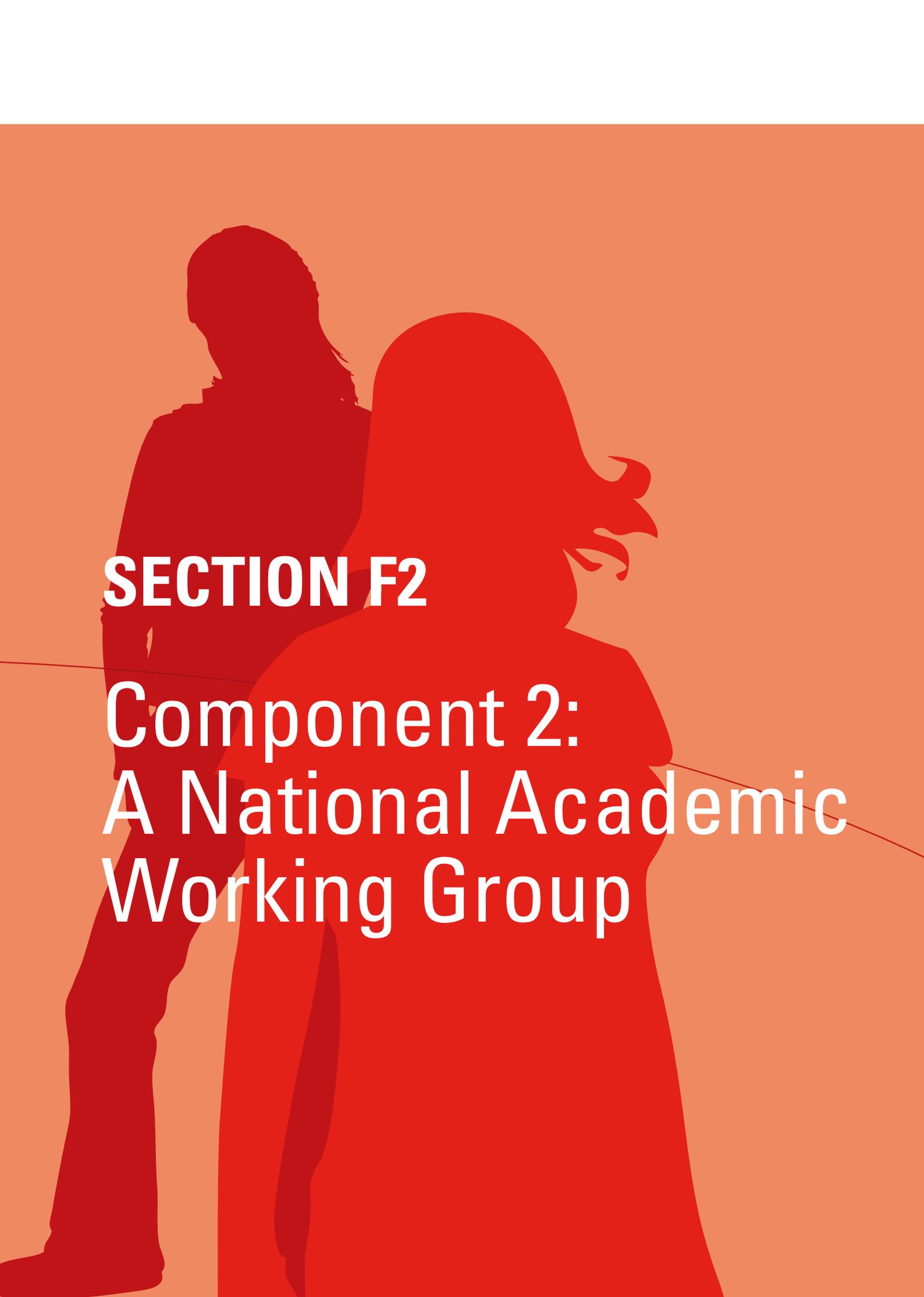
Budgetary requirements relate directly to stakeholder roles and responsibilities. Figure F1.9 illustrates how project owners can keep a detailed report of the budget for each component and project deliverables as well as the timelines for the completion of delegated task. These two aspects should be clearly defined at the outset to avoid confusion or redundancies among taskforce members and project stakeholders.

Figure F1.9 Roadmap and Budget template



Objective: Children and Youth’s National Level Economic Citizenship Impact Assessment  
Component: Acquiring Expertise in National Academia



The background is a solid red color with a subtle gradient. In the foreground, there are two dark red silhouettes of people. One silhouette is on the left, showing a person from the back, wearing a long-sleeved top and pants. The other silhouette is on the right, showing a person from the back, wearing a long-sleeved top and pants, with long hair. The text is overlaid on the silhouettes.

## **SECTION F2**

# **Component 2: A National Academic Working Group**

# Component 2: A National Academic Working Group

CYFI encourages every government to create a National Academic Working Group to conduct national financial inclusion and ECE impact assessments and to track national child and youth economic citizenship.

Figure F2.1 Component 2 A National Academic Working Group



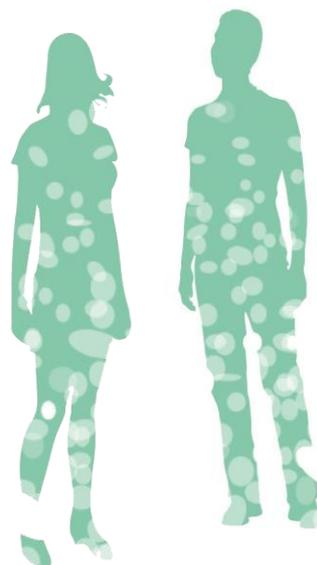
## Step 1: Stakeholders' Engagement Strategy & Governance

A national platform should be created to lead formal national stakeholders' engagement strategy and governance initiatives. For this particular component, national authorities play a more active role than in the other two components. They play a role in both implementation and coordination.

Figure F2.2 below provides an example of stakeholder engagement and potential roles, responsibilities, and time commitments. Clearly detailing stakeholder participation and responsibility for project tasks is critical for project success.

Figure F2.2: Stakeholder Mapping

	Stakeholder	Involvement	Key responsibility	Time commitment
National authorities	• Central Bank (CB)	✓	Implementation & Recommendations	
	• Ministry of Education (MoE)	✓	Coordination and Implementation	
	• Ministry of Finance (MoF)	✓	Coordination & Implementation	
Financial service providers	• Insurance sector organization	✗		
	• Banking association / foundation	✗		
	• Stock exchange	✗		
	• Banks	✗		
Civil society	• Local NGOs	✓	Recommendations	
	• Child rights organizations	✓	Recommendations	
	• CYFI & partners	✓	Facilitation & recommendation	
Schools	• Schools	✓	Target population	
	• Children & Youth	✓	Target population	
	• Academia/Research institutes	✓	Content and Assessment	



## Step 2: The Baseline & Gap Analysis

The purpose of baseline & gap analysis is to determine the current disposition of national impact assessment and to gather all data enabling national authorities to make informed decisions. The baseline gap analysis contains a quantitative and qualitative view of the national curricula and educational programs and is used to choose the most viable option(s) for curriculum creation or adaptation. The baseline focuses on the current status of a coordinated academic response to national impact assessment.

The analysis is focused on:

1. Identifying relevant stakeholders
2. Taking stock of existing research initiatives
3. Determining extent and levels of knowledge in the field

### Focus 1: Identifying relevant stakeholders

To create a broad body of knowledge about the impact of Child and Youth Finance policies and the existing gaps in economic citizenship theory, the government must identify relevant stakeholders that can enable national expertise. These stakeholders include academic faculties, individual academic researchers or independent consultants, depending on the country.

### Focus 2 and 3: Taking stock of existing research initiatives in and determining extent of knowledge in the field

Prior to initiating any work to develop expertise on youth finance issues, taking stock of existing funded or unfunded research initiatives on university agendas is crucial. When initiatives exist, the following questions should be taken into consideration:

- What are the sample sizes and target populations of the research projects?
- Can impact truly be assessed based on these numbers?
- Is the research conducted in such a way that it can generate policy recommendations?
- Is the design and intervention scalable?

Figure F2.3: Baseline Analysis

Questions	<ul style="list-style-type: none"><li>- Are national academic or independent researchers <b>focused</b> on ECE, financial inclusion, livelihoods, social education, financial education, livelihoods education or behavioral economics nationally?</li><li>- Have <b>impact assessments</b> been conducted by these researchers?</li><li>- Has the national government convened with these experts together to consider a <b>coordinated response</b> to impact assessment?</li><li>- Has the government created an official child and youth economic citizenship <b>Working Group</b>?</li><li>- Has government <b>funding</b> been allocated to this Working Group?</li><li>- Has this Working Group <b>systematically assessed the impact</b> of national economic citizenship policy, programs or strategies?</li><li>- Have results from the conducted studies been <b>disseminated nationally and regionally</b>?</li><li>- Have results been integrated into <b>national policy</b>?</li></ul>
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Objective: Children and Youth's National Level Economic Citizenship Impact Assessment  
Component: A National Academic Working Group



### Step 3: Implementation Options

Having conducted the baseline analysis, an implementation plan can now be created. The availability of national FI, ECE or Livelihoods strategies or programs would facilitate the development and the availability of national academics with Child and Youth Finance expertise. Additionally, funds and resources needed to implement national level impact assessment should be made available. Though this implementation option requires substantial amounts of government time and resources, a coordinated systematic assessment of existing strategies and knowledge gaps can be conducted. The completed study will provide a systematic overview of the unreached groups of children in society. Concomitantly, the research has the capacity to generate focused policy recommendations.

The Figure below outlines the key considerations, requirements, benefits and drawbacks for each option.

Figure F2.4: Implementation Options

Implementation options	1 Expertise	2 National Working Group	3 Private Sector
Considerations & requirements	<ul style="list-style-type: none"> <li>▪ Availability of funds to spur research onto university's research agenda</li> <li>▪ Good relationship with national academic institutions</li> <li>▪ Oversight of faculty's research priorities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Availability of national FI, ECE or Livelihoods strategies or programs in</li> <li>▪ Availability of national academics with child and youth finance expertise</li> <li>▪ Availability of funds and resources to implement national level impact assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Availability of researchers specialized in impact assessment</li> <li>▪ High level of interest among private sector, financial institutions and NGOs to have impact of programs assessed.</li> </ul>
Benefits _ Drawbacks	<ul style="list-style-type: none"> <li>+ The process does not require coordination, only PR and funds : Relatively informal</li> <li>+ No 3<sup>rd</sup> party involvement</li> <li>- Does not generate a systematic assessment of impact or coordinated response to bridging the knowledge gaps</li> </ul>	<ul style="list-style-type: none"> <li>+ A coordinated systematic assessment will be made of the existing strategy: gaps in knowledge and unreached groups can be assessed systematically</li> <li>+ Has the ability to generate focused policy recommendations</li> <li>- Requires a lot of government time and resources</li> </ul>	<ul style="list-style-type: none"> <li>+ Little time and resources invested due to outsourcing impact assessment</li> <li>+ Availability of a service for different stakeholders</li> <li>- No coordinated response to impact assessment and gaps in knowledge</li> <li>- Only available to affluent stakeholders</li> </ul>
Target C&Y reached			

Objective: Children and Youth's National Level Economic Citizenship Impact Assessment  
 Component: A National Academic Working Group



A recommended implementation plan is presented below:

Figure F2.5: Implementation plan

	Description	Timeframe	Resources
Step 1	Identify national researchers/academics with an expertise in C&Y Finance	1-2 Months	Research Coordination Team
Step 2	Stakeholders meeting MinEd MinFin and researchers to establish Academic Working Group and determine key national indicators of childfinance	3 Months	Venue Appointed academics CYFI Staff 1 Representative MinEd & MinFin 1 Representative Central Bank
Step 3	Generate funding to start research process	3-4 Months	NGO input Funding
Step 4	Design Impact Assessment Study (Staff, Sample, Region, Timeframe identification)	4-5 Months	Academic Team and Staff Office space
Step 5	Conduct Study	5-15 Months	Office Space Secure research locations Sample Population (c & y)
Step 6	Disseminate results nationally through press and symposium, determine National policy recommendations	15 -16 Months	PR team Event management Venue
Step 7	Disseminate Results Regionally – Stakeholder meeting Regional Working Group Regional policy recommendations	17-18 Months	PR team Event management Venue
Step 8	Determine Best Practice and Lessons Learned for new Research areas and if necessary, policy revision	19-24 Months	MinEd MinFin Central Bank

**Step 1:** Independent researchers or academics with child finance expertise need to be identified by a coordination team.

**Step 2:** Plan stakeholders’ meeting with representatives from the Ministry of Education, the Ministry of Finance and selected researchers to establish an Academic Working Group and determine priority economic citizenship indicators to assess.

**Step 3** Generate Funds for both proof of concept and impact assessment studies for Working Group members.

**Step 4** Design impact assessment study: determine staff, the sample population, region, and timeframe of the intervention.

**Step 5** Conduct 10 month study, process and analyze data and draft preliminary results.

**Step 6** Disseminate, through press and symposia, preliminary results nationally: present policy recommendations.

**Step 7** Disseminate preliminary results regionally through the press to present policy recommendations on a regional level. Connect regional researchers and create a regional Working Group (organize a subsequent stakeholder meeting).

**Step 8** Government determines Best Practice and Lessons Learned to develop a follow up study, or, if necessary, revise relevant policy.

To garner support and foster longevity of a stakeholder engagement strategy and governance initiative, stakeholders must be directly engaged and committed to the project. Clear assignments of roles are required for efficient and sustained progress. Taskforces that dedicate time and energy into the monitoring and sustainability of one or more project initiatives should be created.

Objective: Children and Youth’s National Level Economic Citizenship Impact Assessment  
Component: A National Academic Working Group



## Step 4: Determining KPIs and Processes for Progress Tracking

To measure the progress of your implementation plan, you will need to incorporate Key Performance Indicators (KPIs) and determine the timelines for achieving them.

Along with these KPIs, you are also advised to incorporate performance improvement initiatives and ways in which to update the plan so as to facilitate necessary changes.

Figure F2.6 highlights suggested KPIs, their owners, their relevant timelines and tracking methods.

Figure F2.6: Suggested KPIs

Tracking sheet for: **National Academic Working Group**

	Status	Owner	Timeline	Status
<b>Identification Working Group Members</b>	Identification top 20 national researchers with expertise in fields such as financial inclusion, financial education and sustainable livelihoods	National Authorities	3 Months	Not reached
<b>Funding</b>	Budget created for studies, staff and office space	National Authorities	4 Months	Partially reached
<b>Research &amp; Results</b>	Pilot studies commenced	Academic working group	6 Months	Not reached
	Preliminary results	Academic working group	11 Months	Not reached
<b>Platform for dissemination</b>	Organize national symposium	National Authorities & Academia	16 Months	Partially reached
<b>Policy integration</b>	Revision to ECE/ inclusion policies	MinEd & MinFin	2 years	Partially reached

Objective: Children and Youth's National Level Economic Citizenship Impact Assessment  
Component: A National Academic Working Group



## Step 5: Communication Plan

To increase attention the work of the National Academic Working Group stakeholders can hold awareness raising activities to more broadly reach out to children and youth.

For example, during Global Money Week 2013, the Chilean Government’s social investment bureau FOSIS and Ministry of Social Development developed a financial education game which was designed to teach young Chileans how to manage real world financial situations. The initiative reached about 50,000 students in 200 schools nation-wide.

Below are sample media activities that can be undertaken, with respective timeframes, budgets and people responsible.

Figure F2.7: Suggested Communication Plan

Activity	Detail	Responsible	Timeframe	Budget
Periodic Stakeholders’ Meeting in the form of a Symposium	A conference where researchers and other local stakeholders are present	National authorities and academic working group	Annually	TBD
Periodic News Letters	A news letter to report on the progress	Head of working group and national authorities	Bi-monthly	TBD
Annual Global Money Week events	Impact Assessment workshops during Global Money Week to raise awareness and create momentum	National authorities, working group, local stakeholders, CYFI	Annually	TBD
Promoting and announcing progress in CYFI Meetings	Share with the Region or Globe the progress made and celebrate during CYFI Regional meeting or International Summit	All relevant stakeholders	Annually	TBD

Objective: Children and Youth’s National Level Economic Citizenship Impact Assessment  
Component: A National Academic Working Group

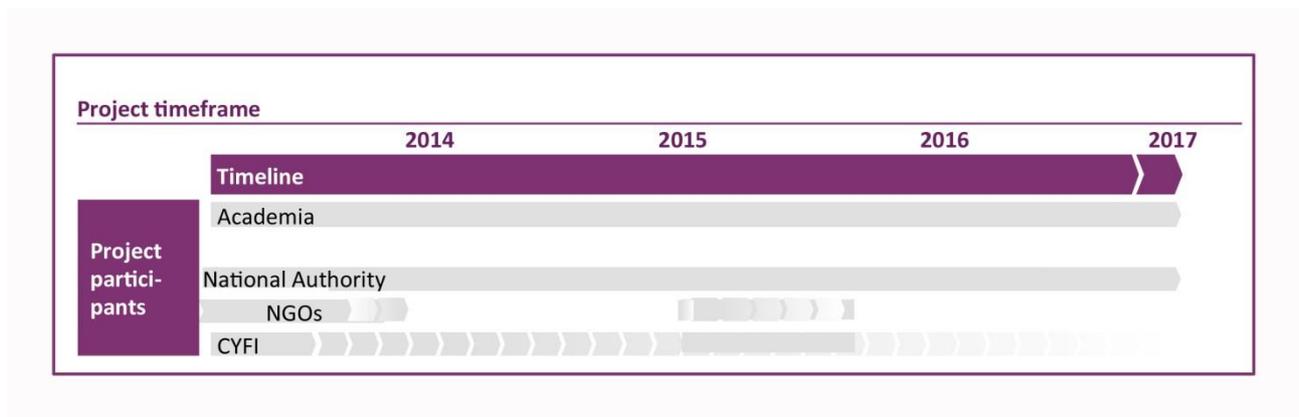


## Step 6: Roadmap and Budget

The final step in this process involves designing a step by step process or “roadmap” incorporating budget allocations for the various steps and stakeholders. The roadmap helps manage expectations and optimize resource allocation for each project partner.

Budgetary requirements relate directly to stakeholder roles and responsibilities. Figure F2.8 illustrates how project owners can keep a detailed report of the budget for each component and project deliverables as well as the timelines for the completion of delegated task. These two aspects should be clearly defined at the outset to avoid confusion or redundancies among taskforce members and project stakeholders.

Figure F2.8- Roadmap and Budget template



Objective: Children and Youth’s National Level Economic Citizenship  
Impact Assessment  
Component: A National Academic Working Group



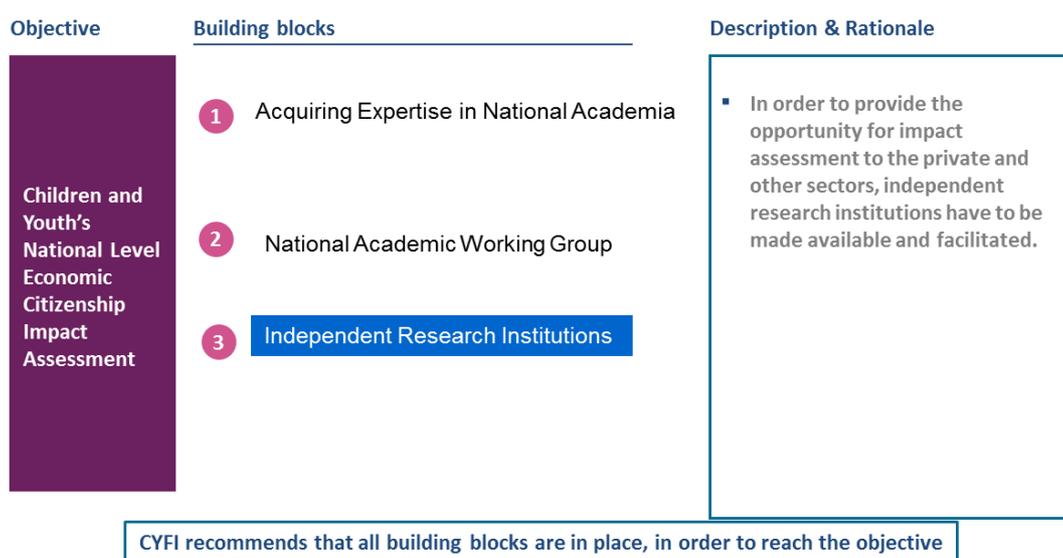
The background is a solid, vibrant red. In the foreground, there are two dark red silhouettes of people. On the left, a person is shown in profile, facing right. On the right, a person is shown from the back, looking towards the left. The silhouettes are semi-transparent, allowing the red background to show through. The text is overlaid on the silhouettes.

## SECTION F3

# Component 3: Independent Research Institutions

# Component 3: Independent Research Institutions

Figure F3.1 Component 3 Independent Research Institutions



CYFI encourages governments to create independent research institutions to provide impact assessment opportunities to the private and other sectors. Examples include NGOs, financial service providers (FSPs), and corporations interested in impact assessment of their programs, services or products.

## Step 1: Stakeholders' Engagement Strategy & Governance

A taskforce should be created to lead national stakeholders' engagement strategy and governance initiatives. The taskforce should be comprised of education and children's rights experts, education providers and teachers.

The following tasks should be addressed:

**Task 1** Identify key institutions with expertise in impact assessment or child finance research.

**Task 2** Approach and inform corporate sector actors, FSPs and NGOs, interested in outsourcing impact assessment/research opportunities.

**Task 3** Convene a stakeholders meeting to identify areas and methods of collaboration with relevant researchers, NGOs and corporate sector actors.

**Task 4** Provide assistance in setting up the impact assessment institution.

**Task 5** Provided assistance on institution's outreach strategy and promotion to the corporate and non-governmental sector.

**Task 6** Provided dissemination assistance for research results.

To garner support and foster longevity of a stakeholder engagement strategy and governance initiative, stakeholders must be directly engaged and committed to the project. Clear assignments of roles are required for efficient and sustained progress. Taskforces that dedicate time and energy into the monitoring and sustainability of one or more project initiatives should be created.

Researcher institutions play a key role in both implementation and coordination regarding assimilating independent research institution. National authorities play a facilitating role, as do non-governmental organizations and financial service providers.

Figure F3.2 below provides an example of stakeholder engagement and potential roles, responsibilities, and time commitments. Clearly detailing stakeholder participation and responsibility for project tasks is critical for project success

Figure F3.2: Stakeholder Mapping

Stakeholder	Involvement	Key responsibility	Time commitment
National authorities	• Central Bank (CB)	✓	Outreach
	• Ministry of Education (MoE)	✓	Outreach
	• Ministry of Finance (MoF)	✓	Outreach
Financial service providers	• Insurance sector organization	✗	
	• Banking association / foundation	✗	
	• Stock exchange	✗	
	• Banks	✓	Potential customers & data provider
Civil society	• Local NGOs	✓	Potential customer & Recommendations
	• Child rights organizations	✓	Potential customer & Recommendations
	• CYFI & partners	✓	Facilitation & recommendation
Schools	• Schools	✗	
	• Children & Youth	✓	Target population
	• Research institutes	✓	Coordination, Content and Assessment

Objective: Children and Youth's National Level Economic Citizenship Impact Assessment  
Component: Independent Research Institutions



## Step 2: The Baseline & gap analysis

The purpose of baseline & gap analysis is to determine the current state-of-affairs and gather all the data that enables the steering committee to make an informed decision concerning the design choice. The baseline focuses on the current status of a coordinated academic response to national impact assessment.

The analysis is focused on:

- 1) Identifying relevant stakeholders
- 2) Taking stock of existing impact research expertise
- 3) The set up and promotion of the independent research institution

### Focus 1: identifying relevant stakeholders

To create a broad body of knowledge about the impact of Child and Youth Finance policies and the existing gaps in economic citizenship theory, the government must identify relevant stakeholders that can enable national expertise. These stakeholders include academic faculties, individual academic researchers or independent consultants, depending on the country.

### Focus 2: taking stock of existing initiatives in research and determining scope of the knowledge in the field

Taking stock of existing research initiatives in and determining extent of knowledge in the field

Prior to initiating any work to develop expertise on youth finance issues, taking stock of existing funded or unfunded research initiatives on university agendas is crucial. When initiatives exist, the following questions should be taken into consideration:

- What are the sample sizes and target populations of the research projects?
- Can impact truly be assessed based on these numbers?
- Is the research conducted in such a way that it can generate policy recommendations?
- Is the design and intervention scalable?

### Focus 3: The set up and promotion of the independent research institution

Once the existing knowledge and researchers have been identified and a National Working Group has been created determining how members' knowledge can be used most efficiently to create a systematic assessment of the status of the national policies and programs in economic citizenship is key. The Group should also assess whether results from the conducted studies have been disseminated nationally and regionally and whether recommendations have been integrated into national policy.

Figure F3.3: Baseline Analysis

Questions	
	- Are national academic or independent researchers <b>focused</b> on ECE, financial inclusion, livelihoods, social education, financial education, livelihoods education or behavioral economics nationally?
	- Have <b>impact assessments</b> been conducted by these researchers?
	- Has the national government convened with these experts together to consider a <b>coordinated response</b> to impact assessment?
	- Has the government created an official child and youth economic citizenship <b>Working Group</b> ?
	- Has government <b>funding</b> been allocated to this Working Group?
	- Has this Working Group <b>systematically assessed the impact</b> of national economic citizenship policy, programs or strategies?
	- Have results from the conducted studies been <b>disseminated nationally and regionally</b> ?
	- Have results been integrated into <b>national policy</b> ?

Objective: Children and Youth's National Level Economic Citizenship  
Impact Assessment  
Component: Independent Research Institutions



### Step 3: Implementation Options

Having conducted the baseline analysis, an implementation plan can now be created. These Guidelines highlights three main ways that governments can develop independent research options nationally level. The three design choices can be used as standalone or in combination with each other depending on the result of the baseline and gap analysis. Here follows a brief overview of the first main design choice and the pertinent considerations.

For this third level, an independent research institution, availability of researchers specialized in impact assessment or in child finance topics is necessary. There needs to be a high level of interest among private sector, financial institutions and NGOs to have impact of programs assessed and to have this outsourced. Relatively little time and resources need to be invested by governments due to the outsourcing of the impact assessment. A benefit is that through this method an availability of a service for different stakeholders in the private sector will also be created. However, this does not entail a coordinated response to impact assessment or address the gaps in knowledge in a systematic way. Also, due to the costs of research and RCTs, the service would likely only be available to affluent stakeholders. Governments could mitigate this negative feature by freeing up funds for private sector actors when needed.

A suggested implementation plan for this design choice is presented below:

Figure F3.4– Implementation Options

	Details	Timeframe	Budget	Resources
Step 1	Identify institutions with expertise in impact assessment	1-2 Months	TBD	•Research Coordination Team
Step 2	Approach corporate sector actors and NGOs interested in outsourcing impact assessment/ research	3-4 Months	TBD	•Research Coordination Team •CYFI
Step 3	Organize stakeholders meeting research institution, NGOs & actors corporate sector, to identify areas of collaboration	5 Months	TBD	•Venue •CYFI staff
Step 4	Provide assistance in setting up impact assessment institution	6-12 Months	TBD	•Research Coordination Team •Funding
Step 5	Provide assistance in outreach strategy and promotion of institution to corporate and non-governmental sector	1-2 years	TBD	•PR-Team
Step 6	Provide assistance in dissemination relevant results	22-24 Months	TBD	•Venues •PR team •Press

Objective: Children and Youth’s National Level Economic Citizenship  
Impact Assessment  
Component: Independent Research Institutions



## Step 4: Determining KPIs and processes for progress tracking

To measure the progress of your implementation plan, you will need to incorporate Key Performance Indicators (KPIs) and determine the timelines for achieving them.

Along with these KPIs, you are also advised to incorporate performance improvement initiatives and ways in which to update the plan so as to facilitate necessary changes.

Figure F3.5 highlights suggested KPIs, their owners, their relevant timelines and tracking methods.

Figure F3.5: Suggested KPIs

Tracking sheet for: Independent Research Institutions					
Actions	Status	Owner	Timeline	Status	
Engagement	Group of researchers identified who can take on topic of child finance	National Authorities	2 months		
Assistance	Institution set up	Researchers./ national authority Research institute	1 year		
	First pilot commenced				
Dissemination	Conference organized on child finance	National Authorities & Research institution	1 year		

### CASE STUDY: CYFI Tools and Assistance – Impact Assessment of CYFI indicators by Banco de la Republica, Colombia

In 2012, CYFI developed the child and youth financial inclusion and education indicators. The national indicators capture the overall picture of national child and youth finance involvement. The indicators related to financial institutions capture their involvement with children and the child-friendliness level of their financial products. The indicators related to financial education capture the financial, social and livelihoods components of national economic citizenship education strategies and products.

In June 2013, the Banco de la Republica of Colombia contacted CYFI to request assistance in the design of a national survey assessing the state of the art in economic citizenship education and financial education programs in the country. An additional objective was to assess the key Colombian players in the field of youth economic citizenship and invite national stakeholders to join Global Money Week 2014. The CYFI Research department designed the survey with questions from its own main surveys, (the Country Survey on Economic Citizenship Education and Financial Inclusion of Children and Youth, etc.). After a review of a bank's contact person, several questions were crafted for the Colombian language and to focus on economic citizenship. After the survey distribution and data analysis, CYFI will be closely involved with the bank to assist in the dissemination of results and a potential follow up with the relevant institutions.

Objective: Children and Youth's National Level Economic Citizenship Impact Assessment  
Component: Independent Research Institutions



## Step 5: Communication Plan

Media presence helps to increase awareness and disseminate relevant information on key issues to the project (e.g. a child friendly regulatory and financial ecosystem and diverse child friendly products). A communication plan is also a great tool to engage new potential stakeholders and increase momentum.

A communications plan's internal KPI's will help to determine which initiatives increase awareness on activities related to the project and which are lagging. The plan is also important to determine which organizations from within the National Platform are most suitable to undertake specific communication activities.

A solid communication plan will allow a constant flow of information from the National Platform to the stakeholders, the population and the CYFI network.

A sample communication plan incorporating detailed activities, organizations responsible, timeframes and budgets is provided below:

Figure F3.6: Suggested Communication Plan

Activity	Detail	Responsible	Timeframe	Budget
Periodic Stakeholders' Meeting in the form of a Symposium	A conference where researchers and other local stakeholders are present	National authorities and research institutions	Annually	TBD
Periodic Newsletters	A newsletter to report on the progress	Research institution and national authorities	Bi-monthly	TBD
Annual Global Money Week events	Impact assessment workshops during Global Money Week to raise awareness and create momentum	Independent research institution	Annually	TBD
Promoting and announcing progress in CYFI Meetings	Share with the Region or Globe the progress made and celebrate during CYFI Regional meeting or International Summit	All relevant stakeholders	Annually	TBD

Objective: Children and Youth's National Level Economic Citizenship Impact Assessment  
Component: Independent Research Institutions

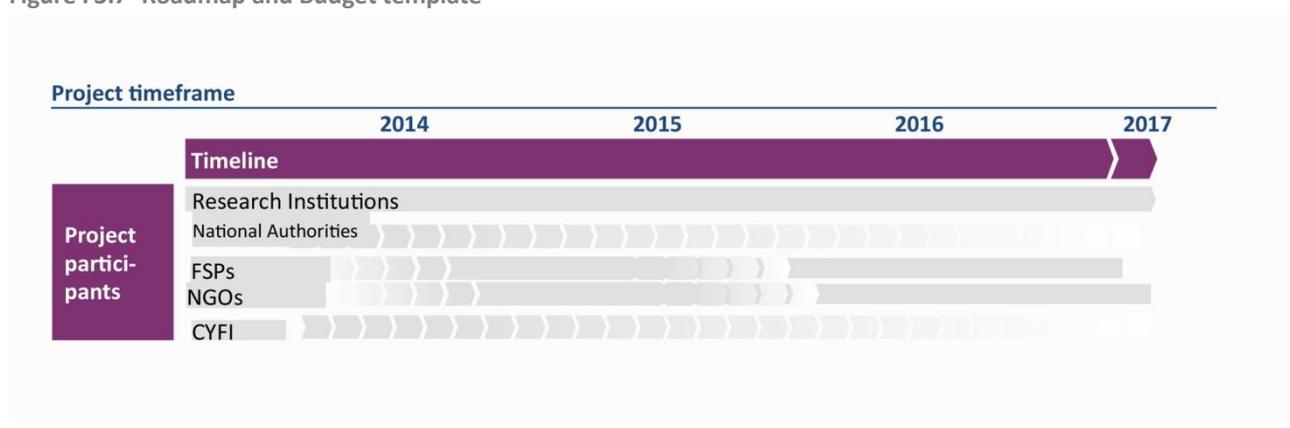


## Step 6: Roadmap and Budget

The final step in this process involves designing a step by step process or “roadmap” incorporating budget allocations for the various steps and stakeholders. The roadmap helps manage expectations and optimize resource allocation for each project partner.

Budgetary requirements relate directly to stakeholder roles and responsibilities. Figure F3.7 illustrates how project owners can keep a detailed report of the budget for each component and project deliverables as well as the timelines for the completion of delegated task. These two aspects should be clearly defined at the outset to avoid confusion or redundancies among taskforce members and project stakeholders.

Figure F3.7- Roadmap and Budget template



### CASE STUDY: International CYFI Research Working Group

The CYFI Research Working Group was established in 2010 after CYFI brought together a group of 20 internationally acclaimed academics from around the world. With their combined expertise in economics, social/behavioral science, finance and household economics they developed the Child and Youth Finance International’s Theory of Change (TOC), proposing that social, financial and livelihoods education are the components of empowerment and financial capability. After the meeting, a paper was published in 2011 setting out the theory and the existing knowledge on youth economic citizenship in detail. Since then, they have started to develop the body of knowledge that evolves from this theory by putting Youth Economic Citizenship on academic agendas worldwide.

The main objectives of the Research Working Group are to develop a body of evidence that supports the TOC, create a coordinated research agenda on youth economic citizenship issues and generate a coordinated response to bridge the research gaps in this field. The Group seeks to do this by forming a larger network of international

experts (400 to date), conducting research, publishing and awareness raising among a larger group of researchers. The Group communicates through regular conference calls and discusses progress at CYFI Research Working Groups, annual and regional meetings and external conferences.

The CYFI network of researchers has significantly expanded and through their work youth economic citizenship has been added to several international academic agendas. The Working Group has published three key papers on the status of research on youth economic citizenship and collaborated on impact assessment among diverse stakeholders. Even though academics and research institutions play the key role in this project, NGOs, national authorities, financial institutions and funders are involved in expanding initiatives. CYFI has been responsible for initiating contact between the group and new members, establishing research gaps, sharing best practices with the network, initiating new research proposals, all while seeking funding to sustain their work.

Objective: Children and Youth’s National Level Economic Citizenship Impact Assessment  
Component: Independent Research Institutions



# Children, Youth and Finance – Movement Indicators

Indicators of the state of the Movement are categorized at the global level and the national level. The global indicators serve to present the overall picture of the involvement of children in finance globally. The national indicators capture this involvement at individual country level. The indicators related to financial institutions capture their involvement with children and the level of the Child-friendliness of their financial products. The indicators related to financial education capture the education component.

The Country Survey on Economic Citizenship Education and Financial Inclusion of Children and Youth collects data on national level efforts and activities relating to Child and Youth Finance issues. This survey will be distributed to national authorities such as government bodies, central banks and supervisory authorities. The CYFI Survey on Economic Citizenship Education for Children and Youth collects data on banking accounts which are currently being offered to children and youth and explores their features as they relate to the Child and Youth Friendly Banking Product criteria. The survey will be distributed to financial institutions.

The CYFI Survey on Economic Citizenship Education for Children and Youth collects data of educational products for children and youth which focus on the different components of Economic citizenship Education. The questions follow the rationale of the CYFI Education Learning Framework. The survey will be distributed to economic citizenship education providers such as NGOs.

(1) INDICATORS ASSESSED IN THE COUNTRY SURVEY ARE INDICATED

(2) INDICATORS ASSESSED IN BANKING SURVEY ARE IND

(3) INDICATORS ASSESSED IN EDUCATION SURVEY

## Global Indicators

1. Total Population Of Children (1)
2. Total Population Of Children Living Under Poverty (1)
3. Total Population Of Banked Children:
  - Total Number Of Children With A Product At All Institutions (2)
  - Amount Of Children That Are Saving Money (By Gender/By Age):
    - Total Number Of Children Saving Formally As A Result Of An Educational Program (3)
5. Amount Of Children That Are Saving Money With Regulated Financial Institutions (By Gender/By Age) (2)
6. Total Number Of Children's Savings Account Set Up By Year (Last Five Years) (2)
7. Total Number Of Countries Where Financial Access For Children Is Available:
  - Total Number Of Countries With A National Strategy For Financial Access For Children and Youth (1)
  - Total Number Of Countries That Have Resources Allocated To This Program (1)
8. Countries Where Banks Have Child-Friendly Products/Strategy (2)
9. Total Number Of Countries Where Economic Citizenship Education Programs For Children Are Operational:
  - Total Number Of Countries With National Program For Children and Youth Economic Citizenship Education (1)
  - Total Number Of Countries That Have National Resources Allocated To This Program (1)
  - Total Number Of Target Countries of NGO Education Programs (3)

Children and Finance – Movement Indicators 1

10. Total Number Of Children Covered By Financial Education Programs:
  - Total Number Of Children Reached With National Strategy Of Financial Education (1)
  - Total Number Of Children Reached With Ngo Programs (3)
  - Total Number Of Children Reached With Ngo Programs Under 5 (3)
  - Total Number Of Children Reached With Ngo Programs 5-9 (3)
  - Total Number Of Children Reached With Ngo Programs 10-14 (3)
  - Total Number Of Children Reached With Ngo Programs 15 And Up (3)
11. Total Number Of Financial Enterprises/Projects Started By(For) Children:
  - Total Number Of Financial Enterprises/Projects Started By Children Following Educational Program (3)
12. Revenue Generated From These Financial Enterprises/Projects (3)
13. Total Number Of Social Enterprises/Projects Started By(For) Children:
  - Total Number Of Social Enterprises Started By Children Following Educational Program (3)
14. People Impacted By These Social Enterprises/Projects (3)
15. Total Number Of National Education Programs With Financial Component (1)
16. Total Number Of National Education Programs With Life Skills Component (1)
17. Total Number Of National Education Programs With Sustainable Livelihoods Component (1)
18. Total Number Of Countries Where National Program Increased Business Start-Ups (1)
19. Total Number Of Countries Where Education Program Enhanced Employability (1)
20. Total Number Of Children For Whom Employability Was Enhanced After Educational Program (1)
21. Total Number Of Countries Where National Program Increased Business Start-Ups (1)
22. Total Number Of Countries With Website For National Education Program (1)
23. Total Number Of Countries Celebrating Child And Youth Finance Week (1)
24. Total Number Of Countries With National Advisory Committee For Child and Youth Finance Issues (1)
25. Total Number Of Countries Conducting Impact Research of Programs for Child and Youth Finance (1)

## Country Indicators

1. Total Population Of Children In The Country (1)
2. % Of Children Living Under Poverty (By Gender) (3)
3. Whether Financial Access For Children Offered By Regulated Financial Institutions Is Available:
  - A National Strategy For Financial Access For Children (1)
  - Resources Allocated To This Program (1)
4. Total & Average Amount Of Savings Accumulated By Children:
  - Total Amount Of Savings Accumulated By Children On Country Level (2)
5. Whether Financial Education Is Integrated Or On The Process Of Being Integrated in The National Curriculum:
  - National Strategy For Economic Citizenship Education (1)
  - Resources Allocated To This Strategy (1)
  - How Many Institutions have Educational Programs in the Country (3)
6. Total Number Of Children Reached By Various Financial Education Programs (By Gender/By Age):
  - Total Number Of Children Reached With National Strategy Of Financial Education In The Country (1)
7. Total Number Of Financial Enterprises/Projects Started By(For) Children:
  - Total Number Of Business Start-Ups Following National Educational Strategy in the Country (1)
8. Total Number Of Children Participating In A Financial or Social Enterprises/ Entrepreneurial Project:
  - Total Number Of Business Start-Ups Following Educational Program in the Country (1)
9. Website For National Education Program (1)

Priority Research Agenda on Financial Capability of Children and Youth Children and Finance – Movement Indicators 2

10. Celebrating Global Money Week (1)
11. National Advisory Committee on Child and Youth Financial Issues (1)
12. Impact Of Financial Inclusion/Education Programs Researched In The Country (1)
13. Number Of Banks Which Have Child-Friendly Products in the Country (2)

## Institutional Indicators

### Financial Institution Features

1. Name Of Financial Institution (2)
2. Asset Size (2)
3. Geographical Presence (2)
4. Total Amount Of Operating Countries Where Financial Accounts For Children Are Available (2)
5. Total Number Of Children That Are Currently Saving With The Bank (By Gender/By Age) (2)
6. Total Number Of Children Accounts Opened By Year (Last Five Years) (2)
7. Total Amount Of Savings Accumulated By Children (2)
8. Total Number Of Financial Institutions With Product for Children and Youth In Process (2)
9. Total Number Of Financial Institutions With Product for Children and Youth (2)
10. Total Number Of Institutions Collaborating With National Committees for Child and Youth Finance Issues (2)
11. Total Number Of Institutions Collaborating With NGOs working on Child and Youth Finance Issues (2)
12. Total Number Of Institutions Training Staff (2)
13. Total Number Of Institutions With Joint Children's Savings Account (2)
14. Total Number Of Institutions With Sole Children's Savings Account (2)
15. Total Number Of Institutions With Joint Children's Current Account (2)
16. Total Number Of Institutions With Sole Children's Current Account (2)
17. Total Number Of Children With Full Access to their Account (2)
18. Total Number Of Children With Partial Access to their Account (2)

### Financial Products Features

1. Type Of Account: Current Account/ Savings Account (2)
2. Whether The Account Can Be Operated By Children Independently Or Through Their Parents (2)
3. Whether Economic Citizenship Education is Combined With The Product (3)

### Financial Education Program Features

1. Name Of Organization/ Name Of Education Program (3)
2. Number Of Countries Where The Program Is Operational (3)
3. Components Of The Program:
  - Financial Education/Entrepreneurship/Life-Skills/Social Entrepreneurship/Social Inclusion (3)
4. Whether Some Forms Of Financial Inclusion Is Combined With The Program:
  - Savings Component in Education Program (3)
5. The Amount Of Savings Mobilized By Children:
  - Amount Of Family Members Saving Formally Connected To Educational Program (3)
6. Total Number Of Programs That Encourage Entrepreneurship Through Education (3)
7. Total Number Of NGO Education Programs With Financial Component (3)
8. Total Number Of NGO Education Programs With Life Skills Component (3)
9. Total Number Of NGO Education Programs With Sustainable Livelihoods Component (3)
10. Total Number Of Financial Education Programs Combined With a Product (3)

Children and Finance – Movement Indicators 3

# Annex: Resource Mobilization for Financial and Education in Primary and Secondary Schools.

## Introduction

The previous chapters have emphasized the importance of financial and economic education in the development of socio-financial capability of young people, especially at the primary and secondary school level. The focus of this annex is national level resource mobilization to support the development and the implementation of financial and economic education programs for children and youth.

While any discussion of resource mobilization inevitably focuses on securing direct funding for various project initiatives, valuable in-kind resources are also essential to carrying out national policy initiatives. In fact, resource-mobilization theory suggests resources are a primary factor in the development and success of political, social or economic movements. In the present case, resources include “knowledge, money, media, labor, solidarity, legitimacy, and internal and external support from a powerful elite.”<sup>1</sup> Therefore, for financial and economic education to be successfully integrated into primary and secondary schools, a comprehensive strategy to secure political, financial and in-kind support from government authorities, international donors, private sector representatives and civil society organizations, must be implemented.

For national financial education strategies to achieve scale and sustainability, a national platform comprised of key stakeholders must be assembled to share in the design, implementation and evaluation of national action plans. Resource mobilization is crucial to this platform, as coordinated national initiatives avoid resource use inefficiencies and programming redundancies/overlap, and allows national stakeholders to fine-tune activities and maximize impact. A clearly articulated national strategy may actually encourage increased resource mobilization as Manje, Munro and Mundy argue, “potential funders recognize that the resources which they make available will have greater impact than if there were no national strategy.”<sup>2</sup>

This annex will further address resource mobilization challenges and opportunities respecting financial and economic education implementation in primary and secondary schools. It will profile some best practices in resource mobilization, with a particular focus on some of the successful initiatives from APEC member states as an exemplar.

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<sup>1</sup> <https://www.boundless.com/sociology/definition/resource-mobilization-theory/>

<sup>2</sup> Lemmy Manje, Juliet Munro and Shaun Mundy, “Perspectives and Experiences on Developing National Financial Education Strategies,” *Enterprise Development and Microfinance*, Practical Action Publishing, September 2013, Vol. 24, No. 3, p. 197

# 1. Mobilizing Key Government Stakeholder Resources

Once a national platform is established, stakeholders develop a clear roadmap to integrate financial and economic education into the primary and secondary school system. Various segments of these road maps can be combined into the national policy agenda depending on a plethora of political, social or budgetary conditions. A country may already be engaging to some degree the policy priorities laid out in the national strategy. It is therefore critical to first map the current national activities corresponding to each segment of the roadmap. Completed national mapping exercises will help national authorities decide which segments are most relevant and the extent to which they are already being addressed. Such a mapping exercise ensures that national strategies set clear targets for outreach, along with the estimated scale and scope of the planned programming and the resources needed to carry out the strategic plans.

The benefit of this approach is that mapping helps focus national resources on activities that meet national policy objectives, and identify resource gaps. This situational analysis can increase funding proposal credibility, demonstrating to potential donors that stakeholders and resources are already committed to the issue within the country.<sup>3</sup>

For the purpose of advancing financial and economic education in the public school system, an national overview of government bodies position to contribute political and financial support is needed. Generally the bodies include financial and education authorities such as Central Banks, Ministries of Finance, Ministries of Education or National Consumer Protection Agencies. However, resources should be contributed by as broad an aggregation of platform members as possible, including less conventional government branches such as the Ministries of Youth, Economic Planning or Human Resource Development. Coordination at the national platform level ensures minimal political or financial commitment overlap and that they link with national strategic plan resource gaps. Finally, it is important to note that both government ministries and international donors will have varying funding cycles account for when planning the financing of and proposed timelines for national activities.

## Country Examples

### Morocco

The Financial Education Foundation of Morocco provides an example of national platform public/private sector partnerships, requiring each member to contribute a portion of the national financial education budget. The Central Bank, National Stock Exchange, National Insurance Association and the Capital Markets Authority each commit 15% of the overall budget, while the remainder is covered by Moroccan Banking Association Members. The funding commitments cover proposed national strategy expenses the next two years.

### Singapore

The Financial Education Steering Committee (FESC) of Singapore is the strategic planning body for national level financial education and public funding on a case by case basis. The FESC is led by the Monetary Authority of Singapore (MAS) and involves the Ministry of Education (MOE), Ministry of Health (MOH), Ministry of Manpower (MOM), Ministry of Social and Family Development (MSF), Central Provident Fund Board (CPF Board), National Library Board (NLB), and People's Association (PA). Since 2003, the FESC supported national financial education activities through the MoneySENSE program, emphasizing money management, financial planning and investment know-how for all Singaporeans, including primary and secondary school level children.<sup>4</sup>

### New Zealand

New Zealand's school financial literacy strategy development, promotion and implementation is a collaborative effort between the Ministry of Education (MOE) and the Commission for Financial Literacy and Retirement Income (CFLRI).

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<sup>3</sup> UNESCO, "Practical Guidelines for Supporting Educaids Implementation," 2012, pp. 108-110.

<http://unesdoc.unesco.org/images/0021/002152/215295e.pdf>

<sup>4</sup> MoneySENSE Website: <http://www.moneysense.gov.sg/about-moneysense/moneysense-factsheet.aspx>

These two government entities invested in the development of financial education materials and teacher training resources for school system use, unifying a number of national curriculum frameworks and qualification standards. Funding for the National Financial Literacy Strategy<sup>5</sup> website involves a successful public-private partnership where the MOE and CFLRI have received financial support from the Investment Savings and Insurance Association, the New Zealand Bankers' Association and Workplace Savings NZ.<sup>6</sup>

## 2. Mobilizing Private Sector and Civil Society Resources

While Government authorities are best positioned to lead national child and youth financial education strategies, they frequently look to Private Sector and Civil Society representatives to provide technical input, financial investment and programming support. These private sector/civil society contributions ensure that these sectors are represented when various national strategy segments are drafted and also allow for national initiatives to benefit from private sector contributions (e.g. financial resources and in-kind support from banking associations, stock exchanges, financial service providers, non-governmental organizations, community centers and parental associations). Having a wide variety of supporters engaged in the national platform ensures that baseline analysis resource gaps are identified and can be filled by organizations and/or individuals that believe in the national strategy vision and objectives.

Attention should be paid to financial institutions or other corporations with a particularly child and youth friendly reputations as they will likely be appropriately positioned to provide financial and technical support for in school financial and economic education.<sup>7</sup> Importantly, while financial institutions may be socially motivated to positively impact their local communities, financial service providers must also consider their bottom lines and potential returns on investment in young peoples' financial education. Governments, Schools, Parents and financial institutions alike desire a future generation of economically active, entrepreneurial and financially capable young adults able to use financial services wisely and secure their livelihoods. Financial institutions, have an opportunity to bring banking services directly into schools to provide a practical application of the financial lessons students learn in their classes, thus, developing a relationship with clients at an early age. Staff from financial institutions can enlighten student about how the economy and the banking sector operate while demonstrating to them the benefits of financial services in their own lives. In addition to providing valuable lessons to school children, these interventions provide access to a new financial service provider client base. Financial institutions can support financial education in schools through the sponsorship of educational resources, training materials or children's promotional activities. They can also provide in-kind support by providing free meeting space for financial education providers for student lessons use.

One risk of this approach is the financial education messages, delivered directly by financial institutions, lack objectivity in favor of steering students towards the institution's own products and services. While financial and technical resources can be drawn from the banking sector to support financial education in schools, educational resources must remain brand neutral to ensure that materials remain educational and cannot be misconstrued as marketing materials. Government Education authorities and youth serving organizations are responsible for ensure that private sector educational materials are objective, non-exploitative and adhere to national educational resource quality standards for national public schools.

Civil Society can also be a tremendous source of financial, technical and in-kind financial education support in schools. Youth Serving Organizations bring a wealth of knowledge and experience in active learning resources (e.g. personal finance, human rights, entrepreneurship, employability and life skills) for children and youth. These resources are frequently open source and ready to be adapted by teachers and schools boards seeking to integrate financial education into their standard curricula. Civil society also provides volunteer mentors to assist in the instruction of financial education while providing a source of inspiration to young people. They may also provide trusted, safe spaces for students to meet outside of regular school hours where financial or economic education can only be offered as an extra-curricular course through the formal school system.

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<sup>5</sup> [www.financialliteracy.org.nz](http://www.financialliteracy.org.nz)

<sup>6</sup> OECD/INFE, Financial education in schools and for youth: OECD/INFE policy guidance challenges and case studies, June 2013, pp.33-34

<sup>7</sup> Child and Youth Finance International (CYFI), Child and Youth Friendly Banking Certification Guide, 2012,

<http://childfinanceinternational.org/library/cyfi-publications/Child-and-Youth-Friendly-Banking-Product-Certificate-CYFI.pdf>

Members of national financial education platforms for schools should factor in these various resource contributions from the private sector and civil society when carrying out their initial baseline analysis of existing programming and resource gaps. Such diversity in resource mobilization increases the potential scale and longevity of national financial education initiatives in primary and secondary schools.

## Country Examples

### South Africa

In 2004, the Financial Services Board (FSB) of South Africa established the Financial Services Consumer Protection Foundation, governed by an independent Board of Trustees, for internal and external donors, particularly from the private sector, wishing to support national financial education and regulation. In addition to the resources generated through the Foundation, South Africa introduced a voluntary Financial Sector Charter, committing Charter signatory institutions to designate 0.2% of their after tax profits to financial and consumer education.<sup>8</sup>

### Ireland

The Irish Banking Federation (IBF) mandates that its members, especially those recapitalized after the financial crisis began in 2008, contribute to national financial education initiatives through their Corporate Social Responsibility budgets, keeping them accountable by publishing their activities. The IBF and its members collaborated with the Department of Education, the National Council for Curriculum and Assessment, and the Irish National Teachers Organization on the funding and development of primary and secondary school financial and consumer education materials. These materials are available for download on the IBF's website.<sup>910</sup>

### Japan

Financial education integration into the Japanese school system was led by the Central Council for Financial Services Information (CCFSI). The CCFSI is comprised of the Bank of Japan, the Ministry of Financial Services, financial institutions, consumer associations, media companies and academics, and is jointly funded by its members. In 2008, the CCFSI launched, together with the Ministry of Education, a revised national financial education curriculum for primary and secondary students. In addition, the CCFSI organizes financial education seminars supporting teachers to introduce financial education in the classroom. The CCFSI invites officials from the Ministry of Education and other local education experts to participate in these seminars to develop the skills and the confidence of teachers in addressing financial education with their students.<sup>11</sup>

### Singapore

The MoneySENSE program relies on the generous pro-bono support of private entities such as the Banking Association of Singapore, the Consumers Association of Singapore, Singapore Exchange Ltd, as well as various TV, radio and newspaper outlets. Schools in the country apply to MoneySENSE for financing towards financial literacy games and workshops delivered by external vendors. MoneySENSE provides co-funding for up to 50% of the school's costs, with a maximum of SG\$25 per participating students. While addressing co-funding, MoneySENSE considers student fee payments. Furthermore, MoneySENSE provides free speakers from its membership base for a variety of financial education topics, the only requirement being that the school provide a minimum of 100 participants.<sup>12</sup>

### Thailand

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<sup>8</sup> OECD/INFE, p. 57

<sup>9</sup> [http://www.ibf.ie/gns/customer-information/Financial\\_education/IBF\\_MGR2.aspx](http://www.ibf.ie/gns/customer-information/Financial_education/IBF_MGR2.aspx)

<sup>10</sup> International Banking Federation, "Fourth report on Corporate Social Responsibility by the Irish Banking Federation on Behalf of Members Covered Under the Credit Institutions (Financial Support) Scheme," September 2010, p. 15

<sup>11</sup> OECD/INFE, pp. 44-45

<sup>12</sup> <http://www.moneysense.gov.sg/en.aspx>

In cooperation with the Ministry of Education, the Stock Exchange of Thailand has developed the “Nguen Thong Kong Mee Ka” pedagogical materials for economics, finance, society, religion and culture courses. This cooperation instills values, perceptions of savings, personal finance and financial discipline into primary and secondary school children throughout the country. The SET has trained more than 35,000 teachers from 25,000 schools nationwide since the launch of the “Nguen Thong Kong Mee Ka” campaign in 2002. In 2012, the learning management plan was developed into e-book format and launched on an e-training platform. The SET also partnered with the Romchatra Foundation through the Diamond Crown in Economics and Philosophy Contest, providing grants to exemplary students.<sup>13</sup>

## Malaysia

Both the promotion and provision of financial education in Malaysian schools is carried out through extensive public-private partnerships. Local financial institutions have provided significant financial and in-kind support for financial education initiatives throughout the country since 1997, when the Malaysian Central Bank, in collaboration with the Ministry of Education (MoE), launched the Schools Adoption Programme (SAP). Under this program, ten thousand public schools have been adopted by local financial institutions, allowing bank staff to assist teachers in carrying out financial education lessons for students. Along with the educational instruction, children have the opportunity to open bank accounts at the school.

The Central Bank assumes responsibility for coordinating and monitoring the SAP. The Bank allocates an annual budget and works closely with the MOE on teacher workshop implementation, the development and production of educational materials, and the management and enhancement of a financial education website. While financial institutions may allocate funds to organize activities related to financial education in their adopted schools, and produce financial education materials, the Central Bank and the MOE monitor their content to ensure that they remain child-friendly under local quality standards.<sup>14</sup>

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<sup>13</sup> <http://www.set.or.th/en/>

<sup>14</sup> OECD/INFE, pp. 54-55

# Glossary

Note: Unless otherwise indicated, definitions contained in this glossary come from the CYFI Secretariat in conjunction with the CYFI Academics Experts Council

Term	Definition
Audit	Assessment of a Banking Product for which the Financial Institution seeks Certification. The audit assesses the Banking Product's design, implementation, and operational effectiveness as described in Chapter 3. <i>At the time of the audit</i> , the Banking Product must have been operational for at least 6 months. The audit is executed by either CYFI or an A-rated auditing agency over the course of 2-4 days and will generally be <i>in situ</i> . A positive audit outcome leads to Full-Approval.
Banking Product	Any retail product offered by a Financial Institution.
Certificate (Child and Youth Friendly Banking Product Certificate)	The Certificate awarded to Financial Institutions for Banking Products offered to children and youth which meet the required Child and Youth Friendly Banking Product Standards.
Certification Council	The Certification Council consists of independent experts tasked with the Pre-Approval and Full-Approval processes.
Child	An individual under the age of 18, or under the age of majority as prescribed by national law (UNCRC, <a href="http://www2.ohchr.org/english/law/crc.htm">http://www2.ohchr.org/english/law/crc.htm</a> )
Child and Youth Finance Activities	All actions, projects and programs relating to the promotion and implementation of undertakings to develop or improve Financial Access and Education for children and youth, as described in the CYFI strategy
Child and Youth Finance International (CYFI)	The legal organization responsible for coordinating the Child and Youth Finance Network and the Partners within the CYFI Network
Child and Youth Finance Movement (the Movement)	An international, inclusive, transparent, and multi-stakeholder Movement consisting of CYFI Partners and stakeholder. The Movement supports: the creation and strengthening of systems, structures and policies which provide children with choices; inform them of their rights; instill values in them; and empower them to make sound financial decisions, build their assets, and invest in their own futures
Child and Youth Finance Movement Theory of Change	The theoretical foundation upon which the Child and Youth Finance Movement is built. The Theory delineates how the various interventions of the Child and Youth Finance Network lead to the Movement's desired outcomes

Child and Youth Friendly Banking	A system of financial services that promotes the creation and provision of financial products and services designed to promote safe Financial Access and Financial Capability for all children and youth under the age of majority.
Child and Youth Friendly Banking Product	Savings and current accounts which meet CYFI's minimum set of Standards, as defined by the CYFI Regulation and Inclusion Working Group. These Standards ensure that Banking Products remain inclusive and appropriate, and are designed in the best interest of the child
Control	A specific Standard covering Banking Product characteristics, policies, processes, systems, communications, Partnerships, and documentation; these Standards must be met to obtain the Certificate
Control Framework	A structured set of 30 Controls in eight themes that outline the Certification Standards as set out in Chapter 3.
Control Objective	A stipulation that, by fulfilling the Controls, the objectives of the Certificate will be met.
CYFI Annual Summit & Award Ceremony	The annual meeting of CYFI Partners and stakeholders. The purpose of the Summit is to strengthen relations, disseminate best practices, share innovations, and coordinate activities between Partners and stakeholders within the CYFI Network,
CYFI Education Learning Framework (ELF)	The structured set of desired learning outcomes and competences in Economic Citizenship Education, as defined by the CYFI Education working Group.
CYFI Network	The multi-stakeholder group of CYFI Partners, comprised of practitioners, policy makers, and researchers and their respective organizations and networks who contribute to and advance the efforts of the Child and Youth Finance Movement.
CYFI Secretariat (CYFI)	The organizing entity of Child and Youth Finance International (CYFI) which reports to the CYFI Supervisory Board and coordinates activities within the CYFI Network. The acronym CYFI can signify both the legal organization CYFI as well as the CYFI Secretariat.
CYFI Supervisory Board	The Supervisory Board of CYFI, responsible for CYFI's strategic direction and supervisory management.
CYFI Working Groups	Groups of experts from across linked sectors contributing to the strategic focus of the global Child and Youth Finance Movement.
Design Test	A check of each Control, assessing whether the Design and/or implementation of a Control meets the Standards. For example, has a proper complaints procedure been designed and documented?

Economic Citizenship	Economic and civic engagement to promote the reduction of poverty, sustainable livelihoods, sustainable economic and financial well-being and rights for self and others
Economic Citizenship Education	An education curriculum combining the three modules of Financial Education, Social Education, and Livelihoods Education, as defined in the CYFI Education Learning Framework
Empowerment	CYFI adopts the Wikipedia definition: “The process of obtaining basic opportunities for marginalized people, either directly by those people, or through the help of non-marginalized others who share their own access to these opportunities. It also includes actively thwarting attempts to deny those opportunities. Empowerment also includes encouraging, and developing the skills for, self-sufficiency, with a focus on eliminating future need.” ( <a href="http://en.wikipedia.org/wiki/Empowerment">http://en.wikipedia.org/wiki/Empowerment</a> )
Financial Access	A means of safely accumulating, controlling and acquiring assets.
Financial Capability	Combining the competences of knowledge, skills, attitudes, and behaviors that increase Financial Literacy. When offered together, Financial Literacy and access to financial products and services provide individuals with the opportunity to act in their best financial interest
Financial Education	CYFI adopts the OECD definition: “the process by which individuals improve their understanding of financial products and concepts; and through information, instruction and/or objective advice develop the skills and confidence to become more aware of Financial risks and opportunities, to make informed choices, to know where to go for help, and to take other effective actions to improve their financial well-being and protection.” OECD (2005), Recommendation on Principles and Good Practices for Financial Education and Awareness ( <a href="http://www.oecd.org/dataoecd/7/17/35108560.pdf">http://www.oecd.org/dataoecd/7/17/35108560.pdf</a> )
Financial Entrepreneurship	The ability to use technical and business skills to take advantage of market opportunities to deliver products and services that generate value
Financial Inclusion	Access to financial products and services which are affordable, usable, secure, and reliable.
Financial Institution	A deposit-holding institution with a license from the relevant national financial regulatory authority and that provides financial services for its clients or members.
Financial Literacy	CYFI adopts the OECD Definition of Financial Literacy: “financial concepts, and the skills, motivation and confidence to apply such knowledge and understanding in order to make effective decisions across a range of financial contexts, to improve financial wellbeing of individuals and the society; and to enable participation in economic life,”

	OECD (2012). PISA 2012 Financial Literacy Framework ( <a href="http://www.pisa.oecd.org/dataoecd/8/43/46962580.pdf">http://www.pisa.oecd.org/dataoecd/8/43/46962580.pdf</a> )
Financial Service Provider (FSP)	Organization providing financial products, including deposits. This includes both Financial Institutions and non-regulated organizations offering financial services.
Financial Services	Services offered by Financial Service Providers both complementary to and comprising of Banking Products.
Full-Approval	The result of a positive audit. The CYFI Supervisory Board grants Full-Approval and Certification of the Banking Product. The Financial Institution may use the Certificate and the certification logo on its marketing materials.
Global Money Week	Coordinated annually during March 15 <sup>th</sup> to 22 <sup>nd</sup> by CYFI, Global Money Week is dedicated to the promotion of Financial Inclusion and Economic Citizenship Education for children and youth around the globe.
Implementation Test	A test of each Control, assessing whether the Implementation of the Control meets CYFI Standards. For example, are examples of managed complaints available according to the designed and documented procedure?
Livelihood Skills	CYFI has adopted the UNICEF definition of Livelihood Skills: "Capabilities, resources and opportunities to pursue individual and household economic goals. Livelihood skills relate to income generation and may include technical / vocational skills, job seeking skills, business management skills, entrepreneurial skills and money management skills." UNICEF (2011), Lifeskills Definition of Terms ( <a href="http://www.unicef.org/lifeskills/index_7308.html">http://www.unicef.org/lifeskills/index_7308.html</a> )
Livelihoods Education	Programs aimed at developing employability skills and entrepreneurial behavior.
Minimum Standards for Child and Youth Friendly Banking Products	The Standards a Banking Product must meet to be awarded a Child and Youth Friendly Banking Product Certificate. The Standards were developed by the CYFI Regulation and Inclusion Working Group.
National/Regional/Global Platforms	Activities and structures to support national, regional, and global collaborations to advance the objectives of the Child and Youth Finance Movement.
Operational Effectiveness Test	A test of each Control, assessing whether the Operational Effectiveness of the Control meets CYFI Standards. For example, can evidence be presented that a complaints procedure has been operational for the requisite six months?
Partner (CYFI Partner)	A registered Partner of the CYFI Network. Benefits and conditions for partnership are available on <a href="http://www.childfinanceinternational.org/why-become-a-partner">http://www.childfinanceinternational.org/why-become-a-partner</a>

Pre-Approval	CYFI reviews a Banking Product Readiness Assessment (see Readiness Assessment - addressed later in this glossary) that was performed by the Financial Institution itself. If deemed sufficient, 'Pre-Approval' is granted to begin the full certification audit process.
Readiness Assessment	The Readiness Assessment is the first step in the Certification process: the Banking Product is mapped against the Control Framework by the Financial Institution itself and then reviewed by CYFI. The Readiness Assessment can either result in Pre-Approval, which leads to the process of full certification auditing or rejection which is followed by re-design or drafting of the product and a second Readiness Assessment
Social Education	Programs aimed at increasing knowledge of human rights, encouraging self-awareness and self-reflection, and instilling respect for oneself and others.,
Social Entrepreneurship	The ability to recognize social, human rights, political or environmental needs, and to use one's technical and business skills to create effective solutions that address these issues (when possible) in a sustainable manner.
Socio-Financial Capability	The ability to make informed financial decisions that benefit the individual and community.
Standards (Certification Standards)	CYFI developed controls for the child and youth friendliness of Banking Products. When taken collectively, these standards comprise the Child and Youth Friendly Banking Product Certificate. The Standards employ a quality control system of 30 controls to ensure the various certification criteria are met.
Test	An assessment of the Design, Implementation, or Operational Effectiveness of a Control
Young People	Anyone between the ages of 10 and 24 (United Nations, <a href="http://www.un.org/esa/socdev/unyin/qanda.htm">http://www.un.org/esa/socdev/unyin/qanda.htm</a> )
Youth	An individual between the ages of 15 and 24 (United Nations, <a href="http://www.un.org/esa/socdev/unyin/qanda.htm">http://www.un.org/esa/socdev/unyin/qanda.htm</a> )

## National Implementation Plan

A National Implementation Plan for Economic Citizenship for children and youth helps national stakeholders design the implementation of a joint strategy to increase Economic Citizenship for children and youth at the national level. The value of the Plan lies in its emphasis on initiative actualization at the national level, creating a multiplier which extends the scope of its benefits. Through a 6-step approach objectives are set, concrete building blocks are chosen and a detailed implementation plan is developed to address country-specific needs and circumstances for children and youth.



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