AFLATOUN
INTERNATIONAL

To Continue and Grow:
Final Evaluation of The MasterCard Foundation
Partnership with Aflatoun International
on Youth Social and Financial Education

Submitted to The MasterCard Foundation
on June 16, 2016
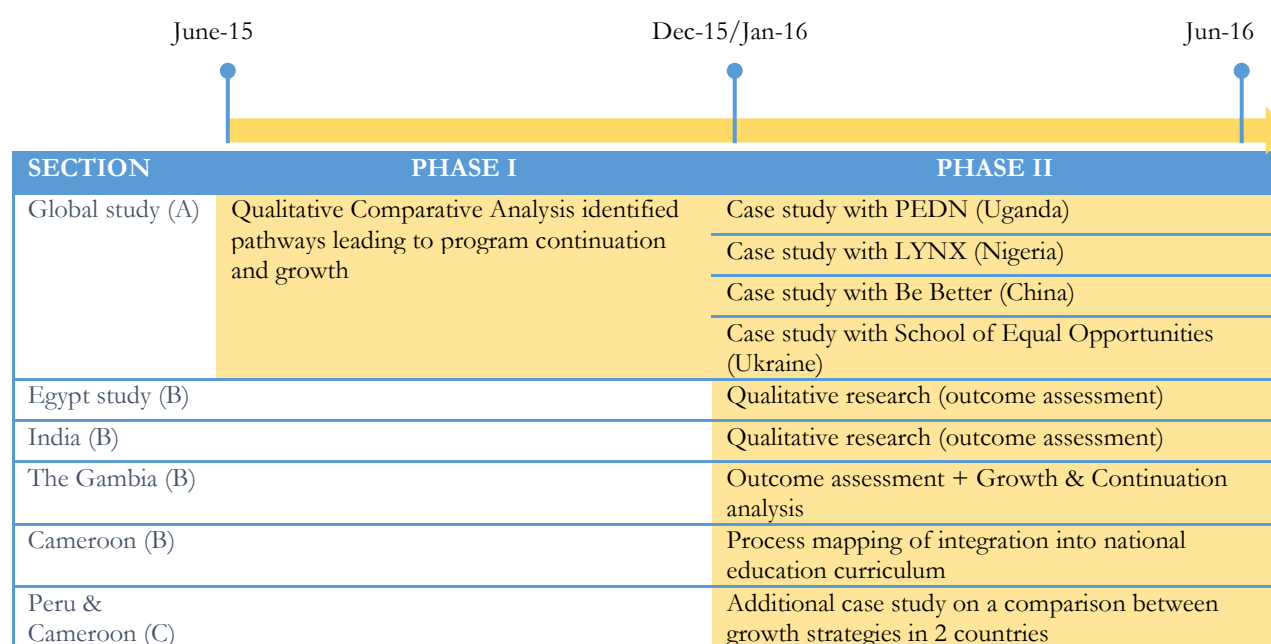by Aflatoun International

Executive Summary

Author: Aukje te Kaat, Research Manager, Aflatoun International

In 2011, Aflatoun International and The MasterCard Foundation initiated a 3.5 million dollar partnership to pilot, roll out, and evaluate the Aflateen program. Aflateen is Aflatoun International's social and financial education program for youth. It joins programs for toddlers (Aflatot), for primary-school-aged children in formal education (Aflatoun) and in non-formal education (Aflatoun NFE). The Aflateen program socially and economically empowers youth to lead responsible lives and become agents of change and is delivered by a global network of Implementing Partners. Aflatoun's Secretariat supports its Implementing Partners by providing content, technical assistance and services, and networking. In 2011, The MasterCard Foundation and the Secretariat aimed to reach 250,000 youth in 50 countries by 2016; already by 2015, Aflateen reached 775,198 youth in 64 countries, by far surpassing the initial objectives. By 2020 the Secretariat expects Aflateen to reach 6 million youth around the world.

In June 2015, Aflatoun International commissioned an external evaluation of the Aflateen program at the end of the partnership with The MasterCard Foundation. The evaluation consisted of a global study and four country studies. The global report (Section A) addresses Aflateen's sustainability and examines in-depth program continuation and program growth. Program continuation indicates whether and for how long implementing partners maintain the Aflateen program. Program growth measures how fast the number of youth enrolled in Aflateen grew over the years. The country studies are conducted in Egypt, India, the Gambia and Cameroon. These four country studies examine aspects of sustainability and growth as well but also look at qualitative and quantitative results of the project and thus extend and complement its findings. Summaries are available in Section B.

The figure below provides a timeline of when the different studies were conducted. The next paragraphs explain the three sections of this report in more detail, and present the main findings.

Timeline of the Final Evaluation on Youth Social and Financial Education

	June-15	Dec-15/Jan-16	Jun-16

SECTION	PHASE I	PHASE II
Global study (A)	Qualitative Comparative Analysis identified pathways leading to program continuation and growth	Case study with PEDN (Uganda)
		Case study with LYNX (Nigeria)
		Case study with Be Better (China)
		Case study with School of Equal Opportunities (Ukraine)
Egypt study (B)		Qualitative research (outcome assessment)
India (B)		Qualitative research (outcome assessment)
The Gambia (B)		Outcome assessment + Growth & Continuation analysis
Cameroon (B)		Process mapping of integration into national education curriculum
Peru & Cameroon (C)		Additional case study on a comparison between growth strategies in 2 countries

Section A) Continuation and growth of the Aflateen program: A Global Study

Authors: Dr. Johannes Meuer, Dr. Annkathrin Ellersiek, Dr. Christian Rupietta & Dr. Katherine Caves

Growth brings great opportunities for the Aflatoun organization and the Aflateen program but also significant challenges. As the Secretariat looks to its future work with youth, it needs to know how it should adjust its own processes to accomplish its goals given what it has learned from its work for Aflateen. How should the Secretariat treat its new and existing partners? Should it differentiate between partners, based on organizational type, region, resources or other criteria? Should the Secretariat base its services to partners on linguistic, geographical, or other distinguishing criteria? This evaluation report comes at a time when the Secretariat is reviewing its strategy and is preparing for a period of significant growth of Aflateen and other programs.

The Aflateen program was evaluated in two phases between June 2015 and June 2016. In Phase 1, we quantitatively evaluated pathways leading to program continuation and growth. We used the Aflatoun Secretariat's existing data, a survey among Program Managers, and interviews. We found four pathways for program growth and three for continuation. In Phase 2, we use in-depth studies of cases to examine the mechanisms behind success within and outside of the pathways. We find specific strategies the Secretariat can use to foster program continuation and growth. For continuation, we recommend that the Secretariat increase its support at the start of a program, improve access to the Aflatoun network, create incentives that convert initial enthusiasm into lasting support, and tackle barriers to program fidelity. For growth, we recommend that the Secretariat help Implementing Partners build organizational capacity, support advocacy-based strategies for upscale, and focus support on each program in its own political and financial landscape to enable growth.

Moreover, because none of the pathways are specific to any region, we recommend that the Secretariat reorganize itself towards a functional structure instead or in addition to a regional one. While we recognize the practicality of a regional structure, other factors such as program-specific expertise and services, Partners' experience levels, and Aflateen implementation fidelity appear crucial for the kind of support Implementing Partners need. Generally, the Secretariat should further tailor its service portfolio to the needs of Implementing Partners. Implementing Partners can be profiled using the pathways, thus identifying the best strategies and services. Profiling should be continuously evaluated, as should new services for program-specific challenges. In that vein, the Secretariat needs to improve monitoring and evaluation by establishing an efficient IT infrastructure for data management. Systematically linking the Secretariat's annual surveys with administrative data generated from continuously adapted Monitoring and Evaluation (M&E) activities creates opportunities for in-depth cross-sectional or long-term analyses. Improved data management will simplify annual reporting and keep evaluations up to date. Improving monitoring and evaluation capabilities, especially regular re-evaluation and updating of the pathways, will reinforce the strategic changes the Secretariat makes.

Section B) Outcome and process assessments in four country studies

Authors: Wafeya El-Shinnawy (Egypt), Kishore Darak (India), Andrew Magunda (the Gambia) & Protais Bidzogo Onguene, Emeran Tsanga Guy, Flora Noumi Nzouawa and Prof. Joseph Bomda (Cameroon)

During Phase II, four country studies were conducted. These studies were initiated to build evidence on the effectiveness of social and financial education for youth – and to understand processes of continuation, growth, and integration into national education curricula. The four studies are conducted independently from the Global Study in Section A; the full reports are published separately and available on Aflatoun's website, and summaries are available in Section B of this document.

The study in Egypt addresses outcomes of Aflateen in youth in rural Egypt regarding social and financial topics. In addition, it examines the potential challenges or benefits for children who transition from the Aflatoun program for primary school aged children, to Aflateen for youth. The transition from Aflatoun to Aflateen was never been studied before, and research on the influence of social and financial education in the Middle East is limited; this study is one of the very first studies in the region. The results show that experience with Aflatoun for youth is beneficial during the Aflateen program as experienced young people act as leaders, and are able to transfer their knowledge to youth without Aflatoun experience. Conversely, Aflateen is seen as an added value after the Aflatoun program as it provides more real life opportunities to practice the concepts learned.

In India, the focus of the study is on outcomes of young people after the Aflateen program, compared to youth in control schools. Aflateen Banks (school-level bank) are active in all the schools. Most of the students use this money for fulfilling their academic needs like buying notebooks, stationary materials, and textbooks – and to support their parents in times of need. It was found that their awareness of human rights goes beyond the conceptual level in control schools, with Aflateen participants being able and ready to stand up for your own rights, and the rights of others. While planning and budgeting for an activity, they made a more inclusive planning compared to other children. Aflateen students were observed to be much more vocal about gender equality, and the right to protection against caste or religion based discrimination. Their sense of rights and equality is relatively high, particularly in the context of discrimination. The second objective of the study was to understand the impact on quality education. Students in Aflateen schools were found to be more actively participating in class, more outspoken and more assertive as compared to youth in the control schools. The program helps teachers in being more sensitive towards students and their diverse backgrounds. Teachers feel that the activity-based, student-centred methods enable a better delivery in their regular classroom teaching.

In the Gambia, baseline data was collected previously, and this study allowed a comprehensive quantitative and qualitative midline to be conducted, after 18 months of implementation. Qualitative data show that Aflateen was important to the young people involved in the ChildFund program. However, the quantitative analysis did not confirm the changes that were observed in the qualitative study. This most likely has to do with the fact that many children were in Aflatoun before joining Aflateen, and therefore had relatively high baseline levels. This is an indication – and a lesson for the Secretariat - about program graduation that youth in Aflateen might need a more complex curriculum after the Aflatoun program. As the external consultant was collecting data on the implementation in the Gambia, questions related to continuation and growth were included. This allowed us to collect additional data on that topic. However, as ChildFund the Gambia was not a typical case, nor a deviant case, this study was not included in the Global Study as one of the cases, and therefore treated as a separate study.

In Cameroon, Aflatoun International and Ministry of Secondary Education (MINESEC) signed an agreement to integrate the Aflateen Social and Financial Education program into the secondary school curriculum in September 2015. The study traces the process that led to growth of the program through integration of social and financial education for secondary school students, and which conditions facilitated that. It also examines how Aflatoun International and its partner (SNAES) contributed to this process, which among other things were SNAES's close involvement and monitoring of the process, and the provision and quality of national and international training sessions by Aflatoun, and the enthusiasm of Aflatoun's trainers. Importantly, convergence of Aflatoun International, MINESEC and SNAES' visions of quality education for the young Cameroonians ultimately led to the agreement.

Section C) A growth comparison between two countries

Author: Dr. Annkathrin Ellersiek

An additional supplementary and unplanned study was conducted using additional and available data. The global evaluation consultants were interested in comparing growth models and used raw interview data from the country study in Cameroon and another case, unused case from in Peru. It afforded a comparison between different growth processes in two cases: Vision Solidaria, in Peru, and Syndicat National Autonome de l'Enseignement Secondaire, in Cameroon. The comparison between these two cases revealed that different processes, spontaneous growth with a bottom-up approach in Peru and a more planned, strategic, top-down growth in Cameroon- require different support by the Secretariat. The relationship between different growth processes and Secretariat support are presented and discussed in Section C.

Conclusion

The different strands of this final evaluation allowed Aflatoun International to look at key attributes of the Aflateen project. The organization already had an array of quantitative information about its program and efficacy and this evaluation provided an opportunity to learn more about how to sustain Aflatoun's work with partners, as well in-depth qualitative research on how the program interacts with the lives, choices, and futures of young people. The evaluation will support Aflatoun's choices about institutional support of partners and help ensure program sustainability as well as provide the organization a better understanding of how the program relates to our partners and the young people who engage with the Aflateen program.

Next Steps for Youth Social and Financial Education Research

In 2016, Aflatoun International will conduct synthesis research that includes all studies on its youth program that have been done since the start of the Aflateen program in 2011. This study will include over 30 studies worldwide, from over 20 different countries, and will focus on:

- Outcome research, e.g. the extent to which Aflateen increases self-confidence, awareness of rights, whether it improves financial behavior, and enhances entrepreneurial attitudes;
- Process related questions, e.g. what the main benefits and challenges are in the curriculum and in the implementation of the curriculum;
- Sustainability, e.g. the lessons learned about continuation of Aflateen, and how to ensure quality social and financial education for young people around the world.

This report will provide a global overview of results that focus on program effectiveness and look to detail the lessons learned from Aflatoun International's youth work to date.

Contents

A. The MasterCard Foundation Final Aflateen Evaluation: Global Report

Dr. Johannes Meuer
ETH Zurich
Department of Management, Technology and Economics
Weinbergstrasse 56/58, 8092 Zurich
Tel: +41 44 63 22 983
jmeuer@ethz.ch

Dr. Annkathrin Ellersiek
German Institute for International and Security Affairs
Ludwigkirchplatz 3-4, 10719 Berlin
Tel.:+49 30 88007-432
anne.ellersiek@swp-berlin.org

Dr. Christian Rupietta
University of Zurich
Department of Business Administration
Plattenstrasse 14, CH 8032 Zurich
Tel: +41 (0)44 63 44 252
christian.rupietta@uzh.ch

Dr. Katherine Caves
ETH Zürich
KOF Konjunkturforschungsstelle
Leonhardstrasse 21, 8092 Zürich
Tel.: +41 44 632 68 12
caves@kof.ethz.ch

1. Introduction

Aflatoun International is a non-governmental organization (NGO) with its Secretariat in Amsterdam, the Netherlands. Aflatoun's mission is to socially and economically empower children and youth to become agents of change for a better, more equitable world. The organization pursues this mission through four educational curricula tailored to the needs of three different age groups: *Aflatot*, a relatively new program targeting children between three and six years old; *Aflatoun*, the largest and most established program targeting children and youth between six and 14 years old; and *Aflateen*, a program targeting youths from 15 years onwards; in addition, Aflatoun provides a non-formal education (NFE) curriculum. Through these four programs, the Secretariat delivers education to over 3.8 million children and youths, adolescents, and young adults annually in over 100 countries around the world.

This evaluation focuses on the Aflateen program. The program is based on the transformative potential of young people: Aflateen develops youth so that they become socially and economically empowered and encourages them to lead responsible lives and become agents of change. Through the curriculum and complementary activities, participants engage in a variety of activities that facilitate learning about financial capability, responsible self-reflection, and conducting social and financial enterprises. Alongside the curriculum, youth are encouraged to take on a more participatory role by co-facilitating their sessions.

The Aflateen program was created in 2009 after Aflatoun's Implementing Partners requested a curriculum that would teach social and financial education to teenaged students (Ramirez, Kora, & Shephard, 2015). In 2011, Aflatoun International submitted a five-year proposal to The MasterCard Foundation. The proposal focused on piloting the Aflateen program (18 months) and its rollout (36 months). The goal of the 3.5 million dollar partnership between Aflatoun International and The MasterCard Foundation was to reach 250,000 children in 50

countries in five years—by the first quarter of 2016. By Aflatoun's 2015 Annual Survey, 87 organizational partners were implementing Aflateen in 64 countries.

The Aflatoun Secretariat is 25 people in total, made up of eight regional Program Managers and 17 staff managing Aflatoun's donor relations and providing services to Implementing Partners. The main services the Aflatoun Secretariat provides to its Implementing Partners are the curricula, partnership support, training for curriculum delivery, advocacy, and monitoring and evaluation. Aflatoun's network of Implementing Partners is quite diverse; Implementing Partners range from community and teachers' or facilitators' organizations to very large and complex organizations like international NGOs. Since 2011, 206 partner organizations have started implementing Aflatoun curricula in 116 countries.

The Aflateen implementation model is a social franchise. The Secretariat develops the Aflateen curriculum in partnership with many stakeholders and makes it available to independent Implementing Partners, who adapt it to local conditions and combine the program with existing curricula. Each Implementing Partner can use different features of the curriculum either as standalone sections or in combination with other programs based on their specific national and local circumstances. The partners can also modify any part of the curriculum to reflect their national and local values and needs, or they can use the curriculum as it is.

Aflatoun International's strategy is to ensure cost-effective programming and achieve implementation and expansion through national curriculum integration, and the Secretariat's job is to support Implementing Partners' efforts. Its performance is evaluated by Implementing Partners in the annual Secretariat survey, but the efficacy of its processes remained an open question. To understand how effective different implementation models are for Aflateen's uptake, continuation, and growth, the Secretariat issued a

Request for Proposals in April 2015 for a Final Evaluation of the Aflateen program.

This evaluation is a response to the Secretariat's request to examine the implementation of the Aflateen program. Our evaluation is guided by the following questions: (1) does the implementation process affect Aflateen's success, and (2) what factors in the Secretariat and the Implementing Partners affect implementation success? Because prior and country-level evaluations that have been conducted prior and at the same time, have already focused on program impact at the recipient level (Shephard 2014, and see examples from Egypt, India and the Gambia in Section B of this report), we focus on program impact. By this approach, we follow two goals: (1) enable the Secretariat to review and improve its rollout and support of the program, and (2) generate insights for current and future Aflateen Implementing Partners. This multilevel ecological perspective is essential for understanding successful implementation because it accounts for interaction between the Secretariat and the Implementing Partners (Riley, Taylor, & Elliott, 2003; Wandersman et al., 2008).

For our evaluation methodology, we integrate Realist Evaluation with Qualitative Comparative Analysis (QCA) (Caves, Meuer, & Rupietta, 2015; Ragin, 2008b; Schneider & Wagemann, 2013). Realist Evaluation seeks to go beyond the traditional question of "does it work?" and places emphasis on elucidating the conditions that explain *why* an intervention works, accounting for different contexts, actor constellations, and implementation modalities. QCA methodology was chosen for two reasons. First, QCA allows us to analyze a relatively small number of cases and thus enables us to generalize findings across cases. Second, QCA identifies complex configurations of implementing conditions that might explain the effectiveness of implementation of the Aflateen program rather than single factors individually. Essentially, these complex configurations are pathways to the given outcome instead of the effect of a single factor on that outcome.

We divide our evaluation approach of the Aflateen program into two Phases. In Phase 1 we identify and evaluate different pathways to successful Aflateen implementation using two quantitative measures: program continuation and program growth. Data limitations prevent us from systematically analyzing instances of program stagnation. Similarly, we were not able analyze pathways to the initial uptake of the program because we have no counterfactuals; we cannot know about cases when potential Implementing Partners did not implement Aflateen). In Phase 2 we integrate the findings of Phase 1 and—through a series of carefully selected in-depth case studies—draw attention to qualitative indicators of implementation success for the Aflateen program.

This Final Report summarizes our findings from the evaluation between June 2015 and June 2016. We present a review of documentation and existing data, which comes primarily from the Outreach Surveys conducted between 2011 and 2014, our own PM Survey, two visits to the Secretariat, and semi-structured interviews with regional program managers, teachers, and representatives of Implementing Partners. This report incorporates a review of how the evaluation findings, process, and recommendations can be utilized to aid the work of the Secretariat and the Implementing Partners.

2. Overview of Evaluation Procedure

Figure 1 presents our procedure for the global evaluation of the Aflateen Program (Ivankova, Creswell, & Stick, 2006). We completed the first three phases (quantitative data collection, quantitative data analysis, and case selection) in October 2015 and reported our findings in an Interim Report. On January 12, 2016 we presented the findings of the Interim Report during a workshop with staff at the Aflatoun Secretariat in Amsterdam. The workshop was instrumental in our interpretation of results from Phase 1 and in collecting feedback on the practical implications of our findings; we used the feedback provided by the Program Managers at that workshop to adjust our model specifications and clarify our interpretations of the results. In addition, we were able to have discussions with the research staff and the Program Managers at the Secretariat and jointly select four individual Aflateen programs as case studies for the second part of our analysis.

Between January 2016 and April 2016 we completed the remaining three phases of the evaluation procedure (qualitative data collection, qualitative data analysis, and integration of the quantitative and qualitative results). This final report covers the integrated results from the quantitative and the qualitative strands of our evaluation procedure.
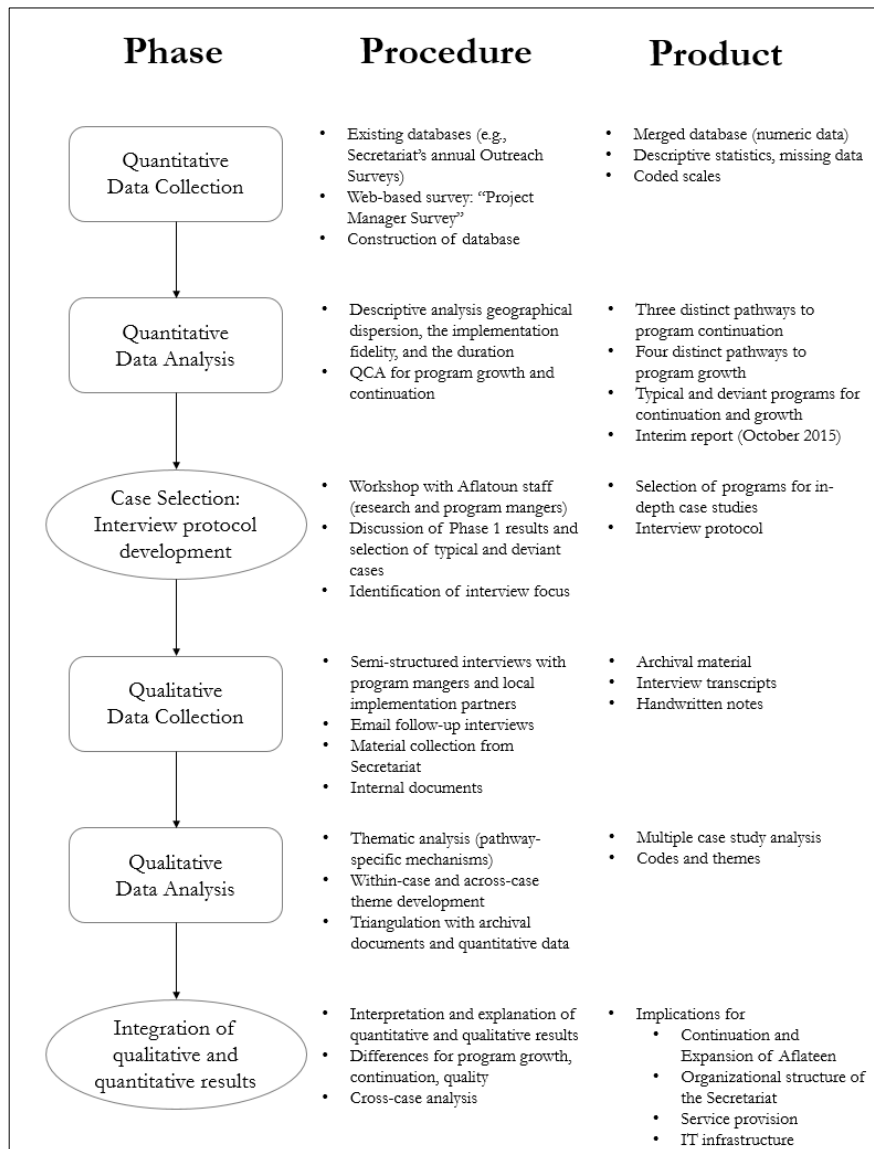

Figure 1 Overview of Procedure for the Final Evaluation of the Aflateen Program

3. Identifying Pathways to Program Continuation and Growth

3.1. Data

In Phase 1 of the evaluation, we systematically explored and analyzed the existing data available at the Aflatoun Secretariat. To determine data availability and requirements, we conducted preliminary interviews with the Head of Programs, the research staff, and some of the Program Managers during our first visit to the Secretariat (June, 25 – 27, 2015). The interviews gave us our first impressions of what might be relevant factors for successful implementation of the program as seen by the Secretariat staff and Program Managers. After collecting and screening all available quantitative datasets, we constructed a new database of merged data from the Secretariat's annual Outreach Surveys and the new PM Survey we developed.

The Outreach Survey is administered annually and targets representatives from the Implementing Partner organizations. It includes questions about the number of students enrolled in the Aflatoun, Aflateen, Aflatot, and NFE programs; the number of schools and centers that implement Aflatoun; the number of Aflatoun clubs; and the number of teachers who actively implement the program and that have received training in each year. The Outreach Survey also collects information about curriculum implementation and fidelity, like how many of the five core curriculum elements have been adopted by the local Implementing Partner. The Outreach Survey is an important source for understanding the number, geographical dispersion, and size of implementation for the Aflateen program and how the curriculum is implemented.

We complemented the Outreach Survey by developing a survey of Program Managers. We began with literature research that identified and selected important variables that might explain the continuation and/or growth of the Aflateen program. During our second visit to the Secretariat on the August 13, we conducted semi-structured interviews with all Program Managers.

We used information from those interviews to specify the definition and measurement of survey items and finalize the design of the PM Survey 2015. Table A1 in the Appendix provides an overview of the interviews we conducted up to September 2015

We used the PM Survey 2015 to collect information from Program Mangers about the cases they supervise, looking for factors that can explain successful implementation at the program level. The survey ran during a one-month period (September 7 – October 15, 2015). Due to staff turnover at the Secretariat, we contacted a former Program Manager for one region, who completed the survey as the last respondent on October 15, 2015.

Table 1 Geographical Distribution of Programs

Region	No. of Programs	%
Anglophone Africa	18	20.7%
Asia	14	16.1%
CEECIS	13	14.9%
Europe	6	6.9%
Francophone Africa	3	3.4%
Middle East & North Africa	7	8.0%
The Americas	26	29.9%
Total	87	100.0%

The merged dataset contains 745 data entries for 206 implementations of Aflatoun, Aflateen, and Aflatot between 2001 and 2014. We complemented the dataset with an additional 206 entries from the PM survey 2015. Of the initial 206 implementation projects documented by the Outreach Survey, we identified 87 instances of Aflateen curriculum implementation. These Aflateen projects were conducted alone or in combination with other Aflatoun or external programs. We counted both terminated and ongoing Aflateen implementations. Table 1, Table 2, and Table 3 provide descriptive information about the geographical dispersion, implementation fidelity, and duration of these 87 Aflateen implementations. Notably, Table 2 indicates, that among those partners that

implement the Aflateen curriculum, more than 10% use none of the curriculum's core elements. This is a reporting issue rather than an implementation issue, since these partners have not filled out the fidelity information that was gathered via the Aflatoun Annual Survey of 2014.

Table 2 Fidelity in Program Implementation

No. of Curriculum Elements	No. of Programs	%
0	9	10.3%
1	3	3.4%
2	2	2.3%
3	14	16.1%
4	32	36.8%
n/a	27	31.0%
Total	87	100.0%

Table 3 Program Duration and Status

Duration	No. of Programs	%
aborted (1 year)	15	17.2%
aborted (2 years)	9	10.3%
ongoing (1 year)	13	14.9%
ongoing (2 years)	22	25.3%
ongoing (3 years)	28	32.2%
Total	87	100.0%

3.2 Analysis

We use fuzzy-set Qualitative Comparative Analysis (fsQCA) to examine quantitative indicators of Aflateen implementation success in Phase 1. fsQCA is a methodology that—rather than examining the statistical association between an independent and a dependent measure—maintains the integrity of a case by comparing entire configurations of interrelated system elements (Fiss, 2011; Greckhamer, Misangyi, Elms, & Lacey, 2008; Meuer, Rupietta, & Backes-Gellner, 2015; Ragin, 2008b). FsQCA's systematic comparison of configurations allows us to distinguish between unimportant, contributing, and essential conditions for a given outcome of interest (in this case, the growth or continuation of the Aflateen program). Because of its inherently configurational nature, fsQCA

outperforms statistical methods that test only two- or three-way interactions.

Moreover, fsQCA does not limit measures' associations with one another to linear or additive relationships as most variance-based methods do (Fiss, 2011). Instead, it conceptualizes conditions as fuzzy sets with degrees of membership within certain predefined sets, and therefore models successful implementations' probable complexity more precisely. Finally, fsQCA allows for equifinality by revealing multiple pathways to the same outcome, so different combinations of causal conditions can possibly be equally effective in achieving implementation success.

We use fsQCA to identify complementarities and substitutions among causal conditions. Complementarities indicate "positive bundling," and substitutions are "costly duplications." We can also reveal "deadly combinations" that the Aflatoun Secretariat should avoid in its drive for further expansion of the Aflateen Program.

One of the main disadvantages of fsQCA is that we can only incorporate a limited number of causal conditions in the analysis. FsQCA allocates observations on an x-dimensional vector space, where x denotes the number of causal conditions. The size of this vector space increases exponentially with the number of conditions. FsQCA not only considers the configurations that have empirical evidence, but also all other logically possible configurations without evidence, called logical remainders (Ragin, 2008b). A valid model should have data for approximately one-third of all possible configurations, and the remaining two-thirds can be logical remainders (Meuer & Rupietta, forthcoming; Schulze-Bentrop, 2013). Our sample of 87 observations means our fsQCA model has a capacity of four or five causal conditions. We therefore include only five causal conditions when evaluating (quantitative) implementation success.

3.3 Variables

Outcome Variables

Transferring effective programs into real-world settings and maintaining them is a complicated, long-term process that involves effectively dealing with the successive, complex phases of program implementation. We distinguish between two stages of Aflateen implementation in Phase 1: program continuation and program growth. Continuation is about whether program implementation is maintained over time, and growth describes whether the case achieves the overall strategic objective of reaching as many youth as possible. To benefit many youth, diffusion must be successful in multiple communities and at each stage of the process from dissemination to upscaling.

Continuation of the Aflateen Program

We measure program continuation on a calibrated scale with five values ranging from 0 to 1. The scale indicates the duration of the program by measuring whether the Implementing Partner continued or discontinued the Aflateen program from one year to the next. Because the data of the 2015 Outreach survey was not yet available for this report, we used 2014 as the reference year for labelling an implementation process as "ongoing." Aflateen implementation started in 2012 with the exception of a 2010 pilot at the "Organizacion Para el Desarrollo Ambiental y la Educacion" (ODAER) in Peru, so we categorized the 87 programs into five groups. We used the indirect method of calibration, which requires substantive reasons for grouping and assigning membership scores to cases (Ragin, 2008b), and set the membership scores (MS) as follows: (1) aborted after 1 year, MS=0.0; (2) aborted after 2 years, MS=0.2; (3) ongoing (1 year), MS=0.5; ongoing (2 years), MS=0.8; ongoing (3 years), MS=1.0.

Growth of the Aflateen Program

We measure program growth as the Compound Annual Growth Rate (CAGR) of the number of participants in each program. The CAGR describes the mean annual growth rate of a program over a specified period of time (> one year). To calculate CAGR, we divide the number of youth the program reaches at the end of the period by the same number at the beginning of the period. We raise the result to the power of one

and divide it by the period length in years, then subtract one. We calculate CAGRs for each case in which the Aflateen program had been implemented between 2010 and 2014, depending on the start and end year of the specific program.

Among our 87 Aflateen implementation cases, CAGR scores vary significantly from 100% negative growth in the cases of program termination to cases with more than 300% positive growth rates. We transformed raw growth rates into a calibrated scale from no growth to growth using the direct calibration method (Fiss, 2011; Ragin, 2008a). Specifically, we set the non-membership point at the 10th percentile (-100% growth), the cut-off point at the 50th percentile (-0.29%), and the full membership point at the 90th percentile (25.69%).

Explanatory Variables

For Phase 1 of the evaluation, we consider the following five explanatory variables that we hypothesize should facilitate both continuation and growth of the Aflateen program. Specifically, these are: (1) service intensity, (2) the Implementing Partner's experience with other Aflatoun curricula, (3) frequency of contact, availability of funding, and (5) program fidelity. In the following subsections, we briefly review the rationale for including all five conditions. Table A2 in the Appendix provides detailed specifications for the measurement and data source of each condition.

Service Intensity

Successful program implementation will arguably be bolstered when the Secretariat's services match the needs of Implementing Partners. To evaluate how much Implementing Partners use these services and how well the supply of services matches their demand, we included one item in the PM Survey. The item asks Program Managers about the Implementing Partners' use of each service offered by the Secretariat for each Aflateen implementation case.

Prior Aflatoun Experience

In their interviews, all Program Managers mentioned that the Implementing Partners' prior experience implementing Aflatoun programs contributes to successful Aflateen implementation. If Implementing Partners have prior worked together with the Secretariat to implement Aflatoun or another program, they are more likely to access and capitalize on its networks, information, and funding sources. We gathered information about such prior experience from the Outreach Survey and calibrated it into binary yes/no categories. If Implementing Partners had experience implementing another Aflatoun curriculum, we coded their scores as 1, and 0 if not.

Frequency of Contact

More frequent contact between the Secretariat and the Implementing Partner should improve successful implementation. Implementing Partners can initiate contact by requesting services from the Secretariat, including supervision. To evaluate how much Implementing Partners contact the Secretariat, we included another service-related item in the PM Survey. This time, Program Managers were asked to indicate the overall level of contact and supervision requested by Implementing Partners for each case of program implementation.

Funding Availability

Due to its franchise structure, the Aflatoun Secretariat does not provide direct funding to Implementing Partners. Therefore, the funding available to each Implementing Partner is not a foregone conclusion and is crucial for implementation success. We evaluated funding availability through one item in the PM Survey, asking the Program Managers to indicate if sufficient funding was/is secured for the uptake, continuation, and growth of each program.

Fidelity of Program Implementation

We measure the fidelity of program implementation using an item from the Outreach survey that asks Implementing Partners to indicate how many of the five core Aflateen curriculum elements they implemented.

Descriptive Variables

In addition to the two outcome and the five explanatory variables we also include five descriptive variables that allow us to compare the identified pathways how they distribute in terms of types of implementing partner, region, national integration, and program size, including number of students and a student/ teacher ratio.

Type of Implementing Partner

We interviewed Program Managers in July and August of 2015. Those interviews revealed that the stakeholders involved in each Aflateen implementation varied significantly based on the type of Implementing Partner involved in the program. We therefore inductively developed a categorization scheme with ten types of Implementing Partner: (1) teachers/facilitators; (2) small-scale producers/cooperatives; (3) financial institutions (e.g., Central Banks); (4) companies; (5) government ministries/agencies; (6) international NGOs; (7) local NGOs; (8) national chapters/country offices of international NGOs; (9) regional governmental organizations; and (10) international organizations.

Region

We use the regional dispersion of Aflateen programs to examine whether certain implementation pathways are more or less prominent in certain regions. The Aflatoun Secretariat assigns one Program Manager to each of the following seven regions: (1) Anglophone Africa; (2) Asia; (3) Central and Eastern Europe and the Commonwealth of Independent States (CEECIS); (4) Europe; (5) Francophone Africa; (6) the Middle East and North Africa; and (7) the Americas. Because each Program Manager is responsible for one region only, we cannot disentangle regional differences in pathways to program growth and continuation from differences in the management styles of Program Managers.

National Integration

On a number of occasions during the past few years, the Aflatoun Secretariat has successfully implemented Aflateen through national integration. National integration is when part or

parts of the Aflateen curriculum are implemented through national initiatives and as part of national curricula. The main differences between national integration and other implementation processes are that national integration moves top-down and its advocacy and implementation are led by national or regional ministries and/or government agencies. The main advantages of this approach are a) that the local Implementing Partner has the authority and often the necessary resources to implement the program by decree, b) that the program reaches large numbers of youth, and c) that the program is mainstreamed and – to some extent - integrated in the official curriculum. For example, the Macedonian "Centre for Human Rights and Conflict Resolution" enrolled 68,646 Aflateen students in 2012 and the Nigerian "National Commission for Mass Literacy, Adult and Non-Formal Education" enrolled 168,013 Aflateen students in 2014.

Program Size, Number of Teachers, and Student/Teacher Ratio

The Outreach Survey provides information about the number of students enrolled as well as the number of teachers in each program. We used this information to measure the size of the program, the size of the teacher staff, and how many students are taught by each teacher.

3.4 Results

In the following, we present the results of our analyses for program continuation and program growth. We begin each subsection by illustrating the findings of our fsQCA analysis with a configuration chart. The top row of each configuration chart labels most frequent and consistent pathways to program continuation or growth. The left column lists the explanatory variables that might be in each pathway. Large circles indicate core conditions, or those essential for explaining continuation or growth. Smaller circles represent contributing elements, or those that support the pathway in explaining continuation or growth without being absolutely essential. Filled circles indicate that elements should be present, while crossed circles indicate that the element must be absent for the pathway to work. Empty cells indicate that the element is

not relevant for explaining program continuation or program growth in that pathway, so it can be either present or absent without affecting outcomes.
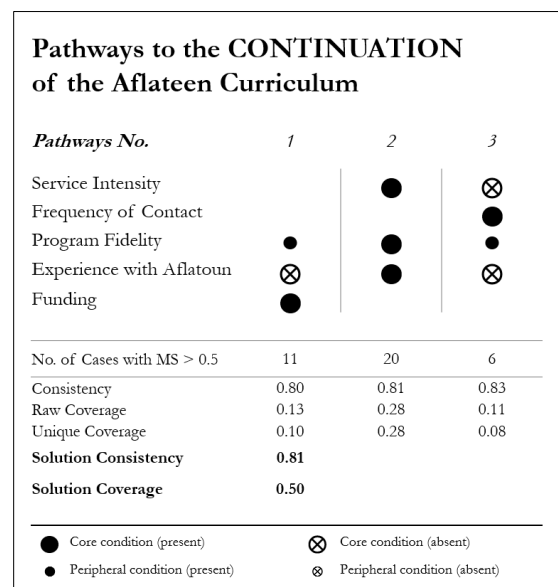

Figure 2 Pathways to the Continuation of the Aflateen Program

Three Pathways to Program Continuation

There are three pathways to program continuation according to our fsQCA analysis. They are shown as a configuration chart in Figure 2. The overall solution—all three pathways together—is quite consistent with a score of 0.81, above the minimum consistency level of 0.80 recommended for fsQCA results (e.g., Fiss, 2011; Ragin, 2008b). The overall solution coverage lies at 0.50, similar to the levels reported in other studies (e.g., Fiss, 2011; Misangyi & Acharya, 2014). Table 4 provides an overview of the descriptive variables of the cases that make up the three pathways to successful program continuation.

Pathway 1: Funded Continuation

The first pathway to program continuation is characterized by sufficient funding and no prior experience implementing other Aflatoun curricula. High program fidelity contributes to the continuation of Aflateen programs in this pathway but is not essential. Whether or not the Implementing Partners request services or maintain intense contact with the Secretariat is irrelevant to their continuation. Our analysis

shows that this pathway is rather common and describes 11 out of 37 successful cases.

The distinguishing feature of this program continuation pathway relative to the other pathways is that it requires funding to be available for the Implementing Partner. Sufficient funding seems to be critical for enabling Implementing Partners without prior Aflatoun experience to continue providing Aflateen in their localities. We label this the Funded Continuation pathway.

Additional descriptive information suggests that most of these 11 cases are located in the Americas region (6 out of 11), and are, whether alone or in collaboration with others, frequently run by local NGOs. Also, programs following this pathway are rather large in size, include high numbers of teachers, and have rather high student/teacher ratios.

Pathway 2: Traditional Continuation
The second pathway to program continuation is characterized by the combined presence of three important conditions: service intensity, program fidelity, and experience with other Aflatoun curricula. Frequency of contact with the Secretariat and the availability of funding are both irrelevant for program continuation in this pathway.

Implementing Partners that have cooperated with Aflatoun for a longer period of time follow this pathway. They continue providing a highly consistent Aflateen program, and require intense service attention from the Secretariat to do so. The distinguishing feature of this program continuation pathway relative to the others is the established relationship between the Implementing Partner and Aflatoun. We label this the Traditional Continuation pathway.

Table 4 Descriptive Variables for Program Continuation

	All	Pathways		
		1	2	3
N	87	11	20	6
National Integration				
Yes	8	1	4	0
No	79	0	0	0
Types of Implementing Partners				
Teachers/facilitators	39	2	13	3
Small scale producers/cooperatives	2	0	0	0
Financial institutions	13	3	5	0
Companies	5	2	2	0
Government (ministries and agencies)	23	4	7	1
International NGO	16	3	5	0
Local NGO	36	7	15	2
National chapter/country office of int. NGO	18	3	4	2
Regional governmental organizations	0	0	0	0
International organization	5	3	3	0
Region				
Anglophone Africa	18	2	7	0
Asia	14	0	0	2
CEECIS	13	0	1	1
Europe	6	0	4	0
Francophone Africa	3	0	1	0
Middle East & North Africa	7	3	1	0
The Americas	26	6	6	3
Average Program Size	5,036.60	16,828.00	5,732.00	12,775.83
Average No. of Teachers	74.34	123.80	39.64	119.67
Student/ Teacher Ratio	67.75	135.93	144.60	106.76

The descriptive data shows that the majority—20 out of 37 successful Implementing Partners—follow this pathway. Four out of those cases are implemented via national integration; fully half of the nationally integrated cases. Traditional Continuation cases are located in the Anglo-African region (7) and the Americas (6), are most frequently run by teachers/facilitators and local NGOs, whether alone or in collaboration with others. Programs following this pathway are rather small in size and include lower numbers of teachers, but still have high student/teacher ratios.

Pathway 3: Newcomer Continuation
The third pathway to program continuation is characterized by low or absent service intensity, frequent contact with the Secretariat and need for supervision, and no prior experience with the implementation of other Aflatoun curricula. In this pathway, continuation is facilitated when the program is implemented with high fidelity, though that is not a critical condition. Whether or not Implementing Partners have funding available to them is irrelevant in this pathway.

The distinguishing feature of this program continuation pathway relative to the other pathways is the absence of experience with Aflatoun program implementation and the high demand for supervision. In these cases, relatively new Implementing Partners continue providing Aflateen by requesting a great deal of supervision from Program Managers and the Secretariat even though they do not formally use many services. We label this the Newcomer Continuation pathway.

This pathway describes six out of 37 successfully continuing cases. Our additional descriptive information suggests that the average program size, number of teachers, and the student-teacher-ratio are all rather high in these cases.

Implications for Continuing the Aflateen Program
Overall, we find important differences between the three pathways to successful program continuation. For the Secretariat's purposes, we can distinguish different types of successfully

continuing Aflateen programs using characteristics of the Implementing Partners: those with and those without prior experience with other Aflatoun programs. Implementing Partners with prior experience can follow pathway 2 (Traditional Continuation), which should ensure comprehensive implementation of the Aflateen program. However, their high dependence on the Secretariat raises the question of how such service- and supervision-intensive programs can become more autonomous without risking their success.

Implementing Partners without prior Aflatoun experience can follow either pathway 1 (Funded Continuation) if they have abundant financial resources or pathway 3 (Newcomer Continuation) if funding is not assured. There is a trade-off in the Newcomer pathway in which Implementing Partners might not need formal services but still require frequent contact from the Secretariat. Both pathways are suitable for relatively large programs, but they differ on how much service and supervision Implementing Partners need to continue. There is no pathway in which high service intensity alone can ensure that new Implementing Partners can continue, which might prompt the Secretariat to evaluate its service options for new programs.

Overall, our findings based on the quantitative analysis translate into the following implications for facilitating program continuation:

- The Secretariat can use Implementing Partners' levels of experience with other Aflatoun programs to determine how it can best help them successfully continue the Aflateen program.
- When Partners have no prior Aflatoun experience, the best support strategy depends on their financial resources. Implementing Partners with funding seem to be able to act largely autonomously. When funding is not readily available, successful program continuation seems to require frequent contact and exchange with the Secretariat.
- Only experienced Implementing Partners appear to ensure program fidelity. Less experienced Implementing Partners take a more flexible approach to implementing the core elements of the Aflateen program. This

may be because Partners can increase fidelity over time or because changes in the Secretariat emphasize fidelity less for newer partners, so it is worth consideration.

- Efforts to tailor the services provided by the Secretariat will directly affect the continuation of the Aflateen program for experienced Implementing Partners as these Partners rely on continuous service. The Secretariat should focus on ensuring high fidelity and program quality while preventing over-use and inefficiency.
- Because less experienced partners do not demand as many services from the Secretariat, it remains unclear how service use facilitates program quality/fidelity. Because the non-funded newcomers still require a great deal of contact with the Secretariat, there might be a service type they need that is not formally offered yet.

Four Pathways to Program Growth

The configuration chart in Figure 3 illustrates the results of our fsQCA analysis for program growth. It shows four pathways to program growth, with an overall solution consistency at 0.80 and the overall solution coverage lies at 0.48. These are similar to the levels reported in other studies and very close to the levels in the analysis of program continuation. Table 5 gives an overview of the descriptive variables that characterize the cases in the four different pathways to successful program growth.

Pathway 1: Newcomer Growth
The first pathway to program growth is characterized by many requests for services, a low overall level of program fidelity, and a lack of prior experience with other Aflatoun curricula. Neither frequent contact with the Secretariat nor available funding appear to matter for this pathway to the growth of the Aflateen program.

The distinguishing feature of this growth pathway relative to the others is the absence of prior Aflatoun experience. In these cases, Implementing Partners seem to manage to accomplish growth despite not having prior experience through intensely using services. We label this the "Newcomer Growth" pathway, and it describes only three out of the 23 cases. Our

additional descriptive information further suggests that the average program size, number of teachers, and the student-teacher-ratio are all far *below* the averages of other growing programs.

Pathway 2: Funded Growth
The second pathway to program growth is characterized by strong funding and a lack of service use. A contributing factor is high program fidelity, though that is not always present. Frequency of contact with the Secretariat's staff and experience with other Aflatoun programs is irrelevant.

The distinguishing feature of this program growth pathway relative to the other pathways is the presence of funding. In these cases, Implementing Partners appear to accomplish growth thanks to sufficient funding without much need for services. Although this pathway is different in its other characteristics from the Funded Continuation pathway, it shares the critical presence of solid funding so we label this the Funded Growth pathway. This pathway is very consistent, but describes only 3 out of the 23 cases. Our additional descriptive information tells us these are far above other growing programs in terms of average program size and the number of teachers.

Figure 3 Pathways to the Growth of the Aflateen Program

Pathway 3: Traditional Growth

The third pathway to growth is characterized by an intense use of the Secretariat's services, high program fidelity, prior experience with other Aflatoun curricula, and a lack of funding. Frequency of contact with the Secretariat is irrelevant for program growth through this pathway.

Table 5 Descriptive Variables for Program Growth

	All	1	2	3	4
N	87	3	3	11	6
National Integration					
Yes	8	0	0	2	0
No	79	3	3	9	6
Types of Implementing Partners					
Teachers/facilitators	39	2	2	6	3
Small scale producers/cooperatives	2	0	1	0	1
Financial institutions	13	0	1	3	0
Companies	5	0	1	1	0
Government (ministries and agencies)	23	1	2	3	2
International NGO	16	0	0	3	2
Local NGO	36	1	1	8	2
National chapter/country office of int. NGO	18	1	0	2	2
Regional governmental organizations	0	0	0	0	0
International organization	5	0	0	1	0
Region					
Anglophone Africa	18	0	0	4	1
Asia	14	1	2	0	0
CEEIS	13	0	0	1	1
Europe	6	1	0	1	1
Francophone Africa	3	0	0	1	0
Middle East & North Africa	7	0	0	1	0
The Americas	26	1	1	3	3
Average Program Size	5,036.60	646.33	9,275.66	2,313.00	727.33
Average No. of Teachers	74.34	51.66	349.33	52.50	58.33
Student/ Teacher Ratio	67.75	12.51	26.55	44.06	12.47

The distinguishing feature of this program growth pathway relative to the other pathways is that these partners are experienced. They accomplish growth despite a lack of funding by using high levels of service and supervision from the Secretariat. Because this pathway is similar to Pathway 2 to program continuation and reflects the standard models of growing programs like Aflateen, we label this the "Traditional Growth" pathway.

This pathway describes 11 out of the 23 cases. Our additional descriptive information tells us that almost half (4/11) of its cases operate in the Anglo African region, and together display slightly below-average program sizes, numbers of teachers, and student/teacher ratios.

Pathway 4: High-Maintenance Growth
The fourth growth pathway is characterized by strong service use and contact with the Secretariat, as well as a lack of funding. Implementing Partners following this pathway are usually—though not always—inexperienced with other Aflatoun programs. Program fidelity does not explain why the Aflateen program grows in these cases.

The distinguishing features of this growth pathway relative to the other pathways are the intense use of the Secretariat's services and the need for contact with its staff. We label this the "High-Maintenance Growth" pathway, and it describes six out of the 23 successfully growing cases. Our additional descriptive information shows that half (3/6) of these cases operate in the Americas, and the collectively have below-average program sizes, numbers of teachers, and student/teacher ratios.

Implications for Expanding the Aflateen Program
As with the results for program continuation, we find important in-between group differences for the pathways to program growth. Again we find one pathway (Traditional Growth) for Implementing Partners with experience in Aflatoun programs, and again this is the only pathway that is clearly associated with high program fidelity. Likewise, we find a pathway in

which Implementing Partners rely on available funding (Funded Growth) and do not need the services provided by the Secretariat.

The remaining two pathways tend to be more suited for Implementing Partners without prior experience. Both pathways also share a substantial need for the services provided by the Secretariat, but differ in their other characteristics. The Newcomer Growth pathway is associated with very low program fidelity. In contrast, he High-Maintenance Growth pathway has no relationship to program fidelity but requires frequent contact with Secretariat staff in addition to its high service demands.

Overall, our findings translate into the following implications for facilitating program growth:

- Services and supervision play an important role in efforts to support programs toward growth.
- Adequate service provision and supervision is most crucial when Implementing Partners lack funding. Services and supervision might want to consider supporting fundraising activities.
- Less experienced Implementing Partners following the Newcomer Growth pathway have high needs for both services and supervision, but still tend to have low program fidelity. This finding raises questions regarding the quality of program implementation and the content of support.
- Growth seems to come with a potential trade-offs in quality. Services and supervision toward growth should keep an eye on maintaining implementation quality and limiting the risk of sacrifices in quality.
- The High-Maintenance Growth pathway requires a great deal of support and contact but appears to add relatively little to the growth of the Aflateen program.

3.5 Conclusion of Phase 1

Phase 1's QCA analysis demonstrates that the factors included in that evaluation are indeed relevant for the continuation and growth of Aflateen; both models show high coverage and consistency coefficients. Moreover, the variation in pathway configurations for continuation and

growth highlight the discriminatory power of our results.

In both models, we find clear differences between pathways for Implementing Partners with prior Aflatoun experience and Implementing Partners without such experience. Prior experience implementing Aflatoun programs appears even more important for program continuation than growth. The Secretariat can differentiate among Implementing Partners according to their levels of experience and a) tailor its service provision and to b) shift supervision models over time from first contact with a new Implementing Partner to later support once the Implementing Partner has gained experience.

We also provide nuanced insights into the role and relevance of funding for continuing and expanding the Aflateen program. Initially, we overestimated the relevance of sufficient funding for successful program continuation and growth. In fact, funding only matters for some of the pathways and notably appears to come at the expense of program fidelity, as strongly funded Implementing Partners are not very reliant on the Secretariat for frequent contact and services. Other pathways allow Implementing Partners to achieve growth and continuation without a great deal of funding. While funding facilitates program continuation in the Traditional Continuation pathway, it is irrelevant for program growth in the Traditional Growth pathway. Thus, is appears that those "traditional" programs that expand through assistance from the Secretariat might be able to redirect funding to other programs.

Our results also provide important insights into how the services provided by the Secretariat relate to the continuation and expansion of the Aflateen program. Intense service use and frequent exchange with the Secretariat appears to play a crucial role for program growth. The growth model also suggests that Implementing Partners differ in the extent to which they demand services. Notably, the case of the High-Maintenance Growth pathway draws attention to the question of efficient resource use in the Secretariat. Overall, our findings suggest that the services offered should differ depending on

whether it is more important for a program to continue or to grow.

Furthermore, we reveal important differences in program fidelity across pathways to growth and continuation. Prior experience with Aflatoun appears to facilitate program fidelity. However, while continuing programs adhere consistently to the original recipe of the Aflateen program, we find more diversity in program fidelity for the growth pathways. We find a trade-off among growth cases between program fidelity and growth, as opposed to the almost reinforcing impact of continuation on program fidelity. Our findings thereby indicate that Aflatoun should examine the qualitative differences in program implementation between cases that are growing and those that only continue.

Finally, our inclusion of descriptive information reveals several important differences between pathways in terms of which regions and program sizes they apply to most strongly, as well as whether their constituent cases use the national curriculum integration strategy. For program continuation, cases in the Funded Continuation and Newcomer Continuation pathways tend to be larger, while the Traditional Continuation cases are smaller in numbers of students and teachers. The Traditional Continuation pathway is the only one that applies to European cases, while African cases and those in the Americas can be found in all three pathways. Pathway 2 is most likely to be implemented by teachers/facilitators and local NGOs, while the other two pathways are more indifferent to Partner type. Finally, while the Funded Continuation pathway has one national-implementation case, those are most common in the Traditional Continuation pathway and not found in the Newcomer Continuation pathway. These tendencies can impact how the Secretariat directs and serves cases towards program continuation.

For program growth, there is less heterogeneity in program size across pathways though the Funded Growth pathway does apply to the largest cases on average. Similarly, there are no obvious trends in regional preferences for specific pathways, though African cases and those from the

Americas are again represented across different pathways. Similar to the continuation cases, the two cases that reported following a national integration strategy are in the Traditional Growth pathway. Though there are only a few important descriptive differences between the pathways' cases, they provide important directions for how the Secretariat may structure its work processes.

Comparing the pathways for program continuation and program growth yields the following general insights and implications:

- Successful program continuation frequently relies on experience implementing Aflatoun, whereas successful growth depends more strongly on service use and supervision by the Secretariat.
- Program growth can come at the expense of program fidelity. In contrast, program continuation may re-establish program fidelity even for partners without Aflatoun experience.

4. In-depth Case Studies of Pathways to Program Continuation and Growth

In Phase 1 of the evaluation, we mapped the landscape of cases implementing the Aflateen program and identified the first directions toward possible explanations for more and less successful cases. In Phase 2, we provide more detailed case analyses to illustrate the pathways identified in Phase 1. Importantly, our case selection strategy in Phase 2 builds systematically on the findings from Phase 1.

To further develop the initial models built in Phase 1, we purposefully select cases studies for Phase 2 that reveal when and why typical pathways to program growth and continuation work, and how alternative pathways to growth and continuation provide additional insights. We follow a "most similar/most different" research design (Lieberman, 2005; Seawright & Gerring, 2008). Specifically, we select cases for Phase 2 that are either "typical" and closely resemble the pathways, or "deviant" and have outcomes that contradict the models. Table 6 displays the most

typical and most deviant cases for program continuation and program growth according to our Phase 1 findings.

Typical cases closely resemble the pathways we identified to successful continuation and growth—configurations of conditions that describe the cases with those outcomes. Typical cases illustrate "best practices" for implementation that can guide future endeavors for expanding the Aflateen program. In contrast, deviant cases are successful programs whose characteristics or conditions are different from the typical cases and pathways. Note that one case can follow a pathway of a typical growth case, and can follow a deviant case of continuation (i.e. Be Better).

Table 6 Most Typical and Most Deviant Cases for Continuation and Growth

	Most typical cases	Most deviant cases
Program continuation	- ChildFund Honduras - Junior Achievement Namibia - Child Workers in Nepal Concerned Centre (CWIN) - The Private Education Development Network (PEDN)	- MelJol - Be Better - Kampuchean Action for Primary Education (KAPE) - Linking the youth of Nigeria through exchange (LYNX)
Program growth	- World Vision Brazil - Be Better - National Confederation of Cooperatives	- LEKDIS Nusantara - Institute of Islamic Education and Social Studies - Vision Solidaria - Vinnytysa Regional Public Organisation "School of equal Opportunities"

4.1 Case Selection

In Phase 2, we look into the selected cases to explore the mechanisms underlying program continuation and program growth. However, rather than a purely data-driven approach to case selection, we closely coordinated our selection with Aflatoun's country studies, which happened during Phase 2 of our evaluation (Autumn 2015 - Spring 2016). We discussed these two sets of criteria—data-driven case selection and the country studies' schedule and focus—in a workshop with Aflatoun's Program Managers and Coordinators on January 12th at the Aflatoun Secretariat in Amsterdam. Together, we selected four cases for further analysis, shown in Table 7.

We agreed on the following two case studies for program continuation. First, we chose PEDN to illustrate the Traditional Continuation pathway for reasons of data access and representation. The Traditional Continuation pathway is the most frequently applied pathway for successful program continuation. Second, as deviant case, we selected LYNX because this case highlights how Implementing Partners may deal with low program fidelity while still successfully continuing the program.

Table 7 Final Selection Criteria for In-depth Case Studies

	Case	Pathway
Program Continuation	PEDN (Uganda)	Typical Case Traditional Continuation
	LYNX (Nigeria)	Deviant Case
Program Growth	Be Better (China)	Typical Case Funded Growth
	Vynnytsia Regional Public Organization "School of Equal Opportunities" (Ukraine)	Deviant Case

For program growth, we selected the following two cases. We chose Be Better because this case illustrates the Funded Growth pathway. Be Better succeeds at expanding the program autonomously without requiring many services. This combination makes this pathway an interesting illustration of how Implementing Partners may become more autonomous and may

rely less on services provided by the Secretariat. Without linked longitudinal data, we cannot speculate on whether these cases are different from the start or change over time. As a deviant case we selected the Vynnytsia Regional Public Organization's "School of Equal Opportunities" because this case illustrates how the relationship between the Secretariat and an Implementing Partner survived the sometimes challenging stages of program growth.

4.2 Analysis

In Phase 2 of the evaluation, we focus on the pathways identified by the fsQCA analysis in Phase 1 and use a systematic "most-similar/most-different" case study design. To qualitatively understand Aflateen program's implementation process in the field, this case study design allows us to explore implementation success more in-depth and at a more granular level than Program Managers´ perceptions, which were core of the analysis in Phase 1. Specifically, we look at implementation success using the perceptions of the Implementing Partners themselves and their satisfaction and experience with the implementation process.

Our analysis and discussion of the in-depth case studies follows a three-step process. In the first step, we analyze all five explanatory conditions to see whether any of them is necessary and/or sufficient by itself for implementation success/failure in each case. This follows the context-mechanism outcome (CMO) logic of a realist approach to evaluation (Jagosh et al., 2014). This logic identifies the individual and interconnected characteristics of a case or pathway that make it different from other cases and pathways. Through this process, we identify critical supportive and challenging context conditions that Aflateen practitioners encounter during implementation.

In the second step, we use in-depth analysis to determine which interventions from the secretariat or on-site are applied to overcome these challenges. We summarize the challenges and successful coping strategies for the Secretariat and the Implementing Partners in the

"Recommendations for Practitioners" section at the end of each case.

Third, we review data to identify common themes across cases for both stages of program implementation—continuation and program growth. This cross-case analysis is grounded in the interview data. We discuss these themes in the context of all cases. We use an iterative process of data analysis and interpretation in all steps of the analysis. Such an iterative process maintains close contact and exchange between the evaluation team, interviewers, interviewees, and Program Managers.

4.3 Data

We use two data sources for the case studies in Phase 2. First, we reviewed the abundant existing Locality Studies, which are well-conducted in-depth case studies on the implementation of Aflateen in 23 focus localities. Second, we conducted interviews with Implementing Partners and Program Managers. These additional interviews complement existing archival data on a given case with two to four remotely conducted in-depth interviews of key informants. Moreover, they allow us to focus on the idiosyncratic aspects of each case. Table A3 in the Appendix provides an overview of all interviews we used for analyzing each case.

4.4 Typical and deviant Cases of Program Continuation

PEDN: A Typical Case of the Traditional Continuation Pathway

PEDN was founded in 2004 by Irene Mutumba, an Ashoka fellow and social entrepreneur whose passion is to overcome the teacher-centered, classroom-bound, and rote learning nature of Uganda's education system while improving financial literacy among the youth.

With its 3.3% annual population growth one of the highest in the world and more than half of its 32-million-person population under 15, Uganda has the youngest population in the world. Uganda's literacy rate is 68% for people aged 10

and above. The poverty level is estimated to be 31%, which is a reduction from around 66% in 1998.

The Aflatoun Secretariat has been working in partnership with PEDN since 2006 to implement the Aflatoun program in Uganda. The program has gone through several pilot phases that reached more than 15,000 youths in the past five years. After those five years of pilot-level implementation, both the Secretariat and PEDN realized that it is time to work towards consolidating the program and inviting more partners to join the initiative.

PEDN works in partnership with Ugandan multi-corporations, trusts, foundations, and financial institutions. As PEDN continues to grow, it embraces additional programs that assist in the mission of teaching children and youth finance, business, and entrepreneurial skills through activity-based learning. In addition to Aflatoun and Aflateen, PEDN offers several programs in primary, secondary, and tertiary institutions (e.g., Smart Start, Newspapers in Education, Girls Empowered to Empower, Super Savers, and Young Entrepreneurs Program). These programs are offered in the areas of financial inclusion, vocational skills, entrepreneurship, and advocacy skills. PEDN's overall objective is to integrate entrepreneurial learning and teaching in the formal and non-formal educational systems, and to nurture a new generation of young people to lead Uganda to sustainable development.

Entrepreneurship and enterprise education is a relatively new concept in Uganda and therefore presents both an opportunity and challenge for PEDN's sustainable implementation. Supported by CitiBank's Citi Foundation, PEDN uses the Aflateen Social & Financial Education program to improve the social and financial empowerment of youths in Uganda. Aflateen has been implemented in 90 secondary schools in Arua, Maracha, Kayunga, Mukono, Kampala, Wakiso, and Mukono. It has exposed more than 20,000 young people to social and financial literacy through workshops, live-in school sessions, and weekly articles in national and local newspapers.

PEDN introduced the Aflateen program in 2012 and has continued the program. Each year, around 12,250 students enroll in the program; a number that has been stable. PEDN is typical for the Traditional Continuation pathway. The Traditional Continuation pathway is characterized by a combination of previous experience with other Aflatoun curricula, a high level of service use, and high program fidelity. In these cases, experienced Implementing Partners are able to continue providing Aflateen with high levels of fidelity with extensive services requirements.

With its long-standing prior experience with Aflatoun and its high use of services, PEDN resembles a typical case of the Traditional Continuation pathway. However, PEDN also shows some deviations and additional characteristics beyond the core conditions of the Traditional pathway. Further examining the detailed situation of PEDN through interviews with PEDN staff members can help us understand how they see their program and how they established successful continuation.

Data from Phase 1 categorized PEDN as having secure funding and high program fidelity, but interviewees from PEDN disagree. To them, funding and program fidelity are not yet adequate. Two issues seem to be pivotal. First, as our informant argued "funding is always a challenge." Even though PEDN is able "to seek for grants to fund the Aflateen program as the result of the current strong interest in youth empowerment through financial inclusion" and thus "get substantial resource to run the Aflateen program from different donors and continue the program," funding remains an issue. In particular, PEDN's limited human resources for program implementation in other parts of Uganda are a continuous challenge.

Second, it is difficult to fit Aflateen into the formal Ugandan curriculum. PEDN holds positions on the advisory committee for the developers of the national financial education curriculum. It is "extremely helpful to the successful implementation of the Aflateen program that the program is currently aligned to the Financial Literacy Strategy of Uganda and supervised by the Bank of Uganda," but even so problems remain that "school programs are very tight," that instructions and manuals are perceived as "much collided/too extensive," and that Aflateen-related activities mostly are extracurricular, which "makes it hard to monitor in terms of quality and in particular comprehensiveness."

Finally, skilled teachers are a scarce resource because teachers often get promoted to other schools. Moreover, the brain drain usually flows away from rural towards urban areas. As a result, PEDN staff feel insecure about funding and struggle to fully implement Aflateen programming despite their high scores. In particular, the limited human resources to implement the program in Uganda's vast and uncovered rural areas are a continuous challenge.

In light of these challenges, close contact to and exchange with the Aflatoun secretariat is a driving force behind PEDN's successful continuation of the Aflateen program. PEDN has implemented Aflatoun since 2005/6, and started implementing Aflateen in 2012. While this experience helped the organization, staff referred to continuous support from the Aflatoun secretariat as the key factor for successfully implementing and expanding Aflateen. Trainings provided on-site were particularly helpful, such as the Aflatoun Master Training workshop. The Program Manager for the Anglophone Region expresses the same sentiment in explaining the Secretariat and PEDN's joint strategy.

> "[T]hrobugh the Aflatoun Master Training workshops, PEDN has developed the capacity to address any challenge related to program implementation. During the trainings we, the PEDN staff, were introduced to the curriculum, and facilitation skills which helped the team, to be able to redesign the curriculum as well as to manage the issue of time constraints."
>
> *PEDN Staff*
>
> "Another goal is to assist PEDN to evolve in becoming a resource center. They have a lot of knowledge, a lot of experience, a lot of resource and material. They can share these things with other organizations. They can be resource centers for other countries, so people come and provide them training, providing assistance, monitoring evaluation on several things. So, we want to make PEDN a model. That's the future plan".
>
> *Program Manager*

Similarly, PEDN staff reported that the Secretariat's support, especially Master Training Workshops, helped PEDN staff feel equipped to conduct their own training of teachers working on the ground. This way, teachers became trainers and the issue of teacher turnover was addressed efficiently. That in turn empowered PEDN to be a knowledge center for Aflatoun programs and a source for helping teachers become trainers themselves.

Another challenge to successful Aflateen implementation is the lack of incentives for students to participate. This is largely because Aflateen-related activities are usually scheduled as extracurricular activities. Hence "[T]he beneficiaries usually anticipate material gains from the program which is not the case *per se*, since they do not directly gain money from participation."

PEDN has adopted two strategies to tackle this challenge. First, further aligning Aflateen-related activities with the official school curriculum:

> "We have aligned the program session time as part of the already established school timetables such as during

debate time and club time as stipulated in the schools policy".

Second, creating incentives for students through appraisal from private partner(s):

> "Through engaging bank officials as well as having exposure visits to bank halls, the students have been able to appreciate the program much more. The organization has also encouraged the students to use part of their savings to start up enterprises generated during the session under social and financial enterprises."

PEDN staff consider overcoming these issues one opportunity for further uptake and growth of the program:

> "We have used the program success to leverage funding to other, e.g. girls-focused projects. Based on our previous success, PEDN has also been consulted on issues to do with financial inclusion for youth."

Apart from its strategy of becoming a resource and knowledge center to train teachers and make them trainers of others, PEDN staff defined another goal for its future organizational development: building organizational capacities for Monitoring and Evaluation (M&E). These, as staff argue, add another level to PEDN's success and multiplier function within the Aflatoun Network, since they enable the organization to prove its impact, access new possibly private-sector funding, and ensure continuation and growth.

> "Although combining Aflateen with other educational content might bring about challenges, there have not been any significant trade-offs between program growth and quality yet. One area to be observed in this regard might be the increase in demand for monitoring and evaluation related skills/activities by our partners and funders. Clearly, both issues are interconnected. The better we are able to monitor the growth and the quality of implementation of the program the better we can recognize and address potential trade-offs and also prove our impact."
>
> *PEDN Staff*

Despite these ambitions to grow, staff emphasize paying attention to potential quality trade-offs to ensure quality program implementation and continuation. No such trade-offs have yet been observed.

In summary, the case of PEDN resembles a typical case of the Traditional Continuation pathway. However, the interviews demonstrate that increasing experience does not always reduce service needs, nor should decreasing the service needs of experienced partners be the goal. The case of PEDN demonstrates that even experienced partners continue to benefit from close contact to and use of the services offered by the secretariat.

Key Lessons for the Aflatoun Secretariat: Even experienced partners like PEDN continue to have service needs and—more importantly—continue to benefit greatly from service use. This is demonstrated by the positive effect of the Aflatoun Master Training Class given at PEDN. Specifically, interviewed staff prioritized training on adapting the curriculum to local school contexts and help with monitoring and evaluation.

Key Lessons for Implementing Partners: Building on and extending internal organizational capacity in close collaboration with the Secretariat helps Implementing Partners not only overcome challenges to successful program implementation but also substantiates their position as multipliers in the Aflatoun Network. With this support, PEDN was able to become a knowledge center where trainers are trained and might be able to do the same in the area of monitoring and evaluation. This capacity also allows Implementing Partners to become increasingly autonomous and possibly unburden the Secretariat.

LYNX: A Deviant Case of Program Continuation

Linking the Youth of Nigeria through Exchange (LYNX) was founded in March 2004 by Rhoda Nanre Nafziger-Mayegun, an Ashoka fellow and its pioneering and incumbent Executive Director. LYNX envisions a free, just, and truly democratic Nigerian society where children and youth are full participants in their own development, the development of their communities, and the nation. To achieve this, LYNX works with a mission of fostering empowerment and socially responsible citizenship among Nigerian children and youth. As a child and youth development organization, LYNX has worked in partnership with Aflatoun International since 2005 and has since then implemented the Aflatoun Child Rights Cooperative program in different states including Kaduna, Lagos, and Ondo. LYNX also works with secondary schools and has established Aflateen clubs in Idanre and Ile-oluji/Oke-igbo in partnership with the local governments in Ondo State.

LYNX and the Aflatoun Secretariat are both part of organizations advocating for social and financial education in Nigeria's national curriculum. In 2015, these organizations partnered with the National Commission for Mass Literacy, Adult and Non-formal Education to write new national curricula for out-of-school children and for business studies in Nigerian non-formal education that includes social and financial education. LYNX and the Aflatoun Secretariat are also partnering with the Central Bank of Nigeria to work towards integrating social and financial education into national school curriculum at the basic and secondary school levels. This commenced with the Financial Literacy Experts' Workshop held in January 2016.

In the Nigerian states of Kaduna and Enugu, LYNX partners with SOS Children's Villages Nigeria and funding from the European Union to implement the Aflateen Child Rights Cooperative Program. This program aims to raise 72 Child Rights Advocates and 36 Teacher Advocates from 18 secondary schools in two states. In the same two states, LYNX is also involved in advocacy for the Child Rights Act with the target of reaching 9000 youth through club activities, school seminars, and its other enterprises.

LYNX infuses the Aflatoun core elements in its Youth Empowerment through Community Action Project. The blend of the five core elements alongside community engagement, civic

and history learning makes the project very rich and impactful, and over 50% of that curriculum was infused into another program sponsored by World Learning and implemented by LYNX. The project was aimed at out-of-school youth who attend English clubs to reduce their vulnerability to violent extremism. LYNX has introduced the social and financial enterprise element of Aflatoun into other programs it initiates for children and youth, including a new strategic program with commercial banks to implement that element across Nigeria for children and youth.

In the first phase of the evaluation, we described LYNX as a continuing program that lacks funding and program fidelity but has prior experience with implementing other Aflatoun curricula and high levels of service use and contact with the Aflatoun Secretariat. Out of all the pathways for program continuation, the closest match to LYNX is the Traditional Continuation pathway. However, unlike the core conditions of that pathway, LYNX has low program fidelity. Because of this difference, LYNX is a "deviant case" and succeeds even though it does not match any pathway. Therefore, this in-depth case study asks how continuation was achieved despite the absence of sufficient funding and without the need for service use and contact with the Secretariat.

The data used in Phase 1 was generated mainly from interviews with each case's supervising PM at the Secretariat. The Program Manager responsible for supporting LYNX, provided his view on the case and his explanation for the perceived lack of program fidelity:

> "Adaptation of the program to the local context always is a challenge. In Nigeria a stronger focus is on entrepreneurship than on employability. Hence, not all elements of the Aflateen curriculum are equally attractive and thus suitable for implementation in this context."

The challenges to fidelity perceived by the Program Manager were reflected in the statements by LYNX' director emphasizing that adapting the program to the specific Nigerian context through comprehensive implementation of all the core elements required to implement them individually in separate programs.

To resolve this issue, the Managing Director of the Implementing Partner Organization and the Program Manager can explore new options for increasing program fidelity. For example, continuing to strengthen the Implementing Partner's position in the national Financial Inclusion Workgroup might help. In this case, LYNX is already seeking to incorporate more aspects of the Aflateen program into the national curriculum and support from the Secretariat can help them make this change.

> "We have approached several financial institutions and some of them have expressed their interest in funding the program. We have also developed consultancy services for banks on creating financial literacy program to complement their financial products for children. We have also combined the concepts of Aflateen with other concepts such as working on child rights so we got a grant for child rights to implement Aflateen from the European Union. We have also worked to integrate Aflateen into our other programs such as our civic education program and our leadership camps so we have all the core elements integrated into these programs."
>
> LYNX Staff

Notably, other issues faced by the Implementing Partner are often credited to the trade-off between growth and quality of implementation. LYNX has experienced this firsthand in their efforts to integrate Aflateen into the national curriculum. Staff warns that:

> "It is difficult to maintain the same quality when you grow. For instance, in a small program, staff can directly implement program and teach the youth directly but when we scale, we train teachers to implement and do not have as much control over the program."

Here, the Implementing Partner seems to realize there are potential trade-offs between successful program continuation and program growth. In the light of the limitations to comprehensive implementation of the program, the Implementing Partner and the Program Manager

are advised to jointly develop strategies to avoid potential further trade-offs in terms of quality.

> *"The Aflatoun Secretariat has been very supportive in every way. They help us identify potential funding and also help to review proposals that we write. They link us with potential partners and always share our contact whenever they meet stakeholders from our country at international meetings. These contacts then pay more attention to us when they come back to the country. Aflatoun's direct influence got our organization to serve in the Financial Literacy Working group. We had tried for years to break through to the Central Bank of Nigeria but it was only after a direct contact between Aflatoun and CBN at a meeting in Europe that finally gave us a foot in the door. The Africa Regional Manager [Program Manager] is always available via Skype, email or phone calls to advise on any and every issue having to do with Aflatoun and Aflateen."*
> *LYNX Staff*

LYNX staff call for further development of the network aspect of Aflatoun's organization. That would increase the potential benefits of being part of a larger implementing network:

> *"I think there can be more meetings where people share their experiences and also twinning of organizations that are implementing and visits to other countries to learn about their experience in implementing the Aflateen program. I think annual meetings between partners at the regional level will encourage innovation but the focus on the program and the specific challenges partners face when implementing Aflateen in comparison to other Aflatoun programs, such as Aflatoun, should not be neglected. I also think Aflatoun Secretariat should hold competitions and contests to encourage performance and innovations in program implementation across the Partners of the network."*

In sum, LYNX is a deviant case of program continuation because the Nigerian context seems to be more receptive to certain elements of the program than others. Despite its focus on entrepreneurial education rather than employability, LYNX maintains a strong and close relationship with the Secretariat and

continues to jointly explore opportunities for successful program continuation and growth.

Key Lessons for the Aflatoun Secretariat: Implementing Partners encounter adaptation challenges as well as the balancing act between quality implementation and continuation of the program and growth. If Implementing Partners voice concerns about these potential risks, the Secretariat needs to help them balance ambitions to grow with quality implementation.

Key Lessons for Implementing Partners: Implementing Partners need to stay aware of potential trade-offs between quality and growth to ensure quality program continuation. A trusting relationship and dialogue with the Secretariat are key to facilitating awareness as well as growth and continuation. For example, LYNX may achieve further program continuation and growth by fostering synergies with Aflatoun and fully capitalizing on the resources of the Aflatoun Secretariat and its wider Network. These can help both quality implementation and program growth.

4.5 Typical and deviant Cases of Growth

Be Better: A Typical Case of the Funded Growth Pathway

Be Better, based in Shanghai, was set up in 2009 and has been growing and changing rapidly ever since. From 2011 to 2012, the team increased from eight to 35 people and seven learning centers were set up in seven Chinese provinces. Be Better has run the Aflatoun curriculum since 2009, and started implementing Aflateen in 2012. It trains teachers to run these programs within schools. Be Better's main focus is on migrant populations, which are usually people moving from other areas of China to big cities where they cannot receive state assistance. Be Better's topical focus is financial education and skills development for improved employment opportunities. Be Better China is Aflatoun's 4th-largest country program.

The staff of Be Better has grown dramatically, more than quadrupling in less than five years, with growing numbers of programs to match.

This rapidity of growth presents a challenge to quality assurance, so Be Better evaluates its impact with pre- and post-intervention assessments of behavior and by keeping track of how many activities, contact hours, and online courses its runs.

Be Better is a typical case for the Funded Growth pathway. This pathway is characterized by high funding and a low level of service use, with high program fidelity as a contributing factor. However, the specific conditions that explain Be Better's ability to grow also deviate from and go beyond the core conditions of the pathway. For example, while the Phase 1 findings described Be Better's program implementation as high-fidelity—a peripheral part of the pathway—interviewees asserted that Be Better staff strives for high fidelity but has not accomplished that goal:

> "In particular parts of the financial skills component, for example related to investment rather than savings, has not been sufficiently considered in the implementation of the Aflateen program so far."

Interviews also provided insight into why program fidelity remains lower than intended. One is that "entrepreneurial thinking," a core Aflateen component, is of lesser interest in the context of China. This hesitation towards Aflateen's investment-related components might be overcome in the future. However, some elements offered by Be Better—like its investment material—are not included in the Aflateen curriculum but added by Be Better. According to Be Better staff, general interest in financial literacy and also the entrepreneurial elements is increasing in both national and regional governments. This was identified as one of the main drivers of growth for the Aflateen program in this case.

Another non-pathway driving force behind the growth of the Aflateen program in the case of Be Better is its long-standing experience with and commitment to promoting Aflatoun programs. Be Better's experience helped the organization successfully overcome challenges that might otherwise stall successful program implementation and growth.

The language barrier is one of the main challenges to implementation and growth according to interviewed Be Better staff. One result of this is that there was no fully translated curriculum ready for dissemination and use in teacher trainings at the beginning of implementation. Thanks to the Be Better staff's experience, they were able to bridge this gap by utilizing and modifying already-translated and adapted materials from the Aflatoun program and by applying these materials to Aflateen training and teaching.

Another consequence of the language barrier pointed out by Be Better staff is a feeling of not being fully integrated into the global Aflatoun network. Be Better's staff felt like sharing knowledge and experience with the Aflatoun network was difficult, and that this sentiment was most strongly felt for teachers and students. The language barrier hinders teachers and students trying to share and make their experiences available to their Aflateen peers outside of China. That negatively impacts their motivation, since it limits their opportunities to demonstrate their results and accomplishments. Interviewees identify overcoming the language barrier as one source for future uptake and growth:

> "For this year we [Be Better] will publish our Aflateen curriculum in Chinese. This gives us much more flexibility and leeway in communicating with potential partners, fostering enthusiasm and interest for the program and thus enhancing chances for further uptake."

Be Better's growth has been a combination of our measured factors and unobservable effort on the part of staff. Be Better has the conditions of the Independent Growth pathway—higher funding, low service use, and program fidelity—as well non-pathway characteristics. Be Better has extensive prior experience with Aflatoun programs, and it feels disconnected from the rest of the Aflatoun community because of the language barrier it cannot yet overcome. This constellation of case-specific conditions and

circumstances leads us to question some of our initial assumptions.

First, we assumed that long experience with multiple Aflatoun programs would mean Be Better had plenty of access to training and service from the Secretariat. Instead, the language barrier acts as a confounding condition and affects the relationship between experience and the need for secretariat services. Be Better staff clearly highlighted their ongoing need for services, close contact, and support from the secretariat, but that support was hampered by the need for translation and Be Better's limited linguistic resources. This was particularly challenging because local and national governments are not interested in financial education:

> *"The main problem we face in China is that financial education is not so much valued by the government, in particular financial budgeting and the more hands-on elements of the curriculum. Although the teachers, parents, and the young people have realized their needs for such skills, their environment does not acknowledge. For Aflatoun the situation improved tremendously in the past years though. We hope it will be similar for Aflateen. Hence, to be able to grow, advocacy is needed as much as fund and awareness raising, and campaigning."*

To raise interest in all elements of the Aflateen curriculum, communication is key. Be Better's staff requested tailored support that matches not only their language and region, but also the Aflateen program specifically. They asked for stronger support to help them find funding opportunities beyond the Chinese donor landscape and strategies that target the Aflateen age group and content.

> *"For the future we have further ambitious growth targets. For now those are relatively fixed for until the next two years and thus we can say that funds are sufficient. Yet, in three years we will need to have raised a comparable—because growth targets will be more ambitious—even higher level of funds than we have done for this period. To be able to raise sufficient funds we need to demonstrate the impact we have with the program in China also towards international donors now."*
>
> *Director, Be Better*

Sufficient funding is clearly a driving force for program growth. However, funding is tightly linked to program development targets and cycles—once a target is reached or a cycle is completed, funding must be sought again. As a result, Be Better staff pointed out that the "sufficiency" of funds is relative to the scope of the program, its targeted growth, and project life cycles.

In sum, Be Better resembles a typical case of the Independently Funded Growth pathway. However, this in-depth case study finds that the effects of prior implementation experience and sufficient funding are more nuanced than they originally appeared. While it is appealing to assume that both would reduce service needs, Be Better shows that other factors such as the language barrier and the temporary nature of funding may reduce funding utilization even though services are still very much needed.

Key Lessons for the Aflatoun Secretariat: The Secretariat needs to be aware that the reasons for experienced and well-funded Implementing Partners to cut back on service use, may have more to do with confounding factors like language barriers than an actual decrease in service need. In these cases, the Secretariat should support Implementing Partners in fundraising for overcoming the language barrier and in capacity-building for monitoring and evaluation so they can prove their own impact to potential funding sources even if their own national government remains hesitant.

Key Lessons for Implementing Partners: Building on and extending internal organizational capacity helps alleviate challenges to program growth that originate in the national/local context. Additional program growth by overcoming the language barrier would allow Implementing Partners to fully capitalize on the resources of the Aflatoun Secretariat and wider Network.

Regional Organization's "School of Equal Opportunities": A Deviant Case of Program Growth

Vinnytsia Regional Organization's "School of Equal Opportunities" is one of Aflatoun's partner organizations in the Ukraine and implements the Aflateen, Aflatoun, and Aflatot programs. It was registered in 2004 and helps young people lobby for policies that facilitate equal opportunities for civic participation in Vinnytsia. The organization supports policies for gender equality and the social and economic empowerment of its members. It promotes innovative methods of child and youth education, and works in public schools and with children and youths with disabilities. The School of Equal Opportunities also provides legal support to young people who are victims of the sexual trade and abuse.

In 2012, the School of Equal Opportunities became an official Aflatoun partner organization and started piloting its Child Social and Financial Education program in nine public schools. The organization has three Aflatoun master trainers and conducted a series of trainings and workshops with teachers, educational authorities, and local NGOs. In the summer of 2013, it introduced the Aflatot preschool education program into local kindergartens. Currently, around 15,000 children from 30 kindergartens are Aflatot program participants. The organization played a critical role in building partnerships with the Ukraine's Ministry of Education and Science to integrate Aflatot into the preschool education system on the national level.

During Phase 1 of the evaluation, we described the case of the School of Equal Opportunities as a case that achieved growth with lesser need for

services and contact, high program fidelity, prior experience with other Aflatoun curricula, and low funding. With these characteristic conditions the case of the School of Equal Opportunities most closely corresponds to the Traditional Growth pathway. However, unlike the Traditional Growth pathway, this case displays lower levels of service needs and contact. Because of that difference, the School of Equal Opportunities is categorized as a deviant case. Therefore, the following question arises: how was growth achieved with less use of services and contact with the Secretariat and despite the absence of sufficient funding?

Before we address that question, recall that the data in the Phase 1 of the evaluation mainly came from interviews and a survey with the Program Managers. Ketevan Suleva, the Program Manager responsible for providing technical support to the School of Equal opportunities, explained her view on a lack of contact and service use by Implementing Partners as follows:

> *"We sometimes have stretches of less or no direct contact with Implementing Partners. This may be due to limited resources on behalf of the Implementing Partner Organization but also because of the limitations in support Aflatoun Secretariat can offer in terms of, for example funding. In particular in cases, in which initial uptake, continuation or growth are severely threatened by funding difficulties, this—understandably so—may sometimes result in frustration and less motivation on behalf of the Implementing Partner. They do not stay in touch with us to the same extent as before and don't use as much our services simply because they do not deliver programs due to a lack of funding."*

In the case of the School of Opportunities, both the Implementing Partner and the Program Manager had tried to raise funds for the implementation of the program. Yet, these efforts were not successful. The interviewees with School of Equal Opportunities' staff partly confirmed the Program Manager's impression that—despite great enthusiasm for the program from the Implementing Partner, participants, parents, and teachers—there was a certain level

of frustration due to challenges of sustaining funding and increasing reach through upscaling:

> "We had big plans to expand the number of youth clubs for Aflateen program, but due to the funding difficulties we could not rent the space to gather participants and offer them the education."

In addition,

> "We had few agreements with private sector do give us pro-bono space for clubs, but on temporary terms. We also tried to charge the parents. But the private sector was not interested in long term support."

This in turn seemed to have affected the School's assessment of the support it needed and expected from the Secretariat:

> "The Secretariat offered us the opportunity to conduct series of teachers' trainings. If we had any questions the Secretariat was always ready to address them. We also had some support to organize pilot projects in our city. The Secretariat helped us with organizing trainings and meetings with stakeholders."

At the same time, staff also indicated that:

> "The Secretariat could have helped us with finding resources for the Aflateen program. It could have facilitated relationship with the local private sector."

We advise the Implementing Partner and the Secretariat to look at the challenges they may be able to address despite continuous funding. The regional Program Manager's recent field visit to the Ukraine to supervise trainings and conduct the interviews for this evaluation may be a valuable step into this direction to explore future opportunities and ways of capitalizing upon each other's resources.

Despite severe funding constraints, the School of Equal Opportunities managed to carry on and even upscale the program. Staff members attribute this success despite limitations and challenges mostly to the environment of teachers, schools, students, and local school administrations, who are all very enthusiastic and supportive of the program.

> "Most important for us is that teachers themselves are very interested in being involved in the program. Based on teachers' enthusiasm the program continues in schools. Also the local educational department supports us. Without this enthusiasm and support it would not be possible for us to ensure the continuation of the program."
>
> *School of Equal Opportunities' Staff*
>
> "The program grew because we tried to inspire teachers and explain to them why Aflateen is important for young people. Teachers incorporated the program into summer schools and to other school based activities. Hence teachers' motivation and enthusiasm contributed a lot to program growth."
>
> *School of Equal Opportunities' Staff*

Statements from the staff of the School of Equal Opportunities also could inspire mechanisms for support and incentivizing teachers and students. One stated,

> "The information about Aflateen program is provided to all schools. Children hear about this program, they all know about the Aflateen website. Secretariat could help us in gathering teachers, supporting them after the training, so that teachers feel support from the international secretariat too. E.g. Secretariat could collect information from them and come up with new projects targeting specifically teachers of the program. This way, the Secretariat could also help us mobilizing resources for expansion/ scale up of Aflateen clubs. "

Given that it would be difficult for the School to establish national dissemination alone, staff wanted to be associated with an international organization with a standing like that of the Aflatoun Secretariat. They highlighted the benefits and possibilities of associating with Aflatoun, saying the collaboration could help them establish the reputation of their own program, not only for teachers but also for themselves:

> "Also by giving me a status and more rights to officially represent Aflatoun on local level. The status will give me opportunity to be the local coordinator of different movements. When I go to the meetings they ask me who am I. Now I represent a local NGO, but if I would

represent the secretariat of an international organization it would create big difference."

In sum, the School of Equal Opportunities is a deviant case of Program Growth in the sense that its key growth factor thus far is simple enthusiasm for the program. In this sense, the School has not yet experienced its full potential synergy with the Secretariat. When we look deeper, we find that the reasons for the School's lesser contact and service use are more nuanced than they originally appeared. While it is easy to assume that without sufficient funding the program will not be successful, this case shows that there is room still to further develop potential synergies based on the many so far unmined ideas, opportunities, and potential solutions to the implementation challenges faced by the School. These need to be explored and discussed in order to ensure program continuation and growth into the future.

> *"Sometimes I have a problem with finding necessary materials to conduct the lessons, such as stationary. However parents help me a lot. Even the Aflatoun doll has been made by the parents themselves. I just explained to them how to do it. Parents do it because they like the program a lot. Due to this, children accepted the program and engaged in it."*
>
> *School of Equal Opportunities' Staff*
>
> *"Thanks to this program my students developed empathy, they do more good deeds, and they spend money with more sense of responsibility."*
>
> *School of Equal Opportunities' Staff*
>
> *"The program is very unusual and positive. Children become kinder and more empathetic, what makes them more beautiful individuals. Students show more initiative, for example they organize social events for our soldiers."*
>
> *Teacher*

> *"I think that there should be mechanism for support and motivation for teachers. They don't need much. For example certificates or acknowledgment of their work by international organization such as Aflatoun at international level would mean a lot for them in the long run." And: "I think a financial literacy program for parents would be great. Parents need skills and knowledge necessary to manage their finances as well. Many times we were asked by the parents of our Aflateen students if there is a comparable program for adults."*
>
> *School of Equal Opportunities' Staff*

Key Lessons for the Aflatoun Secretariat: The Secretariat needs to pay attention to Implementing Partners who encounter adaptation - as well as funding challenges and who need to balance quality implementation with growth of the program. In particular, Implementing Partners may propose several ideas like paying more attention to teachers' motivation and recognition through certification, receiving special status by becoming an Aflatoun advocate, or serving as the Secretariat's representative on the local level with high profile stakeholders and potential funders. The Secretariat needs to explore these ideas together with Implementing Partners to provide support despite its limitations in providing the direct funding necessary for scale-up and continuation.

Key Lessons for Implementing Partners: The key lesson from the experience of the School of Equal Opportunities is that building on and further exploring their own resources helps Implementing Partners work with the Secretariat to alleviate local or national growth challenges. Resources can be simple-seeming things like teachers', students', or parents' enthusiasm for the program. The School of Equal Opportunities can achieve further program growth by fostering synergies and exploring options like recognition as a program ambassador that enable it to fully capitalize on the resources of the Aflatoun Secretariat and wider network.

4.6 Conclusions of Phase 2

Phase 2 provided more nuanced insights into the specific mechanisms underlying very typical and very non-typical (deviant) cases to program growth and continuation. Our case selection strategy in Phase 2 builds systematically on the findings from Phase 1. We follow a "most similar/most different" research design to explore ideal types and the most contradictory models. There are also a few ongoing focus studies undertaken by the Secretariat and local researchers, so we agreed with the Secretariat's research staff that we would analyze the following program implementation cases to embed and align our data collection efforts with ongoing studies: PEDN (Uganda) as a typical case of the Traditional Continuation pathway; LYNX (Nigeria) as a deviant case for program continuation; Be Better (China) as a typical Case of the Funded Growth Pathway; and the School of Equal Opportunities (Ukraine) as a deviant case of program growth.

These carefully selected in-depth case studies are based on interviews with local implementing partners and teachers. They explore the mechanisms of successful program growth and continuation in a way that goes beyond describing pathways as we did in Phase 1. For example, the case studies show how a lack of funding affects program continuation and how Implementing Partners cope with this. They also highlight the importance of partners' experience with Aflatoun, and reveal the challenges Implementing Partners have with raising support from their broader communities.

Our Phase 2 findings identify the key challenges Implementing Partners face, and the implication is a range of support possibilities the Secretariat can use to help. However, our findings also identify limitations to the range of the Secretariat's influence. For example, local preference for certain components of the Aflateen curriculum over others, like preferring entrepreneurship over employability, can influence how attractive certain elements of the Aflateen curriculum are in a given context and the Secretariat may or may not be able to change this.

We summarize the implications from our findings in the following subsections. First, we provide recommendations to the Secretariat for how to facilitate program growth and continuation directly. Second, we translate our recommendations into implications for restructuring the Secretariat, developing a focused service portfolio, and conducting regular monitoring and evaluation by establishing an efficient IT infrastructure.

5. Findings and Implications

5.1 Facilitating Program Continuation

Increase support at the start and during scaling of the program
Implementing Partners may become frustrated when facing difficulties during Aflateen program initiation as they realize their own limits and the limits of the Aflatoun Secretariat's support. In the words of one of the Director of LYNX:

> *"I think the Aflatoun Secretariat needs to provide more capacity building for starting and scaling programs. There are program disruptions when an organization plans to scale but cannot get the resources. So the Secretariat needs to give more tailored support to partner organizations to assist them in reaching a certain scale." (LYNX Director)*

Provide access to the Aflatoun network's resources
Even experienced partners might need initial support to start a new program like Aflateen, especially when linguistic barriers prevent them from accessing and benefitting from the synergies and resources in the broader Aflatoun Network. In these cases, access barriers need to be overcome before partners can actually start fully participating in the exchange and resources offered by the network.

Create incentives to convert initial enthusiasm into lasting support
Successful continuation depends on converting Implementing Partners' initial enthusiasm into lasting support for the Aflateen program. Implementing Partners need mechanisms that help them create incentives for long-term support

from many stakeholders. Some actions Aflatoun may consider:

- Empower the Implementing Partner to represent Aflatoun and its mission in its home context by asking local staff to serve as official Aflatoun representatives and by turning the Implementing Partner into a knowledge center for financial literacy and life skills education in its entire region.
- Provide train-the-trainer programs for teachers so that teachers become program ambassadors in new schools and have a lasting incentive to keep teaching Aflateen even after changing schools.
- Support program continuation, for example by encouraging school administrators to align content and timing of regular schooling with that of the Aflateen curriculum
- Create opportunities for students to receive feedback from potential employers (e.g., banks, companies, etc)

Tackle challenges to program adaptation and fidelity
The balance between Aflateen program adaptation and fidelity is most crucial to program success. Aflatoun can increase advocacy and communication, and help Implementing Partners to slowly introduce core Aflateen components into the curriculum, e.g. through teacher training. When an Implementing Partner needs to start introducing Aflateen with only a few core components, Aflatoun can support them in adding the rest of the components that might be more difficult in the local context.

5.2 Facilitating Program Growth

Build capacity at the organizational level
A common theme across all interviews was the need for support and services related to organizational-level capacity-building. Implementing Partners want to become more autonomous and capable of tackling the challenges that come with scaling the program. Specific strategies include:

- Help Implementing Partners build their own service portfolios by becoming knowledge centers and by expanding the program to rural areas beyond their original reach. This requires Implementing Partners to develop

network-like structures (e.g., for providing in-house training), as in the cases of PEDN and Be Better but also reflected in the comparison of growth processes as described by the cases of Vision Solidaria and SNAES (see Section C of this document). Incentivizing lasting support from Implementing Partners, teachers, and students may facilitate this development.

- Develop Implementing Partners' internal monitoring and evaluation (M&E) capacity. The Secretariat helps Implementing Partners to build in-house M&E systems to enable them to ensure program quality and to demonstrate their own impact and support. When Implementing Partners can demonstrate proof of concept in their own contexts, they can bring in more support, resources, and partners. Consequently, the need for capacity building in areas that enable Implementing Partners to actively engage in evidence based advocacy and fund raising, was named by all interviewees in the selected growth cases, by PEDN's and Be Better's staff but also by the Implementing Partners interviewed for the case comparison of Vision Solidaria and SNAES (see Section C of this document).

Support advocacy strategies for growth
Implementing Partners request services that help them build a strategy of advocacy and spreading the Aflateen program, enabling them to grow and benefit from being linked to an international organization such as Aflatoun and Aflatoun's network. Specific support and services may include

- Use the Aflatoun Secretariat to open doors. The association with the Secretariat gives Implementing Partners a stronger voice in advocacy-related negotiations.
- Use the Aflatoun Network as a source of evidence-based advocacy. Success stories from the Aflatoun network legitimize Implementing Partners' own advocacy work, especially when advocating at the highest levels for national integration.

Provide program-focused support
The Secretariat may foster growth through advocacy strategies based on and focusing on each individual program and its own political and funding opportunities. These strategies should

also consider funding opportunities beyond the national donor landscape.

5.3 Reorganizing the Secretariat from a regional towards a functional structure

Our report most strikingly reveals significantly different pathways to expanding and continuing the Aflateen program. None of these pathways show any regional specificity. Implementing Partners relate to a pathway because of their experience with Aflatoun and their particular challenges, not their locations. Currently, the Secretariat and especially the section which includes the Program Managers adopt a regional structure, with each responsible for a specific region (e.g., Africa, Asia, The Americas).

Due to language requirements, this regional structure is to a certain extent unavoidable because the intimate relationship between Program Managers and responsible persons at the Implementing Partner organization require a common language for communication. Moreover, regional preferences and adaptation challenges may require sensitivity towards specific issues. Yet, taken together, our finding of distinct pathways to growth and continuation that exist beyond any regional boundaries, suggest that the current organization of the Aflatoun secretariat is ill equipped to efficiently deal with the different needs and demands of the Implementing Partners around the world. Specifically, the current organization does not allow Program Managers to focus on one particular challenge or type of Implementing Partner.

To make better use of the Secretariat's resources, we thus recommend a reorganization away from the current regional structure towards a functional structure in which the Program Managers focus on pathways rather than regions. A "purely" functional structure would be difficult to implement because Program Managers need to speak the same language as their contact people at each Implementing Partner. Hypothetically, if Aflatoun were to compromise and retain its current size (and number of Program Managers), the retraining of Program Managers to focus on pathways rather than regions would require them

to fluently speak many more languages. This, of course, is hardly feasible. Likewise, the ideal "purely" function-based structure with functional teams whose members had different language skills would require hiring a large number of additional Program Managers. Both options are hardly feasible at this moment. Thus we propose the following two approaches:

Develop Profiles and Manuals
The first strategy is to develop a profiling tool for all Program Managers that will allow them to allocate each Implementing Partner to one of the pathways. Additionally, this approach requires manuals defining and summarizing each pathway, as well as training Program Managers in the specificities of each pathway. The main advantage of this strategy is that Program Managers will be able to focus their attention on only those characteristics of a pathway that are important for effetely supporting Implementing Partner in continuing or expanding Aflateen.

One important potential drawback of this strategy is that profiles and manuals may have little central function in the daily operations of the Program Managers, thus increasing the risk that profiles and manuals may turn into empty documents.

Implementing a Matrix Structure
The second approach is to implement a matrix structure with two overlapping layers. The primary layer would be the existing regional structure in which each Program Manager assumes responsibility for a certain region depending on his/her language skills. The second layer would be to assign a Program Manager to each pathway. We see three advantages of this matrix structure that combines regional and functional foci. First, this structure allows Aflatoun to focus on pathways without significant changes to the Program Mangers unit. Second, this structure helps Aflatoun develop capabilities with supervising pathways rather than regional clusters of Implementing Partners. In addition, this structure provides clear mandates for Secretariat staff to support Implementing Partners. For example, fundraising managers at the Secretariat can focus on supervising the

Funded Continuation and Funded Growth models and help teach "best" fundraising practices to underfunded Implementing Partners.

The reorganization of the Secretariat to a matrix or (ultimately) functional structure also requires additional monitoring and evaluation capacities. The section of a regional structure will hardly change, yet, because successful pathways to growth and continuation may change over time, the functional structure will require regular updating. Thus, for the matrix structure to operate efficiently, the Secretariat should update the pathways and Implementing Partner profiles on a regular (bi- or triennial) basis. We provide more specific recommendations for systematic monitoring below.

Both of our recommendations—developing profiles with corresponding manuals and implementing a matrix structure—rely on a robust and precise approach to profiling Implementing Partners. Yet, throughout the evaluation, we have collected evidence for differences in how Program Managers and Implementing Partners perceive their own situation, each other, and the pathways. In particular, when we validated the pathways during the semi-structured interviews in Phase 2 and during the workshop with the Program Managers at the Secretariat in Amsterdam, these discrepancies surfaced.

The perception differences between Program Managers' and our classification of cases into pathways provides valuable insights for profiling. Specifically, these differences reveal how Program Managers and Implementing Partners use different reference points when responding to the same question. For example, Program Managers might compare individual programs across their own portfolio of programs, but— depending on the structure of each Program Manager's portfolio—such a comparison may lead to different conclusions. Instead, Implementing Partners may compare Aflateen with other local curricula (e.g., the national curriculum), other Aflatoun programs, or their own programs. Again, that frame of reference can heavily influence their survey or interview responses. Another possibility is that different people may hold different views on the program and its implementation even within one Implementing Partner organization. Considering the fact that, in most cases, Implementing Partners work in collaboration with local implementing networks that include a broad range of different actors and groups, we need to account for diversity in opinions on the successful implementation of the Aflateen program.

Thus, when developing reliable profiling systems, the Secretariat needs to pay particular attention to calibrating and validating input measures and questionnaire items. Possible approaches for developing reliable measure are measures for common-method biases across program managers and implementing partners, or the use of 360-degree feedback on individual programs.

5.4 Developing a Focused Service Portfolio

Our findings highlight the Implementing Partners' demand for the Secretariat to further tailor its services to the needs of the Implementing Partners. As we have shown, some Implementing Partners have high demand for services and others seem to operate successfully without much service. Also, our insights from the case studies suggest that while some service requests easily translate into growth or continuation (and are thus used efficiently), others may merely cost resources but do not generate any considerable outcome.

The Secretariat has already taken important steps towards better understanding Implementing Partners' service needs. In 2014, the Secretariat conducted a survey of Implementing Partners. The survey identified differences between demand and need. However, it did not match service demands to the pathways Implementing Partners might follow to achieving their goals. Our results provide clear insight into the significant differences in service demand across both Implementing Partners and—perhaps more usefully—the pathways to success. The results provide concrete directions for how the

Secretariat can develop a more focused service portfolio based on the pathways. Such a typology can be used to match Program Managers with the actual cases they supervise, which we tested during the Phase 1 findings workshop. The typology can also help identify what an Implementing Partner's service needs might be and how a Program Manager can go about strategically engaging with the case at hand.

The lessons from Phase 2 of the evaluation challenge some of the key assumptions that would allow a typology to be a standalone blueprint of service provision. For example, one of the key hypotheses was that the need for services should decrease as experience increases. The interviews challenged this and other hypotheses, for example by finding that even experienced partners continue to need services. Because we find that experienced Implementing Partners are almost the only ones able to ensure program fidelity, our results suggest that the implementation of all five core elements either requires time or strong support to new Implementing Partners from the Secretariat. A focused service portfolio may take into account these differences and may contain stage-specific levers to facilitate program growth and continuation.

Further, Implementing Partners might also be hindered by more fundamental issues such as missing resources, un-translated material, or process-related outcomes like (temporary) frustration and lack of engagement with the Secretariat. In this respect, our findings demonstrate the need for Program Managers to closely monitor each case and not take an expressed lack of service needs and/or engagement with the Secretariat as a lack of need for support. Continuous monitoring and evaluation of services and support needs are essential for successful program continuation and growth.

5.5 Monitoring and Evaluation through Establishing an Efficient IT Infrastructure

During the past ten years, the Aflatoun Secretariat has collected a great deal of information on the programs its supports and the Implementing Partners that run these programs. For example, the Secretariat annually administers surveys on status of programs and the service needs of the Implementing Partners (e.g., Secretariat Assessment, the Outreach Survey). In addition, through in-depth case studies often using field research methods, the Secretariat provides detailed insights into individual programs. In general this data allow a detailed evaluation of the program and the service needs of Implementing Partners for individual years. However, because there are not unique identifiers for program partners, the data structure does not allow the Secretariat to link the data and conduct systematic or long-term evaluations. Improving the connectivity of single data sets to the others would enable and simplify detailed and long-term evaluation and monitoring. It is beyond the scope of our evaluation to detail an appropriate IT infrastructure for structured monitoring and evaluation purposes. However, based on our findings, we provide the following three recommendations for such an IT infrastructure.

Link annual surveys for long-term evaluations
Many survey data sets are available only for single survey years and different surveys are not linked. Such a data structure impedes long-term and holistic evaluations of single programs and Implementing Partners. To facilitate such evaluations, data from a single survey should be linked to all related topics longitudinally, and data from different surveys (e.g., Outreach survey and the Secretariat Assessment) should be linked cross-sectionally. An important prerequisite for linking data are identifiers that uniquely identify observations in single data sets and allow linking across different data sets. Currently, there are multiple different identifiers for single programs, organizations (Implementing Partners), representatives of Implementing Partners, and Program Managers. Standardized and preferably numeric identifiers allow evaluators to link relevant data quickly.

Improve data management

To address all data-related issues, the new organizational structure may contain data management as an additional function. The data manager should introduce and maintain standards with respect to collection, preparation, and analysis of data. In addition the data manager may assist the secretariat in finding a software solution to avoid different data formats. Currently the data is available in different formats that impede a quick analysis. Using a statistical software such as R, SAS, SPSS, or STATA would facilitate data management and data export to internal and external evaluators.

Regularly evaluate items included in annual surveys

The information the Secretariat needs to effectively promote Aflateen (and in fact all other programs) and meet Implementing Partners' demands for assistance and service will change over time. Therefore, the Secretariat should keep data and survey management flexible, especially on the questions it covers in its regular surveys. We recommend regular reflections on the items included in the annual surveys. Importantly, these reflections should not only consider adding additional items but especially need to carefully consider the potential impact of dropping certain items from surveys. Stable indicators are essential for monitoring and evaluation purposes and any changes to these indicators may complicate follow-up evaluations in longitudinal studies.

5.6 Conclusion

The Aflateen program may be new, but it is expanding fast with plans to go faster. In its efforts "to inspire socially- and economically-empowered young people to lead responsible lives and be agents of change," the Secretariat has set ambitious goals for Aflateen and its Implementing Partners are enthusiastically up for the challenge. We evaluated how the Secretariat can improve itself, its services, and its partners to expand Aflateen by identifying quantitative pathways to growth and continuation and by exploring their mechanisms in-depth using case studies that match and defy the pathways. We find strategies that can help the Secretariat encourage continuation and growth, as well as

recommendations for how the Secretariat can improve its own processes for supporting Aflateen.

Our recommendations for the Secretariat are to reorganize towards a functional structure, tailor services to the needs of Implementing Partners, and develop an IT and data management infrastructure. These recommendations are a departure from the Secretariat's current approaches, but they do not require it to stop everything it is doing and start again. With these changes, or even steps that move the Secretariat closer to these goals, the Secretariat can improve its efficiency, service provision to Implementing Partners, and its ability to demonstrate and improve its impact and that of its partners. These strategies should create the maximum benefit for relatively little difficulty, and help move Aflateen towards its lofty but valuable goals.

Appendix

Table A1 Interviews Conducted for Phase 1 of the Evaluation

Interviewee' Function	Description	Date	Duration
Senior Research and Education Manager, Aflatoun Secretariat	Introductory interviews during the first visit to the Aflatoun Secretariat	06/27/2015	Approx. 3 hours
Lead Evaluator, Aflateen Program Evaluation: Pilot Phase	Interview in preparation for the evaluation and the Program Manager survey	07/09/2015	Approx. 1 hour
Program Manager: Francophone Africa	Interview in preparation of the PM Survey	08/13/2015	Approx. 1 hour
Program Manager: Lusophone Countries	Interview in preparation of the PM Survey	08/13/2015	Approx. 1 hour
Program Manager: CEECIS	Interview in preparation of the PM Survey	08/13/2015	Approx. 1 hour
Program Manager: Middle East & North Africa	Interview in preparation of the PM Survey	08/13/2015	Approx. 1 hour
Program Manager: Asia	Interview in preparation of the PM Survey	08/13/2015	Approx. 1 hour
Program Manager: Anglophone Africa	Interview in preparation of the PM Survey	08/13/2015	Approx. 1 hour
Program Manager: The Americas	Interview in preparation of the PM Survey	08/13/2015	Approx. 1 hour
(Former) Program Manager: Asia	Interview as supplement to the PM Survey completed by the current Program Manager, Asia. .	10/15/2015	Approx. 1 hour

Table A2 Overview of Conditions in fsQCA analysis of Phase 1

Variable	Type	Measurement	Calibration
Program continuation	Outcome		1.0 = ongoing (3 years) 0.8 = ongoing (2 years) 0.5 = ongoing (1 year) 0.2 = aborted (2 years) 0.0 = aborted (1 year)
Program growth	Outcome	Calibrate: 3 year program + pilot = CAGR 2 year program = CAGR Take percentiles 0.9; 0.5; 0.1 to calibrate	1.0 = 90th percentile 0.5 = 50th percentile 0.0 = 10th percentile Calibrate separately: 1 year program = 0.5 (calibration point)
Service Intensity	Explanatory	Through the Program Manager Survey the use of seven different services (e.g., advocacy, fundraising support, monitoring/ evaluation). These intensity of services used was indicated on a three-degree sale (low to high level of use).	Scale: min 7 - max 21 1.0 = 90th percentile 0.5 = 50th percentile 0.0 = 10th percentile
Frequency of Contact	Explanatory	Active ownership was measured via one item in the PM Survey, asking about the overall use of services/required [requested] supervision per project on a three-level scale (from low to high level of service use/supervision). We take this an indicator for active ownership, the engagement of the local Implementing Partner.	1.0 = High contact intensity 0.5 = Average contact intensity 0.0 = Low contact intensity
Prior Aflatoun experience	Explanatory	Prior Aflatoun implementation experience was measured via one item from the Outreach Survey (2010-2014), asking all Implementing Partners if they had implemented other Aflatoun programs before.	1 = Yes (if partner used other Aflatoun program) 0 = No (if partner only runs Aflateen)
Fidelity of Program implementation	Explanatory	Indicates the number of core elements adopted by Implementing Partner (variable = elements; based on last year available)	1.0 = 4 core elements adopted 0.8 = 3 core elements adopted 0.5 = no answer 0.4 = 2 core elements adopted 0.2 = 1 core element adopted 0.0 = 0 core element adopted
Funding Availability	Explanatory	Funding Availability was measured via one item from the PM Survey, asking if sufficient funding is acquired (binary, yes/no) for each phase (uptake, continuation, and upscale) and case of implementation.	1.0 = 3 * sufficient funding 0.7 = 2* sufficient funding 0.3 = 1 * sufficient funding 0.0 = 0 * sufficient funding
Types of Implementing Partners	Descriptive	Via one item in the PM Survey, all Program Managers were asked to indicate (binary, yes/no) if the Implementing Partner(s) in each case belong to one of the following groups: teachers/facilitators, local NGO, international NGO, government	n/a

		(ministries and agencies), international organization, national chapter/country office of int. NGO, small scale producers/cooperatives, companies, financial institutions, and/or regional governmental organizations.	
Region	Descriptive	Seven binary categories measuring the following regions: Asia, Europe, etc.	n/a
Average Program Size	Descriptive	Average number of students enrolled in program across years	n/a
Average No. of Teachers	Descriptive	Average number of teachers enrolled in program across years	n/a
Student/ Teacher Ration	Descriptive	Average number of students per teacher	n/a

Table A3 Interviews Conducted for Phase 2 of the Evaluation

Interviewee's Function	Description	Date	Duration
Director and Assistant, Be Better	Semi-structured interview	02/20/2016	Approx. 1 hour
Director, Linking the youth of Nigeria through exchange (LYNX)	Semi-structured interview	03/04/2016	Approx. 1 hour
President, Vinnytsia Regional Public Organisation "School of equal Opportunities"	Semi-structured interview	03/18/2016	Approx. 1 hour
Mastertrainer , Vinnytsia Regional Public Organisation "School of equal Opportunities	Semi-structured interview	03/18/2016	Approx. 1 hour
School teacher, Vinnytsia Regional Public Organisation "School of equal Opportunities	Semi-structured interview	03/18/2016	Approx. 1 hour
Executive Director, The Private Education Development Network (PEDN)	Semi-structured interview	03/16/2016	Approx. 1 hour
Program Manager: Francophone Africa	Semi-structured interview	01/12/2015	Approx. 1 hour
Program Manager: Lusophone Countries	Semi-structured interview	01/12/2015	Approx. 1 hour
Program Manager: CEECIS	Semi-structured interview	01/12/2015	Approx. 1 hour
Program Manager: Anglophone Africa	Semi-structured interview	01/12/2015	Approx. 1 hour
Program Manager: The Americas	Semi-structured interview	01/12/2015	Approx. 1 hour

* Interviews conducted by the Program Manager: CEECIS.

References

Caves, K, Meuer, J, & Rupietta, C. (2015). 'Advancing Educational Leadership Research Using Qualitative Comparative Analysis (QCA)', in AJ Browers, AR Shoho, & BG Barnett (eds), *Challenges and Opportunities of Educational Leadership Research and Practice*, Charlotte, NC: Information Age Publishing.

Fiss, P. (2011). 'Building better causal theories: A fuzzy set approach to typologies in organizational research', *Academy of Management Journal*, 54: 2, 393-420.

Greckhamer, T, Misangyi, VF, Elms, H, & Lacey, R. (2008). 'Using Qualitative Comparative Analysis in Strategic Management Research: An Examination of Combinations of Industry, Corporate, and Business-Unit Effects', *Organizational Research Methods*, 11: 4, 695-726.

Ivankova, NV, Creswell, JW, & Stick, SL. (2006). 'Using mixed-methods sequential explanatory design: From theory to practice', *Field Methods*, 18: 1, 3-20.

Jagosh, J, Pluye, P, Wong, G, Cargo, M, Salsberg, J, Bush, PL, et al. (2014). 'Critical reflections on realist review: insights from customizing the methodology to the needs of participatory research assessment', *Research synthesis methods*, 5: 2, 131-141.

Lieberman, ES. (2005). 'Nested analysis as a mixed-method strategy for comparative research', *American Political Science Review*, 99: 03, 435-452.

Meuer, J, & Rupietta, C. (forthcoming). 'Integrating QCA and Statistical Analysis: A Review ', *Quality & Quantity*.

Meuer, J, Rupietta, C, & Backes-Gellner, U. (2015). 'Layers of co-existing innovation systems', *Research Policy*, 44: 4, 888-910.

Misangyi, V, & Acharya, A. (2014). 'Substitutes or Complements? A Configurational Examination of Corporate Governance Mechanisms', *Academy of Management Journal*, 57: 6, 1681-1705.

Ragin, C. (2008a). 'Measurement versus calibration: A set-theoretic approach', in JM Box-Steffensmeier, HE Brady, & D Collier (eds), *The Oxford handbook of political methodology*, Oxford: Oxford University Press.

Ragin, C. (2008b). *Redesigning social inquiry*, Chicago: University of Chicago Press.

Ramirez, R, Kora, G, & Shephard, D. (2015). *Utilization Focused Developmental Evaluation: Learning Through Practice*.

Riley, BL, Taylor, SM, & Elliott, SJ. (2003). 'Organizational capacity and implementation change: a comparative case study of heart health promotion in Ontario public health agencies', *Health Education Research*, 18: 6, 754-769.

Schneider, C, & Wagemann, C. (2013). *Set-Theoretic Methods for the Social Sciences: A Guide to Qualitative Comparative Analysis*, Cambridge, UK: Cambridge University Press.

Schulze-Bentrop, C. (2013). *Qualitative Comparative Analysis (QCA) and Configurational Thinking in Management Studies*, Frankfurt: Peter Lang.

Seawright, J, & Gerring, J. (2008). 'Case selection techniques in case study research a menu of qualitative and quantitative options', *Political Research Quarterly*, 61: 2, 294-308.

Wandersman, A, Duffy, J, Flaspohler, P, Noonan, R, Lubell, K, Stillman, L, et al. (2008). 'Bridging the Gap Between Prevention Research and Practice: The Interactive Systems Framework for Dissemination and Implementation', *American Journal of Community Psychology*, 41: 3-4, 171-181.

B. Country studies: Summaries from Egypt, India, the Gambia and Cameroon

Research Consultants and Authors of the Reports[1]:

Egypt:
Wafeya El-Shinnawy, M.A., wafeya@gmail.com

India:
Kishore Darak, kishore_darak@yahoo.com - with support from Meljol, India

The Gambia:
Andrew Magunda, andrewmagunda@gmail.com

Cameroon:
Protais Bidzogo Onguene, Emeran Tsanga Guy, Flora Noumi Nzouawa and Joseph Bomda, intellmsasso@gmail.com

---

[1] Included in this document are summaries of the studies. Full reports will be available on www.aflatoun.org/evaluation. The summaries are written by the Research Department of Aflatoun International with agreement from the Country Study Authors.

Aflateen: Experiences from Rural Egypt

Background

In Egypt, 9.2 million young people live in poverty (2012/13) and an additional 7.5 million are vulnerable to poverty (2012/13)[2]. Given the fact that children and youth constitute 31% and 25% (2014)[3] of Egypt's population respectively, this calls for the importance of empowering this wide and important segment of society to make positive changes in their lives, which will lead them to breaking the cycle of poverty they live in. Accordingly, Social and Financial Education (SFE) can play a key role in achieving this through empowering them with the knowledge, skills, attitudes and experiences that will eventually allow them to make smart and effective financial decisions. This is expected to reduce their financial vulnerability.

Several programs led by national financial institutions, international organizations and the private sector in Egypt are currently addressing financial literacy for young people. Fewer programs are tackling this issue by combining financial education with entrepreneurial and social skills. The Aflateen program, implemented by Plan International Egypt, in partnership with Aflatoun International, therefore combines these topics in a holistic manner, to sustainably empower young people in Egypt.

Participants in the program

The target group for this study are participants in the Aflateen program in Qalubeya governorate. They live in four different villages: Ramada, Nay, Kom Ashfin, and Minyet Shebin. The Aflateen program targets 40 youth groups, with an average of 25-30 youth per group (60% girls). A total of 821 youth (391 boys and 430 girls) participate in the program. In these villages, the Aflatoun groups (i.e. for primary school aged children) started already in 2011; the first Aflateen groups started in September 2015. The programs are implemented through local CDAs (Community Development Association; 1 CDA per village). Aflateen groups comprise in-school and out-of-school youth.

Research Objectives

This study aims to understand:

- The outcomes of Aflateen in youth in rural Egypt regarding social and financial topics;
- What the potential challenges or benefits of children are who transition from the Aflatoun program for primary school aged children, to Aflateen for youth.

Research Methods

Qualitative methods were used to collect data:

- Desk Review
- Focus Group Discussions (FGDs) with male and female youth participants in Aflateen and facilitators of programs.
- In-Depth Interviews (IDIs) with CDA management teams and lead facilitators participating in the Aflateen program.
- Youth Stories
- Observation during a simulation workshop, with Aflateen youth and control group
- In addition, a strategy workshop with project team from Plan Egypt and the

---

[2] CAPMAS and UNICEF, "Child Poverty in Egypt". 2015. Accessed on 7 February, 2016 at http://www.msrintranet.capmas.gov.eg/pdf/poor15%20_e.pdf

[3] Central Bank of Egypt, accessed on February 7, 2016 at http://www.slideshare.net/ChildFinance/financial-inclusion-mona-el-baradei-united-nations-23-may-2014

Egyptian Foundation for the Advancement of Childhood Conditions was organized to get their insights on the effectiveness and ways forward on the program.

Key Results

- The added value of the Aflateen program for youth is reflected in positive social skills development, change in money management skills, and behavioural and attitudinal change. Youth acquire a number of core social skills through Aflateen that make them distinct from other youth in the community, including improved self-confidence, self-expression and problem-solving skills. They have become active agents of change in their communities, and have acquired an increased knowledge about their rights and duties. They also develop money management skills by becoming more engaged in group savings, organized in the communities by Plan International, and developing more responsible spending habits.

- Although the Aflateen program in Egypt does not have an explicit focus on attitudinal change, this is a clear, indirect effect from SFE, as female and male youth become more responsible, modest, cooperative, disciplined, and more respectful towards adults. Their changed perception on gender roles and relations is considered a key added value of the program for both sexes.

- Boys and girls respond to the program in similar ways, although there are important differences as well. Key differences include a more obvious impact on girls' increased self-confidence and self-expression. Due to the conservative nature of their communities, their self-confidence was much lower than boys' at the beginning of the program.

- Attitudinal and behavioural change is experienced by both girls and boys, but in different ways. Boys mainly develop less aggressive attitudes, as a large proportion of the boys were previously considered trouble-makers (e.g. bullying, fighting, and using bad language).

- On the financial side, both girls and boys develop improved savings habits and more rational spending patterns. Overall, girls tend to save more than boys, due to a different lifestyle in which they have less opportunities to spend money.

- The transition from Aflatoun to Aflateen provides an added value for youth up to a point where both former Aflatoun youth and those who joined Aflateen directly become equally skilled and knowledgeable. Youth believe that Aflatoun forms the basis of Aflateen through developing basic knowledge. They are able to take this knowledge to a next level, with a more practical nature, in the Aflateen program.

- Parents of former Aflatoun youth became more aware of the importance of SFE, which is reflected in more flexibility to enroll their children in Aflateen. They encourage their children more to engage in saving and sustain them than parents whose children who never joined the Aflatoun program.

Lessons learned

- The Aflateen program effectiveness was visibly reflected in the unique social and financial skills acquired by youth participants, which gave them an added value over the youth who did not participate. Youth developed core leadership skills that made them more self-confident and better able to express themselves and claim their rights, in addition to developing them as active citizens for change in their communities and improving their overall attitudes. The effect of Aflateen will be long-lasting if youth are monitored by the program staff, and when their competencies and experience are built upon through other programs. The change young people experience in terms of skills development is seen to have a spill-over effect on their communities, making them role models for other children and youth in their villages.

- Youth face several challenges in joining the Aflateen program. The main challenges

include resistance from parents to enroll their girls for the fear of over-exposure to more liberal mentalities and attitudes, given their conservative culture. Parents are also worried their children will waste study time when joining the program, or that their children may drop out of school due to clashing session timings.

- Another challenge that facilitators face is forming Aflateen groups, due to low interest of youth in learning something new in a class context. Those challenges were mitigated by facilitators to the highest degree possible. However, some challenges still exist.

Recommendations for the future

- Aflatoun international to support CDAs in developing effective mechanisms to attract more youth to join the program and sustain existing youth groups.
- The Aflateen curriculum to tackle some psychosocial aspects[4] of adolescence to increase its effectiveness and relevance to the target group, in addition to including the sexual education part, which is already part of the Aflateen curriculum, but is currently not provided in Egypt.
- The financial component in Aflateen should be modified in cooperation with Aflatoun International to become more relevant to the context in which the program operates, in terms of the actual economic conditions of the target villages and the resources available to them.
- Aflatoun International is recommended to suggest mechanisms to ensure long-term impact, and sustainability of Aflatoun and Aflateen impact for children and youth, given the limited resources of CDAs.
- It is suggested by Plan and EFACC teams to strengthen complementarity of both programs by teaching specific competencies in Aflatoun, and building upon them in a more mature and age-

appropriate manner, and also adding more competencies, in Aflateen.

- Plan Egypt is recommended to utilize the Aflateen Digital platform as a virtual experience exchange mechanism between Aflateen youth participants in Egypt and other youth participants worldwide. It will enable them to share lessons learnt and to increase their exposure and confidence.
- Include a talent development program to discover and nurture the various potential talents of young people.
- More activities to be added to the curriculum, some activities to be more relevant to the current context.
- Finally, it is strongly recommended to develop alternative activities for youth with disabilities.

---

[4] Topics such as physical and emotional changes that teenagers experience during the teenage phase were commonly identified by facilitators as well as youth as topics that the Aflateen curriculum need to tackle.

Aflateen: Experiences from India

Background

In India, most of the states teach subjects like Civics or Political Science from grade 6 to grade 12. These subjects address concepts like rights, duties, government, societies of the world, rule of law, etc. that cover some aspects of social education or citizenship education. Teaching materials of subjects like Mathematics and Statistics show that they contain some aspects of managing money and monitory literacy, although their prime focus is on teaching methods of solving numerical problems, and algorithms. These school subjects cover some aspects of financial literacy incorporated in social and financial education (SFE). Economics is another subject dealing in sporadic manner with a few components of financial education. While school curricula teach these important elements, their approach is more of a touch-and-go type. They do not take students to a deeper level of citizenship and life skills education. Therefore, Aflateen focuses on implementing core ideas of SFE through an age appropriate curriculum, using active learning methods.

Participants in the program

MelJol, with the help of local education departments and active partner organizations, completed two years of implementation (from July 2013 to April 2015) of the SFE program in a total of 189 schools in five districts. Among them, four are in Maharashtra state - Gadhchiroli, Buldhana, Amravati, Thane - and one is from the Telangana state of India - Hyderabad.

Research Objectives

This study aims to examine:
- The impact of Aflateen on the life skills of young people in schools with regard to their values, behaviour and knowledge on social and financial topics;
- The impact Aflateen makes on quality education in schools in terms of levels of participation of students, and the active learning methods that teachers use in the classroom.

Research Methods

There was no baseline data available for the undertaken study as data giving initial levels of students related to expected outcomes was not collected before implemention. Therefore, data was captured from two groups of schools in the same regions: an intervention group where SFE was implemented, and a control group, both using a purposive random sampling method.

Focus group discussions are conducted with students – and interviews are conducted with teachers, representatives of partner organizations and members of MelJol. Observations of entrepreneurial activities are done in both intervention schools and control schools. In addition, secondary data in terms of desk work related to field reports, and case-stories shared by partner organizations have been used.

Key Results

- Students from the intervention schools are more actively participating in class, more outspoken and more assertive as compared to youth in the control schools.
- Aflateen Banks (school-level bank) are active in all the schools. Most of the students use this money for fulfilling their academic needs like buying notebooks, stationary materials, and text books. Some of the youth also report that money saved in banks is used for helping parents in times of need.
- Banks not only develop a habit of saving money in youth, in one district it has become a means of overcoming other

habits, like tobacco use and addiction among youth. If the students want to withdraw money, other members of the bank, or teachers, ask what they need the money for. With schools actively discouraging addiction, students hesitate to demand money for buying tobacco. Thus, saving money in banks means restricted access to tobacco.

- Aflateen Banks not only generate awareness about ownership of money but also sensitize students about using money for cooperation and community development.
- Students in both the Aflateen program and the control group were asked to make a basic planning and budget for an activity. In terms of mathematical skills, no differences were observed. However, the SFE program sensitizes students towards a more inclusive planning, compared to youth in the control groups. While budgeting and planning, the Aflateen youth were much more considerate about students coming from marginalised backgrounds and made efforts to include them in the activities.
- SFE not only makes students aware of the importance of saving various resources like water, food, electricity, but it helps them to translate this into practice.
- The SFE entrepreneurship program in schools generates enthusiasm among students about the idea of starting an enterprise in the future, but these instances seem rather sporadic.
- The awareness of human rights created by SFE goes beyond a conceptual, theoretical manifestation. Students from the intervention schools are not only aware of their rights, they are ready to stand up for their own rights, and the rights of others.
- Students from intervention schools are observed to be much more vocal about gender equality, and the right to protection against caste or religion based discrimination. Their sense of rights and equality is relatively high, particularly in the context of discrimination, in comparison with the control schools. They

clearly denounce examples of inequalities based on caste and class.
- The program helps teachers in being more sensitive towards students and their diverse backgrounds. Teachers feel that the activity-based, student-centred methods enable a better delivery in their regular classroom teaching.

Lessons learned

- SFE program succeeded in enhancing beneficiary students' competencies and life skills in various dimensions of social and financial empowerment.
- An increased level of participation among the students has positive effects on the quality of education. Higher student participation was observed, students meaningfully engage in the classroom, which is an important indicator for quality education.

Recommendations for the future

- The intellectual level of the program is suggested to increase to better meet the students' needs. Tasks and activities given in the program manual could be more challenging so that youth in the age group of 15-16 years engage even more.
- There is a need to revise educational materials provided for SFE in terms of language. The language of the manual is more urban in nature while the program is implemented in rural areas as well.
- The program is conducted with a frequency of twice or three times a month. It is recommended to boost this frequency to at least once a week so students do not feel a break in the continuity of the program. Such change would make the program more resource intensive but is expected to result in a stronger impact.
- Establishing clear and explicit connections between SFE and the regular school curricula, as has already been done in other contexts, would be very useful. Such connections would convince teachers that the Aflateen program is not an 'extra'

program and thus, the acceptability and feasibility of SFE would increase.

- The entrepreneurship program could be more focused and specific. In many of the schools, students have tried out some enterprises but not continued with these as an ongoing activity to generate money. Many of the students feel that entrepreneurship is an 'event'. Thus, a more sustained effort is needed to make the entrepreneurship program a continuous success.
- Collaborating with partners having an expertise in marketing cottage-industry kind of products can yield positive results. If the products produced by youth at school-level are marketed, it would be a continuous source of generating money. Such collaboration would make entrepreneurship programs more sustained and realistic, and may make the students more enthusiastic as well.
- A closer monitoring of the work of implementing partners as well as teachers would ensure quality and increase understanding of the process.
- Partner organisations could use more training. While MelJol focuses on methodology and pedagogy during these trainings, the duration (two days) and frequency (twice during a program of two years) are not sufficient to cover the entire content of the program. It is therefore suggested that both the duration and the frequency of the program should increase.
- Digital or electronic contacts are recommended to be established among partners. Ideas like Whatsapp groups would be useful to increase contact, enhance sharing of best practices and help in tackling challenges.

Aflateen: Experiences from the Gambia

Background

ChildFund the Gambia works through six Community Based Organizations (CBOs) known as Local Partners (LPs): Kaira Nyining, Kombo North, Eastern Foni, Dinding Bantaba, Saamasang, and Kaira Suu. They provide services to over 20,000 young people, and provide the Aflateen program since August 2013 with community groups – and since October 2014 through a school-based program.

Aflateen in the Gambia started with a Training of Trainers for LP staff conducted collaboratively by ChildFund the Gambia and Aflatoun International. The LP staff in turn trained teachers and youth leaders in their respective federations. The LP staff are now coordinating the program, which covers all the five Aflateen core elements[5].

Participants

ChildFund the Gambia targets youth in schools and out of schools, in community groups. They work with the youth enrolled in the ChildFund programs and provide the Aflateen program to them.

The Aflateen program is taught after class, conducted on average 6 hours per week.

So far the program has reached 556 youth and has been implemented in the west coast region (Kombo North district, Kombo Central district, Kombo East district, Kombo South district, Foni Bantan, Foni Jaol, Foni Berrfet, and Foni Kanssala).

Research Objectives

The main objectives of this evaluation are to document the Aflateen social and financial outcomes, experiences and lessons learned, and provide recommendations for future scale-up of the program in the Gambia.

Both an outcome assessment and a process assessment was done.

- The outcome assessment measures the progress on social and financial indicators of enrolled youth between baseline and midline, after 18 months of implementation, using both quantitatively and qualitatively methods;
- The process assessment looks at the following questions:
    i. What led to continuation of the Aflateen program?
    ii. What could lead to growth of the Aflateen program?
    iii. Who benefitted from the Aflateen program and in what ways?
    iv. What are the main challenges of Aflateen program in the Gambia?

Research Methods

The evaluation uses mixed methods (quantitative and qualitative) with a non-experimental design to understand potential change between baseline and midline, complemented by focus group discussions and key informant interviews. The process assessment uses key informant interviews as well.

Data was collected through:

- A survey: 288 Aflateen participants were purposively sampled and interviewed using a questionnaire;
- Focus group discussions with 69 young people, using a focus group discussion guide;
- Interviews: 17 respondents were purposively sampled and interviewed using a key informant interview guide.

---

[5] The Aflateen core elements are: Personal exploration & self-understanding; Rights & Responsibilities; Saving & Spending; Planning & Budgeting; Social & Financial Enterprise.

Key Results

The results from the outcome assessment are:

- Future orientation and civic behaviour: Considerable improvement in future orientation and civic behaviour was experienced by - and observed in - young people, especially regarding their positive attitude towards diversity and uniqueness. However, the quantitative comparison between baseline and midline shows no statistical significant difference between baseline and midline.
- Self-efficacy and self-confidence: There was considerable positive change in self-efficacy and self-confidence of young people, particularly in their future orientation, problem solving capacity, and decision making according to results from focus group discussions with young people, but this change was not reflected in the quantitative measurement between baseline and midline.
- Interpersonal Skills: Qualitative results from discussions with young people revealed a positive change among young people on interpersonal skills, mostly in relation with others. However, quantitative results showed no significant difference between baseline and midline results.
- Rights Orientation: There was a positive change in rights orientation of young people with qualitative results revealing young people making decisions based on knowledge of their rights. However, quantitative results from the surveys indicated no significant change in their rights orientation.
- Planning and Budgeting: More respondents reported to be actively budgeting at midline than at baseline according in both the quantitative and qualitative data collection, but there were no statistically significant differences observed.
- Savings attitude and behaviour: There was a slight improvement in saving behaviour according to the qualitative results, with more young people reporting saving in banks and credit unions. However, this was

not reflected by the survey results in terms of significant changes.
- Entrepreneurial attitudes and behaviour: Quantitative results suggested no statistically significant change in entrepreneurial behaviour. However, qualitative results revealed positive changes in entrepreneurial behaviour of young people with Aflateen participants starting financial and social enterprises.

The results from the process assessment are:

- ChildFund the Gambia and its local and national partners had experience with other Aflatoun curricula before they started implementing Aflateen. Also, there is a high-level use of Aflateen related services offered by Aflatoun International to ChildFund the Gambia and its partners. These services mainly included training and capacity building, technical guidance and monitoring and evaluation. Finally, there is a high program fidelity which is demonstrated through the effort partners put in implementing all the five core elements of the program. A combination of these explains why the Aflateen program in the Gambia has been able to continue over the years.
- ChildFund the Gambia is perceived as a partner in the Aflatoun network with a stable source of funding – which does not necessarily mean that all local implementers agree to this - and as said they have used the services offered by Aflatoun International (i.e. trainings, workshops, technical support, etc.). However, these factors have not enabled substantial growth of the program.
- The main benefit of Aflateen for youth was their effective participation in community action and social projects and acquisition of financial freedom. Teachers and community leaders also communicated to have benefitted from respectively the training, and the program in their community.
- The main challenges of Aflateen are a lack of sufficient financial support trickling down to levels of implementation, and

trainings were rather sporadic compared to the need. So far the network has not been able to sustainably incorporate the curriculum into the mainstream education curricula. Other key challenges were the sensitisation of key local and national stakeholders, inadequate provision of program materials, and a lack of robust communication of program strategy, affecting timely planning.

Lessons Learned

The Aflateen program has demonstrated some change among youth participants on key program indicators as established by the qualitative results, especially regarding future orientation, civic behavior, self-confidence, interpersonal skills, and rights orientation. However, these changes have not been observed numerically in the survey since the quantitative results did not show statistical significance. A plausible explanation for this, based on interviews with programmatic staff from ChildFund in the Gambia, is that almost 50% of the youth that joined the Aflateen program had already actively participated in the Aflatoun program. Aflatoun teaches similar concepts as Aflateen, but targets primary school aged children. Therefore, when they transitioned from Aflatoun to Aflateen, they were already familiar with many concepts in the Aflateen program. By participating in the survey at the beginning of the Aflateen program with this prior knowledge on financial and social aspects, they established a relatively high "baseline" level. This may have prevented a significant increase between the start of the Aflateen program – and the point of midline that was measured, and therefore explain the lack of significant findings between baseline and midline.

Recommendations for the future

- In order to scale up the program, ChildFund is recommended to engage more with the ministry, with local partners, and with schools. In order to grow, Aflateen needs more buy-in by all parties through advocacy and networking. It will require efforts across the entire spectrum of partnerships especially through curriculum integration, continuous funding to all implementing, local players, training and capacity building of all stakeholders at the local and national level, strengthening of monitoring, evaluation and supervision and documentation for the program.
- It is suggested to collect both qualitative and quantitative data again at the end of the program. Limited statistical evidence of change at midline may progress into stronger change at the end of the program cycle that does reach statistical significance.
- Future rigorous research and evaluation is recommended to eliminate as much as possible the effects of other programs that youth are influenced by – such as being involved in the Aflatoun program for primary school aged children, before joining the Aflateen program. In addition, using a control group increases the chance that conclusions are drawn from the program of study, rather than from other programs or interventions.

Integration of Aflateen in Cameroon: A Process Mapping

Background

In the aftermath of national independence in Cameroon in 1960, the public authorities saw education (formal and informal) as a priority and opportunity for national development. In this sense, Social and Financial Education (SFE) is not particularly innovative in Cameroon. This type of education was/is implemented in several school subjects through relevant chapters (e.g., Rural Development Initiation, Social and Household Economy Education, Civil Education, Citizenship and Moral Education).

Although Cameroon was not foreign to the SFE concept, they did not have a single curriculum that focused on SFE that is standardized and developed based on active methods of teaching.

In order to fill this gap in education, Aflatoun International and Ministry of Secondary Education (MINESEC) signed an agreement to integrate the Aflateen Social and Financial Education program into the secondary school curriculum on 17 September 2015. This agreement marked the culmination of activities and events that started already in February 2010.

Research Objectives

The research aims to better understand which factors have led to scale-up and integration of social and financial education for secondary school students in Cameroon – and which conditions facilitated that. It also examines how Aflatoun International and its partners contributed to this process.

Research Methodology

Semi-structured interviews were conducted, 21 in total, with parties that were involved in the process of integration (e.g. government officials, donors, school staff etc.). In addition, five focus group discussions (FGDs) were carried out with members of Aflateen Clubs.

Key players

- The initial partnership was established between Aflatoun International and Syndicat National Autonome de l'Enseignement Secondaire6 (SNAES) through a Memorandum of Associate Partnership (MAP) in February 2010.
- Between July 2010 and September 2015 Aflatoun International and SNAES acted as key actors in numerous projects in Cameroon.
- SNAES established high quality and relevant contacts with MINESEC and the Ministry of Basic Education (MINEDUB) and showed perseverance in establishing relationships with people in these institutions. The partnership between these actors were initiated through an agreement model that was developed by Aflatoun International.
- SNAES initiated collaboration with Afriland First Bank, Standard Shartered Bank and BICEC. The search for potential partners was supported by Aflatoun International. Talks with Citi Bank and Orange Foundation partnerships are results of this support.
- Aflatoun International made visits to Cameroon for training purposes. Furthermore, they financed a conference to promote the SFE concept, and familiarize authorities with it.
- Aflatoun International supported MINESEC and MINEDUB during the rewriting process of the secondary school curriculum that is integrated in the national system.

---

[6] National Autonomous Union of Secondary Education

Good practices

- Responsiveness and collaboration of the MINESEC officials;
- SNAES's close involvement and monitoring of the process towards national integration;
- Aflatoun International's provision of materials and technical support;
- Provision and quality of national and international training sessions, provided by Aflatoun International;
- The enthusiasm and availability of Aflatoun International's master trainers;
- The prime minister, thanks to the Education Director at MINESEC, is currently discussing with MINESEC how to integrate SFE into the mathematics subject in secondary schools;
- The Ministry of Small and Medium-sized entreprises recently organised an international workshop on SFE;
- On 16 March 2016, the Ministry of Employment and Vocational Training organised a seminar on the integration of SFE into their programs. Many other ministers were invited to the event (e.g., MINESEC, MINEDUB), which enhances advocacy for Social and Financial Education;
- Convergence of Aflatoun International, MINESEC and SNAES' visions in terms of the quality of education for the young Cameroonians.

Challenges

- The government's mistrust in syndicates in Cameroon – and Aflatoun's main partner in Cameroon, SNAES, is a syndicate;
- Generally, there are immense expectations of international NGOs;
- The lack of knowledge on the existence of the agreement that was signed, on different levels of implementation, which hinders implementation;
- Absence of a Monitoring and Evaluation team;
- Absence of logistical and financial support for Aflateen clubs.

Recommendations for the future

- The post-training activities of teachers and club leaders, and other activities, should follow a plan, and are advised to be monitored and revisited regularly;
- The transferability of the success mechanisms of the Cameroon experience depends heavily on communication, sensibilisation of the public opinion, and awareness related to SFE. It is therefore suggested to continue to focus on these aspects;
- The involvement of more social actors from diverse sectors of the national economy would be a significant contribution, mainly to create a bigger platform for SFE in the country;
- The ongoing decentralisation of Cameroon provides an opportunity to have an effective collaboration between regional and local authorities, local technical administration, and civil society organisations.

C. Additional Case study: Comparing Growth Strategies in Peru and Cameroon

Vision Solidaria and Syndicat National Autonome de l'Enseignement Secondaire: A Comparison of Spontaneous/Bottom-Up versus Strategic/Top-Down Growth

Author: Anne Ellersiek

The two cases of Vision Solidaria and Syndicat National Autonome de l'Enseignement Secondaire illustrate two different pathways to growth, Traditional Growth and Funded Growth, respectively.

Solidaria is identified as a typical case resembling the Traditional Growth pathway. This pathway is characterized by a lack of funding and the presence of previous experience with other Aflatoun curricula, high program fidelity, and intense use of the Secretariat's services. This pathway is distinguished from the others by its absence of funding and its high level of supervision and service use despite previous experience implementing Aflatoun programs. In these cases, experienced Implementing Partners manage to accomplish growth despite a lack of funding through high service use and supervision. Vision Solidaria fits the Traditional Growth pathway.

Syndicat National Autonome de l'Enseignement Secondaire (SNAES) resembles a typical case of the Funded Growth pathway, which is described by the presence of funding and a lack of service use. A contributing factor is the presence of high program fidelity. The distinguishing feature of this pathway is the presence of funding. Implementing Partners on this pathway accomplish growth through sufficient funding

without much need for services. SNAES matches the characteristics of the Funded Growth pathway[7].

These two pathways show similar characteristic conditions but differ in two key factors: the use of services and the level of funding. Traditional Growth has high service use and low funding, while Funded Growth is the opposite. Part of the reason we select these two cases for in-depth analysis is that we might hypothesize that funding and growth are substitutes, such that well-funded programs do not need many services and poorly funded programs need more.

Another reason we selected these two cases to compare their underlying growth models is that they had similar outcomes despite very different strategic outlooks and time horizons for growth. In the case of Solidaria, staff described the process growing as follows:

> *"Growth, in our case, was not really the result of long-term strategic planning but rather happened 'along the way'. There was no initial 'growth strategy'. Rather, we were able to seize upon several mostly unforeseeable opportunities.*

In the case of SNAES, growth was planned and a strategy was crafted by key players in close collaboration with the Secretariat long before the actual scaling happened. While both approaches were successful in growing the programs—Solidaria signed a MoU with the Ministry of Education on April 5, 2016, and SNAES signed a contract for Aflateen's integration into the national curriculum in September 2015—both cases had very different processes.

In contrast to SNAES' strategic and planned-out growth, Solidaria's success was about identifying and capitalizing upon opportunities that arose in the local context. According to interviewed staff at Solidaria, the following factors were critical to

---

[7] Notably, in the case of SNAES, apart from the Secretiarat's support to run key activities (Master Training, Curriculum Workshop and Stakeholders Meeting), which are usually given to support the continuation and scale of a program, SNAEs did not receive any additional funding.

its success even though they are outside its control:

- Peru's pursuit of OECD membership:

   "Peru is going to be in the OECD next year. One of the issues of concern is financial education. Peru already participates in PISA/education evaluation and since last year financial education is one of the components that is evaluated in this process. Thus, interest in our curriculum increased and closer collaboration with Solidaria and others in drafting a national curriculum, etc. for financial education, is sought for by the Ministry."

- Peru's economic development:

   "Our organization wants to grow and there we see a great chance to do so with the Aflateen program because the moment is strategically smart to do so. In particular in rural areas, there are opportunities to grow. Although the general economy is getting better and there is less need for development programs, e.g. in Lima and other big cities, there are vast rural areas that are relatively uncovered by quality financial and entrepreneurial education still. This year we want to grow by 40 schools and even more so next year. Financial education is lacking in these rural areas. Also the interest of the ministry to roll out to rural areas and this way achieve to cover the whole country is there. Right now, we are writing another proposal with another corporation. This outlook, gives us a long-term perspective on growth. In the next ten years, when they/the ministry have achieved to roll out financial/entrepreneurial education nationally, they will need us to provide and maintain the high-quality education to youth."

However, the quote above from Solidaria's staff also indicates that the growth of the program did not result simply from a fortuitous combination of circumstances. Instead, growth came about because Solidaria was able to capitalize on its circumstances through great effort to strategically position itself for that goal. It established itself in the group of organizations consulted by the ministry to design the national curriculum, and

also used strategic positioning to tackle another key issue: the lack of funding. Initially that lack of funding—one of the Traditional Growth pathway's key conditions—was a major challenge because of the otherwise-positive development of Peru's better economic situation:

   "Before the economic upturn in Peru, we received more funding from traditional funding partners. Since the economy is doing better now, those moved to different countries where there is a stronger need for development programs."

As a response however, *"NGOs, such as ours, turned to private companies as funders, e.g. banks."* Solidaria was ready for this change because it had already engaged with corporate partners through initiatives like CSR fora and working groups, both nationally and regionally. In sum, Solidaria benefited from circumstances that supported its growth but only because it had strategically positioned itself to be able to take advantage of these circumstances.

SNAES' growth was, in contrast, the result of long(er)-term strategic planning by two key figures, and close collaboration between the Implementing Partner and the Aflatoun Secretariat.

American Peace Corps volunteer Christopher Keough came up with the initial idea of implementing Aflatoun in local schools in 2010. Hassan Mahtat, the Secretariat's Program Manager for Francophone Africa, put him in touch with Roger Kaffo Fokou, then-Secretary General of SNAES. Putting this initial idea into practice, the two key players negotiated partnerships, raised awareness, and mobilized for training and the sharing of experiences in Cameroon and internationally. These efforts convinced Cameroon's Ministry of Secondary Education to sign a contract on September 17, 2015, that would integrate Aflateen into the curricula for secondary social and financial education. Aflateen components on Personal Exploration, Rights and Responsibilities, Saving

and Spending, Planning and Budget, and Enterprise (social and financial) would become part of the national curriculum. Today, four of Cameroon's ten regions are covered by 19 Aflateen clubs housed at high schools and supervised by unionized teachers. Meanwhile, Roger Kaffo Fokou has become Aflatoun's representative in the Francophone Africa region.

However, the growth of the program did not come from the strategic work of Roger Kaffo Fokou and Hassan Mahtat alone. A combination of circumstances aided their strategic planning:

- Existing programs in Cameroon did not cover all thematic areas that are covered by Aflateen:

  Even though there are many related programs already in Cameroon, none cover all thematic areas and follow the same comprehensive approach as the Aflateen program.

- Need for government to restore public faith and image:

  Aflateen was introduced at a time when the public image of several members of the government had previously been damaged due to their involvement in a public fraud scandal. This sequence suggests that the authorities were happy to use the opportunity offered by Aflatoun to present themselves as supporters of youth as agents of change.

In summary, Solidaria's growth depended on the right combination of circumstances as well as its strategic long-term planning, and the same is true in the case of SNAES. In both cases the implementing Partners successfully grew the program. Both processes bear certain advantages and disadvantages.

Being too reactive to the challenges and opportunities of the external environment may result in missing out on strategic opportunities, being overwhelmed by unforeseen developments, and becoming blocked by more

systemic obstacles. For example, Solidaria staff reported their fears:

> *"We are very glad about our currently very advantageous position within the council group to the Ministry. However, this year are the elections, so we are not sure if the draft will be accepted by the Ministry."*

For SNAES, the institutional entrepreneurship and proactivity demonstrated by the three founding partners may explain why SNAES succeeded in overcoming the systemic implementation challenges that define the implementation environment of Cameroon, where distrust of the authorities for trade unions and national and international NGOs is deeply ingrained in society and political processes.

Conversely, reliance on the strategic work of key figures and their personal contacts may risk the success of the program if these people leave. For example, in the beginning SNAES' Aflateen implementation, plans and proposals were shared with several potential partners. However, contact with one of these partners (Credit Sahel) ceased after the departure of Chris Keough because the relationship was with him, not the project. Aware of this risk, Solidaria staff highlighted that spreading organizational-level capacities like personal contacts and networks is important:

> *"My colleague Jose Martin knows a lot of people in both groups. He is well networked. For example, he regularly attends regional integration/meetings, e.g. in Panama, on CSR and other related topics, holds connections and networks that are personal but used also within our organization by other people, for example by myself. Still we are aware of the risk of working too people-centered and that this — so to say - 'network' asset of our organization is mainly held and applied by two people still. Yet, this also has to do with the limited HR of the organization and the division of labor. The other staff is working directly with the teachers/schools. We are operating more at the meso- and macro-levels."*

Eventually, the initial assumption about the substitutive relationship between funding and service need was not completely confirmed by the comparison of the two cases of SNAES and Solidaria. Instead the interviews seem to reveal that the seemingly limited use of services by SNAES may be due to more than sufficient funding. Instead, formal Secretariat services are unnecessary because the program is very young and benefits from close personal collaboration with the Secretariat through its Program Manager. While Solidaria seems to perfectly confirm the negative correlation at a first glance, a closer look at the interviews shows that the persisting high service needs may be only be partially or indirectly linked to the lack of funding. Solidaria staff seems aware of the limits in funding support they can expect from the Secretariat:

> *"Since Aflatoun, as others, do not provide funds for organizational development but support that is program and project-centered, there is not much more they/Valerie can do to support us. Since more and more funders only provide funds for programs/projects to keep overhead and organization-related funds little, this lack of funds that we can allocate to own, organizational development is a general trend/problem and we have to continue finding solutions to this to be able to raise funds also for our organization/training. This accounts for evaluation capacities as well as for advocacy-related skills building and other HR-related issues more generally."*

Instead, their continuous need for services is about strengthening organizational capacities, such as knowledge through exchange with other Aflateen Implementing Partners, and building their own measurement and evaluation capacity so they can strengthen their own funding proposals and obtain funds themselves. They still desire support in these areas despite their vast implementation experience:

> *"Although we have vast experience in implementing Aflatoun programs, we are in close contact with the secretariat (once a week). Reason for this is our need to get updates on changes in the material/program and also to get information from and facilitate exchange with other countries (globally and not only Latin America). In particular, we seek exchange with others regarding information on the adaptation of the program/curriculum to our context. For example, last year we learned from another partner operating in several African countries.*

Key Lessons from SNAES and Solidaria for Program Growth:

For the Aflatoun Secretariat:

The key lesson from these two growth cases is that the Secretariat needs to be aware that different growth strategies bring along different risks; and even experienced partners like Solidaria continue to have service needs and—more importantly—continue to benefit greatly from service use.

For the Implementing Partner:

The key lesson from comparing these two cases' growth experiences is that building on and extending internal organizational capacity in close collaboration with the Secretariat helps Implementing Partners overcome challenges inherent in different growth processes, whether they chose long-term strategic growth or develop their growth strategy along the way. Regardless of this choice, it seems of utmost importance that Implementing Partners are informed by the Secretariat and deliberately discuss the advantages and disadvantages they will potentially face by choosing one growth model over the other.