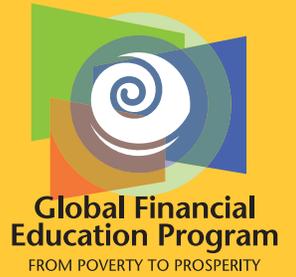


# Young People

*YOUR FUTURE, YOUR MONEY*



## Training of Trainers Manual



Citi Foundation

**citi**

*freedom*  
from Hunger

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Microfinance Opportunities  
1701 K Street NW, Suite 650  
Washington, DC 2006 USA  
Tel: 202-721-0050  
Fax: 202-721-0010  
E-mail: [info@mfopps.org](mailto:info@mfopps.org)  
[financialed@mfopps.org](mailto:financialed@mfopps.org)  
[www.MicrofinanceOpportunities.org](http://www.MicrofinanceOpportunities.org)

Freedom from Hunger  
1644 DaVinci Court  
Davis, CA 95618 USA  
Tel: 530-758-6200  
Fax: 530-758-6241  
E-mail: [education@freedomfromhunger.org](mailto:education@freedomfromhunger.org)  
[www.FreedomFromHunger.org](http://www.FreedomFromHunger.org)

# YOUNG PEOPLE: Your Future, Your Money

## *Training of Trainers Manual*

By Rossana Ramirez

**Global Financial Education Program**

**Washington, D.C.**

**2008**



### **MICROFINANCE OPPORTUNITIES**

Microfinance Opportunities was established in 2002 as a microenterprise resource center that promotes client-led microfinance. It seeks to help poor people increase their access to well-designed and delivered financial services. Microfinance Opportunities provides action-research, training and technical assistance in three areas focused on the clients of microfinance services: Financial Education, Microinsurance and Client Assessment.



### **FREEDOM FROM HUNGER**

Founded in 1946, Freedom from Hunger is a nonprofit, international development organization bringing innovative and sustainable self-help solutions to the fight against chronic hunger and poverty. Freedom from Hunger specializes in ensuring that the poor have access to microfinance and health protection services, and life skills training to achieve food security for their families.

Citi Foundation



### **CITI FOUNDATION**

The Citi Foundation is committed to enhancing economic opportunities for underserved individuals and families in the communities where it works throughout the world. Globally, the Citi Foundation is focusing its giving on Microfinance and Microentrepreneurship, which helps individuals become economically self-sufficient; Small and Growing Businesses, leading to economic expansion and job creation; Education, which prepares young people for personal and professional success; Financial Education, which helps individuals make informed financial decisions; and the Environment with a focus on sustainable enterprises that generate jobs and stimulate economic growth while preserving the environment. Additional information can be found at [www.citigroupfoundation.com](http://www.citigroupfoundation.com).

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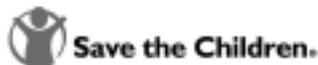
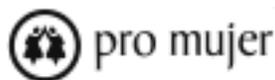
Many people were involved in the design, testing and finalization of the Global Financial Education Program curriculum, based on the methodology jointly developed by Microfinance Opportunities and Freedom from Hunger.

In particular, we would like to acknowledge the primary author of the Training of Trainers Manual, Rossana Ramirez (Freedom from Hunger). This manual, *Young People: Your Future, Your Money* was drafted with technical assistance from Sue Glassford (Freedom from Hunger). Further editing assistance was provided by Meredith Fox, Candace Nelson and Jessica Massie.



COLECTIVO INTEGRAL DE DESARROLLO

We want to express our appreciation to the partner organizations and their clients who made the development of this curriculum possible. We would especially like to recognize the Binti Pamoja Center, an affiliate of the youth organization Carolina for Kibera in Nairobi, Kenya. Binti Pamoja collaborated with GFEP to develop the earliest version of the module, and tested the final draft. Its enthusiasm for financial education for young women and its willingness to help at every turn were invaluable. Other partners that cross-tested the curriculum are CID (Peru), Pro Mujer (Bolivia), Save the Children (Nepal), Save the Children (Bolivia) and Fondation Zakoura (Morocco). Since March, 2007, they have conducted market research to adapt, design and finally, pilot test newer versions of the curriculum tailored to their own youth clientele.



## STEERING COMMITTEE



**Monique Cohen**  
Microfinance Opportunities

**Jennefer Sebstad, Consultant**  
Microfinance Opportunities

**Kathleen Stack**  
Freedom from Hunger

September 2008



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### TRAINING OF TRAINERS TOOLKIT



# INTRODUCTION

## Financial Education for Adolescents and Young People

Adolescents are on the edge; they stand at the gateway to adulthood and a future full of responsibilities about which they know little. They teeter between dependence on childhood caretakers and the independence craved by young adults. They fear what they want. They are experimenting with new social relationships; they are assuming more financial responsibilities; they are increasingly exposed to consumer decisions and vulnerable to the influences of marketing. This tumultuous period is also the critical time for young people to face their future and begin preparing for the economic roles they will assume as adults. Drawing their attention to managing money and building assets can help them protect themselves and expand their opportunities. This is the role of financial education.

### *Why is Financial Education Important for Young People?*

At a basic level, financial education focuses on concepts of money and ways to manage it well. It promotes regular saving, wise spending and ways to make the most of one's resources. These skills serve as a foundation for young people who are in transition from dependent to independent roles in financial management. They are shifting from dependence on family support from parents or other relatives to earning their own money and making independent financial decisions. At a very basic level, they must know how to handle themselves, pursue income opportunities, pay their expenses, and plan for the future. However, these basics evolve quickly as the future arrives fast. With partnerships, marriage and household formation, they may shift, still at a young age, to joint decision-making. They take on additional responsibilities and face increasingly complicated negotiations regarding employment, shelter, and relationships.

Thus, to be prepared for the financial responsibilities of adulthood, young people need knowledge and skills to manage not only day-to-day expenses, but life-cycle needs as well—education, marriage, and children. They need knowledge and skills to use financial services—saving, borrowing, insurance—that can help them reduce vulnerability and build wealth.

These are skills that young people need now and every day of their adult lives. An investment in financial literacy for youth sets the stage for the many changes that are coming. It will increase their ability to manage money, their confidence and their readiness for the future. Financial knowledge can open up new opportunities to work, build assets, and save.

Access to and control over savings can help to protect against, mitigate, and cope with many risks associated with adolescence—by providing resources to draw upon in times of need.

### **Financial Education Curriculum for Adolescents and Young People**

This curriculum, *Young People: Your Future, Your Money*, is targeted at young people, both female and male, ages 16–22, in diverse circumstances. It was developed following the effective process used by the Global Financial Education Program for its training modules that impart financial education to adults. The process begins with market research to identify learning needs and priorities. These market research results inform the initial curriculum design which is then field-tested in multiple locations. The following partners participated in this process: the Population Council, the Binti Pamoja Center (Kenya), CID (Peru), Pro Mujer (Bolivia), Save the Children (Bolivia and Nepal), and Fondation Zakoura (Morocco). Through their market research and testing, they identified four priority themes for young people: managing money, financial services, financial negotiations, and earning money. The module contains four chapters corresponding to these themes, each with a series of learning sessions.

The Global Financial Education Program goes beyond providing information. Its goal is to strengthen those behaviors that lead to increased saving, more prudent spending, and borrowing for sound reasons. To achieve sustained behavior change, all of its curricula is based on a learner-centered approach. For young people, this approach has been modified to reflect the principles of youth learning. The learning sessions in this module are very active, engaging participants in fun games and exercises. They include opportunities for family involvement and community exploration.

The Global Financial Education Program developed five training modules over a three-year period spanning 2003 to 2005. The five modules were designed with seven partners around the globe<sup>1</sup> and constitute the core curriculum. They are:

- Budgeting: Use Money Wisely
- Savings: You Can Do It!
- Debt Management: Handle with Care
- Bank Services: Know Your Options
- Financial Negotiations: Communicate with Confidence

Starting in 2006, the Global Financial Education Program has developed four new modules with a different set of partners. Each module targets a specific population or a specific product. The modules are:

<sup>1</sup> Teba Bank (South Africa), SEWA Bank (India), ProMujer (Bolivia), The Equity Building Society (Kenya), Al Amana (Morocco), CARD Bank (the Philippines) and the MicroFinance Centre (Poland)

- Young People: Your Future, Your Money
- Remittances: Make the Most of Them
- Risk Management and Insurance: Protect Your Family's Future
- Consumer Protection: Balancing Rights and Responsibilities

For each module, the curriculum offers:

- a content note that provides basic discussion of the topic;
- a trainer's guide with detailed instructions for the conduct of each learning session in the module; and
- a training of trainers manual to prepare those who will conduct the training.

Because each module starts with basic information and progresses to more complex aspects of the topic, you can choose only those learning sessions within each module that address your specific needs. The next section, "Training of Trainers Manual Overview," provides more guidance on these options.



# TRAINING OF TRAINERS MANUAL

## Overview

The *Young People: Your Future, Your Money* Training of Trainers (TOT) Manual is a companion to the Trainer's Guide on the same theme.<sup>1</sup> This volume presents a curriculum for training trainers of financial education—specifically, those who will be facilitating this module with and for low-income young people. Its activities will prepare trainers to effectively facilitate the learning sessions in the *Young People: Your Future, Your Money* guide by orienting them both to the technical content and the training skills called for in the guide.

### Why is a TOT Important?

A TOT workshop brings together peers who will be facilitating the same program with different groups of clients. It is an excellent way for these trainers to not only become familiar with the curriculum, but to take ownership of it. During a TOT, trainees review the content together and teach each other. They prepare and practice their training; they get feedback from their peers; they improve their delivery. This is an opportunity for trainers to embrace the curriculum; to exchange views with peers about both the technical content and the process that the Trainer's Guide outlines for delivering it; and finally, to adapt it as needed.

Investing time in this preparatory process will strengthen the quality of the financial education your organization eventually delivers. Trainers will be more comfortable, confident and above all, qualified.

The TOT Manual contains two components: a detailed curriculum for a 3 1/2-day TOT workshop, and a Toolkit.

### The TOT Curriculum

The TOT curriculum targets skill development in two areas: the specific financial education content and how that content is delivered. Trainees will learn about managing money, financial negotiations, financial services, and earning money options, as well as the key practices for creating an effective learning environment for young people.

---

<sup>1</sup>For convenience, we use the following terms interchangeably throughout this document: “adolescents and young adults,” “young people,” and “youth.”

- **Financial Education Content Activities:** The TOT curriculum includes a series of activities that focus on the technical content of the learning sessions. Trainees will familiarize themselves with the Content Note in the Trainer’s Guide, which presents a short introduction to the topic. Trainees will see the sequence of the learning sessions in the Trainer’s Guide as well as prepare and practice facilitating them with their peers.
- **Youth Learning Activities:** The Global Financial Education Program curriculum has been built around a learner-centered approach. The TOT manual introduces key youth learning principles and outlines activities that enable trainees to put these principles into practice.

## The TOT Toolkit

The second component of the TOT Manual is the Toolkit. This is a collection of the handouts that are incorporated into the activities in the manual. They are presented in chronological order for easy access while preparing for the workshop and for quick reference during the workshop. Each handout has a reference number in the upper right corner that matches the handout number listed in the information box for each activity.

## Getting Started

Before you can offer a TOT, you must select the curriculum that trainers will use. Start with the Trainer’s Guide, which you may choose to follow selectively or in its entirety.

1. Read the Trainer’s Guide for *Young People: Your Future, Your Money*. Decide how you want to use this curriculum. Which sessions will you include in your training?
2. Adapt the selected sessions as needed (review the “Adaptation Guidance” in *Financial Education for the Poor: Implementation Guidance* for its outline of the adaptation questions you may want to address).
3. Read the entire TOT Manual and adapt the workshop objectives and agenda to the learning sessions you have selected from the Trainer’s Guide.
4. Select and prepare the handouts, flip charts and other materials you will need for the TOT agenda you have designed (refer to the complete list of handouts, flip charts and other training aids in the TOT Manual to identify those items requiring preparation).
5. Complete logistical preparations in advance of the workshop.

## Features of the Activities in the Training of Trainers Manual

There are a variety of features written into the text and embedded in the format of each Training of Trainers Manual activity. The intention is to give the trainer written signals that make it easier to deliver the activity. Many of these same features are found in the Trainer's Guide learning sessions. The following is a list of the features:

### FEATURES OF THE ACTIVITIES IN THE TRAINING OF TRAINERS MANUAL

#### *Trainer's Information Box*

The box at the start of each activity has five elements in it.

**Purpose**—the overall goal of the activity.

**Objectives**—list of actions that the steps in the activity are constructed to accomplish.

**Preparation/Materials**—list of actions or materials that the trainer must ensure are ready before the activity can be presented.

**Flip charts** are listed and incorporated into the step in which they occur. Their shaded borders easily identify the flip charts.

**Handouts** needed for each activity are listed with the step in which they occur. All of the handouts can be found in the TOT Toolkit. They are identified by number.

**Time**—an estimated amount of time needed to implement all of the steps designed for the activity.

**Steps**—a list of the steps needed to complete the activity. The titles capture the process to be used and the content to be covered.

#### *Steps*

The steps needed to complete the activity are listed in the order in which they should be implemented. Special features for the trainer to note include:

**Italics Font** = instructions for the trainer (not to be read to the trainees)

**Regular Font** = specific information, instructions or questions for the trainer to read or closely paraphrase to the trainees

**Arrow (➤)** = symbol that highlights specific questions to ask

**Box** = special technical or summary information to share with the trainees

**Box with Shaded Borders** = recommended flip chart design to consider using with the trainees

**[Square Brackets]** = the "correct" answer to expect from a technical question

**(Parenthesis)** = additional instructions or information

# Young People: Your Future, Your Money

## SUGGESTED AGENDA FOR A 3 1/2-DAY WORKSHOP

| <i>Time</i>  | <i>Activities</i>  | <i>Minutes</i> | <i>Page</i> |
|--------------|--|----------------|-------------|
| <b>Day 1</b> |  |                |             |
| 8:00         | 1. Welcome and Introductions                                   | 20             | 11          |
| 8:20         | 2. Workshop Objectives, Map and Norms; Administer Pre-Test     | 60             | 13          |
| 9:20         | 3. Overview of Financial Education for Young People            | 70             | 17          |
| 10:30        | <b>BREAK</b>   | 15             |             |
| 10:45        | 4. Review of Technical Content—Managing Money                  | 50             | 25          |
| 11:35        | 5. Review of Technical Content—Financial Services              | 50             | 31          |
| 12:25        | <b>LUNCH</b>   | 60             |             |
| 1:25         | 6. Review of Technical Content—Financial Negotiations          | 45             | 37          |
| 2:10         | 7. Review of Technical Content—Earning Money                   | 65             | 39          |
| 3:15         | <b>BREAK</b>   | 15             |             |
| 3:30         | 8. Introduction to the Learning Sessions                       | 65             | 45          |
| 4:35         | <b>END OF DAY 1</b>  |                |             |
|              |  |                |             |
| <b>Day 2</b> |  |                |             |
| 8:00         | 9. Key Principles of Youth Learning                            | 45             | 51          |
| 8:45         | 10. Relevance of Financial Education for Young People          | 40             | 55          |
| 9:25         | 11. Promoting Safety in a Learning Situation                   | 25             | 57          |
| 9:50         | <b>BREAK</b>   | 15             |             |
| 10:05        | 12. Making Learning Dynamic by Using Energizers                | 60             | 61          |
| 11:05        | 13. Engaging Family  | 45             | 65          |
| 11:50        | <b>LUNCH</b>   | 60             |             |
| 12:50        | 14. Effective Storytelling and Role-Plays                      | 75             | 69          |
| 2:05         | 15. Using Open Questions                                       | 30             | 73          |
| 2:35         | 16. Structure of the Learning Sessions in the Trainer’s Guides | 10             | 77          |
| 2:45         | <b>BREAK</b>   | 15             |             |
| 3:00         | 17. Group Preparation to Present Learning Sessions             | 70             | 79          |
| 4:10         | 18. Local Modification of the Learning Sessions                | 35             | 83          |
| 4:45         | 19. Giving and Receiving Feedback                              | 20             | 87          |
| 5:05         | <b>END OF DAY 2</b>  |                |             |

## Young People: Your Future, Your Money

### SUGGESTED AGENDA FOR A 3 1/2-DAY WORKSHOP (CONTINUED)

| <i>Time</i>  | <i>Activities</i>   | <i>Minutes</i> | <i>Page</i> |
|--------------|---|----------------|-------------|
| <b>Day 3</b> |   |                |             |
| 8:00         | 20. Present Learning Session 1.1 with Feedback and Adaptation | 75             | 91          |
| 9:15         | 21. Present Learning Session 1.2 with Feedback and Adaptation | 70             | 91          |
| 10:25        | <b>BREAK</b>  | 15             |             |
| 10:40        | 22. Present Learning Session 2.1 with Feedback and Adaptation | 80             | 91          |
| 12:00        | <b>LUNCH</b>  | 60             |             |
| 1:00         | 23. Present Learning Session 2.2 with Feedback and Adaptation | 80             | 91          |
| 2:20         | 24. Present Learning Session 3.1 with Feedback and Adaptation | 80             | 91          |
| 3:40         | <b>BREAK</b>  | 15             |             |
| 3:55         | 25. Present Learning Session 3.2 with Feedback and Adaptation | 65             | 91          |
| 5:00         | <b>END OF DAY 3</b>   |                |             |
|              |   |                |             |
| <b>Day 4</b> |   |                |             |
| 8:00         | 26. Present Learning Session 4.1 with Feedback and Adaptation | 115            | 91          |
| 9:55         | 27. Present Learning Session 4.2 with Feedback and Adaptation | 90             | 91          |
| 11:25        | <b>BREAK</b>  | 15             |             |
| 11:40        | 28. Final Evaluation, Post-Test and Wrap-Up                   | 45             | 93          |
| 12:25        | <b>END OF WORKSHOP</b>  |                |             |

## YOUNG PEOPLE: YOUR FUTURE, YOUR MONEY

### WORKSHOP MAP

| <i>Opening and Overview</i>   | <i>Technical Information and Tools</i>  | <i>Learning Sessions</i>   | <i>Closing and Next Steps</i>  |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>■ Welcome and Introductions</li> <li>■ Workshop objectives, map and norms</li> <li>■ Pre-test</li> </ul> | <ul style="list-style-type: none"> <li>■ Review the Content Note with technical information about managing money, financial negotiations, financial services and earning money</li> <li>■ Explore key principles of youth learning</li> <li>■ Discuss in detail:                             <ul style="list-style-type: none"> <li>• Relevance of financial education for young people</li> <li>• Creating a safe learning environment</li> <li>• Using energizers</li> <li>• Engaging family</li> <li>• Using open questions</li> </ul> </li> <li>■ Review market research findings</li> <li>■ Identify and compare current behaviors to changes in behaviors promoted through financial education</li> </ul> | <ul style="list-style-type: none"> <li>■ Review learning sessions, including objectives, steps and methods</li> <li>■ Review the local modification chart to adapt learning sessions to reflect the local reality</li> <li>■ Review principles of giving and receiving feedback</li> <li>■ Facilitate learning sessions</li> <li>■ Give and receive feedback on facilitation of the learning sessions</li> </ul> | <ul style="list-style-type: none"> <li>■ Evaluation</li> <li>■ Post-Test</li> <li>■ Closing</li> </ul> |

## Financial Education for Adolescents and Young People

### TABLE OF REQUIRED HANDOUTS, FLIP CHARTS AND OTHER TRAINING AIDS BY ACTIVITY

| <b>Activity</b>  | <b>Handouts</b><br><i>(Training of Trainers Toolkit)</i> | <b>Flip Charts</b>   | <b>Other</b>   |
|--|--|--|--|
| 1. Welcome and Introductions                               |  |  | <ul style="list-style-type: none"> <li>■ Blank sheets of paper (if available, thick paper such as poster board to fold in half)</li> <li>■ Markers</li> </ul>  |
| 2. Workshop Objectives, Map and Norms; Administer Pre-Test | 1. Pre-Test  | <ul style="list-style-type: none"> <li>■ Workshop Objectives</li> <li>■ Workshop Map</li> <li>■ Norms &amp; Training Rules</li> </ul>  | <ul style="list-style-type: none"> <li>■ Note cards</li> <li>■ Markers and Pens</li> <li>■ Tape</li> </ul>   |
| 3. Overview of Financial Education for Young People        |  | <ul style="list-style-type: none"> <li>■ Blank flip charts with the titles:                             <ul style="list-style-type: none"> <li>• What Is Financial Education?</li> <li>• Financial Planning</li> <li>• Financial Services</li> <li>• Financial Negotiations</li> <li>• Earning Money</li> <li>• Importance of Financial Education for Young People</li> </ul> </li> <li>■ Definition of Financial Education</li> </ul> | <ul style="list-style-type: none"> <li>■ <i>Young People: Your Future, Your Money</i> Trainer's Guide</li> <li>■ <i>Young People: Your Future, Your Money</i> Content Note</li> <li>■ Blank flip charts</li> <li>■ Note cards</li> <li>■ Markers and pens</li> <li>■ Tape</li> </ul> |
| 4. Review of Technical Content—Managing Money              |  | <ul style="list-style-type: none"> <li>■ Blank flip chart with title:                             <ul style="list-style-type: none"> <li>• Managing Money Challenges</li> </ul> </li> <li>■ Budget Definition #1</li> <li>■ Budget Definition #2</li> <li>■ Steps to Make a Budget</li> </ul>  | <ul style="list-style-type: none"> <li>■ Blank flip charts</li> <li>■ Sets of cards with the 3 steps for creating a budget (1 set per pair)</li> <li>■ Blank sheets of paper</li> <li>■ Markers and pens</li> <li>■ Tape</li> </ul>  |
| 5. Review of Technical Content—Financial Services          | 2. Financial Services: Terms and Definitions             | <ul style="list-style-type: none"> <li>■ Saving at Home Advantages/ Disadvantages</li> <li>■ Saving at a Bank Advantages/ Disadvantages</li> <li>■ Financial Services Formal/Informal</li> </ul>   | <ul style="list-style-type: none"> <li>■ Blank flip charts</li> <li>■ Blank note cards</li> <li>■ Markers and pens</li> <li>■ Tape</li> </ul>  |

## Financial Education for Adolescents and Young People

### TABLE OF REQUIRED HANDOUTS, FLIP CHARTS AND OTHER TRAINING AIDS BY ACTIVITY (continued)

| <b>Activity</b>                                       | <b>Handouts</b><br><i>(Training of Trainers Toolkit)</i>                 | <b>Flip Charts</b>  | <b>Other</b>  |
|---|--|---|---|
| 6. Review of Technical Content—Financial Negotiations |  | <ul style="list-style-type: none"> <li>■ Financial Negotiations—Key Points (<i>Activity 3</i>)</li> </ul>   | <ul style="list-style-type: none"> <li>■ Note cards with Negotiation Skills</li> </ul>  |
| 7. Review of Technical Content—Earning Money          | 3. Inventory of Personal Qualities, Interests and Skills                 | <ul style="list-style-type: none"> <li>■ Blank flip charts with the titles:                             <ul style="list-style-type: none"> <li>• Job Type, Required Personal Qualities, Required Skills</li> <li>• Challenges, Girls, Boys, Both</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>■ Blank flip charts</li> <li>■ Soft object that can be tossed safely (ball, rolled-up sock)</li> <li>■ Note cards</li> <li>■ Markers and pens</li> <li>■ Tape</li> </ul> |
| 8. Introduction to the Learning Sessions              | 4. Learning Sessions at a Glance   | <ul style="list-style-type: none"> <li>■ Blank flip chart with the title: Managing Money Behaviors</li> <li>■ Global Market Research Findings</li> </ul>  | <ul style="list-style-type: none"> <li>■ Blank flip charts</li> <li>■ Markers</li> <li>■ Tape</li> </ul>  |
| 9. Key Principles of Youth Learning                   | 5. Principles of Youth Learning<br>6. Summaries of the Learning Sessions | <ul style="list-style-type: none"> <li>■ Blank flip chart with title:                             <ul style="list-style-type: none"> <li>• Learning Styles</li> </ul> </li> <li>■ Principles of Youth Learning</li> </ul>   | <ul style="list-style-type: none"> <li>■ Blank flip charts</li> <li>■ Note cards</li> <li>■ Markers and pens</li> <li>■ Tape</li> </ul>   |
| 10. Relevance of Financial Education                  |  |   | <ul style="list-style-type: none"> <li>■ Atieno's Story</li> </ul>  |
| 11. Promoting Safety in a Learning Situation          |  | <ul style="list-style-type: none"> <li>■ Blank flip chart with title:                             <ul style="list-style-type: none"> <li>• Creating a Safe Environment</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>■ Blank flip charts</li> <li>■ Markers</li> <li>■ Tape</li> </ul>  |
| 12. Making Learning Dynamic by Using Energizers       |  |   | <ul style="list-style-type: none"> <li>■ Small sheets of paper with 4 different songs written on them</li> <li>■ Blank flip charts</li> <li>■ Markers</li> <li>■ Tape</li> </ul>                                |

## Financial Education for Adolescents and Young People

### TABLE OF REQUIRED HANDOUTS, FLIP CHARTS AND OTHER TRAINING AIDS BY ACTIVITY (continued)

| <b>Activity</b>  | <b>Handouts</b><br><i>(Training of Trainers Toolkit)</i> | <b>Flip Charts</b>  | <b>Other</b>   |
|--|--|---|--|
| 13. Engaging Family                                    |  | <ul style="list-style-type: none"> <li>■ Blank flip charts with titles:                             <ul style="list-style-type: none"> <li>• Why Involving Family in Financial Education is Important</li> <li>• Challenges to Involving Family in Financial Education</li> <li>• Family Action Plan</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>■ Blank flip charts                             <ul style="list-style-type: none"> <li>■ <i>Chapter 3, Learning Session 5: Share Financial Negotiations with Parents or Guardians</i> from the <i>Young People: Your Future, Your Money Trainer's Guide</i></li> </ul> </li> <li>■ Markers</li> <li>■ Tape</li> </ul> |
| 14. Effective Storytelling and Role-Plays              | 7. Role-Play   | <ul style="list-style-type: none"> <li>■ Blank flip chart with the title:                             <ul style="list-style-type: none"> <li>• Good Storytellers</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>■ Blank flip charts</li> <li>■ Tape</li> </ul>  |
| 15. Using Open Questions                               |  | <ul style="list-style-type: none"> <li>■ Role of Trainer</li> </ul>   | <ul style="list-style-type: none"> <li>■ Tape</li> </ul>   |
| 16. Structure of the Learning Sessions                 |  | <ul style="list-style-type: none"> <li>■ Features of the Learning Sessions</li> </ul>   | <ul style="list-style-type: none"> <li>■ Tape</li> </ul>   |
| 17. Group Preparation for Presenting Learning Sessions |  | <ul style="list-style-type: none"> <li>■ Learning Session Presentation—Sign-up Sheet</li> <li>■ Preparation Steps for the Learning Session Facilitation</li> </ul>  | <ul style="list-style-type: none"> <li>■ Tape</li> <li>■ Blank flip charts</li> <li>■ Scissors</li> <li>■ Glue</li> <li>■ Note cards</li> <li>■ Pictures from learning sessions</li> <li>■ Handouts from learning sessions</li> <li>■ Blank sheets of paper</li> <li>■ Markers</li> </ul>  |
| 18. Local Modification of the Learning Sessions        | 8. Local Modification Chart                              | <ul style="list-style-type: none"> <li>■ Local Modification Chart</li> </ul>  | <ul style="list-style-type: none"> <li>■ Signs with the titles:                             <ul style="list-style-type: none"> <li>• Strongly Agree</li> <li>• Strongly Disagree</li> </ul> </li> <li>■ Markers</li> <li>■ Tape</li> </ul>   |

## Financial Education for Adolescents and Young People

### TABLE OF REQUIRED HANDOUTS, FLIP CHARTS AND OTHER TRAINING AIDS BY ACTIVITY (continued)

| <b>Activity</b>  | <b>Handouts</b><br><i>(Training of Trainers Toolkit)</i>                                     | <b>Flip Charts</b>   | <b>Other</b>  |
|--|--|--|---|
| 19. Giving and Receiving Feedback  | 9. Key Principles for Giving and Receiving Feedback  | <ul style="list-style-type: none"> <li>■ Blank flip charts with titles:                             <ul style="list-style-type: none"> <li>• Tips for Giving Feedback</li> <li>• Desired Behavior by Person Receiving Feedback</li> </ul> </li> <li>■ Questions for Giving Feedback</li> </ul>   | <ul style="list-style-type: none"> <li>■ Blank flip charts</li> <li>■ Markers</li> <li>■ Tape</li> </ul>  |
| 20. 20., 21., 22., 23., 24., 25., 26., and 27.:<br>Presentation of Learning Sessions with Feedback |  | <ul style="list-style-type: none"> <li>■ Key Principles for Giving Feedback <i>(from Activity 19)</i></li> <li>■ Desired Behavior by Person Receiving Feedback <i>(from Activity 19)</i></li> <li>■ Local Modification Chart <i>(from Activity 18)</i></li> <li>■ Principles of Youth Learning <i>(from Activity 9)</i></li> <li>■ Questions for Giving Feedback <i>(from Activity 19)</i></li> <li>■ Learning Session Feedback Process</li> </ul> | <ul style="list-style-type: none"> <li>■ Tape</li> <li>■ Markers</li> </ul>                               |
| 28. Final Evaluation, Post-Test and Wrap-Up  | 10. Workshop Assessment Questionnaire<br><br>11. Post-Test<br><br>12. Post-Test with Answers | <ul style="list-style-type: none"> <li>■ Workshop Map <i>(from Activity 2)</i></li> </ul>  | <ul style="list-style-type: none"> <li>■ Pens</li> <li>■ Blank sheets of paper</li> <li>■ Tape</li> </ul> |

# ACTIVITY 1

## PURPOSE

TO WELCOME AND INTRODUCE TRAINEES.

## OBJECTIVES

BY THE END OF THE ACTIVITY, TRAINEES WILL HAVE:

1. Introduced themselves to all trainees

## PREPARATIONS/MATERIALS

- Notify an appropriate representative of the organization to prepare a welcome greeting for the trainees attending the workshop (optional)
- BLANK SHEETS OF PAPER (if available, thick paper such as poster board to fold in half)
- MARKERS

## TIME

20 MINUTES

## STEPS

1. Welcome trainees to the training  
5 MINUTES
2. Introduce trainees to each other  
15 MINUTES

# Welcome and Introductions

## STEP 1

### Welcome Trainees to the Training

5 MINUTES

*Introduce yourself and give a short welcome greeting.*

**Optional:** *Invite a representative from the host organization to give a welcome greeting.*

## STEP 2

### Introduce Trainees to Each Other

15 MINUTES

*Distribute a blank sheet of paper and a marker to each trainee. Have trainees write their names, fold the paper in half and place it in front of them so that the names are visible to everyone.*

*Ask trainees to briefly introduce themselves by saying their name, job title, city where they work, experience as trainers, and experience working with young people.*



## ACTIVITY 2

### PURPOSE

TO REVIEW THE OBJECTIVES AND WORKSHOP MAP, DETERMINE WORKSHOP NORMS, AND ADMINISTER A PRE-TEST.

### OBJECTIVES

BY THE END OF THE ACTIVITY, TRAINEES WILL HAVE:

1. Discussed the workshop objectives, approach and structure
2. Reviewed the Workshop Map and asked questions
3. Decided on workshop norms and discipline to be maintained
4. Taken a Pre-Test

### PREPARATIONS/MATERIALS

#### ■ FLIP CHARTS FOR USE IN THE FOLLOWING STEPS:

Step 1:

- Workshop Objectives
- Workshop Map

Step 2:

- Norms and Training Rules

#### ■ HANDOUT FOR USE IN THE FOLLOWING STEP:(handouts are numbered and located in the TOT Toolkit)

Step 3:

- Handout 1—Pre-Test

#### ■ NOTE CARDS

#### ■ MARKERS AND PENS

#### ■ TAPE

### TIME

60 MINUTES

### STEPS

1. Present the workshop objectives and map  
15 MINUTES
2. Determine workshop norms and discipline to be implemented  
15 MINUTES
3. Administer the pre-test  
30 MINUTES

# Workshop Objectives, Map and Norms; Administer Pre-Test

## STEP 1

### Present the Objectives and Workshop Map

15 MINUTES

*Say:*

We are here today to improve our knowledge and skills in providing financial education to adolescents and young people.

*Post and review the flip chart Workshop Objectives.*

### WORKSHOP OBJECTIVES

***By the end of this workshop, we will have:***

1. Examined the importance of financial education for young people
2. Explored principles of youth learning
3. Practiced the Financial Education for Young People Learning Sessions

*Post and review the flip chart Workshop Map.*

## WORKSHOP MAP

| <b><i>Opening and Overview</i></b>  | <b><i>Technical Information and Tools</i></b>  | <b><i>Remittances Learning Sessions</i></b>   | <b><i>Closing and Next Steps</i></b>   |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>■ Welcome and Introductions</li> <li>■ Workshop objectives, map and norms</li> <li>■ Pre-Test</li> </ul> | <ul style="list-style-type: none"> <li>■ Review the Content Note with technical information about managing money, financial negotiations, financial services and earning money</li> <li>■ Explore key principles of youth learning</li> <li>■ Discuss in detail:                             <ul style="list-style-type: none"> <li>• Relevance of financial education for young people</li> <li>• Creating a safe learning environment</li> <li>• Using energizers</li> <li>• Engaging family</li> <li>• Using open questions</li> </ul> </li> <li>■ Review market research findings</li> <li>■ Identify and compare current behaviors to changes in behaviors promoted by financial education</li> </ul> | <ul style="list-style-type: none"> <li>■ Review learning session, including objectives, steps and methods</li> <li>■ Review the local modification chart to adapt learning sessions to reflect the local reality</li> <li>■ Review principles of giving and receiving feedback</li> <li>■ Facilitate learning sessions</li> <li>■ Give and receive feedback on facilitation of the learning sessions</li> </ul> | <ul style="list-style-type: none"> <li>■ Evaluation</li> <li>■ Post-Test</li> <li>■ Closing</li> </ul> |

*Say:*

The Workshop Map provides an overview of the key learning components of the workshop.

*Review the time schedule for the workshop. For example, each day might begin at 8:00 and end at approximately 6:00. You might need to schedule an hour for lunch, and one morning and one afternoon break of 15 minutes each.*

*Ask:*

- **What questions or comments do you have about the workshop objectives and map?**

## STEP 2

### Determine Workshop Norms and Discipline to be Implemented

15 MINUTES

*Post the blank flip chart with the title Norms and Training Rules.*

#### NORMS AND TRAINING RULES

*Ask:*

- **What norms do you want to set for the workshop?**

*For example, trainees could establish a rule that only one person can speak at a time. Trainees should also agree to turn off cell phones during the workshop, if applicable.*

*List all suggestions on the flip chart and leave it posted throughout the workshop. Remind trainees of these norms at the beginning of each day as well as when rules are broken.*

## STEP 3

### Administer the Pre-Test

30 MINUTES

*Before administering the pre-test, say the following:*

The purpose of this test is to help us assess one aspect of the effectiveness of this training: your grasp of its technical content.

By testing you before the training, we will be able to use your knowledge level now as a basis to assess changes that result from the training you receive. Test results for an individual will not be shared with anyone, but individuals can discuss their results with the trainer if they desire.

*Before distributing the pre-tests, write numbers on the tests starting with the number 1 through the number of trainees taking the test. Ask trainees to write their assigned number on a note card and keep the number until the end of the workshop. They will be asked to put the same number on the post-test. In this way, the scores will be anonymous but pre- and post-workshop comparisons will be possible.*

*Distribute Handout 1—Pre-Test. Give the trainees about 20–25 minutes to complete the test. Then collect the forms.*

*Tell the trainees that you will not take the time now to go over the questions but that together you will cover all the issues that they address by the end of the training.*

## ACTIVITY 3

### PURPOSE

TO PRESENT THE CONTENT OF THE MODULE *YOUNG PEOPLE: YOUR FUTURE, YOUR MONEY*.

### OBJECTIVES

BY THE END OF THE ACTIVITY, TRAINEES WILL HAVE:

1. Examined the key content of the module
2. Discussed why financial education is important for young people

### PREPARATIONS/MATERIALS

- FLIP CHARTS FOR USE IN THE FOLLOWING STEPS:

Step 1:

- Blank flip chart with title: What Is Financial Education?
- Definition of Financial Education

Step 2:

- Blank flip charts with titles: Financial Planning, Financial Services, Financial Negotiations and Earning Money

Step 3:

- Blank flip chart with title: Importance of Financial Education for Young people

- *Young People: Your Future, Your Money* Trainer's Guide

- *Young People: Your Future, Your Money* Content Note

- NOTE CARDS

- MARKERS AND PENS

- TAPE

### TIME

70 MINUTES

### STEPS

1. Define financial education  
10 MINUTES
2. Review the *Young People: Your Future, Your Money* content note  
45 MINUTES
3. Discuss the importance of financial education for young people  
15 MINUTES

# Overview of Financial Education for Young People

## STEP 1

### Define Financial Education

10 MINUTES

*Say:*

Let's start by clarifying what we mean by financial education.

*Ask trainees:*

- **What do you think financial education is?**

*Record their responses on a flip chart.*

## WHAT IS FINANCIAL EDUCATION?

*Allow 2–3 minutes for comments. Then present the flip chart with the definition of financial education.*

## DEFINITION OF FINANCIAL EDUCATION

Financial education provides people with skills to manage their money more effectively. It teaches the knowledge, skills and attitudes required to adopt good practices for earning, spending, saving, borrowing, investing and managing risk. Recipients have the information and tools they need to make better financial choices and progress towards their financial goals.

*Ask for one volunteer to read the definition. Then ask:*

➤ **How does your definition of financial education compare to this definition?**

➤ **How is financial education different from business education?**

*[Financial education targets budgeting, savings, careful borrowing and financial planning by individuals and families. It encourages behavior that can benefit everyone, not just business owners. It teaches knowledge and skills that should have been acquired before starting a business; financial education is the pre-cursor to business education, focusing on the basics of money management; it has broader appeal.]*

*Say:*

This distinction is important because sometimes financial education is confused with entrepreneurial and business education. We will now explore in more detail the key concepts presented in *Young People: Your Future, Your Money*.

## STEP 2

Review the *Young People: Your Future, Your Money* Content Note

45 MINUTES

*Tell trainees:*

*Young People: Your Future, Your Money* covers four main topics in individual chapters:

- Chapter 1: Managing Money
- Chapter 2: Financial Services
- Chapter 3: Financial Negotiations
- Chapter 4: Earning Money

The Content Note is a brief document that synthesizes the key information presented throughout the 4 chapters. You will now examine this document.

*Organize trainees into 4 groups, which will be called "Thematic Groups." Trainees will continue working in those groups throughout this training of trainers. Assign one chapter to each group. Explain:*

Read the Introduction section of the Content Note as well as your assigned chapter. When you complete the reading, identify the key pieces of information and discuss how to present a very short skit to share that information with all of us. You have 30 minutes to read and prepare your presentation. Your presentation should last no more than 2–3 minutes.

*Circulate around the room to answer any questions. After 30 minutes, ask each group to present its assigned chapter. After each group presentation, ask all trainees:*

► **What are the key messages of this chapter?**

*Allow 2–3 minutes for discussion for each chapter, and write the answers on a flip chart with the title of the chapter. After all the presentations have taken place, the flip charts will look like the following:*

## MANAGING MONEY—KEY POINTS

### *Savings*

- 3 main reasons people save:
  1. Savings help to meet financial goals
  2. Savings help to deal with emergencies
  3. Savings allow you to accumulate money for future spending needs and opportunities
- Achieve financial goals by saving.
- A savings plan will guide the way you manage your money so that you can meet your financial goals.
- There are 2 main paths to saving:
  1. Increase your income, or
  2. Reduce your expenses

### *Budgeting*

- A budget is a summary of estimated income and expenses, including savings, over a period of time.
- Creating a budget involves 3 steps:
  1. Estimate expected income over an average week or month
  2. Estimate expenses over the same period of time
  3. Estimate the amount expected to be saved over the same period of time

## FINANCIAL SERVICES—KEY POINTS

- Financial services are provided by formal and informal groups/organizations.
- The main difference between formal and informal services is that formal services are regulated by the government and charge for both their savings and lending services.
- Informal services operate largely on the basis of trust between members.
- Formal savings have some minimum requirements, but money tends to be more secure.
- Informal saving services are more convenient but less secure.
- Borrowing is useful for an emergency or to make a good investment, such as to expand or improve a business.
- Before using financial services, consumers should take the following steps:
  1. Calculate the difference between using their own money vs. borrowing
  2. Inquire about all the details of the financial product or service
  3. Think carefully about the reason for borrowing

## FINANCIAL NEGOTIATIONS—KEY POINTS

- Negotiation is communication with others for the purpose of reaching agreement.
- Financial negotiations are negotiations which involve money.
- We can learn ways to improve our negotiating skills by:
  - preparing ahead of time
  - knowing exactly what we want
  - communicating needs
  - controlling emotions
  - staying focused on the issue
  - being willing to compromise
  - knowing what to do if the negotiation fails to satisfy
  - allowing ourselves to feel a sense of accomplishment when we have successfully completed a negotiation

## EARNING MONEY—KEY POINTS

- Compare wage employment and self-employment and decide which you prefer.
- Match the earning money options with your interests, skills, education, and experience to help you make good choices.
- Obtain information on the challenges faced by people in various jobs to help you prepare for them ahead of time.
- Understand the risks associated with some types of work to help you make safe choices.

*Say:*

Now that you have a clearer idea of the key content, we will discuss why financial education is important for young people.

## STEP 3

### Discuss the Importance of Financial Education for Young People

15 MINUTES

*Distribute note cards, tape and markers to all trainees. Organize trainees into pairs, and say:*

Think about young people in your program and discuss why financial education might be important for them in the short and long term. Write one idea per card.

*Allow 10 minutes for this activity. Then ask one pair at a time to post their cards on a flip chart. Each subsequent pair should only post note cards with ideas not previously posted.*

## IMPORTANCE OF FINANCIAL EDUCATION FOR YOUNG PEOPLE

*Review all the ideas posted, making sure to highlight the following points:*

### **IMPORTANCE OF FINANCIAL EDUCATION FOR YOUNG PEOPLE**

- To prepare young people for transition from economic dependence to independence
- To reduce young people's vulnerability to economic pressures by improving their awareness of financial options and strategies
- To provide young people with the know-how to take control over their financial decisions and deal with financial stress
- To strengthen self-esteem
- To establish the foundation for managing money more effectively, and building savings and assets

*Conclude by saying:*

Financial education can provide young people with the necessary knowledge and skills to prepare them to face their future financial responsibilities and address risks related to money. The more young people know about money, the more power and control they will have over their lives.



## ACTIVITY 4

### PURPOSE

TO REVIEW THE TECHNICAL CONTENT OF CHAPTER 1, MANAGING MONEY.

### OBJECTIVES

BY THE END OF THE ACTIVITY, TRAINEES WILL HAVE:

1. Examined solutions to challenges young people face in managing money
2. Defined steps for making a budget

### PREPARATIONS/MATERIALS

- FLIP CHARTS FOR USE IN THE FOLLOWING STEPS:

Step 1:

- Blank flip chart with title: Managing Money Challenges

Step 2:

- Budget Definition #1
- Budget Definition #2
- Steps to Make a Budget

- SETS OF CARDS WITH THE 3 STEPS FOR CREATING A BUDGET (1 SET PER PAIR)

- BLANK SHEETS OF PAPER

- MARKERS AND PENS

- TAPE

### TIME

50 MINUTES

### STEPS

1. Identify challenges and solutions to managing money  
30 MINUTES
2. Review the parts of a budget  
20 MINUTES

# Review of Technical Content— Managing Money

## STEP 1

### Identify Challenges and Solutions to Managing Money

30 MINUTES

*Say:*

We will now explore each of the chapters of the module in more depth. Let's start with the chapter on Managing Money.

*Organize trainees into 4 groups.*

In your groups, please discuss how to answer the following question. Write your answers on a sheet of paper.

- **What are some of the challenges that young people face in managing their money?**

*Allow 5 minutes for this discussion. Then ask the first group to report one challenge. Ask the following groups to add a challenge that is different from the previous groups' challenge. Write these ideas on a flip chart titled Managing Money Challenges:*

## MANAGING MONEY CHALLENGES

*Continue asking the groups for challenges until you have filled the flip chart. Ask trainees to go to the flip chart and place a check mark (one per person) next to the issue they consider to be the main challenge confronting young people. Each person can check only one challenge. Identify the top 4 challenges, and assign one of these to each group. Give each group one blank flip chart. Say:*

Discuss within your group a potential solution for your assigned challenge, referring to the information on this topic in the Content Note. Write your solution on a flip chart. You have 15 minutes for this task.

*After 15 minutes, ask each group to present their challenge and solution. Following each presentation, ask the other trainees the following questions:*

- **What do you think about this solution?**
- **What other ideas can you add to address this challenge?**

*Make sure the following points are covered:*

## SOLUTIONS PROVIDED IN THE CHAPTER “MANAGING MONEY” INCLUDE THE FOLLOWING:

- Developing a savings plan, which can address challenges such as lack of money to start up a business; a medical emergency; insufficient salary to buy a house; etc.
- Creating a budget, which can address challenges such as: not having control over expenditures; going into debt in order to cover basic expenses; etc.

## STEP 2

### Review the Parts of a Budget

20 MINUTES

*Prepare in advance 2 definitions of budgeting and write them on 2 flip charts. Cover and place them on opposite sides of the room. Ask 2 trainees to help you uncover them at the right time.*

*Say:*

Let's review the concept of budgeting. For this exercise, put away your Content Note.

At the count of 1-2-3, I will show you 2 definitions of a budget: one is correct and the other is wrong. Go and stand next to the definition you believe is correct.

#### **BUDGET DEFINITION #1**

A budget is a document that indicates the expenses incurred in the previous month.

#### **BUDGET DEFINITION #2**

A budget is a summary of estimated income and expenses, including savings, over a period of time.

*Now say:*

One, two, three, go!

*After trainees have moved to the definition they believe to be the correct one, ask a volunteer standing by the correct definition (#2) to explain his or her choice. Reasons might include:*

- A budget utilizes information from the past to build a plan for the future.
- In order to be an effective plan for managing money, it needs to include both income and expenditures.

*Then ask trainees to gather in pairs. Distribute to each pair a set of cards with the steps for making a budget. Tell trainees they have 2 minutes to put the steps in order by writing a number on the cards (1, 2, or 3).*

## STEPS FOR MAKING A BUDGET

Estimate your expected income over an average week or month, including income you receive from work, allowances, gifts or other sources.

Estimate your expected spending over the same period of time. Include necessities such as rent, school fees, food, clothing and transportation; and discretionary items such as entertainment.

Estimate the amount you expect to save every week or month.

*After 2 minutes, show trainees the flip chart Steps to Make a Budget.*

## STEPS TO MAKE A BUDGET

1. Estimate your expected income over an average week or month, including income you receive from work, allowances, gifts or other sources.
2. Estimate your expected spending over the same period of time. Include necessities such as rent, school fees, food, clothing and transportation; and discretionary items such as entertainment.
3. Estimate the amount you expect to save every week or month.

*Ask trainees who identified the correct order to review each of the steps with the rest of the trainees. Refer trainees to the section on Managing Money in the Content Note for any additional clarifications about the topic.*

*Say:*

The steps to creating a budget are fairly simple to learn. Using a budget to manage your money is a little more difficult.

► **How do you think a budget can be helpful in managing money?**

*Allow 2–3 minutes for discussion, and summarize the key points.*



## ACTIVITY 5

### PURPOSE

TO REVIEW THE TECHNICAL CONTENT OF CHAPTER 2, FINANCIAL SERVICES.

### OBJECTIVES

BY THE END OF THIS ACTIVITY, TRAINEES WILL HAVE:

1. Examined the differences between various savings options
2. Defined common terms used by financial service providers

### PREPARATIONS/MATERIALS

- FLIP CHARTS FOR USE IN THE FOLLOWING STEP:

Step 1:

- Saving at Home (divided into 2 columns with the headings: Advantages and Disadvantages)
- Saving at a Bank (divided into 2 columns with the headings: Advantages and Disadvantages)
- Financial Services (divided into 2 columns with the headings: Formal and Informal)

- HANDOUT FOR USE IN THE FOLLOWING STEP:

Step 2:

- Handout 2—Financial Services: Terms and Definitions

- BLANK NOTE CARDS
- MARKERS AND PENS
- TAPE

### TIME

50 MINUTES

### STEPS

1. Explore savings options  
35 MINUTES
2. Examine common terms used by financial service providers  
15 MINUTES

# Review of Technical Content— Financial Services

## STEP 1

### Explore Savings Options

35 MINUTES

*Say:*

There are a growing number of financial products and services becoming available every day. For young people who have had little or no exposure to financial services, learning about their options is critical, but it might also be intimidating. Let's explore this topic in more detail. Our discussion will be based on the information provided in both the Trainer's Guide and the Content Note.

**Note:** *The Content Note discusses the differences between formal and informal financial services, but the learning sessions in the Trainer's Guide do not explicitly name these 2 types of services.*

*Ask trainees:*

- **What different ways are there to save money?**

*On a flip chart, write trainees' answers. Make sure that the options "saving at home" and "saving at a bank" are mentioned. When trainees have given 6–8 different options for saving, explain:*

As you have pointed out, there are many different ways to save money. We are going to consider 2 of these options: Saving at Home and Saving at a Bank.

Ask:

- **Which of the options in our list are related to saving at a bank? Which are related to saving at home?**

*Find a way to highlight and distinguish the 2 categories. For example, you can place a checkmark next to those that relate to “saving at home” and circle those that are related to “saving at a bank.” Or, you can mark each with a different color.*

*When you have categorized each item from the list that it is possible to categorize, organize trainees into 2 groups. Group 1 will be called “Saving at Home,” and Group 2 will be called “Saving at a Bank.” In groups, trainees will identify the advantages of saving for their respective category, and write those in the left column of a flip chart (divided into 2 columns, like the examples below). Allow 5 minutes for this task.*

*After 5 minutes, ask a volunteer from each group to show and review the group’s flip chart. Their flip charts should contain most of the following points:*

## SAVING AT HOME

| <i>Advantages</i>  | <i>Disadvantages</i> |
|--|----------------------|
| <ul style="list-style-type: none"><li>■ Easy and convenient</li><li>■ No bank charges</li><li>■ No minimum balance required</li><li>■ No age limits</li><li>■ Money can be more easily accessed in emergencies</li></ul> |                      |

## SAVING AT A BANK

| <i>Advantages</i>  | <i>Disadvantages</i> |
|--|----------------------|
| <ul style="list-style-type: none"> <li>■ Saved money is safer</li> <li>■ Savings can earn interest</li> <li>■ More privacy</li> <li>■ More types of financial services available</li> <li>■ More options for depositing and withdrawing money available</li> </ul> |                      |

*When groups have finished, pass out note cards to each group. Then say:*

Now, each group will identify the disadvantages for the other group's category. That is, Group 1 will identify the disadvantages of saving at a bank, and Group 2 will identify the disadvantages of saving at home. Write disadvantages on individual note cards using as few words as possible.

*Allow 5 minutes for this task. Then ask a volunteer from each group to post the note cards with the advantages and disadvantages for each category on the right side of the corresponding flip chart.*

*After all the cards have been posted, the flip charts will be similar to the charts below:*

## SAVING AT HOME

### ***Advantages***

- Easy and convenient
- No bank charges
- No minimum balance required
- No age limits
- Money can be more easily accessed in emergencies

### ***Disadvantages***

- Risk of theft
- Temptation to spend the money if it is easily accessible
- Money might not earn interest
- Borrowing can be more expensive than banks
- Little or no privacy
- Waiting time for a loan.
- Loan amounts can be limited

## SAVING AT A BANK

### ***Advantages***

- Saved money is safer
- Savings can earn interest
- More privacy
- More types of financial services available
- More options for depositing and withdrawing money available

### ***Disadvantages***

- Minimum borrowing or savings requirements can be difficult to meet
- Fees charged for some services
- Can have limits on withdrawing money
- Limited hours can make withdrawing money difficult in an emergency
- Locations can be inconvenient
- Age limits

Ask:

- **What else can we add to these lists?**

Say:

The learning sessions in the Trainer’s Guide do not explicitly name formal and informal financial services. However, it is important that you know the distinction between these two types of services in case there are questions posed about them. Both formal and informal financial services provide options for saving and borrowing.

Post the blank flip chart *Financial Services*. Ask:

- **What are examples of formal and informal financial services?**

Write trainees’ responses on the flip chart. Make sure the following points are mentioned:

## FINANCIAL SERVICES

| <i>Formal</i>   | <i>Informal</i>  |
|---|--|
| <ul style="list-style-type: none"> <li>■ Banks</li> <li>■ Post offices</li> <li>■ Credit unions</li> <li>■ Cooperative banks</li> <li>■ Microfinance institutions</li> <li>■ Savings and loan associations</li> </ul> | <ul style="list-style-type: none"> <li>■ Rotating Savings and Credit Associations (ROSCAs)</li> <li>■ Money lenders</li> <li>■ Savings clubs</li> <li>■ Self-help groups</li> <li>■ Village banks</li> </ul> |

Ask:

- **How will you explain the difference between formal and informal financial services to young people?** *[The main difference is that those that are informal are not governed by banking or financial regulation laws, the rules are often made and enforced by members, and their operations are based largely on trust. Formal services are governed and monitored by the law, and because of that, they provide certain protections to consumers, including the safety of deposits.]*

- **Why is this distinction important?** *[Young people have had little exposure to financial services, and in order to make informed decisions about where to put their money, they need to know the difference.]*

## STEP 2

### Examine Common Terms Used by Financial Service Providers

15 MINUTES

*Say:*

In the learning sessions of the chapter on Financial Services a short list of definitions is presented to trainees. To keep things simple and avoid confusing trainees, only a few definitions are presented. However, it's important that you know as many of the commonly used terms as possible in case you are asked about them.

*Organize trainees into pairs. Distribute Handout 2—Financial Service Terms and Definitions. Tell trainees that in their pairs they should try to match the definition with the corresponding term. They have 5 minutes for this task.*

*After 5 minutes, review terms one by one, asking for the correct definition. Congratulate those who correctly identified all of the terms.*

- **What questions do you have about these terms?**
- **Where else can you get information to clarify specific questions about financial services?** *[Visit various financial service providers, interview staff of financial institutions, obtain brochures with information]*

*Answer any questions that arise and tell trainees that all of this information on financial services is explained in more detail in the Content Note.*

## ACTIVITY 6

### PURPOSE

TO REVIEW THE TECHNICAL CONTENT OF CHAPTER 3, FINANCIAL NEGOTIATIONS.

### OBJECTIVES

BY THE END OF THIS ACTIVITY, TRAINEES WILL HAVE:

1. Identified specific ways to help young people conduct successful financial negotiations

### PREPARATIONS/MATERIALS

- FLIP CHART FOR USE IN THE FOLLOWING STEP:
  - Step 1:
    - Financial Negotiations—Key Points (*from Activity 3*)
- NOTE CARDS WITH NEGOTIATION SKILLS

### TIME

45 MINUTES

### STEPS

1. Review the steps for a successful financial negotiation  
45 MINUTES

# Review of Technical Content—Financial Negotiations

## STEP 1

### Review the Steps for a Successful Financial Negotiation

45 MINUTES

*Ask:*

- **When I say the word “negotiation,” what comes to your mind?** [*Discussion with other people about a particular issue in which each person is trying to get something; negotiations are part of everyday life.*]

*Allow 2–3 minutes for discussion. Then say:*

Negotiation is communication with others for the purpose of reaching agreement. Financial negotiation is simply negotiation that involves money.

- **Why is it important to learn how to conduct an effective financial negotiation?** [*To help you achieve your desired outcome; to avoid a heated confrontation.*]
- **What are the challenges that young people might face in a financial negotiation?** [*Lack of experience negotiating; being easily intimidated by adults; becoming frustrated.*]

*Allow 2–3 minutes for discussion.*

*Show the flip chart developed previously, Financial Negotiations–Key Points (from Activity 3). Make sure the steps for preparing for a financial negotiation are included. Cover the last step, “allow yourself to feel a sense of accomplishment,” as it is not useful to act this step out in this activity.*

*Organize trainees into 4 or more groups, depending on the number of trainees. Give each group a card with one of the steps to improve negotiation skills:*

- Prepare for the negotiation ahead of time
- Know exactly what you want from the negotiation
- Communicate your needs and desires clearly and with confidence
- Control your emotions
- Stay focused on the issue
- Be willing to compromise
- Know what you will do if the negotiation fails to satisfy

*The groups should not see or know which step other groups have been given.*

*Tell trainees that in their groups they will develop a skit that focuses on the step they have been given. Explain that each group will have 15 minutes to prepare their skit and 4 minutes to perform.*

*Say:*

Each group will develop a skit based on the step to improve negotiation skills written on your group’s card. Your skit will briefly show a young person making a typical mistake related to your step. For example, if your card says “Be willing to compromise,” you must find a way to show a young person who is not willing to compromise. Be careful not to name your step directly in the dialogue, because the other groups must guess the step you are demonstrating.

*Circulate among the groups during the preparation time to answer questions. After 15 minutes, ask each group to present their skit. After each skit ask the trainees the following questions:*

- **Which step to prepare for financial negotiation is being highlighted in the skit?**
- **What advice can you give to young people to help them improve that particular skill in a negotiation?**

*Allow 1–2 minutes for discussion per presentation. Conclude by saying:*

Negotiations are part of everyday life. Learning how to communicate effectively in order to conduct successful financial negotiations can help young people improve their ability to manage their money and strengthen their self-confidence in money matters.

## ACTIVITY 7

### PURPOSE

TO REVIEW THE TECHNICAL CONTENT OF CHAPTER 4, EARNING MONEY.

### OBJECTIVES

BY THE END OF THIS ACTIVITY, TRAINEES WILL HAVE:

1. Described personal qualities and skills required for certain types of work
2. Considered the importance of matching young people's personal attributes to specific job contexts
3. Compared wage employment with self-employment options for young people

### PREPARATIONS/MATERIALS

- FLIP CHARTS FOR USE IN THE FOLLOWING STEPS:

Step 1:

- Blank flip chart divided into 3 columns with the headings: Job Type, Required Personal Qualities, Required Skills

Step 3:

- Blank flip chart divided into 4 columns with the headings: Challenges, Girls, Boys, Both

- HANDOUT FOR USE IN THE FOLLOWING STEP:

Step 1:

- Handout 3—Inventory of Personal Qualities, Interests and Skills

- SOFT OBJECT THAT CAN BE TOSSED SAFELY (BALL, ROLLED-UP SOCK)

- NOTE CARDS

- MARKERS AND PENS

- TAPE

### TIME

65 MINUTES

### STEPS

1. Identify personal qualities and required skills for certain types of work  
25 MINUTES
2. Compared self- and wage employment  
20 MINUTES
3. Consider gender issues  
20 MINUTES

# Review of Technical Content— Earning Money

## STEP 1

### Identify Personal Qualities and Required Skills for Certain Types of Work

25 MINUTES

*Before this session, find and bring a soft object (such as a ball or a rolled-up sock) that can be tossed safely. To begin the session, instruct trainees to form a circle.*

*Explain:*

I will toss this ball to someone in the circle. When you catch the ball, briefly tell everyone how you earned money for the first time in your life. Maybe you worked in your family's business or did errands for a neighbor. When you have answered, toss the ball to someone else in the circle who will give us the same information.

*Keep up the pace as the ball goes around. Allow 5 minutes for this exercise.*

*Then ask all trainees:*

- **Looking back at when you were younger and making money for the first time, what are some tips you wish adults had given you about options for earning money?**

*Allow 2–3 minutes for comments. Then say:*

Many of the young people with whom you work might be starting to earn money from a very early age out of necessity. Often, the work is obtained through a relative or family friend. If young people become aware of available options for making money early on, they will be prepared to make good decisions as they begin to transition into economic independence.

In the chapter *Earning Money*, trainees first learn about matching their personal qualities, interests and skills with potential jobs. Let's practice doing this.

*Organize trainees into small groups of 3 or 4 people and ask them to identify one specific job that is common in their community. Then ask them to identify personal qualities and skills required for that type of job, and to write those qualities and skills on a blank sheet of flip chart paper. The completed flip chart might look like the following:*

| <b><i>Job</i></b> | <b><i>Required Personal Qualities</i></b>   | <b><i>Required Skills</i></b>  |
|-------------------|---|--|
| Carpenter         | <ul style="list-style-type: none"> <li>■ Interest in creating things</li> <li>■ Pays attention to detail</li> </ul> | <ul style="list-style-type: none"> <li>■ Manual dexterity</li> <li>■ Creativity</li> </ul> |

*Allow 5 minutes for this task. Ask 2-3 small groups to present their flip charts to the rest of the group. Ask the other trainees:*

- **What questions, comments, or ideas do you have about the required personal qualities listed for this type of job?**
- **What questions, comments, or ideas do you have about the required skills listed for this type of job?**

*Identifying the personal qualities and skills required for any type of work is the first step towards making a plan to become economically independent. The next step is to match personal attributes to those of specific jobs.*

*Distribute Handout 3—Inventory of Personal Qualities, Interests and Skills. Give trainees 1–2 minutes to review it. Then say:*

This is a list that will be distributed to trainees during the learning session on matching personal traits and skills to work options.

*Ask trainees:*

- ▶ **Why is it important to match personal attributes and skills to work options?** *[Doing a self-assessment of which types of jobs are best for each person will help guide people in choosing an occupation to pursue.]*
- ▶ **What are some concerns young people might have about jobs that appear to be a good match?** *[They might worry about developing the necessary skills to obtain the job; they might consider the job to be impossible for people in their community.]*
- ▶ **How would you address those concerns?** *[Although some jobs might be very difficult to obtain, young people can determine the skills they need for different jobs, and build a plan that will point them in the right direction.]*

*Allow 5 minutes for discussion.*

## STEP 2

### Compare Self- and Wage Employment

20 MINUTES

*Say:*

While there are many occupations or types of work, all of these generally fall into 2 general categories of employment: wage employment and self-employment.

- ▶ **What are the main differences between self-employment and wage employment?**

*Allow 2–3 minutes to discuss possible answers. Make sure the following points are mentioned:*

## DIFFERENCES BETWEEN WAGE EMPLOYMENT AND SELF EMPLOYMENT

### ***Wage employment:***

- You earn a set amount on a regular basis
- You might have some benefits such as paid vacation and health insurance
- Hours and work conditions are fixed

### ***Self-employment:***

- You work for yourself or have your own business
- You earn a profit from your work or business, but you run the risk of incurring a loss
- You set your own hours
- You make your own decisions

### *Then say:*

In order for trainees to examine self- and wage employment in detail, Sessions 3 and 4 in Chapter 4 each include 3 activity options for in-depth learning. Chapter 4, Session 3 deals with self-employment, while Chapter 4, Session 4 focuses on wage employment. The first activity option is to invite relatives or other adults to participate in the workshop as guest speakers to share their work experiences. The second option is to take trainees to the resource people by arranging interviews at their workplaces. Finally, if it is not possible for you to invite guests or to visit workplaces, you can use the third option—to develop job profiles for each category of employment. The Trainer's Guide includes several examples that you may need to adapt to your context.

### *Instruct trainees to work in pairs. Say:*

First, identify typical self- and wage employment options in the community that young people can set their sights on and prepare for in future. Then, brainstorm two lists: one list of self-employed people in the community, and a second list of wage employed people. Focus on people that you might be able to invite as guest speakers or visit at work.

*Allow 15 minutes for this task. Ask 2-3 volunteers to report on their discussion.*  
*Say:*

Use this information when you prepare your learning sessions. You should now have a list of self- and wage employment options that are both typical and not typical, as well as an idea of people in the community that you can approach to be guests or to be interviewed about their jobs. You also have an idea of jobs that you may use in place of the job profiles in the Trainer’s Guide if you cannot invite guest speakers or visit workplaces.

## STEP 3

### Consider Gender Issues

20 MINUTES

*Post the following flip chart on the wall.*

| <i>Challenges</i> | <i>Girls</i> | <i>Boys</i> | <i>Both</i> |
|-------------------|--------------|-------------|-------------|
|                   |              |             |             |

*Ask:*

- **What are some different challenges young men and women face in the world of work?**

*List the challenges that trainees offer on the flip chart. Then say:*

Together, let’s look at each challenge, and put a checkmark in the correct column to indicate whether a challenge is primarily for girls, boys or both.

*Go down the list and put a checkmark in the column that the group chooses. If there is any disagreement, ask for volunteers with different opinions to defend their answers.*

*When you have completed the list, ask the group:*

- **What conclusions can you draw about the way gender affects opportunities in the workplace for young men and women?**

*Make sure the following points are mentioned:*

- There are stereotypes about which types of jobs are most appropriate for young men and for young women
- Young people can face discrimination in the workplace regarding their ability to perform certain jobs because of their age and/or gender
- Young people can be subject to certain risks on the job such as an unsafe environment or harassment

*Ask:*

- **What do you think young men and women can do to prevent or address potential work challenges?**

*Make sure the following points are mentioned:*

- Young men and women can explore jobs beyond those considered “normal” for their gender
- Young people need to know their own qualities, interests and strengths and seek jobs to match them
- Young people should report harassment to co-workers or authorities who can help them address problems

## ACTIVITY 8

### PURPOSE

TO INTRODUCE THE LEARNING SESSIONS AND DETERMINE HOW THEY PROMOTE BEHAVIOR CHANGES.

### OBJECTIVES

BY THE END OF THIS ACTIVITY, TRAINEES WILL HAVE:

1. Examined the learning sessions
2. Linked content of learning sessions to desired behaviors

### PREPARATIONS/MATERIALS

- FLIP CHART FOR USE IN THE FOLLOWING STEP:

Step 1:

- Blank flip chart with title: Managing Money Behaviors
- Global Market Research Findings

- HANDOUTS FOR USE IN THE FOLLOWING STEPS:

Step 1:

- Handout 4—Learning Sessions at a Glance

Step 3:

- Handout 4—Learning Sessions at a Glance

- BLANK FLIP CHARTS

- MARKERS

- TAPE

### TIME

65 MINUTES

### STEPS

1. Identify current behaviors  
25 MINUTES
2. Review the learning sessions  
20 MINUTES
3. Identify behavior changes promoted through financial education  
20 MINUTES

# Introduction to the Learning Sessions

## STEP 1

### Identify Current Behaviors

25 MINUTES

*Say:*

Let's figure out how financial education contributes towards changes in the way young people behave with respect to money matters. In your thematic groups from Activity 3 you will identify current financial behaviors you observe among young people, specifically related to your assigned topic.

*Ask:*

- **What is one example of a common behavior of young people in relation to managing their money?**

*Post a flip chart with the title Managing Money Behaviors at the top of the chart. Draw 2 columns on the flip chart. Write a sub-heading "Actual Behaviors" on the left side of the chart. Leave room for a column on the right side of the flip chart. Write the example on the flip chart, which will look like the following:*

## MANAGING MONEY BEHAVIORS

### ***Actual Behaviors***

Young people plan only for their most immediate needs

*Instruct trainees to work in the Thematic Groups from Activity 3. Tell trainees they have 10 minutes to identify current behaviors for their assigned topic. Then ask a few volunteers to share their discussion with the rest of the trainees.*

*When a few volunteers have shared their ideas, post the flip chart Global Market Research Findings—Common Behaviors of Young People. You may need to use 2 sheets of flip-chart paper to fit all of this information.*

**Note:** *If there is market research available for the local area, add the results most relevant to this topic to the flip chart.*

## GLOBAL MARKET RESEARCH FINDINGS COMMON BEHAVIORS OF YOUNG PEOPLE

### ***Managing Money***

- Little or no budgeting prioritization for essential goods and services—varies by gender
- General understanding of changes in financial responsibilities as people grow older, but lack skills and knowledge of how to manage this transition—varies by age
- Little or no savings
- Perception of not having any money to save
- Limited savings in informal ways (home bank, under the mattress, hole in the ground), often kept in secret
- Realization of the importance of savings for the future (emergencies and financial responsibilities), but no clear understanding of how to save

## GLOBAL MARKET RESEARCH FINDINGS COMMON BEHAVIORS OF YOUNG PEOPLE (CONTINUED)

### *Financial Negotiations*

- Fear of disagreements with family/spouse for having savings
- Fear of losing savings to family/spouse
- In some contexts, older girls get money from boyfriends, often with an expected exchange

### *Financial Services*

- Some knowledge of financial institutions—limited to the most common formal banks
- Little or no experience with formal financial institutions—varies by age
- Limited knowledge of financial products and services, including their usefulness

### *Earning Money*

- Money is obtained from parents, either as allowance or from working with them, or earned from casual work or informal businesses
- Strong desire to learn how to make money and obtain financing

*Then say:*

This list is a synthesis of common behaviors identified through our global market research.

*Ask a few volunteers to read the flip chart. Then ask:*

- **What differences or similarities do you see between these behaviors and the ones you identified specific to your local context?**

*Circle the similarities they point out.*

*Explain that noting the differences will be helpful when adapting the materials to the local context.*

## STEP 2

### Review the Learning Sessions

20 MINUTES

*Tell trainees:*

Now we will take a closer look at the learning sessions, and examine their objectives and the types of methods they use. After we have considered the learning sessions and objectives, you will work in your Thematic Groups again to discuss how *Young People: Your Future, Your Money* deals with both current and desired financial behaviors. Take 5 minutes to review the learning sessions and their objectives.

*Distribute Handout 4—Learning Sessions at a Glance, to each trainee. Answer any questions trainees' have about the sessions and their objectives.*

*Say:*

In your Thematic Groups, please review the handout. Once you have reviewed all the learning sessions, look at the summary for your assigned topic, and discuss how to answer the following question:

► **How are the learning sessions in your chapter linked?**

*Allow 15 minutes for this review and discussion. Then say:*

With this information, you will analyze how the learning sessions can help young people prepare for their current and future financial responsibilities and reduce the risks they face related to money matters.

## STEP 3

### Identify Behavior Changes Promoted through Financial Education

20 MINUTES

*Say:*

The goal of financial education is to promote changes in the behaviors we observe among young people so that they are better prepared to manage their future financial responsibilities. In your groups, revisit the flip chart about young people's current financial behaviors that you created earlier. Discuss which specific changes in behavior are being promoted through financial education for the topic you were assigned.

For example, a behavior that might be promoted through the chapter on Managing Money is longer-term financial planning. For this discussion, you should refer to the handout Learning Sessions at a Glance.

Write these changes in behavior on the right side of the flip chart, which will look like the following:

### MANAGING MONEY BEHAVIORS

| <i><b>Actual Behaviors</b></i>                        | <i><b>Behavior Changes</b></i>             |
|---|--|
| Young people plan only for their most immediate needs | Young people plan for the long-term future |

*Tell trainees they have another 10 minutes for this task. When they have finished, ask a volunteer from each group to summarize the behavior changes identified.*

*Then, ask:*

- **What are some of the challenges you might face in achieving these changes in behavior?**

**Note:** *As trainees mention their ideas, try to link up the challenges to specific skills and knowledge to be provided throughout this workshop. For example, if trainees indicate that a challenge might be to get trainees interested in the content, explain that they will discuss the relevance of financial education for young people as well as techniques for making the sessions dynamic and fun.*

*Conclude by saying:*

As you prepare to present the learning sessions on this topic, keep in mind that your goal is to help trainees achieve these behavioral changes.



## ACTIVITY 9

### PURPOSE

TO STIMULATE TRAINEES TO IDENTIFY PRINCIPLES THAT WILL CREATE AN EFFECTIVE LEARNING ENVIRONMENT FOR YOUNG PEOPLE.

### OBJECTIVES

BY THE END OF THIS ACTIVITY, TRAINEES WILL HAVE:

1. Examined key principles of youth learning

### PREPARATION/MATERIALS

- FLIP CHARTS FOR USE IN THE FOLLOWING STEPS:

Step 1:

- Blank flip chart with the title: Learning Experiences

Step 2:

- Principles of Youth Learning

- HANDOUTS FOR USE IN THE FOLLOWING STEP:

Step 2:

- Handout 5—Principles of Youth Learning
- Handout 6—Summaries of the Learning Sessions

- BLANK FLIP CHARTS

- NOTE CARDS

- MARKERS AND PENS

- TAPE

### TIME

45 MINUTES

### STEPS

1. Determine key principles of youth learning  
30 MINUTES
2. Link methods used in learning sessions to principles of youth learning  
15 MINUTES

# Key Principles of Youth Learning

## STEP 1

### Determine Key Principles of Youth Learning 30 MINUTES

*Say:*

Stand up if you remember being bored in class when you were in secondary school.

*Brainstorm the reasons why participants felt bored in secondary school. Post a sheet of flipchart paper with 2 columns. Write their answers in the left column.*

### LEARNING EXPERIENCES

| <i>Problems</i>                       |  |
|---------------------------------------|--|
| The topic was not relevant to my life |  |

*When trainees have offered all their ideas, ask:*

- **What could improve these aspects of your classroom experience?**

*Ask participants to turn to their neighbor on their right and discuss what would have made their secondary school classroom experience better. Ask them to write their answers on cards, one per card. When they have finished, they can place their cards in the empty right column of the flipchart.*

## LEARNING EXPERIENCES

| <b>Problems</b>                       | <b>Solutions</b>       |
|---------------------------------------|------------------------|
| The topic was not relevant to my life | Choose relevant topics |

*Say:*

To be successful in our training with young people, we need to consider the ways in which they learn best. *Young People: Your Future, Your Money* relies primarily on learning principles for young people.

*Distribute Handout 5 and post the flip chart Principles of Youth Learning.*

## PRINCIPLES OF YOUTH LEARNING

| <b><i>Principle</i></b><br><i>Learning sessions should be...</i> | <b><i>Description</i></b><br><i>Because...</i>  |
|--|---|
| <b>Dynamic</b>   | <ul style="list-style-type: none"> <li>■ Young people need to engage their emotions and senses (touch, see, hear) through a variety of activities in order to learn.</li> </ul>   |
| <b>Experiential</b>  | <ul style="list-style-type: none"> <li>■ Young people learn best by experiencing and reflecting on those experiences.</li> <li>■ Young people want to actively participate in and have control over their learning.</li> </ul>                    |
| <b>Relevant</b>  | <ul style="list-style-type: none"> <li>■ Young people must feel that the information is useful to them and relevant to their lives.</li> </ul>  |
| <b>Engaging</b>  | <ul style="list-style-type: none"> <li>■ Young people are at a stage in their lives when they are developing a sense of self, which they can explore and clarify through conversations and questions.</li> </ul>                                  |
| <b>Respectful</b>  | <ul style="list-style-type: none"> <li>■ Young people expect teachers to treat them with respect and concern for their individuality.</li> </ul>  |
| <b>Supportive</b>  | <ul style="list-style-type: none"> <li>■ Young people need a supportive environment where they will feel guided, praised and rewarded.</li> </ul>   |
| <b>Safe</b>  | <ul style="list-style-type: none"> <li>■ Young people need to feel that their ideas and contributions will be valued—that they will not be ridiculed or belittled.</li> </ul>   |
| <b>Cooperative</b>   | <ul style="list-style-type: none"> <li>■ Young people need to feel they have opportunities for belonging and connecting to others in the group.</li> <li>■ Young people want to get involved in peer discussions through small groups.</li> </ul> |
| <b>Up-to-date</b>  | <ul style="list-style-type: none"> <li>■ By including current media that young people know and enjoy, teachers can ensure relevance of the topic and promote discussion.</li> </ul>   |
| <b>Fun</b>   | <ul style="list-style-type: none"> <li>■ Young people learn best when humor and interactive games are used in the classroom.</li> </ul>   |
| <b>Inclusive of Families</b>                                     | <ul style="list-style-type: none"> <li>■ Family members must have the opportunity to connect with the program and understand its content in order to support young people in changing behaviors and meeting goals.</li> </ul>                     |

*Then say:*

The Global Financial Education Program generated this list of key youth learning principles based on discussions with organizations and experts working with young people around the world. In your groups, review this list and determine which of these principles reflect the solutions you identified earlier. Move the note cards you just created on solutions so that they are next to the corresponding principles. For example, if you have a card for young people that says “use interactive games,” post that note card next to the principle “fun.”

*Allow 5 minutes for this activity. Then ask trainees:*

► **What principles of youth learning could you add to this list?**

*Add the additional principles to the flip chart Youth Learning Principles, and ask trainees to write them on their handouts. Say:*

Young people learn the best when they have opportunities to be actively engaged in the learning process, and as a result can reflect on their learning experience. Next, we will look at how these principles are incorporated in to the methods used in *Young People: Your Future, Your Money*.

## STEP 2

### Link Methods Used in Learning Sessions to Principles of Youth Learning

15 MINUTES

*Distribute Handout 6, Summaries of the Learning Sessions, to trainees. Instruct them to work again in their Thematic Groups. Say:*

In your Thematic Groups, please look at the handout and compare the methods used to teach your assigned topic to the principles we have just discussed. Answer the following questions together:

► **What do you notice about the methods used in each session?**

► **How do the methods used in each session relate to the principles of youth learning?**

*Allow 10 minutes for discussion in groups. When trainees have finished comparing the principles and methods, ask for volunteers from each Thematic Group to offer ideas and examples. Conclude by saying:*

Throughout the rest of the workshop we will explore some of these principles in detail and apply them as we practice the delivery of the sessions.

## ACTIVITY 10

### PURPOSE

TO CONSIDER THE REASONS THAT FINANCIAL EDUCATION IS A RELEVANT TOPIC FOR YOUNG PEOPLE.

### OBJECTIVES

BY THE END OF THIS ACTIVITY, TRAINEES WILL HAVE:

1. Discussed the importance of financial education for young people

### PREPARATIONS/MATERIALS

- ATIENO'S STORY

### TIME

40 MINUTES

### STEPS

1. Discuss relevance of financial education  
40 MINUTES

# Relevance of Financial Education for Young People

## STEP 1

### Discuss Relevance of Financial Education

40 MINUTES

It is crucial that you establish the relevance of financial education to young people's lives from the beginning of your workshop, because otherwise your trainees might lose interest in the topic, or stop attending altogether. Let me tell you a story as an example.

#### ATIENO'S STORY

Atieno is a 16-year old girl who lives with her parents in a very low-income area in the periphery of the city. She is invited to a financial education class by a friend of hers, but does not want to go. She tells her friend that she does not have any money, so she would not learn anything from the class. Her friend does not insist. As they head towards school, Atieno and her friend decide to walk to school instead of taking the bus, and keep the bus money to themselves. Since Atieno is well-known for her talent braiding hair, after school a couple of friends ask Atieno to braid their hair, for which they will give her \$1 each. The next day, on her way to school, Atieno decides to walk again.

This time, somewhere along the way, the money she got from the previous day falls from her pockets without Atieno noticing. When she gets to school, she realizes she's lost all of her money. She is very upset because she was hoping to use the money to buy some nice hair clips.

*Ask trainees:*

- **What are some lessons about young people and money matters in this story?** *[Young people might get money from a variety of informal sources; they don't know what options they have for managing that money.]*

Financial education is relevant for young people because it presents them with options, even if they have little money. For example, through financial education Atieno can learn about different ways to save her money. Then she will have the option to keep the money somewhere safer than carrying it all in her pockets.

*Organize trainees into small groups of 3 or 4 people. Explain:*

In your groups, you are going to prepare a skit to present to the entire group. Before you prepare your skit, first discuss other reasons why young people find financial education irrelevant. Then, talk about what your response would be to those arguments. Together, design a skit that highlights these issues and demonstrates why financial education is relevant to young people. You have 15 minutes for this exercise.

*Circulate among the groups during this preparation time to answer questions. When everyone has finished, ask each group to present its skit. After each skit, ask the rest of the trainees:*

- **What were the issues that this skit highlighted?**
- **How else could you respond to the issues in this skit?**

*Then say:*

As you review the learning sessions, you will learn more about the content of *Young People: Your Future, Your Money*, and you will discover additional reasons why financial education is relevant to young people's lives.

## ACTIVITY 11

### PURPOSE

TO HELP TRAINEES THINK ABOUT HOW TO CREATE A SAFE LEARNING ENVIRONMENT FOR YOUNG PEOPLE.

### OBJECTIVES

BY THE END OF THE ACTIVITY, TRAINEES WILL HAVE:

1. Determined how safety can be applied in a learning session

### PREPARATIONS/MATERIALS

- FLIP CHART FOR USE IN THE FOLLOWING STEP:
  - Step 1:
    - Blank flip chart with title: Creating a Safe Environment
- MARKERS
- TAPE

### TIME

25 MINUTES

### STEPS

1. Explore the concept of safety  
10 MINUTES
2. Discuss what safety means in a learning session  
15 MINUTES

# Promoting Safety in a Learning Situation

## STEP 1

### Explore the Concept of Safety

10 MINUTES

*In preparation for this activity, place chairs around the room to create an obstacle course.*

*Then say:*

It is critical to establish a safe environment in your learning setting. Young people need to feel that their ideas will not be criticized, that they will be welcomed and accepted by the group for who they are, and that the information they share will not be used against them. This is especially important in financial education because for many people financial matters are very private and sensitive issues. Young people will need to feel a sense of safety to talk freely about financial issues.

*Organize trainees into groups of 3 or 4 people. Give them the following instructions:*

- *Select at random one group member to be blindfolded (he or she has to agree to be blindfolded).*
- *Each group will have the chance to lead the blindfolded person through the obstacle course.*
- *All other trainees will remain quiet.*
- *The obstacle course will be changed between each group.*

*After all groups have guided someone through the obstacle course, ask those who were blindfolded the following questions:*

- **How safe did you feel going through the obstacle course?**
- **What made you feel safe or unsafe?**

Knowing that your peers were making sure that you would not be hurt probably made you feel more at ease. In a learning event with young people, it will be important to establish a safe environment so that trainees feel at ease when sharing their views.

## STEP 2

### Discuss What Safety Means in a Learning Session

15 MINUTES

*Tell trainees to stay in the same group. Ask them to develop a list of conditions that need to be present in a learning event in order for young people to feel safe when discussing money issues.*

*After 5 minutes, ask for volunteers from each group to share the information they discussed. Write the key points on a flip chart. Make sure the following points are mentioned:*

#### CREATING A SAFE ENVIRONMENT

- Young people can decide not to share personal or sensitive information.
- Discussions might be separated by gender if appropriate or needed for the context.
- Trainees are not ridiculed or judged for their opinions.
- All personal information shared in the workshop is to be kept confidential.
- Trainees can decide to what extent they want to involve parents and other adult relatives.

*Then ask:*

- **How will you make sure that these conditions are respected throughout a learning session?** *[Monitoring level of participation by both genders; noting when open questions do not generate any responses; stopping any comments that might be offensive to some trainees; talking to some of the more quiet trainees at the end to ensure they are feeling comfortable with the discussions.]*

As you prepare to deliver these learning sessions, consider these key points to make sure you create a safe environment.

*Give trainees a few minutes to write the key points so they can keep their own lists.*



## ACTIVITY 12

### PURPOSE

TO EXPLORE TECHNIQUES FOR ENERGIZING TRAINEES IN A LEARNING SESSION.

### OBJECTIVES

BY THE END OF THE ACTIVITY, TRAINEES WILL HAVE:

1. Identified a variety of energizers

### PREPARATIONS/MATERIALS

- SHEETS OF PAPER WITH 4 DIFFERENT SONGS WRITTEN ON THEM
- BLANK FLIP CHARTS
- MARKERS
- TAPE

### TIME

60 MINUTES

### STEPS

1. Brainstorming techniques for energizing young people  
40 MINUTES
2. Identify dynamic techniques to form groups  
20 MINUTES

# Making Learning Dynamic by Using Energizers

## STEP 1

### Brainstorming Techniques for Energizing Young People

40 MINUTES

*Say:*

As you will see when you practice the learning sessions, we have used a variety of training techniques to make the activities dynamic and fun. However, you might find yourself wanting to energize trainees between sessions if they seem tired or distracted. At those times, you could facilitate a quick energizer.

I will now show you an example of an energizer.

*Depending on the size of your group, ask trainees to form 1 to 4 circles. Each circle can have between 6 and 10 people. Then say:*

Put your right hand in the center of the circle, and join hands with another trainee. Make sure you are not connected to the person standing next to you.

*When all trainees have joined hands with someone else, say:*

Now, put your left hand in the circle. Again, join hands with another trainee, and make sure it is not the person standing next to you. Also, make sure that you do not have two hands from the same person.

*When trainees have finished joining all hands, say:*

In your groups, you are now a “human knot.” The point of this energizer is to untangle your knot. However, you cannot let go of each others’ hands to untangle the knot. You can move, step over and under arms, and turn around, but you cannot let go of each others’ hands. In the end, you should have one or more circles.

*Allow 10 minutes for groups to attempt to untangle their knots. Circulate around the room to answer questions, help out, and to make sure that trainees keep their hands together throughout the exercise. When the time limit is up, ask:*

- **How do you feel now, physically and mentally?**
- **Did you enjoy the activity? Why?**

As you experienced, an energizer is a brief activity used to provide a physical break during the course of a training workshop. It helps the trainees to release energy and change the pace of the training workshop. You will now develop a list of other energizers you can utilize at any point during a workshop.

*Organize trainees into 3 or 4 groups. Ask them to discuss techniques that can be used as energizers throughout a workshop. They should consider popular media, such as well-known games, stories, music, TV shows, fables, and sayings that can be utilized. In their groups, they will write their ideas on a flip chart. In addition, they should be prepared to demonstrate one of the activities with all the other trainees.*

*Allow 15 minutes for this discussion. After that time, have trainees demonstrate an example of an energizer, which should last no more than 2–3 minutes.*

*After each group demonstration, ask:*

- **At what point during a training workshop would this energizer be most appropriate?** *[Whenever trainees look sleepy or tired; to take a break between 2 complex activities.]*
- **What are other variations of this activity that you could implement in different contexts?** *[For example, an activity might need to be changed for mixed-gender groups.]*

*Allow 2–3 minutes for discussion per presentation.*

*When all groups have demonstrated their activities, invite trainees to post their flip charts with their list of ideas for energizers. Allow 5 minutes for trainees to view all the flip charts and take notes. Encourage trainees to follow up with each other if they have questions regarding the energizers.*

Keep in mind the following when deciding to use an energizer. An energizer:

- Should be very brief (3–5 minutes)
- Should engage all trainees equally
- Should respect the safety of the trainees

## STEP 2

### Identify Dynamic Techniques to Form Groups

20 MINUTES

*Identify in advance 3–4 popular songs to which most trainees will know the basic lyrics. Write the names of the songs on individual sheets of paper. You will need as many sheets of paper as there are trainees. You will write the titles of the songs in multiple sheets of paper so you end up with similar sized groups for each title. For example, if you have 20 trainees, you could identify 4 popular songs. You will then need to write each song on 5 individual sheets of paper so that you have 4 groups of 5 people at the end of the activity.*

*Say:*

One way to get trainees energized at the start of an activity that involves small groups is to use a fun technique to organize trainees into the groups.

*Ask trainees to stand up and form a large circle and face the center of the circle. Give each person a sheet of paper with the title of one of the songs. Tell trainees they should keep the paper to themselves and not show it to anyone. They should also not say anything. At the count of 1, 2, 3 everyone will start singing the song assigned to them at the same time. Allow 1 minute of simultaneous singing. Then say:*

As you noticed, all of you are singing different songs. Now, I will ask you to start signing again, but this time, pay attention to what other trainees are singing, and try to find the other trainees who are singing the same song as yours. Walk around, sing, and listen. Ok, 1, 2, 3, start singing!

*Trainees should be able to identify who is singing the same song. Once all groups have self-identified themselves, ask trainees to sing their song together, one group at a time. After all groups have sung their song, say:*

As you experienced, this is a fun way to use popular culture to form groups. Now, in your newly formed groups, discuss other techniques for creating groups.

*Tell trainees they have 5 minutes for this discussion. When they have finished talking, ask a volunteer from each group to briefly explain a couple of ideas identified.*

*In addition to the ideas presented by trainees, make sure to mention the following:*

## IDEAS FOR GROUP FORMATION

- Form groups by counting. For example, have trainees count from 1 to 4 (the first trainee says “1,” second trainee says “2”... the fifth trainee starts again at “1,” etc., until all trainees have counted). Trainees will form groups with people who have the same number.
- Form groups by distributing pieces of puzzles. Trainees will identify others who have the rest of the pieces to complete their puzzle.
- Form groups by asking trainees to stand in line in the order of their birthday—month and day only—and then counting (i.e. 1 through 3) to form groups.
- Form groups by assigning colors, symbols or pictures at random. Trainees will need to find others with the same assigned color or symbol or picture.
- Form groups by asking trainees to make the noise of a variety of animals. Similar to the song activity, trainees will find others who are making the same noise.

*Then ask:*

- **When should you consider using one of these dynamic group-forming techniques?** *[Trainees seem tired; trainees don't know each other.]*
- **When should you use something simple, like counting 1 through 4?** *[Many energizers have already taken place, so the workshop is becoming louder and trainees seem out of control; you're running out of time; the group formation would take longer than the actual activity itself.]*

*Allow 5 minutes for discussion and summarize the key points.*

## ACTIVITY 13

# Engaging Family

### PURPOSE

TO DETERMINE THE ROLE THAT FAMILY PLAYS IN FINANCIAL EDUCATION.

### OBJECTIVES

BY THE END OF THE ACTIVITY, TRAINEES WILL HAVE:

1. Discussed how to involve family in the delivery of financial education to young people

### PREPARATIONS/MATERIALS

- FLIP CHARTS FOR USE IN THE FOLLOWING STEPS:

Step 1:

- Blank flip chart with title: Why Involving Family in Financial Education is Important
- Blank flip chart with title: Challenges to Involving Family in Financial Education

Step 2:

- Blank flip chart with title: Family Action Plan

- CHAPTER 3, LEARNING SESSION 5: SHARE FINANCIAL NEGOTIATIONS WITH PARENTS OR GUARDIANS FROM THE *YOUNG PEOPLE: YOUR FUTURE, YOUR MONEY* TRAINER'S GUIDE

- BLANK FLIP CHARTS
- MARKERS
- TAPE

### TIME

45 MINUTES

### STEPS

1. Discuss role of family in financial education  
15 MINUTES
2. Develop a plan for engaging family  
30 MINUTES

## STEP 1

### Discuss Role of Family in Financial Education 15 MINUTES

*Say:*

Let's talk about the role of family in the financial education of young people. For many young people, parents or guardians are their first source of income. Young people have to negotiate with their parents about how they spend their money. In many cases, parents expect their children to contribute money to the household. Perhaps the youth works in the family's business. In some situations, young people do not want their parents to know about their savings and look for ways to make financial decisions independently from them. For these reasons, before starting a financial education workshop, you will want to determine the role the family might play.

*Ask:*

- **What role do parents or guardians have in the financial matters of young people?**
- **Do they want to be involved in the financial education of their children? Why or why not?**

*Allow 5 minutes for discussion, summarizing the key points.*

*When the discussion has finished, divide trainees into 2 teams. Within each team, trainees should work in pairs. Say:*

Pairs in the first team will identify the reasons why having family involved in the financial education of young people is important. Pairs in the second team will identify the challenges or problems of involving family.

*They should write their ideas on a sheet of paper. Allow 5 minutes for this activity.*

*After 5 minutes, ask for 2 or 3 volunteers from each team to share some of the key issues they identified. Write the ideas on 2 separate flip charts with the headings *Why Involving Family in Financial Education is Important* and *Challenges to Involving Family in Financial Education*.*

## **WHY INVOLVING FAMILY IN FINANCIAL EDUCATION IS IMPORTANT**

## **CHALLENGES TO INVOLVING FAMILY IN FINANCIAL EDUCATION**

*Summarize the main points.*

## STEP 2

### Develop a Plan for Engaging Family

30 MINUTES

*Say:*

In some cases, you might decide that involving family or other relatives is necessary. Let's discuss how you can do that while at the same time addressing some of the challenges.

*Ask each pair from team 1 to gather with a pair from team 2 to share each other's discussion. They should develop an action plan for how they want to involve family members in financial education. They should write their action plans on flip charts, which will look like the following:*

#### FAMILY ACTION PLAN

| <i>Objective of Activity</i> | <i>People to be Involved</i> | <i>Description of Activity</i> | <i>Role of Parents/Family</i> | <i>Role of Young People</i> |
|------------------------------|------------------------------|--------------------------------|-------------------------------|-----------------------------|
|                              |                              |                                |                               |                             |

*Allow 15 minutes for this discussion. Then ask a volunteer from each group to present its Family Action Plan. Make sure the following ideas are mentioned:*

- Invite parents to participate in a learning session (*Chapter 3, Learning Session 5: Share Financial Negotiations with Parents or Guardians from the Young People: Your Future, Your Money Trainer's Guide*)
- Conduct individual family visits to identify and address concerns about the financial education program
- Provide informational brochures about financial education
- Organize young people to prepare a presentation about financial education for their parents

*Conclude by saying:*

In the Young People: Your Future, Your Money module we have already developed a number of sessions that can involve parents or guardians. You should decide to what extent this is appropriate in your context.



## ACTIVITY 14

### PURPOSE

TO PRESENT THE QUALITIES OF GOOD STORYTELLING AND EFFECTIVE ROLE-PLAYS.

### OBJECTIVES

BY THE END OF THE ACTIVITY, TRAINEES WILL HAVE:

1. Identified techniques to tell a good story and facilitate effective role-plays

### PREPARATIONS/MATERIALS

- FLIP CHART FOR USE IN THE FOLLOWING STEP:
  - Step 2:
    - Blank flip chart with title: Good Storytellers
- HANDOUT FOR USE IN THE FOLLOWING STEP:
  - Step 3:
    - Handout 7—Role-Play
- TAPE

### TIME

75 MINUTES

### STEPS

1. Recall a good storyteller  
5 MINUTES
2. Demonstrate good storytelling  
45 MINUTES
3. Practice effective role-playing techniques  
25 MINUTES

# Effective Storytelling and Role-Plays

## STEP 1

### Recall a Good Storyteller

5 MINUTES

*Say:*

Many financial education module sessions involve presenting a situation in the form of a story or role-play. There are a number of things we must remember in order to tell a story well. Think of someone you know who is a good storyteller. Write on a sheet of paper what makes this person a good storyteller. You have 5 minutes.

*After 5 minutes, ask some volunteers to share their answers.*

## STEP 2

### Demonstrate Good Storytelling

45 MINUTES

*Divide trainees into 3 groups and say:*

First, as a group, discuss and agree on the characteristics or techniques of a good storyteller that each of you just identified. Then, choose a representative who will share a 2- to 3-minute story with the entire group.

Next, you will prepare a story about a typical financial situation that young people confront. While telling the story, the representative will demonstrate the characteristics or techniques that your group agreed on. You will have 20 minutes to prepare.

*After 20 minutes, invite each group representative one by one to present the group's story. After all the presentations, post the flip chart.*

## GOOD STORYTELLERS

### ► How were the storytellers' techniques similar?

*Record trainees' responses on the flip chart. Responses should focus on how the story was told rather than the content of the story itself. Discuss the characteristics/techniques in the following box if they **are not mentioned**, and add them to the flip chart.*

## CHARACTERISTICS/TECHNIQUES OF GOOD STORYTELLERS

- The voice is not too high or too low.
- The tone of the voice goes up and down to show emotions: sadness, excitement, confusion, whatever a character is feeling.
- The voice is not too quiet or too loud.
- The words are said clearly and not too quickly or slowly.
- The storyteller shows that he is interested in the characters and the characters' situation and makes the trainees care about them, too.

**Optional:** *If time permits, consider asking volunteers to read some sentences from any of the learning sessions and practice saying the sentences with the appropriate emotion.*

- **What other questions or comments do you have about being a good storyteller?**

*Answer any questions or comments.*

## STEP 3

### Practice Effective Role-Playing Techniques

25 MINUTES

*Say:*

In the learning sessions you will also find a number of activities in which trainees are asked to role-play a variety of financial education scenarios. Role-plays can be a highly interactive way of involving trainees in the telling and analysis of a story.

In a role-play, 2 or more trainees act out a situation, either following a script that is provided or by using their own creativity to give life to the situation. Let's identify some guidelines on how to prepare trainees for a role-play.

*Ask trainees to work in pairs and discuss what a trainer should do to prepare trainees for a role-play, keeping in mind that there will be role-plays with an exact script to follow, and others where the trainees are given only a rough description of the scenario, which they have to develop more extensively. Allow 10 minutes for this discussion.*

*After 10 minutes, ask for a few volunteers to share the guidelines they developed. Make sure the following points are mentioned:*

## GUIDELINES FOR ROLE-PLAYS

- Trainees should not feel forced into participating in a role-play.
- Make sure that trainees know exactly what they are supposed to do—write instructions on a flip chart if necessary.
- Emphasize that preparing for the role-play includes time practicing.
- Make sure that all other trainees are paying attention to the role-play and are not distracting the players.
- Tell trainees to speak clearly and loudly so everyone can hear them.
- Prepare a sign that indicates when the players have only one minute or less to complete their role-play.
- Make sure that no one trainee is dominating the group when discussing how to develop a role-play.
- Always make sure to allow the rest of the trainees to discuss what happened in the role-play.

*Ask for 3 volunteers. Give them Handout 7—Role-Play. Assign each a role, but don't give out any specific instructions on how to do the role-play, just tell them to play out the roles assigned to them.*

*After the role-play, ask the rest of the trainees:*

- **What worked well in this role-play? Why?**
- **What did not work well? Why?**
- **What could the trainer have done to prepare the trainees to do an effective role-play?**

*Conclude:*

Thank you for your participation. Refer to the techniques and guidelines described here when you practice telling the stories and when you instruct trainees to do a role-play during the Learning Sessions.

## ACTIVITY 15

# Using Open Questions

### PURPOSE

TO PRACTICE FACILITATING DISCUSSIONS THROUGH OPEN QUESTIONS.

### OBJECTIVES

BY THE END OF THE ACTIVITY, TRAINEES WILL HAVE:

1. Examined the difference between open and closed questions
2. Practiced using open questions

### PREPARATIONS/MATERIALS

- FLIP CHART FOR USE IN THE FOLLOWING STEP:

Step 1:

- Role of Trainer

- TAPE

### TIME

30 MINUTES

### STEPS

1. Demonstrate open and closed questions  
15 MINUTES
2. Practice open questions  
15 MINUTES

## STEP 1

### Demonstrate Open and Closed Questions

15 MINUTES

*Say:*

The role of a trainer is to guide learning by asking questions that do the following:

*Post the flip chart Role of Trainer.*

### ROLE OF TRAINER

- Encourage people to open up and examine a topic
- Stimulate ideas and discussion
- Cause people to share experiences
- Arrive at decisions or make commitments

*Explain that you will demonstrate this role through a role-play. You will act as a trainer interviewing a volunteer posing as a person from a local community.*

*Then say:*

Please observe the type of questions asked and see whether the questions help stimulate conversation, examine issues, share ideas or arrive at decisions.

*Talk to the volunteer in private before the activity. Instruct the volunteer to give only one-word answers such as "yes," "no" or "maybe."*

*The following is the set of questions to ask the volunteer.*

### **SAMPLE QUESTIONS FOR THE CLOSED-QUESTION ROLE-PLAY**

- Do you save?
- Can you save every week?
- Do you want to learn new ways to save?
- Is it a good idea for people make long-term savings plans?
- Do you think training could help women learn to save more?

*Following the role-play, ask the group:*

- **How much information did the trainer get?** *[Not very much]*
- **How was the trainer able to help the person?** *[It was of very little use]*
- **Why did it happen?** *[All of the questions were closed]*
- **What could have been done differently?** *[The trainer could have asked open questions, which would have provided more information and helped the person to better examine the problem]*

*Do a second role-play. Again, ask trainees to observe the type of questions and the result (quantity and quality of information, amount of reflection required, and usefulness of questions for facilitating problem-solving).*

## SAMPLE QUESTIONS FOR THE OPEN-QUESTION ROLE-PLAY

- How do you save?
- Tell me the problems you have in saving regularly.
- What would you like to learn that would help you save more?
- What do you think about making a savings plan?
- How can training help members of this group?

*Following the role-play, ask the group the following questions:*

- **What happened? Why?**
- **What was the difference in the amount of thought required to respond?**
- **What was the difference in the amount and quality of information the trainer received by asking these questions?**

*Allow 2–3 minutes for discussion, then say:*

Let's now practice using open questions.

## STEP 2

### Practice Open Questions

15 MINUTES

*Organize trainees into pairs. Then say:*

Consider a financial situation you encountered when you were younger and share this situation with your partner. Your partner should listen and then ask you 3 open questions about what you have said.

*Demonstrate this conversation with a partner to show the group how it is done. Then tell trainees to start the exercise.*

*After 5 minutes, tell trainees they should switch roles and repeat the exercise.*

*After another 5 minutes, ask volunteers to share what they learned about this experience.*

- **What else can a trainer do to encourage young people to respond to open questions?** *[Utilize humor that would not be considered offensive by trainees; not single out any one trainee, always ask for volunteers; share a personal story.]*

*Allow 2–3 minutes for discussion. Then conclude:*

Using questions that will stimulate trainees to share their thoughts can be especially important when working with young people because they can be very shy or unaccustomed to talking openly in front of adults.

## ACTIVITY 16

### PURPOSE

TO INTRODUCE THE STRUCTURE OF THE LEARNING SESSIONS IN THE TRAINER'S GUIDE.

### OBJECTIVES

BY THE END OF THE ACTIVITY, TRAINEES WILL HAVE:

1. Reviewed the structure of the learning sessions in the Trainer's Guide

### PREPARATIONS/MATERIALS

- FLIP CHART FOR USE IN THE FOLLOWING STEP:

Step 1:

- Features of the Learning Sessions

- TAPE

### TIME

10 MINUTES

### STEPS

1. Present the features of the learning sessions in the trainer's guides  
10 MINUTES

# Structure of the Learning Sessions in the Trainer's Guides

## STEP 1

Present the Features of the Learning Sessions in the Trainer's Guides

10 MINUTES

*Say:*

The learning sessions have specific features that are intended to guide trainers as they present each learning task.

*Post and review the flip chart Features of the Learning Sessions. Point to any Learning Session in the Young People: Your Future, Your Money Trainer's Guide as an example.*

## FEATURES OF THE LEARNING SESSIONS

### *Headers and Footers*

This is information found at the top and bottom of each page. It identifies the topic, title, session number and page number of each learning session.

### *Trainer's Information Box*

The box at the start of each learning session has four elements in it.

**Objectives**—List of actions that the activities in the learning session are constructed to accomplish.

**Time**— An estimated amount of time needed to implement all the steps designed for the learning session.

**Preparations/Materials**—List of actions or materials the trainer must ensure are ready before the learning sessions can be presented.

**Steps**—A list of the activities in the learning session. The titles capture the process to be used and the content to be covered. Activities of the learning session are listed in the order in which they should be implemented. Often the learning session begins with a review of the previous learning session and ends with a review of the key points in the session. Special features for the trainer to note include the following:

**Regular font** = specific information, instructions or questions for the trainer to read or closely paraphrase to the trainees

**Italics font** = instructions for the trainer (not to be read to the trainees)

**Arrow (➤)** = symbol that highlights specific questions to ask

**Box** = special technical or summary information to share with the trainees

**Shaded Box** = recommended flip-chart design to consider using with the trainees

**[Square Brackets]** = the “correct” answer to expect for a technical question

**(Parenthesis)** = additional instructions or information

*Ask trainees:*

- **What questions or comments do you have about the features of the learning sessions?**

*Clarify any questions or comments.*

## ACTIVITY 17

### PURPOSE

TO ALLOW THE TRAINEES TIME TO PREPARE TO PRESENT A LEARNING SESSION.

### OBJECTIVES

BY THE END OF THE ACTIVITY, TRAINEES WILL HAVE:

1. Practiced presenting the learning session

### PREPARATIONS/MATERIALS

- FLIP CHARTS FOR USE IN THE FOLLOWING STEPS:

Step 1:

- Learning Session Presentation Sign-Up Sheet

Step 2:

- Preparation Steps for the Learning Session Facilitation

- TAPE
- BLANK FLIP CHARTS
- SCISSORS
- GLUE
- NOTE CARDS
- PICTURES FROM LEARNING SESSIONS
- HANDOUTS FROM LEARNING SESSIONS
- BLANK SHEETS OF PAPER
- MARKERS

### TIME

70 MINUTES

### STEPS

1. Sign up to practice facilitating a learning session  
5 MINUTES
2. Prepare to facilitate a learning session  
65 MINUTES

# Group Preparation to Present Learning Sessions

## STEP 1

### Sign Up to Practice Facilitating a Learning Session 5 MINUTES

*Say:*

During the training, each of you will present one of the learning sessions and provide feedback to someone presenting a different learning session. You will prepare and present your session as part of a pair or small group. Walk around the room to review the learning session summaries that have been posted and decide which learning session you want to present and for which learning session you want to provide feedback. Sign up by writing your name under the presenter's column and under the feedback column on the sign-up sheet posted at the front of the room.

*Tell trainees they will only facilitate a few of the learning sessions, depending on the total number of trainees and available time. For this workshop, 8 sessions are listed: the first 2 from every chapter.*

**Note:** *You are not limited to using only the 8 sessions listed here for presentations. However, if you chose different sessions, you will have to adjust the flip charts to reflect your choices.*

### LEARNING SESSION PRESENTATION SIGN-UP SHEET

| <i>Learning Session Title</i>                      | <i>Presenter(s)</i> | <i>Feedback</i>    |
|--|---------------------|--------------------|
| <b>Chapter 1: Managing Money</b>                   |                     |                    |
| 1. Want to Manage Your Money? Start by Saving.     | ■ _____<br>■ _____  | ■ _____<br>■ _____ |
| 2. The Savings Plan                                | ■ _____<br>■ _____  | ■ _____<br>■ _____ |
| <b>Chapter 2: Financial Services</b>               |                     |                    |
| 1. So You Need a Lump Sum of Money?                | ■ _____<br>■ _____  | ■ _____<br>■ _____ |
| 2. Saving Options                                  | ■ _____<br>■ _____  | ■ _____<br>■ _____ |
| <b>Chapter 3: Financial Negotiations</b>           |                     |                    |
| 1. What is a Financial Negotiation?                | ■ _____<br>■ _____  | ■ _____<br>■ _____ |
| 2. Communicate with Success                        | ■ _____<br>■ _____  | ■ _____<br>■ _____ |
| <b>Chapter 4: Earning Money</b>                    |                     |                    |
| 1. Exploring Options for Earning Money             | ■ _____<br>■ _____  | ■ _____<br>■ _____ |
| 2. Matching Personality and Skills to Work Options | ■ _____<br>■ _____  | ■ _____<br>■ _____ |

## STEP 2

### Prepare to Facilitate a Learning Session 65 MINUTES

*Say:*

This is your opportunity to work in pairs or small groups to prepare to facilitate the learning sessions. You will first read the learning sessions together, noting any questions or areas of confusion. Next, you will review any materials you need for the learning sessions. Finally, you will begin to practice the steps with each other.

*Post the flip chart Preparation Steps for Learning Session Facilitation.*

#### PREPARATION STEPS FOR LEARNING SESSION FACILITATION

- **Read** the learning session
- **Review** any materials needed for the presentation
- **Practice** the steps with another person

*Say:*

You will have one hour to prepare for your presentation.

*This time allows teams to prepare to facilitate their assigned learning session. Circulate among the groups during this preparation time to answer questions.*



## ACTIVITY 18

### PURPOSE

TO INTRODUCE THE LOCAL MODIFICATION CHART AND ITS USE IN ADAPTING THE LEARNING SESSIONS.

### OBJECTIVES

BY THE END OF THE ACTIVITY, TRAINEES WILL HAVE:

1. Reviewed and discussed the Local Modification Chart
2. Identified the importance of adapting the learning sessions

### PREPARATIONS/MATERIALS

- FLIP CHART FOR USE IN THE FOLLOWING STEP:
  - Step 2:
    - Local Modification Chart
- HANDOUT FOR USE IN THE FOLLOWING STEP:
  - Step 2:
    - Handout 8—Local Modification Chart
- SIGNS WITH HEADINGS: STRONGLY AGREE AND STRONGLY DISAGREE
- MARKERS
- TAPE

### TIME

35 MINUTES

### STEPS

1. Recognize differences among young people  
10 MINUTES
2. Present and discuss the local modification chart  
25 MINUTES

# Local Modification of the Learning Sessions

## STEP 1

### Recognize Differences among Young People

10 MINUTES

*Tell trainees to imagine there is a line running from one end of the room to the opposite end. One end of the line will be the Strongly Agree end, and the other end will be the Strongly Disagree end. Mark each end with a sign to remind trainees which end is which. Explain that you will read a series of statements. If they strongly agree with the statement, they should move to the end marked Strongly Agree. If they are undecided, they can stand in the middle of the line. If they strongly disagree they should move to the opposite end.*

*Read one statement at a time, and after trainees move, ask a volunteer from each end to explain why he or she agreed or disagreed.*

## STATEMENTS

- Both young women and young men have the same economic opportunities in life.
- Young people, under age 16, can earn as much money as young adults, 20 years old or older.
- Young people in the rural areas have access to the same financial services as young people in urban settings.

*After reading all the statements and allowing for 2–3 comments, say:*

The impact that financial education can have on young people will depend largely on their profile. This profile includes characteristics like age, gender, cultural context, and access to financial services, among others. The financial education materials in *Young People: Your Future, Your Money* are generic, meaning that they capture universal concepts that cut across cultural and economic contexts. These materials were developed for an audience of low-income young men and women ages 16 to 22. As you prepare to deliver your sessions, you will need to determine whether the differences in the profile of your target group might require changes in the learning sessions. We will now review a process that can help you to determine any required changes.

## STEP 2

### Present and Discuss the Local Modification Chart

25 MINUTES

*Post the flip chart, Local Modification Chart and distribute Handout 8—Local Modification Chart.*

*Say:*

After each presentation of a learning session we are going to review Handout 8—Local Modification Chart, which highlights the elements of the learning sessions that may need to be adapted and provides a place to record all of the modifications we decide to make. Adaptation of terms and practices is very important because these changes make the learning sessions more relevant to the trainees.

**LOCAL MODIFICATION CHART****MODIFICATIONS TO LEARNING SESSION GUIDES**

| <i>Information/<br/>Modification Issue</i>                       | <i>Modifications/<br/>Information Needed</i> | <i>No. of the<br/>Learning<br/>Sessions<br/>Requiring<br/>Changes</i> |
|--|--|---|
| Title of the Learning Session                                    |  |   |
| Achievement-Based Objectives                                     |  |   |
| Time Period for the Learning Session                             |  |   |
| Steps—Titles and Sequencing                                      |  |   |
| Media and Materials  |  |   |
| Story Situation/Examples that Need to be More Relevant           |  |   |
| Worksheets   |  |   |
| Pictures   |  |   |
| Local Problems and Solutions that are Different                  |  |   |
| Open Questions that Need to be Changed                           |  |   |
| Names of People in Stories/Dramas                                |  |   |
| Youth Learning Methods: Small-Group Work, Games, Exercises, etc. |  |   |
| Local Terms  |  |   |
| Currency and Amounts Used in Stories, Exercises and Examples     |  |   |

*Review the elements of Handout 8—Local Modification Chart.*

Consider the modifications you will need to make to the learning sessions as you prepare your presentation to the whole group. At the end of each presentation, we are going to discuss the modifications needed for that particular learning session.

- **Based on what you know about this topic, what are some examples of adaptations you might need to make to the learning sessions?**

*Allow 2–3 minutes for discussion.*

## ACTIVITY 19

### PURPOSE

TO REVIEW PRINCIPLES FOR GIVING AND RECEIVING FEEDBACK ON THE LEARNING SESSION PRESENTATIONS.

### OBJECTIVES

BY THE END OF THE ACTIVITY, TRAINEES WILL HAVE:

1. Reviewed key principles for giving and receiving feedback

### PREPARATIONS/MATERIALS

- FLIP CHARTS FOR USE IN THE FOLLOWING STEPS:

Step 1:

- Blank flip chart with title: Tips for Giving Feedback
- Blank flip chart with title: Desired Behavior by Person Receiving Feedback

Step 2:

- Questions for Giving Feedback

- HANDOUT FOR USE IN THE FOLLOWING STEP:

Step 1:

- Handout 9—Key Principles for Giving and Receiving Feedback

- MARKERS

- TAPE

### TIME

20 MINUTES

### STEPS

1. Discuss key principles for giving and receiving feedback  
15 MINUTES
2. Present feedback questions  
5 MINUTES

# Giving and Receiving Feedback

## STEP 1

Discuss Key Principles for Giving and Receiving Feedback

15 MINUTES

*Post the following flip chart:*

### TIPS FOR GIVING FEEDBACK

*Ask trainees to imagine that they just finished facilitating their learning session. Ask trainees to turn to another trainee and quickly discuss how to answer the following question:*

- **What kind of feedback would you like from other trainees to help you improve?**

*Ask pairs to share their suggestions. Write the suggestions on the flip chart. Make sure the general principles listed in the box below are included.*

## **KEY PRINCIPLES FOR GIVING FEEDBACK**

### ***Giver:***

- Provides specific examples and suggestions
- Includes appreciative comments for what was performed well
- Allows self-evaluation first
- Discusses the results immediately
- Creates an exchange of ideas and information (not one-way) and verifies understanding
- Considers the needs of the receiver, not the giver; only provides the quantity of information the receiver can use—not the quantity the giver wants to provide

*Post the following flip chart.*

## **DESIRED BEHAVIOR BY PERSON RECEIVING FEEDBACK**

*Ask trainees to imagine that they are now providing feedback to the presenters after the learning session was facilitated. Ask them to return to their partners and quickly discuss the answer to this question:*

- **How would you like the person receiving feedback to behave?**

*Note the points on the flip chart. Make sure the points listed in the following box are covered:*

## KEY PRINCIPLES FOR RECEIVING FEEDBACK

### **Receiver:**

- Listens to the entire comment; does not interrupt
- Asks questions before responding to make sure there is clear understanding of the feedback
- Does not get defensive about behavior
- Helps the giver be specific with the feedback
- Is thankful for the input

*Distribute Handout 9—Key Principles for Giving and Receiving Feedback. Leave the flip charts posted on the wall. When feedback is provided after each learning session, refer to the flip charts for guidelines.*

*Answer questions and clarify information.*

## STEP 2

### Present Feedback Questions

5 MINUTES

*Post the flip chart Questions for Giving Feedback. Explain:*

After each learning session presentation, we are going to have the opportunity as presenters to receive feedback, and as the group, to give feedback. We will follow the process in the flip chart.

First, the presenters will talk about what they liked about their presentation and what they will do differently to improve the next time they facilitate that learning session. Then the feedback group will talk about what they liked and suggest some good training tips to the presenters for the next time they facilitate the session. Finally, all trainees will then have the chance to ask questions about the session, and suggest additional local adaptations that need to be made.

## QUESTIONS FOR GIVING FEEDBACK

### **1. Questions to be answered by the group that facilitated the learning session:**

- What do you—the presenter—think worked well?
- What are you—the presenter—going to do differently to improve this learning session the next time you present it?

### **2. Questions to be answered by the feedback group:**

- What did you particularly like about the way this learning session was facilitated?
- What are some good training tips for the next time this learning session is presented?

### **3. To all trainees:**

- Since we are all going to use this learning session in the field, what are your questions about this learning session?
- Look at the Local Modification Chart. What changes or additions are needed for this learning session?

*Ask:*

- **What questions, comments or ideas do you have about how the feedback session is going to be conducted?**

*Clarify any questions or concerns.*

## PURPOSE

TO PRACTICE PRESENTING THE LEARNING SESSIONS AND PROVIDE FEEDBACK TO THOSE PRESENTING IT.

**Activity 20:** Practice Learning Session 1.1, Chapter 1. *Want to Manage Your Money? Start by Saving*

**Activity 21:** Practice Learning Session 1.2, Chapter 1. *The Savings Plan*

**Activity 22:** Practice Learning Session 2.1, Chapter 2. *So You Need a Lump Sum of Money?*

**Activity 23:** Practice Learning Session 2.2, Chapter 2. *Savings Options*

**Activity 24:** Practice Learning Session 3.1, Chapter 3. *What is Financial Negotiation?*

**Activity 25:** Practice Learning Session 3.2, Chapter 3. *Communicate with Success*

**Activity 26:** Practice Learning Session 4.1, Chapter 4. *Exploring Options for Earning Money*

**Activity 27:** Practice Learning Session 4.2, Chapter 4. *Matching Personal Qualities and Skills to Work Options*

## OBJECTIVES

BY THE END OF THE ACTIVITY, TRAINEES WILL HAVE:

1. Presented and participated in a variety of learning sessions
2. Provided feedback to presenters

## PREPARATIONS/MATERIALS

- FLIP CHARTS FOR USE IN THE FOLLOWING STEPS:

Step 1:

- Key Principles for Giving Feedback (*on the wall for reference from Activity 19*)
- Desired Behavior by Person Receiving Feedback (*on the wall for reference from Activity 19*)
- Local Modification Chart (*on the wall for reference from Activity 18*)
- Principles of Youth Learning (*on the wall for reference from Activity 9*)
- Questions for Giving Feedback (*on the wall for reference from Activity 19*)

Step 2:

- Learning Session Feedback Process

- TAPE

- MARKERS

## TIME

TOTAL TIME: 10 HOURS 55 MINUTES

Activity 20—55 minutes plus 20 minutes for feedback and adaptation

Activity 21—50 minutes plus 20 minutes for feedback and adaptation

Activity 22—60 minutes plus 20 minutes for feedback and adaptation

Activity 23—60 minutes plus 20 minutes for feedback and adaptation

Activity 24—60 minutes plus 20 minutes for feedback and adaptation

Activity 25—45 minutes plus 20 minutes for feedback and adaptation

Activity 26—95 minutes plus 20 minutes for feedback and adaptation\*

Activity 27—70 minutes plus 20 minutes for feedback and adaptation

## STEPS

1. Present the practice learning session to the group  
TIME WILL VARY BASED ON SESSION
2. Facilitate the feedback on the learning session  
15 MINUTES
3. Use the local modification chart to record adaptations to the learning sessions  
10 MINUTES

# ACTIVITIES 20, 21, 22, 23, 24, 25, 26 AND 27

## Presentation of the Learning Sessions with Feedback

**Note:** Activity 26 refers to Chapter 4, Session 1 in the Trainer's Guide. This Session includes a field trip into the local community, and provides an optional activity if a field trip is not possible. You will have to decide what is appropriate and possible for your context and trainees and choose the option that best meets your needs.

### STEP 1

#### Present the Practice Learning Session to the Group

TIME WILL VARY BASED ON SESSION

*Post on the wall the flip charts: Key Principles for Giving Feedback, Desired Behavior by Person Receiving Feedback, Learning Session Feedback Process, Principles of Youth Learning and Questions for Giving Feedback.*

*Introduce the learning session by reminding the trainees that this is a practice learning session. Assign each group a feedback group that will give them feedback on their learning session first. Remind trainees that they should be writing down ideas or issues that they would like to provide as feedback.*

*Then say:*

As you prepare to present your learning session, keep in mind the Principles of Youth Learning posted on the wall.

*Invite the trainees to begin to present the session*

## STEP 2

### Facilitate the Feedback on the Learning Session

10 MINUTES

*Explain the feedback process to the trainees by referring to the flip charts: Key Principles for Giving Feedback, Key Principles for Receiving Feedback and Questions for Giving Feedback.*

*Post the flip chart Learning Session Feedback Process.*

#### LEARNING SESSION FEEDBACK PROCESS

- Trainer says what he or she liked about the presentation and what he or she would change
- Appointed feedback providers give specific feedback
- Other trainees add any comments or questions

*Manage the feedback process, ensuring that trainees follow the key principles for giving and receiving feedback.*

## STEP 3

### Use the Local Modification Chart to Record Adaptations to the Learning Sessions

10 MINUTES

*Refer to the Local Modification Chart. Complete any parts that are relevant. In particular, review the local vocabulary for any technical terms. If there are terms to change or add to the learning sessions, ask trainees to write the changes in their materials immediately so that everyone has the same adaptations.*

## ACTIVITY 28

### PURPOSE

EVALUATION OF THE TRAINING AT THE END OF THE WORKSHOP.

### OBJECTIVES

BY THE END OF THE ACTIVITY, TRAINEES WILL HAVE:

1. Reviewed workshop map
2. Discussed in small groups the evaluation of the training and presented their thoughts to the group
3. Completed a post-test

### PREPARATIONS/MATERIALS

- FLIP CHART FOR USE IN THE FOLLOWING STEP:

Step 1:

- Workshop Map (*on the wall for reference from Activity 2*)

- HANDOUTS FOR USE IN THE FOLLOWING STEPS:

Step 2:

- Handout 10—Workshop Assessment Questionnaire

Step 3:

- Handout 11—Post-Test
- Handout 12—Post-Test with Answers

- PENS

- BLANK SHEETS OF PAPER

- TAPE

### TIME

45 MINUTES

### STEPS

1. Present and review workshop map  
5 MINUTES
2. Conduct an individual and small-group evaluation discussion  
20 MINUTES
3. Administer post-test  
15 MINUTES
4. Close the workshop  
5 MINUTES

# Final Evaluation, Post-Test and Wrap-up

## STEP 1

### Present and Review Workshop Map

5 MINUTES

*Post and review the workshop map.*

- **What are some questions you have about the workshop?**

## STEP 2

### Conduct an Individual and Small-Group Evaluation Discussion

20 MINUTES

*Distribute Handout 10—Workshop Assessment Questionnaire to all trainees.*

*Tell trainees they have 10 minutes to individually complete the questionnaire.*

*After the individual evaluations are completed, organize trainees into small groups of 3 or 4 people. Say:*

In your group, review the training materials, learning sessions and handouts, and develop a list of recommendations for future trainings. Write your recommendations on a sheet of paper.

*After 10 minutes, collect the recommendations from each group.*

## STEP 3

### Administer Post-Test

15 MINUTES

*Distribute Handout 11—Post-Test. Remind the trainees of the following before administering the post-test:*

The purpose of this test is to help us assess one aspect of the effectiveness of this training workshop. By comparing the results of this test with the pre-test taken at the beginning of the workshop, we are able to assess changes resulting from the training. By comparing the results of the 2 tests we can assess how much technical knowledge was gained about managing money, financial services, financial negotiations and earning money options. Test results for an individual are not shared with anyone, but individuals can discuss their own results if they desire.

Please put your number—the number that was on your pre-test—in the upper right corner. Remember that this is a test of my ability as a trainer to prepare you with the necessary knowledge for the learning sessions. You have 15 minutes to take the test. When you are finished, please place your test on the table. When everyone is finished, I am going to give everyone a copy of the test answers.

► **What questions do you have about taking this post-test?**

*Give the trainees about 15 minutes to complete the post-test. When everyone is finished, set the post-tests aside for later tabulation.*

*Distribute Handout 12—Post-Test with Answers. Review the questions and the correct responses. Answer any questions and clarify the information.*

## STEP 4

### Close the Workshop

5 MINUTES

*Close the event by thanking all the people who helped to coordinate the event as well as all the trainees.*



# Young People

*YOUR FUTURE, YOUR MONEY*



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