SAVING FOR CHANGE

REPLICATION OF SAVINGS GROUPS

Trainer’s Guide
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Saving for Change
Replication of Savings Groups

Preface

In many parts of the world, the very poor and those living in rural communities (especially women) have limited access to financial services. Financial institutions such as banks, credit unions and microfinance institutions (MFIs) typically encounter barriers to providing services (especially savings) to these populations. The cost of reaching dispersed rural populations is high, the loans to the very poor are often too small to be profitable, and the legal environment makes it difficult for many MFIs to mobilize savings. As a result, the very poor and those living in rural communities have limited and low-quality options for lending and savings services. They are charged extremely high interest rates by moneylenders, and have few safe ways to save—much less earn a return on their savings. Many of the very poor and those in rural communities not only lack access to financial services, but also lack access to information on managing household finances and their small businesses or protecting their families against preventable illnesses such as malaria or HIV/AIDS.

Saving for Change is a highly replicable savings-led microfinance program developed by Oxfam America and Freedom from Hunger. Saving for Change provides basic financial and nonfinancial services to the very poor and those living in rural communities (especially women) when organized into self-managed Savings Groups. Saving for Change reaches people who typically have no access to formal financial institutions. It provides an opportunity for community members to save and borrow money to meet their needs and improve their income. As well as providing financial services, Saving for Change builds members’ skills for enhancing their lives by discussing and sharing ideas on topics in health, business development and money management. As a result of their participation in Saving for Change, Savings Group members create solidarity to solve relevant family and community issues. Saving for Change also ensures the effective, rapid and low-cost creation or “replication” of new Savings Groups by replicators. Replicators are qualified members of formal Savings Groups; Savings Groups formed by animators. Animators train and coach replicators to form other Savings Groups in their own or in nearby communities. The replication of new Savings Groups enables even more very poor and rural community members to gain access to financial services.

The Saving for Change: Replication of Savings Groups Trainer’s Guide is the second in a series of trainer guides. This guide contains a number of activities and materials specifically designed to prepare animators to train replicators to form new Savings Groups using the Saving for Change: Replication of Savings Groups Animator’s Guide. There are separate trainer guides on the Saving for Change strategy for formal Savings Group formation by animators as well as ones discussing topics in health, business development, and money management.

How to Use the Trainer’s Guide
This Trainer’s Guide provides a set of activities to train animators to effectively use the Saving for Change: Replication of Savings Groups Animator’s Guide. The objectives, preparation and steps for each activity are clearly and completely described. The materials required for discussion and/or distribution are embedded in the text of the activity or in the pages that follow.
Animator’s Guide
The Saving for Change: Replication of Savings Groups Animator’s Guide is located separately from this Trainer’s Guide. It contains 2 important components. Each component is briefly described below.

Activities
The first component is the set of activities to train replicators to effectively use the Pictorial Guide. The objectives, preparation and steps for each activity are clearly and completely described. The materials required for discussion and/or distribution are embedded in the text of the activity or in the pages that follow.

Annotated Pictorial Guide
The second component is an annotated version of the Pictorial Guide. The Annotated Pictorial Guide is printed front and back and bound along the top, separately from the Animator’s Guide. It includes all of the pictures from the Pictorial Guide and descriptions of the pictures and explanations of what the replicators do and say during each meeting. The animator uses the Annotated Pictorial Guide to train and coach replicators.

Pictorial Guide
The Saving for Change: Replication of Savings Groups Pictorial Guide is printed front and back and bound along the top, separately from the Animator’s Guide. The Pictorial Guide is equivalent to the Saving for Change: Formation of Savings Groups Animator’s Guide. The difference is that the Pictorial Guide is “written” with pictures and the Formation of Savings Groups Animator’s Guide is written with words. Replicators are equipped with the Pictorial Guide and are trained to “read” the pictures. All of the pictures from the Pictorial Guide are embedded within the text of the Formation of Savings Groups Animator’s Guide. In this way, the animators can compare the information in their Formation of Savings Groups Animator’s Guide with the information shared by the replicators. Since the pictures are small, it is not recommended that the pictures be used as visuals to show the Savings Group members.

The Pictorial Guide contains 1 Promotion Meeting and 8 Training Meetings. During the Promotion Meeting, the replicator promotes the benefits of Savings Groups and registers interested community members to form a Savings Group. During the Training Meetings, the Savings Group members elect a Management Committee, establish their Savings Group Rules and make other group decisions. The Training Meetings are designed to provide information that informs these decisions as well as to guide the members to organize their ideas and reach consensus.

During the Training Meetings, the replicator guides the members through a process of identifying issues or problems; developing a list of possible options or solutions; considering advantages, disadvantages and consequences of the various options; and making decisions to take action. The replicator facilitates this process by framing the issues, asking open questions, and encouraging the group to make its own decisions.

The Promotion and Training Meetings’ schedule can be adjusted to suit the time constraints of the members. The Promotion and Training Meetings are usually held each week for approximately 1 hour over a 9-week period. It is recommended that all of the Promotion and Training Meetings not be offered in 2 or even 3 weeks. Likewise, it is recommended that the Promotion and Training Meetings be completed in no more than 3 months.
**Saving for Change**

**Replication of Savings Groups**

**Overview of the Trainer’s Guide Activities**

The Trainer’s Guide provides a set of activities to prepare animators of formal Savings Groups to train replicators to form new Savings Groups. It is designed to provide animators with an opportunity to practice implementing the activities from the Animator’s Guide and the Training Meetings from the Pictorial Guide. Additional activities are included to prepare animators to identify, train and coach replicators and complete reports for replicated groups.

The goal of the activities is to extend *Saving for Change* savings-led financial services to the very poor. The activities contribute to this goal by enabling animators to achieve the overall objective of effectively identifying, training and coaching replicators to form new Savings Groups using the Pictorial Guide and accurately completing reports for replicated groups.

There are a variety of features written into the text and embedded in the format of each activity. The intention is to give the trainer written signals that make the delivery of the activity easier. The following is a list of the features.

### Features of the Trainer’s Guide Activities

**Information Box**—The box at the start of each activity contains 3 elements:
- **Objectives**—list of actions that the steps in the activity are constructed to accomplish
- **Preparation**—list of actions or materials that must be ready before the activity can be presented
  - Flip charts are incorporated into the step in which they occur or are provided at the end of the activity. Shaded borders easily identify the flip charts.
  - Handouts needed for each activity are listed with the step in which they occur and are provided at the end of the activity.
- **Time**—an estimated amount of time needed to implement all of the steps designed for the activity.

**Steps**—The steps needed to complete the activity are listed in the order recommended for implementation. Special features for the trainer to note include:
- *Italics font* = instructions for the trainer (not read to the animators)
- Regular font = specific information, instructions or questions for the trainer to read or closely paraphrase to the animators
- Arrow (➤) = symbol that highlights specific questions to ask
- Box (□) = special technical or summary information to share with the animators
- Box with shaded borders (□) = flip chart for posting on the wall
- [Square brackets] = the “correct” answer to expect to a technical question
- (Parenthesis) = additional instructions or information
ACTIVITY 1: WORKSHOP OPENING

Objectives
By the end of this activity, animators will have:
1. Established a comfortable learning environment.

Preparation
- Add the necessary information to the box “Workshop Logistics” in Step 2.
- Flip chart (or white/blackboard) for use in the following step:
  - Step 1: Animator Introductions
- Flip charts for use in the following steps:
  - Step 2: Workshop Goal and Objectives
  - Step 3: Blank flip chart with the title: Workshop Participation Norms
- Handout for use in the following step:
  - Step 2: Workshop Goal, Objectives and Agenda (1 per animator)
- Other materials for use in the following steps:
  - Step 1:
    - Blank name tags (1 per animator)
    - Blank flip-chart paper, markers and tape (needed for all workshop activities)
    - Whiteboard with whiteboard markers and eraser or blackboard with chalk and eraser (needed for all workshop activities)

Time
55 minutes

Steps
1. Welcome animators and conduct introductions – 30 minutes

Say:
Welcome to this 5-day workshop on Replication of Savings Groups. Before we begin, let us get to know each other.

Divide animators into pairs using a dynamic group-forming activity. Post the flip chart (or write the animator introduction questions on the white/blackboard) and say:

Now discuss how to answer the following questions with your partner (read the questions below aloud):

<table>
<thead>
<tr>
<th>Animator Introductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is your name?</td>
</tr>
<tr>
<td>2. What is your organization?</td>
</tr>
<tr>
<td>3. What is 1 benefit of replication?</td>
</tr>
</tbody>
</table>

Each of you is going to introduce your partner by stating his or her name, organization and 1 benefit of replication that he or she shared with you. You have 5 minutes to discuss.
After 5 minutes, ask animators to introduce their partners by stating their name, organization and 1 benefit of replication that they shared. Give each animator an opportunity to talk.

Then say:

You named many benefits of replication. Replication not only improves and develops many communities, but it also develops your skills as animators and supervisors.

Distribute a blank name tag to each animator. Say:

Write your name in large letters on your name tag and put your name tag on.

Give animators 1–2 minutes to write and put on their name tags.

2. Facilitate discussion of workshop goal, objectives, agenda, and logistics – 15 minutes

Distribute the Workshop Goal, Objectives and Agenda handout to each animator. Then say:

I am going to read the goal and objectives for this workshop (post the flip chart and read it out loud):

<table>
<thead>
<tr>
<th>Workshop Goal and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL</strong></td>
</tr>
<tr>
<td>▪ To extend Saving for Change savings-led financial services to the very poor</td>
</tr>
<tr>
<td><strong>OBJECTIVES</strong></td>
</tr>
<tr>
<td>By the end of this workshop, animators will be able to:</td>
</tr>
<tr>
<td>▪ Effectively identify, train and coach replicators to form new Savings Groups using the Pictorial Guide.</td>
</tr>
<tr>
<td>▪ Accurately complete reports for replicated groups.</td>
</tr>
</tbody>
</table>

The goal is the desired outcome of your participation in this workshop. The objectives are what you will practice during the workshop and what you will be able to do by the end of the workshop.

Now, refer to your handout for the agenda. The agenda is the outline of the workshop’s activities that we will cover. It does not have specific times written beside each activity. It is my role as the trainer to ensure that all of the content areas are covered by the end of the workshop.

➢ What questions or comments do you have about the goal, objectives and agenda for the workshop?

Respond to any questions.

Next share information on Workshop Logistics, as listed in the box below:
Workshop Logistics

- Day begins: 9:00 a.m., and day ends: 5:00–5:30 p.m.
- Lunch begins: about 12:00 noon and lunch ends: about 1:00 p.m. (1-hour lunch)
- Bathrooms are located: ___________ (location)
- Smoking is only allowed: ___________ (location)
- Transportation ___________ (will or will not) be provided to and from the training site.
  * (If applicable) Transportation details:
    Pick-up: ___________ (time) and ___________ (location)
    Drop-off: ___________ (time) and ___________ (location)
- (If applicable) Hotel bills, receipts and per diems will be resolved by ___________ (when and how they will be resolved)

Ask:

➢ What questions do you have about the logistics?

Discuss any necessary adjustments to the Workshop Logistics. Share any other necessary logistical information.

Note: Keep the Workshop Goal and Objectives flip chart posted in a prominent place throughout the workshop.

3. Have animators develop list of workshop participation norms – 10 minutes

Say:

We are going to work together for many days. In order to make the workshop a pleasant and productive experience, it is useful to develop a list of rules or norms that everyone can agree to abide by during the workshop.

Post the flip chart.

Workshop Participation Norms

Ask the animators to suggest possible rules or norms for participation. Provide a few examples if needed. Write ideas on the flip chart. Clarify ideas as necessary. Possible participation norms include the following:

- Agree on and respect workshop hours
- Be an active and full-time participant
- Show mutual respect
- Allow everyone to participate
- Be responsible for your own learning
- Put cellular phone on silent mode

Invite the full group to review the final list of workshop participation norms. Confirm that everyone agrees to the norms. Ask the full group to abide by the norms and enjoy the
workshop experience. Explain that additional participation norms can be added later, if needed.

Note: Keep the Workshop Participation Norms flip chart posted throughout the workshop so it can be referred to as needed throughout the workshop.
Workshop Goal, Objectives and Agenda

GOAL
- To extend Saving for Change savings-led financial services to the very poor

OBJECTIVES
By the end of this workshop, animators will be able to:
- Effectively identify, train and coach replicators to form new Savings Groups using the Pictorial Guide.
- Accurately complete reports for replicated groups.

AGENDA
Day 1:
- Workshop Opening
- Animator Activities Related to Replication
- Identifying Replicators
- Animators Sign Up to Practice Activities
- Introduction to Workshop Agenda for Replicators—The Ladder Agenda
- Trainer Demonstrates Activities

Day 2:
- Trainer Demonstrates Activities
- Animators Prepare to Practice Activities

Day 3:
- Giving and Receiving Feedback
- Animators Practice Activities and Receive Feedback

Day 4:
- Animators Practice Activities and Receive Feedback
- Animators Prepare to Practice Training Meetings
- Animators Practice Training Meetings and Receive Feedback

Day 5:
- Animators Practice Training Meetings and Receive Feedback
- Helping Replicators to Practice Training Meetings
- Organizing a Workshop for Replicators
- Coaching Replicators
- Completing Reports for Replicated Groups
- Workshop Closing
ACTIVITY 2: ANIMATOR ACTIVITIES RELATED TO REPLICATION

Objectives
By the end of this activity, animators will have:
1. Discussed animator activities related to replication.

Preparation
- Write the 4 animator activities related to replication in Step 1 on separate cards—1 activity per card.
- Flip charts:
  - Step 1:
    - Blank flip chart with the title: Animator Activities Related to Replication
    - Note: Write the title on the flip chart so you can post 4 cards horizontally beneath it.
    - Timeline for Animator Activities Related to Replication (flip chart is provided at the end of the activity)
  - Step 2: Animator Activities Related to Replication (completed in Step 1)
- Handout:
  - Step 1: Timeline for Animator Activities Related to Replication (1 per animator)
- Other materials:
  - Steps 1 and 2:
    - Animator Activities Related to Replication Cards
  - Step 2: Blank note cards (6 per group)

Time
20 minutes

Steps

1. Present animator activities related to replication – 10 minutes

Say:
When you introduced yourselves at the beginning of the workshop, you shared many of the benefits of replication. For example, replication helps to improve and develop many communities. In order for many communities to enjoy these benefits, you—the animators—must successfully complete the following activities.

Post the flip chart. Post the 4 Animator Activities Related to Replication Cards on the flip chart beneath the title. Read the 4 activities aloud:

|-------------------------|----------------------|----------------------|------------------------------------------|
Say:
During your last workshop on how to form Savings Groups, you learned how to identify replicators, which is the first animator activity related to replication. You also learned how to complete reports, which is the fourth activity. We are going to review these activities during this workshop. In addition, you are going to learn how to train replicators to form groups and coach replicators.

Distribute the Timeline for Animator Activities Related to Replication handout to each animator. Post a flip chart of the same title.

| Formal | P | R | TM1 | TM2 | TM3 | TM4 | TM5 | TM6 | TM7 | TM8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
|        |   | 1. Identify replicators |   | 2. Train replicators |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Replicated |   |   |   |   |   |   |   | P | TM1 | TM2 | TM3 | TM4 | TM5 | TM6 | TM7 | TM8 | 9 | 10 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|         |   | 3. Coach replicators |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|         |   | 4. Complete reports (monthly) |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

1. Identify replicators
2. Train replicators
3. Coach replicators
4. Complete reports for replicated groups

Then say:
This is a timeline for animator activities related to replication:
- The top line of numbers represents a formal group that you—the animator—forms (point to the top line of numbers).
- The bottom line of numbers represents a replicated group that 1 of your replicators forms (point to the bottom line of numbers).
- P represents Promotion Meeting (point to P in the top line of numbers).
- R represents the Registration Meeting (point to R in the top line of numbers).
- TM1 represents Training Meeting 1 (point to TM1 in the top line of numbers) and so on.
- The numbers represent the meetings that come after the Promotion and Training Meetings (point to the numbers 9 and onward in the top line of numbers).

Now I am going to explain this timeline:
- You facilitate 1 Promotion Meeting, 1 Registration Meeting and 8 Training Meetings to form a formal Savings Group (point to the Promotion Meeting, Registration Meeting and 8 Training Meetings on the “formal” line).
- You identify 2 or more replicators from the formal Savings Group between Training Meeting 8 and 4 weeks after Training Meeting 8 (point to the words “identify replicators”).
- You train the identified replicators to form groups using the Pictorial Guide during a 3-day workshop. You conduct this workshop between 9 and 12 weeks after Training Meeting 8 (point to the words “train replicators”).
- You coach the replicators after their formal and replicated Savings Group meetings that you attend (point to the words “coach replicators”).
- You complete reports for replicated groups every month (point to the words “complete reports”).

Saving for Change: Replication of Savings Groups
Trainer’s Guide
This is the timeline for replication activities that you are responsible for.

**Note:** Keep the Animator Activities Related to Replication flip chart and Timeline for Animator Activities Related to Replication flip chart posted throughout the workshop.

2. **Have groups write questions about animator activities related to replication** – 10 minutes

Divide animators into 4 groups and assign each group 1 of the 4 animator activities related to replication:
1. Identify replicators
2. Train replicators
3. Coach replicators
4. Complete reports

Give each group 6 blank note cards. Say:

Decide in your group what questions you have about your role as the animator for the activity that your group was assigned. Write your questions on cards—1 question per card. You have 5 minutes.

After 5 minutes, invite the animators to post their questions on the wall under the appropriate Animator Activities Related to Replication Card. Say:

I am not going to answer these questions now. But we are going to address these questions throughout the workshop. At the end of the workshop, we are going to make sure that all of your questions are answered.

**Note:** Collect the Animator Question Cards to re-use in Activity 58.
# Animator Activities Related to Replication

| Formal          | P | R | TM1 | TM2 | TM3 | TM4 | TM5 | TM6 | TM7 | TM8 | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
|-----------------|---|---|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1. Identify replicators |    |   |     |     |     |     |     |     |     |     |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2. Train replicators     |    |   |     |     |     |     |     |     |     |     |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

<table>
<thead>
<tr>
<th>Replicated</th>
<th>P</th>
<th>TM1</th>
<th>TM2</th>
<th>TM3</th>
<th>TM4</th>
<th>TM5</th>
<th>TM6</th>
<th>TM7</th>
<th>TM8</th>
<th>9</th>
<th>10</th>
<th>…</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Coach replicators</td>
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<tr>
<td>4. Complete reports (monthly)</td>
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</tr>
</tbody>
</table>

## Animator Activities Related to Replication

1. Identify replicators
2. Train replicators
3. Coach replicators
4. Complete reports for replicated groups
ACTIVITY 3: IDENTIFYING REPLICATORS

Objectives
By the end of this activity, animators will have:
1. Reviewed how to identify replicators.
2. Identified solutions to the challenges of identifying replicators.

Preparation
- Before the workshop, ask animators to bring a completed Replicator Identification Report to the workshop.
- Flip charts:
  - Step 2: Blank flip chart with the title: Challenges to Identifying Replicators
  - Step 3: Blank flip chart with the title: Solutions to Challenges
- Handout:
  - Step 2: Replicator Identification Report (1 per animator)
- Other materials:
  - Step 2: Blank note cards (4 per group)
  - Step 3: Blank note cards (8 per group)

Time
25 minutes

Steps
1. Asks questions to review how to identify replicators – 5 minutes

Say:
The first animator replication activity is to identify replicators. You learned how to identify replicators using the Replicator Identification Report in a previous workshop. Let us review how to identify replicators now.

You must observe the behavior of Savings Group members in order to identify good replicators.

➢ What are the observable characteristics of a good replicator?
  - [Attends all Training Meetings]
  - Participates actively in Savings Group meetings
  - Demonstrates a good understanding of Savings Group Rules and methodology
  - Helps her Savings Group to solve problems
  - Helps her Savings Groups to follow rules
  - Communicates her ideas easily and clearly
  - Is a trusted and respected member of the community]

After you observe a Savings Group member with the characteristics that you just mentioned, you talk to them. First you explain what a replicator does. Then you ask questions to determine if they can commit to being a replicator.

➢ What are the questions that you ask potential replicators?
  - [What do you think about becoming a replicator to form a new Savings Group?]
- How much time do you want to give to form new Savings Groups over several months?
- How much time can you give to form new Savings Groups over several months?
- Can you regularly visit other communities to form new Savings Groups?
- Do you want to regularly visit other communities to form new Savings Groups?
- What questions or concerns do you have?
- Do you want to commit now to becoming a replicator in order to form new Savings Groups? If you do not want to commit now, are you willing to consider making a commitment later?

Thank the animators.

2. **Have groups discuss challenges to identify replicators** – 10 minutes

*Post the flip chart.*

**Challenges to Identifying Replicators**

*Divide the animators into 3 groups. Distribute 4 blank note cards to each group. Distribute the Replicator Identification Report handout to each animator. Invite animators who brought a completed Replicator Identification Report to the workshop to take it out.*

*Say:*

This is the Replicator Identification Report that you use to identify replicators. As you look at the Replicator Identification Report, consider and discuss in your group the challenges that you face to identify replicators. Write the challenges on your cards—1 challenge per card. You have 5 minutes.

*After 5 minutes, invite the groups to post their cards with challenges on the flip chart 1 group at a time. Then say:*

Take a few minutes to read the challenges that the other groups identified. If there are challenges that are the same or similar, put them beside each other. Also, if you have any clarifying questions about the challenges posted by other groups, please ask that group to clarify.

*After all of the cards with challenges are grouped and animators asked and responded to clarifying questions, ask animators to be seated.*

3. **Have groups identify solutions to challenges to identify replicators** – 10 minutes

*Post the Solutions to Challenges flip chart beside the Challenges to Identifying Replicators flip chart.*
Assign each group 3 or 4 of the cards with challenges. Distribute 8 blank note cards to each group. Say:

Now you are going to work with your same group to discuss solutions to the challenges your group was assigned. Write the solutions on your cards—1 solution per card. You have 5 minutes.

After 5 minutes, invite the groups to post their cards with solutions on the Solutions to Challenges flip chart across from the appropriate challenges. Have them explain each solution to the full group.

Some possible challenges and solutions:
- **Challenge**: The potential replicator says that she is not sure she has enough time to complete the replicator activities.
  **Solution**: Inform her of the amount of time required. Ask her questions to help her determine if she truly has enough time.
- **Challenge**: The potential replicator does not seem motivated about being a replicator.
  **Solution**: Inform her about the benefits of being a replicator—the training she is going to receive, the women she can help and the status she can gain in the community.
- **Challenge**: The potential replicator is not sure her family, the Savings Group members or community members are going to support her to become a replicator.
  **Solution**: Let her know that she can get back to you after she talks to her family, the Savings Group members or community members. The animator can also get the family’s, Savings Group members’ and community’s support for the replicator by explaining the benefits to them.
- **Challenge**: There are not enough women in the community to form a Savings Group.
  **Solution**: Identify replicators that can go to nearby communities to form Savings Groups.

Thank the animators. Say:

While sometimes you face challenges to identify replicators, you have many good ideas about how to address them. Remember these solutions as you face these challenges in the future.
Replicator Identification Report

Name of Animator: ___________________________ Date Completed: ____________
Name of Savings Group Member: ________________ Name of Savings Group: ______
Number of weeks in Savings Group: ________________ Community: ____________

Observable Characteristics of the Member during Savings Group Meetings

☐ Attends all Training Meetings
☐ Participates actively in Savings Group meetings
☐ Demonstrates a good understanding of Savings Group Rules and methodology
☐ Helps her Savings Group to solve problems
☐ Helps her Savings Groups to follow rules
☐ Communicates her ideas easily and clearly
☐ Is a trusted and respected member of the community
☐ Other observations:

Discussion with Potential Replicator

Key questions/concerns of potential replicator:

________________________________________

________________________________________

Amount of time she wants to give to work with Savings Groups over several months:

________________________________________

________________________________________

Amount of time she can give to work with Savings Groups over several months:

________________________________________

________________________________________

Ability to regularly visit other communities to form new groups: *

________________________________________

________________________________________

☐ Member committed to becoming a replicator
☐ Member is considering becoming a replicator and follow-up conversation is planned for (date and time):
☐ Member did not commit to becoming a replicator because (reasons): ______________

Filing destination:

________________________________________

* Forming new groups in other communities is not a requirement for becoming a replicator; however, if there are many good potential replicators, you may prefer those who want and can to go to other communities to form new groups.
ACTIVITY 4: ANIMATORS SIGN UP TO PRACTICE ACTIVITIES

Objectives
By the end of this activity, animators will have:
1. Signed up to practice activities from the Animator’s Guide.

Preparation

- Flip charts:
  - Step 1:
    - Animator Activities Related to Replication (posted in Activity 2)
    - Timeline for Animator Activities Related to Replication (posted in Activity 2)
  - Step 2: Activity Sign-Up Sheet
- Other materials:
  - Step 1:
    - *Saving for Change*: Replication of Savings Groups Pictorial Guide (1 copy for demonstration)
    - *Saving for Change*: Replication of Savings Groups Annotated Pictorial Guide (1 copy for demonstration)
  - Note: Print and bind the Annotated Pictorial Guide separately from the Activities section of the Animator’s Guide.
  - *Saving for Change*: Replication of Savings Groups Animator’s Guide (1 copy for demonstration)

Time
15 minutes

Steps

1. **Present the Replication of Savings Groups guides – 5 minutes**

   *Point to the Animator Activities Related to Replication flip chart and say:*

   Now let us discuss the next animator replication activity: training replicators.

   After you identify at least 6 replicators, you must hold a 3-day workshop to train them to form Savings Groups. As the timeline indicates (*point to the “train replicators” part of the Timeline for Animator Activities Related to Replication flip chart*), you must conduct the workshop between 9 and 12 weeks after the replicators complete Training Meeting 8 in their formal Savings Group. We are going to discuss how to organize a workshop later.

   There are 3 guides that you must become familiar with to train replicators to form Savings Groups:
   1. Pictorial Guide
   2. Annotated Pictorial Guide
   3. Animator’s Guide

   *Hold up the Pictorial Guide and say:*
Pictorial Guide—this is a guide of pictures. The replicators use this guide to form Savings Groups.

*Hold up the Annotated Pictorial Guide and say:*

Annotated Pictorial Guide—this is a guide of pictures similar to the Pictorial Guide except that it also has explanations of the pictures for you. You use this guide to train and coach replicators.

*Hold up the Animator’s Guide (the Activities section) and say:*

Animator’s Guide—this is a guide of activities that you use to facilitate the 3-day workshop for replicators. You use this guide to train replicators how to form groups using the Pictorial Guide.

During the 3-day workshop for replicators, you are going to use these 3 guides. But your primary guide during the workshop is the Animator’s Guide. It contains all of the activities that you are going to facilitate.

2. **Have animators sign up for Animator’s Guide activities to practice – 10 minutes**

*Post the flip chart.*

<table>
<thead>
<tr>
<th>Activity Sign-Up Sheet</th>
<th>Animator(s) Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 3: Symbols for Meetings</td>
<td></td>
</tr>
<tr>
<td>Activity 4: Symbols for Page Numbers</td>
<td></td>
</tr>
<tr>
<td>Activity 5: Symbols for Meetings and Page Numbers</td>
<td></td>
</tr>
<tr>
<td>Activity 6: Replicators Select Training Meeting to Practice</td>
<td></td>
</tr>
<tr>
<td>Activity 7: Animator Reads Promotion Meeting</td>
<td></td>
</tr>
<tr>
<td>Activity 8: Symbols for Payments</td>
<td></td>
</tr>
<tr>
<td>Activity 9: Symbols for Thinking or Remembering, Sequence and Comparison</td>
<td></td>
</tr>
<tr>
<td>Activity 10: Animator Reads Training Meeting 1</td>
<td></td>
</tr>
<tr>
<td>Activity 11: Symbols for Attendance, Speaking and Commitments</td>
<td></td>
</tr>
<tr>
<td>Activity 12: Animator Reads Training Meeting 2</td>
<td></td>
</tr>
<tr>
<td>Activity 13: Symbols for Guiding a Group</td>
<td></td>
</tr>
<tr>
<td>Activity 14: Animator Reads Training Meeting 3</td>
<td></td>
</tr>
<tr>
<td>Activity 15: Symbols for Group Name, Size, Goals and Deciding a Rule</td>
<td></td>
</tr>
<tr>
<td>Activity 16: Animator Reads Training Meeting 4</td>
<td></td>
</tr>
<tr>
<td>Activity 17: Symbols for Fine and Savings Group Rules List</td>
<td></td>
</tr>
<tr>
<td>Activity 18: Animator Reads Training Meeting 5</td>
<td></td>
</tr>
<tr>
<td>Activity 19: Guiding Groups to Discuss</td>
<td></td>
</tr>
<tr>
<td>Activity 20: Animator Reads Training Meeting 6</td>
<td></td>
</tr>
<tr>
<td>Activity 21: Guiding Groups to Decide Rules—Number and Length of Loans</td>
<td></td>
</tr>
</tbody>
</table>
### Activity Sign-Up Sheet (continued)

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Animator(s) Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 22: Animator Reads Training Meeting 7</td>
<td></td>
</tr>
<tr>
<td>Activity 23: Using the Pictorial Guide</td>
<td></td>
</tr>
<tr>
<td>Activity 24: Animator Reads Training Meeting 8</td>
<td></td>
</tr>
<tr>
<td>Activity 25: Guiding Groups to Decide Rules—Distribution of Group Fund</td>
<td></td>
</tr>
<tr>
<td>Activity 26: Animator Reads Normal Meeting Agenda</td>
<td></td>
</tr>
<tr>
<td>Activity 27: Symbols for Meeting Agenda Steps and Meeting Agenda Loan Steps</td>
<td></td>
</tr>
</tbody>
</table>

### Say:
To prepare to train replicators to form Savings Groups, each of you will practice facilitating activities from the Animator’s Guide. The activities are grouped together. Please sign up for 1 group of them on the flip chart.

**Note:** If there are more than 12 animators, some animators may work with a partner. If there are 2 animators from the same organization, encourage them to work together. If there are fewer than 12 animators, have animators sign up for more than 1 group of activities.

Give animators several minutes to sign up.

**Note:** Keep the Activity Sign-Up Sheet flip chart posted through Activity 44.
ACTIVITY 5: INTRODUCTION TO WORKSHOP AGENDA FOR REPLICATORS—THE LADDER AGENDA

Objectives
By the end of this activity, animators will have:
1. Reviewed the workshop agenda for replicators—the ladder agenda.
2. Compared their agenda with the agenda for replicators.

Preparation
- Flip chart:
  - Steps 1 and 2:
    - Replication of Savings Groups Workshop Agenda (provided at the end of this activity)
- Handout:
  - Step 2: Workshop Goal, Objectives and Agenda (distributed in Activity 1)
- Other materials:
  - Step 1: A piece of brightly colored paper cut into a circle

Time
20 minutes

Steps

1. Present the workshop agenda for replicators – 10 minutes

Post the Replication of Savings Groups Workshop Agenda flip chart. Then present the Workshop Agenda:

<table>
<thead>
<tr>
<th>Workshop Agenda</th>
<th>What to Point To</th>
<th>What to Do and Say</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Point to the flip chart and say:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This ladder represents what you are going to do during the 3-day workshop for replicators. It is the agenda for the workshop for replicators. At the beginning of the workshop for replicators, you are going to present this agenda.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The steps of the ladder are the steps you are going to take during the workshop for replicators in order to prepare them to form Savings Groups.</td>
</tr>
</tbody>
</table>
### Workshop Agenda (continued)

<table>
<thead>
<tr>
<th>What to Point To</th>
<th>What to Do and Say</th>
</tr>
</thead>
</table>
| Brightly Colored Circle          | **Tape the brightly colored circle you prepared on the first step of the ladder agenda. Point to the circle and say:**  
The circle represents you and the replicators. You are going to move it up each step of the ladder as you complete each step in the workshop.  
Now I am going to explain the steps in the ladder.                                                                 |
| Lead Paired Discussion           | **Point to the symbol for Lead Paired Discussion and say:** Next to the first step of the ladder is the symbol for Lead Paired Discussion, which represents the opening activities that you are going to facilitate. These include introductions, presenting the purpose of the workshop and Pictorial Guide, and discussing the agenda, logistics, rules of the workshop and the activities of a replicator. |
| Pictorial Guide                  | **Point to the symbol for the Pictorial Guide and say:** Next to the second step of the ladder is the symbol for the Pictorial Guide. In this step, the replicators are going to become familiar with the Pictorial Guide. |
## Workshop Agenda (continued)

<table>
<thead>
<tr>
<th>What to Point To</th>
<th>What to Do and Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Meeting 7</td>
<td><strong>Point to the symbol for Training Meeting 7 and say:</strong> This is the symbol for Training Meeting 7.</td>
</tr>
<tr>
<td>Training Meeting 8</td>
<td><strong>Point to the symbol for Training Meeting 8 and say:</strong> This is the symbol for Training Meeting 8.</td>
</tr>
<tr>
<td>Normal Meeting Agenda</td>
<td><strong>Point to the symbol for Normal Meeting Agenda and say:</strong> This is the symbol for the Normal Meeting Agenda of the Pictorial Guide. The Normal Meeting Agenda shows you all the steps that Savings Groups members must follow during their normal meetings.</td>
</tr>
<tr>
<td>Community</td>
<td><strong>Point to the symbol for Community and say:</strong> After the replicators practice Training Meetings 1 through 8 using the Pictorial Guide and hear the Normal Meeting Agenda read, they are going to discuss what they are going to do when they return to their community. Next to that step of the ladder is the symbol for a community—a group of houses.</td>
</tr>
<tr>
<td>Savings Group Celebration</td>
<td><strong>Point to the symbol for Savings Group Celebration and say:</strong> Finally, when the replicators successfully complete the workshop, you are going to give them a certificate—the last step on the ladder. Next to the last step of the ladder is the symbol for a Savings Group celebrating successfully completing the workshop.</td>
</tr>
</tbody>
</table>

> **What questions do you have about the workshop agenda for replicators—the ladder agenda?**

**Respond to questions.**

2. **Have pairs compare the agenda for replicators with their agenda – 10 minutes**

**Say:**
In the first activity of this workshop, I gave you a handout with the agenda for this 5-day workshop. Please take it out now.

After the animators have their handout, say:

I explained the agenda for this 5-day workshop with you.

**Point to the Replication of Savings Groups Workshop Agenda—the ladder agenda—flip chart and say:**

I also explained the agenda for the workshop you are going to facilitate with replicators.

Work with a partner and take a few minutes to discuss how to answer the following question:

> **How are the agendas different?**
After a few minutes, ask all animators:

➢ **How are the agendas different?** [The agenda for the 5-day workshop for animators is written with words, while the agenda for the 3-day workshop for replicators is a ladder with pictures and symbols. The agenda for animators is a handout, while the agenda for replicators is a flip chart. The activities in each agenda are different.]

Thank the animators for their contributions. Say:

The agenda for replicators and your agenda are different for a reason. The agendas have different activities because there are different but related objectives for each workshop. In addition, the agenda for replicators has pictures and symbols because replicators are not literate and cannot read words.

To help replicators understand the pictures and symbols, you must explain the agenda to replicators just the way I did. I am going to show you how to use the agenda for replicators throughout the workshop. The agenda helps to show replicators the progress they are making throughout the workshop. It is important to do this in order to make sure they understand where you are and where you are going in the workshop.
ACTIVITIES 6–30: TRAINER DEMONSTRATES ACTIVITIES

Objectives
By the end of this activity, animators will have:
1. Participated in a demonstration of activities from the Animator’s Guide as a “replicator.”

Preparation
- Be sure to complete all actions and prepare all materials listed in the Preparation section of Activities 3–27 in the Animator’s Guide before demonstrating them. Note, in particular, that you are going to distribute a copy of the Saving for Change: Replication of Savings Groups Pictorial Guide to each animator during your demonstration of Activity 3 from the Animator’s Guide.
- Flip chart:
  - Step 1: Activity Sign-Up Sheet (posted in Activity 4)
- Other materials:
  - Step 2: Saving for Change: Replication of Savings Groups Animator’s Guide (1 copy for you, the trainer, to use)

Time
35–65 minutes (for each group of activities, including introduction and demonstration)

Steps (for each group of activities)

1. Introduce the group of activities you are going to demonstrate – 1 minute each

Say:
Now I am going to demonstrate the activities from the Animator’s Guide that you must practice facilitating later in this workshop. I am going to play the role of the animator. You are going to play the role of the replicators in my 3-day workshop.

First, I am going to demonstrate the first group of activities you signed up for. The first group of activities is Activity 3: Symbols for Meetings and Activity 4: Symbols for Page Numbers.

Note: When you repeat this step for the other groups of activities, refer to the Activity Sign-Up Sheet flip chart and say the group of activities, activity numbers and activity names. For example, for the second group of activities, you will say, “Now I am going to demonstrate the second group of activities that you signed up for. The second group of activities is Activity 5: Symbols for Meetings and Page Numbers and Activity 6: Replicators Select Training Meeting to Practice.”

Point to the Activity Sign-Up Sheet flip chart and say:

Please look at the Activity Sign-Up Sheet.

➢ Who among you is going to practice facilitating these activities later in the workshop?

After identifying the animator (or pair), say to him or her:
Please pay close attention to what I do since you are going to facilitate these activities later in the workshop.

2. Demonstrate group of activities from the Animator’s Guide – 35-65 minutes each

*Use the Animator’s Guide to demonstrate Activities 3 and 4, and then repeat steps 1 and 2 to introduce and demonstrate the rest of the activities in the box below.*

<table>
<thead>
<tr>
<th>Activities for the Trainer to Demonstrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 3: Symbols for Meetings</td>
</tr>
<tr>
<td>Activity 4: Symbols for Page Numbers</td>
</tr>
<tr>
<td>Activity 5: Symbols for Meetings and Page Numbers</td>
</tr>
<tr>
<td>Activity 6: Replicators Select Training Meeting to Practice</td>
</tr>
<tr>
<td>Activity 7: Animator Reads Promotion Meeting</td>
</tr>
<tr>
<td>Activity 8: Symbols for Payments</td>
</tr>
<tr>
<td>Activity 9: Symbols for Thinking or Remembering, Sequence and Comparison</td>
</tr>
<tr>
<td>Activity 10: Animator Reads Training Meeting 1</td>
</tr>
<tr>
<td>Activity 11: Symbols for Attendance, Speaking and Commitments</td>
</tr>
<tr>
<td>Activity 12: Animator Reads Training Meeting 2</td>
</tr>
<tr>
<td>Activity 13: Symbols for Guiding a Group</td>
</tr>
<tr>
<td>Activity 14: Animator Reads Training Meeting 3</td>
</tr>
<tr>
<td>Activity 15: Symbols for Group Name, Size, Goals and Deciding a Rule</td>
</tr>
<tr>
<td>Activity 16: Animator Reads Training Meeting 4</td>
</tr>
<tr>
<td>Activity 17: Symbols for Fine and Savings Group Rules List</td>
</tr>
<tr>
<td>Activity 18: Animator Reads Training Meeting 5</td>
</tr>
<tr>
<td>Activity 19: Guiding Groups to Discuss</td>
</tr>
<tr>
<td>Activity 20: Animator Reads Training Meeting 6</td>
</tr>
<tr>
<td>Activity 21: Guiding Groups to Decide Rules—Number and Length of Loans</td>
</tr>
<tr>
<td>Activity 22: Animator Reads Training Meeting 7</td>
</tr>
<tr>
<td>Activity 23: Using the Pictorial Guide</td>
</tr>
<tr>
<td>Activity 24: Animator Reads Training Meeting 8</td>
</tr>
<tr>
<td>Activity 25: Guiding Groups to Decide Rules—Distribution of Group Fund</td>
</tr>
<tr>
<td>Activity 26: Animator Reads Normal Meeting Agenda</td>
</tr>
<tr>
<td>Activity 27: Symbols for Meeting Agenda Steps and Meeting Agenda Loan Steps</td>
</tr>
</tbody>
</table>
**ACTIVITY 31: ANIMATORS PREPARE TO PRACTICE ACTIVITIES**

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of this activity, animators will have:</td>
</tr>
<tr>
<td>2. Prepared to practice activities from the Animator’s Guide.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flip charts:</strong></td>
</tr>
<tr>
<td>✦ Step 2:</td>
</tr>
<tr>
<td>† Activity Sign-Up Sheet (posted in Activity 4)</td>
</tr>
<tr>
<td>† Preparing to Facilitate an Activity</td>
</tr>
<tr>
<td><strong>Other materials:</strong></td>
</tr>
<tr>
<td>✦ Step 1: <em>Saving for Change</em>: Replication of Savings Groups Pictorial Guide (distributed in Activity 6—Trainer Demonstrates Activity 3)</td>
</tr>
<tr>
<td>✦ Steps 1, 2 and 3:</td>
</tr>
<tr>
<td>† <em>Saving for Change</em>: Replication of Savings Groups Annotated Pictorial Guide (1 per animator)</td>
</tr>
<tr>
<td><strong>Note:</strong> Print and bind the Annotated Pictorial Guide separately from the Activities section of the Animator’s Guide.</td>
</tr>
<tr>
<td>† <em>Saving for Change</em>: Replication of Savings Groups Animator’s Guide (1 per animator)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 minutes</td>
</tr>
</tbody>
</table>

**Steps**

1. **Have pairs compare the Pictorial Guide and Annotated Pictorial Guide – 10 minutes**

*Say:*

As we discussed earlier in the workshop, there are 3 guides that you must become familiar with to train replicators to form Savings Groups:

1. Pictorial Guide
2. Annotated Pictorial Guide
3. Animator’s Guide

Pictorial Guide—the guide of pictures that replicators use to form Savings Groups. You are familiar with this guide now.

*Distribute a copy of the Annotated Pictorial Guide to each animator and say:*

This is the Annotated Pictorial Guide—a guide of pictures like the Pictorial Guide. But it also has explanations of the pictures for you. You use this guide to train and coach replicators.

*Divide animators into pairs. Say:*

Have 1 person in your pair turn to the Promotion Meeting in the Pictorial Guide. Have the other person turn to the Promotion Meeting in the Annotated Pictorial Guide. Look at the...
Promotion Meeting in both guides and discuss with your partner how to answer the following question:

- **How is the Pictorial Guide different from the Annotated Pictorial Guide?**

You have a few minutes to discuss.

*After a few minutes, ask all animators:*

- **How is the Pictorial Guide different from the Annotated Pictorial Guide?** *(There are only pictures and very few words in the Pictorial Guide. There are explanations of the pictures and what the replicator says and does in the Annotated Pictorial Guide.)*

Thank the animators. Say:

The Annotated Pictorial Guide is the same as the Pictorial Guide except for the explanations of the pictures. The explanations are what you tell the replicators so they know what to do and say for each meeting.

- **What questions do you have about the Annotated Pictorial Guide or the Pictorial Guide?**

Respond to questions.

*Distribute a copy of the Animator’s Guide (the Activities section) to each animator and say:*

This is the Animator’s Guide— a guide of activities that you use to facilitate the 3-day workshop for replicators. I just demonstrated most of the activities in this guide to you.

2. **Explain how to prepare to practice activities – 10 minutes**

*Say:*

Now you are going to prepare to practice the activities in this guide. You are going to practice the activities that you signed up to facilitate earlier in the workshop *(point to the Activity Sign-Up Sheet flip chart)*.

Please go to the first activity that you are going to facilitate in the Animator’s Guide.

*After everyone goes to it, post the flip chart.*
Preparing to Facilitate an Activity

- Read the Objectives
- Look at the Preparation
- Count the number of steps
- Look at the time for each step
- Look at the italicized instructions
- Look at the normal font script
- Look at the arrow questions
- Read the activity twice
- Practice following the instructions, speaking and asking questions according to each step

Say:
You must do the following to prepare to practice your activity in front of the full group:
- Read the Objectives—What is the activity supposed to accomplish?
- Look at the Preparation—What do you need to prepare before the activity?
- Count the number of steps—What is supposed to happen in each step?
- Look at the time for each step—How long should each step take?
- Look at the italicized instructions—What are you supposed to do in each step?
- Look at the normal font script—What are you supposed to say in each step?
- Look at the arrow questions—What are you supposed to ask in each step?
- Read the activity twice.
- Practice following the instructions, speaking and asking questions according to each step.

After you complete the preparations listed on the flip chart, you will be ready to practice the activity on your own in front of the full group. You have 30 minutes total to complete the preparations for the activities you signed up for. Then you will practice facilitating your activities in front of the full group.

➢ What questions do you have about preparing and practicing your activities?

Respond to any questions, making sure that the task is clear to everyone.

3. Assist animators to prepare to practice activities – 30 minutes

Assist the animators as they prepare their activities. Give special attention to the first animators that will practice in front of the full group since they will not have extra time for preparation like the other animators. Encourage animators to simulate facilitating the activities rather than just reading the activity guide.

After 30 minutes, invite everyone to join the full group.
ACTIVITY 32: GIVING AND RECEIVING FEEDBACK

Objectives
By the end of this activity, animators will have:
1. Clarified the process and principles of giving and receiving feedback.

Preparation
- Flip charts:
  - Step 1:
    - Instructions for the Animator
    - Instructions for the Replicators
  - Step 3: Feedback Questions
- Handout:
  - Step 2: Key Principles for Giving and Receiving Feedback (1 per animator)

Time
25 minutes

Steps

1. Review instructions for the animator and replicators – 10 minutes

Say:
Now you are going to practice facilitating your activities as you would facilitate them in the field. Here is some guidance.

Post the flip charts and ask a volunteer to read them aloud.

<table>
<thead>
<tr>
<th>Instructions for the Animator</th>
<th>Instructions for the Replicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are the animator</td>
<td>You are replicators</td>
</tr>
<tr>
<td>Facilitate as you will at the workshop for replicators</td>
<td>Act like replicators would act</td>
</tr>
<tr>
<td>Call replicators by their names</td>
<td>Do what the animator asks</td>
</tr>
<tr>
<td>Remember the adult learning principles and facilitation skills</td>
<td>Ask questions that replicators would ask</td>
</tr>
<tr>
<td>Follow the steps in the Animator’s Guide</td>
<td>Note what is not clear for you during the activity</td>
</tr>
<tr>
<td>Ask questions that are in the Animator’s Guide</td>
<td>ENJOY: Everybody is here to learn!</td>
</tr>
<tr>
<td>Follow the script in the Animator’s Guide even though you use your own words</td>
<td></td>
</tr>
<tr>
<td>ENJOY: Everybody is here to learn!</td>
<td></td>
</tr>
</tbody>
</table>

Ask:
- What questions do you have about the instructions for the animator and replicators?

Answer any questions and then say:
I will still play my role as trainer. Sometimes I may briefly interrupt to clarify some points or to help the animator.
2. Discuss how to give and receive feedback – 10 minutes

Say:
After each group of activities, we will use about 15 minutes to give feedback to the animator. This process is very useful all of us to share our appreciation and provide some suggestions to improve the animator’s skills. It is important to set the rules so the process can go smoothly.

Distribute the Key Principles for Giving and Receiving Feedback handout to each animator and review it with the animators. Then ask:

➢ What rules to give and receive feedback do you want to add to the list?

Thank the animators for their contributions and ask them to add the additional rules to their handout. Say:

These are the basic principles we will follow to give and receive feedback after each group of activities.

3. Share questions for feedback process – 5 minutes

Say:
To help you be specific enough while giving and receiving feedback, I will ask some specific questions during the process (post the flip chart and read it aloud):

<table>
<thead>
<tr>
<th>Feedback Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions for the animator:</td>
</tr>
<tr>
<td>➢ What did you do well during the activities?</td>
</tr>
<tr>
<td>➢ What would you like to improve?</td>
</tr>
<tr>
<td>Questions for the animators who participated as replicators in the activities:</td>
</tr>
<tr>
<td>➢ What did the animator do well?</td>
</tr>
<tr>
<td>➢ What could be improved?</td>
</tr>
</tbody>
</table>

➢ What are your questions about the feedback process?

Clarify any questions as necessary and then say:

In addition to giving and receiving feedback, we are going to check whether the animator achieved the activity objectives.

Note: Keep the Feedback Questions flip chart posted through Activity 53.
Key Principles for Giving and Receiving Feedback

The giver:
- Praises what was done well.
- Asks questions to understand why the receiver did what he/she did.
- Provides specific examples and suggestions.
- Only gives the quantity of information the receiver can use (not the quantity the giver wants to give).

The receiver
- Listens to the entire comment, and 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.
ACTIVITIES 33–44: ANIMATORS PRACTICE ACTIVITIES AND RECEIVE FEEDBACK

Objectives
By the end of this activity, animators will have:
1. Practiced facilitating activities from the Animator’s Guide and participated in other activities as a “replicator.”
2. Received feedback and provided feedback to others.

Preparation
- Read the box “Important note for the trainer” in Step 1 carefully.
- Have your copy of the Animator’s Guide open to each activity as it is practiced by the animators.
- Flip charts:
  - Step 1:
    - Activity Sign-Up Sheet (posted in Activity 4)
    - Instructions for the Animator (posted in Activity 32)
    - Instructions for the Replicators (posted in Activity 32)
  - Step 2: Feedback Questions (posted in Activity 32)
- Handout:
  - Step 2: Key Principles for Giving and Receiving Feedback (distributed in Activity 32)
- Other materials:
  - Steps 1 and 2:
    - Saving for Change: Replication of Savings Groups Animator’s Guide (distributed in Activity 31)
    - Saving for Change: Replication of Savings Groups Animator’s Guide (1 copy for you, the trainer, to use)

Time
45–80 minutes (for each group of activities, including practice and feedback)

Steps (for each group of activities)

1. Have animator (or pair) practice his/her group of activities using the Animator’s Guide – 36–65 minutes each

Check the Activity Sign-Up Sheet flip chart. Say:

I invite the first person (or pair): ______________________ (name[s] of animator[s]) to facilitate the first group of activities. We will provide feedback and check objectives afterwards.

Remember to follow the instructions (point to the Instructions for the Animator flip chart and Instructions for Replicators flip chart).

Have the animator (or pair) practice facilitating his/her activities using his/her Animator’s Guide.
**Important note for the trainer:**
Your role is to make sure that the animator facilitates the activities as written in the Animator’s Guide. It is important to have your Animator’s Guide open and follow the activities step by step to make sure they are accurate. Your role is to also support the animator to make him or her feel safe. Be very subtle if you need to interrupt, for example:

- If the animator asks a question and it is not understood well by the “replicators,” you can rephrase the question while playing the role of a replicator. You can say for instance: “I understand. What you are asking us to do is ....”
- If the animator misses a step or forgets an important piece of information, you can raise a question that will draw his or her attention to it.
- If the animator is very confused or the activity is being led incorrectly, ask for a short break and say: “I am sorry! This is normal at the beginning. Let me clarify a little bit. In fact, this part of the activity is about....”
- While the “replicators” are working in small groups, you can make some suggestions to the animator about the steps the animator will facilitate next.
- Write down on a sheet of paper what the animator is doing well and your suggestions for improvement with specific examples. These notes will help you be objective in your feedback.

This exercise is not easy for the animators. Please have fun and make it enjoyable.

2. Facilitate feedback to animator (or pair) – 15 minutes each

After the activity, say:

Thanks to _________________________ (name[s] of animator[s]) for facilitating the activities. Let us now move to the feedback process. Use the Key Principles for Giving and Receiving Feedback handout to remind yourself of the rules that we set together.

Let us start with the animator (or pair) (point to the Feedback Questions flip chart):

- **What did you do well during the activities?**

  Encourage the animator (or pair) to be very specific and to focus on what he/she did well. Then ask:

  - **What would you like to improve?**

After the animator (or pair) shares ideas, say:

Thank you. Now let us hear from the animators who observed the activities and participated as replicators:

- **What did the animator do well?**

Thank animators for their positive comments and, if necessary, add any positive methods or skills you noted. Then ask:

- **What could be improved that was not already said?**
After animators share suggestions, add any suggestions for improvement you noted. Then wrap up and congratulate the animator (or pair) again. Ask the animator (or pair) to be seated.

Invite animators to open their Animator’s Guide to the activities just facilitated and ask:

- **What are the objectives of these activities?**
- **Were the objectives of these activities achieved?**

If the objectives were achieved, congratulate the animator (or pair). If they were not achieved, discuss how to achieve the objectives.

Repeat steps 1 and 2 with the rest of the groups of activities in the box below.

<table>
<thead>
<tr>
<th>Activities that the Animators Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 3: Symbols for Meetings</td>
</tr>
<tr>
<td>Activity 4: Symbols for Page Numbers</td>
</tr>
<tr>
<td>Activity 5: Symbols for Meetings and Page Numbers</td>
</tr>
<tr>
<td>Activity 6: Replicators Select Training Meeting to Practice</td>
</tr>
<tr>
<td>Activity 7: Animator Reads Promotion Meeting</td>
</tr>
<tr>
<td>Activity 8: Symbols for Payments</td>
</tr>
<tr>
<td>Activity 9: Symbols for Thinking or Remembering, Sequence and Comparison</td>
</tr>
<tr>
<td>Activity 10: Animator Reads Training Meeting 1</td>
</tr>
<tr>
<td>Activity 11: Symbols for Attendance, Speaking and Commitments</td>
</tr>
<tr>
<td>Activity 12: Animator Reads Training Meeting 2</td>
</tr>
<tr>
<td>Activity 13: Symbols for Guiding a Group</td>
</tr>
<tr>
<td>Activity 14: Animator Reads Training Meeting 3</td>
</tr>
<tr>
<td>Activity 15: Symbols for Group Name, Size, Goals and Deciding a Rule</td>
</tr>
<tr>
<td>Activity 16: Animator Reads Training Meeting 4</td>
</tr>
<tr>
<td>Activity 17: Symbols for Fine and Savings Group Rules List</td>
</tr>
<tr>
<td>Activity 18: Animator Reads Training Meeting 5</td>
</tr>
<tr>
<td>Activity 19: Guiding Groups to Discuss</td>
</tr>
<tr>
<td>Activity 20: Animator Reads Training Meeting 6</td>
</tr>
<tr>
<td>Activity 21: Guiding Groups to Decide Rules—Number and Length of Loans</td>
</tr>
<tr>
<td>Activity 22: Animator Reads Training Meeting 7</td>
</tr>
<tr>
<td>Activity 23: Using the Pictorial Guide</td>
</tr>
<tr>
<td>Activity 24: Animator Reads Training Meeting 8</td>
</tr>
<tr>
<td>Activity 25: Guiding Groups to Decide Rules—Distribution of Group Fund</td>
</tr>
<tr>
<td>Activity 26: Animator Reads Normal Meeting Agenda</td>
</tr>
<tr>
<td>Activity 27: Symbols for Meeting Agenda Steps and Meeting Agenda Loan Steps</td>
</tr>
</tbody>
</table>
ACTIVITY 45: ANIMATORS PREPARE TO PRACTICE TRAINING MEETINGS

Objectives
By the end of this activity, animators will have:
1. Signed up for a Training Meeting to practice.
2. Prepared to practice a Training Meeting using the Pictorial Guide.

Preparation
- Flip chart:
  - Step 1: Training Meeting Sign-Up Sheet
- Other materials:
  - Step 1: Saving for Change: Replication of Savings Groups Animator’s Guide (distributed in Activity 31)
  - Step 2: Saving for Change: Replication of Savings Groups Pictorial Guide (distributed in Activity 6 — Trainer Demonstrates Activity 3)

Time
30 minutes

Steps

1. Have animators sign up for Training Meetings to practice – 10 minutes

Say:
You just practiced many of the activities from the Animator’s Guide. Now let us review the activities you practiced. Go to the Table of Contents of the Animator’s Guide.

After everyone goes to it, say:

First, I demonstrated Activity 3 through Activity 27. Then you practiced Activity 3 through 27.

➢ What is the name of the next activity in the Table of Contents? [Activity 28: Animator Demonstrates Promotion Meeting]

You must use the Pictorial Guide to demonstrate the Promotion Meeting in Activity 28. I am not going to demonstrate and you are not going to practice this activity during this workshop because there is not enough time. But you must facilitate this activity during your workshop for replicators.

➢ What is the name of the next activity in the Table of Contents? [Activity 29: Replicators Prepare to Practice Training Meetings]

You must follow the steps in this activity to help replicators prepare to practice Training Meetings. I am not going to demonstrate and you are not going to practice this activity during this workshop because there is not enough time. But you must facilitate this activity during your workshop for replicators.
What is the name of the next activity in the Table of Contents? [Activity 30: Animator Demonstrates and Replicators Practice Training Meeting 1]

You must use the Pictorial Guide to demonstrate Training Meeting 1. After you demonstrate Training Meeting 1, the replicator or pair who signed up for Training Meeting 1 practices it. One (or a pair) of you is going to practice this activity during this workshop.

What is the name of the next activity in the Table of Contents? [Activity 31: Animator Demonstrates and Replicators Practice Training Meeting 2]

You must use the Pictorial Guide to demonstrate Training Meeting 2. After you demonstrate Training Meeting 2, the replicator or pair who signed up for Training Meeting 2 practices it. One (or a pair) of you is going to practice this activity during this workshop.

As you can see from the following activities, you are going to demonstrate each Training Meeting during your workshop for replicators. After you demonstrate each Training Meeting, 1 or a pair of replicators practices it.

Post the flip chart.

<table>
<thead>
<tr>
<th>Training Meeting Name</th>
<th>Animator(s) Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Meeting 1</td>
<td></td>
</tr>
<tr>
<td>Training Meeting 2</td>
<td></td>
</tr>
<tr>
<td>Training Meeting 3</td>
<td></td>
</tr>
<tr>
<td>Training Meeting 4</td>
<td></td>
</tr>
<tr>
<td>Training Meeting 5</td>
<td></td>
</tr>
<tr>
<td>Training Meeting 6</td>
<td></td>
</tr>
<tr>
<td>Training Meeting 7</td>
<td></td>
</tr>
<tr>
<td>Training Meeting 8</td>
<td></td>
</tr>
</tbody>
</table>

Say:
To help you demonstrate the Training Meetings, each of you is going to use the Pictorial Guide to practice facilitating Training Meetings during this workshop. Please sign up for 1 Training Meeting on the flip chart.

Note: If there are more than 8 animators, some animators may work with a partner. If there are 2 animators from the same organization, encourage them to work together. If there are fewer than 8 animators, have animators sign up for more than 1 meeting.

Give animators several minutes to sign up.

Note: Keep the Training Meeting Sign-Up Sheet flip chart posted through Activity 53.
2. Assist animators to prepare to practice Training Meetings – 20 minutes

Say:
You know how to facilitate these Training Meetings since you already formed many groups. However, it is very important to follow the pictures to remember what to do for each Training Meeting so the replicators you train and coach can do the same.

You have 20 minutes to prepare to practice the Training Meeting you signed up for using the Pictorial Guide.

Assist the animators as they prepare their Training Meetings. Give special attention to the first animators who will practice in front of the full group since they will not have extra time for preparation like the other animators. Encourage animators to simulate facilitating the Training Meetings rather than just looking at the pictures.

After 20 minutes, invite everyone to join the full group.
ACTIVITIES 46–53: ANIMATORS PRACTICE TRAINING MEETINGS AND RECEIVE FEEDBACK

Objectives
By the end of this activity, animators will have:
1. Practiced facilitating a Training Meeting as a “replicator” using the Pictorial Guide and participated in other Training Meetings as a “Savings Group member.”
2. Received feedback and provided feedback to others.

Preparation
- Get a cashbox, lock, key and play money for the animators to use during the practice of the Training Meetings.
- Read the box “Important note for the trainer” in Step 1 carefully.
- Have your copy of the Annotated Pictorial Guide open to each Training Meeting as it is practiced by the animators.
- Flip charts:
  - Step 1: Training Meeting Sign-Up Sheet (posted in Activity 45)
  - Step 2: Feedback Questions (posted in Activity 32)
- Handout:
  - Step 2: Key Principles for Giving and Receiving Feedback (distributed in Activity 32)
- Other materials:
  - Step 1:
    - 2 name tags that each read “replicator”
    - Saving for Change: Replication of Savings Groups Pictorial Guide (distributed in Activity 6—Trainer Demonstrates Activity 3)
    - Saving for Change: Replication of Savings Groups Annotated Pictorial Guide (1 copy for you, the trainer, to use)
  - Step 2: Saving for Change: Replication of Savings Groups Annotated Pictorial Guide (distributed in Activity 31)

Time
30 minutes (for each Training Meeting, including practice and feedback)

Steps (for each Training Meeting)

1. Have animators (or pair) practice their Training Meeting using the Pictorial Guide – 20 minutes each

Check the Training Meeting Sign-Up Sheet flip chart. Say:

I invite the first person (or pair) ___________________________ (name[s] of animator[s]) to facilitate Training Meeting 1. We will provide feedback afterwards.

Give the animator (or pair) a name tag that reads “replicator” to put on. Say:

Remember that you are playing the role of the replicator. Everyone else is playing the role of the Savings Group members. Make sure to use and follow the pictures as you are facilitating.
Have the animator (or pair) practice facilitating the Training Meeting using their Pictorial Guide.

**Important note for the trainer:**
Your role is to make sure that the animator facilitates the Training Meeting properly. It is important to have your Annotated Pictorial Guide open and follow the pictures step by step to make sure it is accurate. Your role is to also support the animator to make him or her feel safe. Be very subtle if you need to interrupt, for example:

- If the animator asks a question and it is not understood well by the “Savings Group members,” you can rephrase the question while playing the role of a member. You can say for instance: “I understand. What you are asking us to do is....”
- If the animator misses a step or forgets an important piece of information, you can raise a question that will draw his or her attention to it.
- If the animator is very confused or the meeting is being led incorrectly, ask for a short break and say: “I am sorry! This is normal at the beginning. Let me clarify a little bit. In fact, this part of the Training Meeting is about....”
- While the “Savings Group members” are working in small groups, you can make some suggestions to the animator about the steps the animator will facilitate next.
- Write down on a sheet of paper what the animator is doing well and your suggestions for improvement with specific examples. These notes will help you be objective in your feedback.
- Make sure the meeting is facilitated as realistically as possible. If the “Savings Group members” are easily agreeing to rules, ask questions to provoke discussion. For example, if the group quickly agrees on an interest rate, recommend a very high or low interest rate to provoke discussion.

This exercise is not easy for the animators. Please have fun and make it enjoyable.

2. **Facilitate feedback to animator (or pair) – 10 minutes each**

After the Training Meeting, say:

Thanks to _________________________ (name[s] of animator[s]) for facilitating that Training Meeting. Let us now move to the feedback process. Use the Key Principles for Giving and Receiving Feedback handout to remind yourself of the rules that we set together.

Let us start with the animator (or pair) who facilitated the Training Meeting in the role of the replicator (point to the Feedback Questions flip chart):

- **What did you do well during the Training Meeting?**
  
  Encourage the animator (or pair) to be very specific and to focus on what he/she did well. Then ask:

- **What would you like to improve?**

  After the animator (or pair) shares ideas, thank them.

  Invite animators to open their Annotated Pictorial Guide to the Training Meeting just facilitated and say:
Now let us hear from the animators who observed the Training Meeting and participated in the role of Savings Group members:

➢ What did the animator do well?

Thank animators for their positive comments and, if necessary, add any positive methods or skills you noted. Then ask:

➢ What could be improved that was not already said?

After animators share suggestions, add any suggestions for improvement you noted. Make sure to give feedback on how well the animator (or pair) followed the pictures. Then wrap up the activity and congratulate the animator (or pair) again. Ask the animator (or pair) to remove the replicator name tag and be seated.

Repeat steps 1 and 2 with the rest of the Training Meetings.
ACTIVITY 54: HELPING REPLICATORS TO PRACTICE TRAINING MEETINGS

Objectives
By the end of this activity, animators will have:
1. Listed tips for helping replicators practice Training Meetings.
2. Practiced helping replicators to practice Training Meetings.

Preparation
- Flip chart:
  - Step 2: Blank flip chart with the title: Tips for Helping Replicators Practice Training Meetings and separated into 2 columns subtitled DO and DO NOT respectively
  - Step 3: Tips for Helping Replicators Practice Training Meetings (completed in Step 2)
- Other materials:
  - Steps 1 and 3:
    - Saving for Change: Replication of Savings Groups Pictorial Guide
      (distributed in Activity 6—Trainer Demonstrates Activity 3)

Time
35 minutes

Steps

1. **Demonstrate ways to help replicators practice Training Meetings – 10 minutes**

   Say:
   During the 3-day workshop for replicators, the replicators use the Pictorial Guide to practice leading Training Meetings. As they are practicing, they may have trouble. They may not remember what the pictures mean. They may get nervous and not know what to say or do. As an animator, you must be patient and help them.

   I am going to demonstrate 2 different ways to help them. I am going to play the role of the animator. I need a volunteer to play the role of a replicator having trouble practicing Training Meeting 4. The replicator does not remember what the pictures mean and does not know what to say and do for each picture.

   After identifying a volunteer “replicator,” say:

   The rest of you are going to play the role of Savings Group members. Remember that the replicator is having trouble practicing Training Meeting 4. So please go to Training Meeting 4 in your Pictorial Guide.

   After everyone goes to it, say:

   Let us begin the demonstration.
Conduct Demonstration 1 by doing and saying the following:

### Demonstration 1—Helping a Replicator to Practice a Training Meeting

*Walk back and forth in front of the volunteer replicator. Roll your eyes and say in a loud and frustrated voice:*

You need to know how to do this. Why are you unable to do this? How are you ever going to form groups if you cannot do this? I told you what the pictures mean. Why are you unable to remember what they mean? Why are you unable to lead this meeting?

*Do not allow the volunteer replicator to say anything. Keep repeating the sentences above for a couple minutes.*

Say:
The demonstration is ended.

*Thank the volunteer replicator and ask him or her to be seated with the rest of the group. Say:*

Now, I need another volunteer to play the role of a replicator. I am going to demonstrate a second way to help a replicator who is having trouble practicing a Training Meeting.

*After identifying a volunteer replicator, say:*

The rest of you are going to play the role of Savings Group members. Remember that the replicator is having trouble practicing Training Meeting 4. Please go to Training Meeting 4 in your Pictorial Guide.

*After everyone goes to it, say:*

Let us begin the demonstration.

*Conduct Demonstration 2 by doing and saying the following:*


Demonstration 2—Helping a Replicator to Practice a Training Meeting

Go over to the volunteer replicator and say in a calm voice:
This is normal in the beginning. Let me help you. Point to the picture on the left on Training Meeting 4, page 1.

After the volunteer replicator points to the picture, say in a calm voice:
The president is checking attendance. So you need to ask the president to check attendance like this: “President, please check attendance.” Now, you ask the president to check attendance.

After the volunteer replicator asks the animator playing the role of president to check attendance and the president checks attendance, say:
That was great. Now point to the picture on the right on Training Meeting 4, page 1.

After the volunteer replicator points to the picture, say in a calm voice:
The president invites the members to recite their rules. You need to ask the President to invite the members to recite their rules like this: “President, please invite the members to recite their rules.” Now, you ask the president to invite the members to recite their rules.

After the volunteer replicator asks the president to invite members to recite their rules and the members recite their rules, say:
Good job. You are leading Training Meeting 4 very well so far.

Say:
The demonstration is ended.

Thank the volunteer replicator and ask him or her to be seated with the rest of the group.

2. Have animators list tips for helping replicators practice Training Meetings – 10 minutes

Say:
You observed 2 different ways to help a replicator practice a Training Meeting.

Ask the first volunteer replicator:

➤ How did you feel when I was helping you to practice Training Meeting 4?

Summarize the first volunteer replicator’s feelings and thank him or her. Ask the second volunteer “replicator”:

➤ How did you feel when I was helping you to practice Training Meeting 4?

Summarize the second volunteer replicator’s feelings and thank him or her. Say:

As we heard, each replicator had very different feelings as I was helping him or her. The way the replicators feel and what you do to help them affects their ability to practice leading Training Meetings. Now let us consider what you can do and what you should not do to help replicators practice Training Meetings during your workshop.
Post the flip chart.

<table>
<thead>
<tr>
<th>Tips for Helping Replicators Practice Training Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DO</strong></td>
</tr>
</tbody>
</table>

Say:
Think about some of the things that I did during each demonstration as you consider how to answer the following questions:

- What can you **do** to help replicators practice Training Meetings?
- What should you **not do**?

Write animators’ responses on the flip chart in the appropriate columns. Add any of the following tips not mentioned by the animators:

- **Do:**
  - Talk in a calm voice
  - Explain the pictures
  - Tell the replicator what to say and do
  - Show the replicator what to say and do
  - Have the replicator imitate what you say and do
  - Thank the replicator
  - Encourage the replicator

- **Do not:**
  - Yell
  - Roll your eyes
  - Walk back and forth in front of the replicator
  - Discourage the replicator

Thank the animators. Say:

You created a good list of tips for helping replicators practice Training Meetings during your workshop. These tips reflect some of the adult learning principles that you learned in our last workshop.

- What adult learning principles do these tips reflect? Why? [They reflect respect because an animator who follows these tips shows respect for the learner. They reflect affirmation because an animator who follows these tips affirms learners for their contributions.]

Thank the animators.

3. Have pairs practice helping replicators practice Training Meetings – 15 minutes

Divide animators into pairs. Say:
Now you are going to use the tips for helping replicators that you just created. Go to Training Meeting 4 in your Pictorial Guide.

After everyone goes to it, say:

One of you is going to play the role of a replicator having trouble practicing Training Meeting 4. You do not remember what the pictures mean or what you have to do or say. The other person is going to play the role of an animator who is helping you. Remember to use the Tips for Helping Replicators Practice Training Meetings.

Raise your hand if you are going to play the role of the replicator having trouble practicing Training Meeting 4.

After 1 person in each pair raises his or her hand, say:

Raise your hand if you are going to play the role of the animator helping the replicator.

After the other person in each pair raises his or her hand, say:

You have 5 minutes to practice using the Tips for Helping Replicators Practice Training Meetings.

As the pairs practice, visit them and make sure they are using the Tips for Helping Replicators Practice Training Meetings.

After 5 minutes, say:

Now you are going to switch roles. The person who was playing the role of the replicator is now going to play the role of the animator. The person who was playing the role of the animator is now going to play the role of the replicator having trouble practicing Training Meeting 4. You have another 5 minutes to practice.

As the pairs practice, visit them and make sure they are using the Tips for Helping Replicators Practice Training Meetings.

After 5 minutes, ask:

- What tips were easy to use? Why?
- What tips were difficult to use? Why?

Allow several minutes to discuss answers to the questions. Thank the animators and say:

Now that you know which tips are easy and difficult to use, you know what you need to pay attention to and work to improve. It is going to take awhile for the replicators to learn how to use their Pictorial Guide—just like it took you awhile to learn how to use your Animator’s Guide. Remember to try these tips and the adult learning principles as you conduct your workshop for replicators.
ACTIVITY 55: ORGANIZING A WORKSHOP FOR REPLICATORS

Objectives
By the end of this activity, animators will have:
1. Identified the activities they did not practice during this workshop and, as a result, must review closely after this workshop.
2. Practiced completing the Checklist for Organizing a Workshop.

Preparation
- Handouts:
  - Step 2: Checklist for Organizing a Workshop—Completed (1 per animator)
  - Step 3: Blank Checklist for Organizing a Workshop (1 per animator)
- Other materials:
  - Step 1: Saving for Change: Replication of Savings Groups Animator’s Guide (distributed in Activity 31)

Time
30 minutes

Steps

1. Review the activities in the Table of Contents of the Animator’s Guide – 5 minutes

Say:
Go to the Table of Contents in the Animator’s Guide.

After everyone goes to it, say:

You practiced facilitating many of the activities here to prepare replicators to form Savings Groups. Put an “X” beside the activities that you practiced or that other animators practiced during this workshop. You have a couple minutes.

After a couple minutes, ask:

➢ What activities did you or other animators not practice during this workshop?
  - [Activity 1: Workshop Opening
  - Activity 2: Replicator Activities
  - Activity 28: Animator Demonstrates Promotion Meeting
  - Activity 29: Replicators Prepare to Practice Training Meetings
  - Activity 38: Returning to the Community
  - Activity 39: Helping Groups with Problems
  - Activity 40: Workshop Closing]

Because of the lack of time, you did not practice the 7 activities just named during this workshop. That means you need to take extra time to closely review those activities after this workshop.

You must also take extra time to review Activities 30–37 closely. While you practiced demonstrating each of these Training Meetings using the Pictorial Guide, you did not practice
the other parts of these activities—namely the parts in which the replicator practices the Training Meeting and the parts in which the replicator receives feedback.

You must facilitate all of the activities in the Table of Contents during your workshop for replicators. To prepare for the workshop, you must review and practice all of the activities in the Table of Contents.

➢ **What questions do you have about the activities in the Animator’s Guide?**

*Respond to questions.*

2. **Present the Checklist for Organizing a Workshop – 5 minutes**

*Say:*
Now, let us discuss what you must do to organize a workshop for replicators.

*Distribute the Checklist for Organizing a Workshop—Completed handout to each animator and say:*

This is a checklist for organizing a workshop. It includes a list of tasks you must complete to organize a 3-day workshop for replicators. This checklist was completed to give you an example of what to write for each task.

*Read out loud everything on the handout except the underlined text. Then ask:*

➢ **What questions do you have about the Checklist for Organizing a Workshop?**

*Respond to questions.*

3. **Have groups practice completing the Checklist for Organizing a Workshop – 20 minutes**

*Distribute the blank Checklist for Organizing a Workshop handout to each animator. Divide animators into groups by organization. Then say:*

Imagine you are organizing a 3-day workshop for replicators scheduled for 3 weeks from now. Complete the information on the checklist to begin preparing for the workshop. If you do not know some information, such as lodging information, make a note on the checklist to find more information about it. You have 10 minutes.

*After 10 minutes, say:*

Now, each group is going to share how it completed a few sections of the checklist.

➢ **Which group wants to share how it completed the first 2 sections of the checklist?**

*Make sure the group considered all of the information in those sections. After the group shares, thank the animators. Invite the rest of the groups to share how they completed other sections of the Checklist. Have each group share about different sections until all sections are discussed in the full group. Thank the animators. Then say:*
Remember, the replicators are giving their time to be at your workshop and form Savings Groups. It is important to respect their time and create a comfortable environment during the workshop. One way to do this is to ensure that you are prepared and organized for the workshop.
Checklist for Organizing a Workshop—Completed

☑ Confirm with all replicators (at least 1 week in advance):
  - Workshop date: 24–26 July 2008
  - Workshop begins: 8:30 a.m. ends: 5 p.m.
  - Workshop place: Kassaro School
  - Do not bring children to the workshop. If you must bring children to the workshop, arrange for someone to watch them.
  - Other: Need to confirm with school the dates and times

☑ Arrange transportation for replicators to/from workshop:
  - To workshop: Modibo’s Motorcycle
  - From workshop: Modibo’s Motorcycle
  - Departure/arrival at workshop: Departs 7 a.m., arrives 8 a.m. on 24 July 2008
  - From workshop: Departs 5:30 p.m., arrives 6:30 p.m. on 26 July 2008
  - Cost of transportation to workshop: 1,000
  - Cost of transportation from workshop: 1,000
  - Other: Need to confirm with Modibo the dates and times

☑ Arrange lodging for replicators and animator for workshop:
  - Lodging place: Kassaro School
  - Arrival date: 24 July 2008 Departure date: 26 July 2008
  - Cost: No cost
  - Other: Arrange with Hawa for mats to sleep on and mosquito nets

☑ Arrange food for replicators and animator during workshop:
  - Time of breakfast: 8 a.m.
    - Type of breakfast: Buy bread and make tea
  - Time of morning break: 10:15 a.m.
    - Type of morning break: Water
  - Time of lunch: 12:15 p.m.
    - Lunch: Hire Hawa to make and bring lunch
  - Time of afternoon snack: 3 p.m.
    - Type of afternoon snack: Make tea
  - Time of dinner: 8 p.m.
    - Dinner: Hire Hawa to make and bring dinner
  - Cost of breakfast, snacks, lunch and dinner: 5,000 for each day
  - Other: Arrange with Hawa to make and bring lunch and dinner every day

☑ Prepare materials for the workshop:
  - Flip charts: Need to make Ladder Agenda and have blank flip charts
  - Cards: Need to make cards with Training Meeting symbols
  - Number of Pictorial Guides (1 for each replicator): All Pictorial Guides are made

☑ Prepare certificates for each replicator (with his/her name and your signature)

☑ Practice the activities for the workshop

Other: Need to follow up with supervisor about covering the expenses for the workshop

Filing Destination:
## Checklist for Organizing a Workshop

### Confirm with all replicators (at least 1 week in advance):
- **Workshop date:** 
- **Workshop begins:** 
- **Workshop ends:** 
- **Workshop place:** 
- Do not bring children to the workshop. If you must bring children to the workshop, arrange for someone to watch them.
- **Other:** 

### Arrange transportation for replicators to/from workshop:
- **To workshop:** 
- **From workshop:** 
- **Departure/arrival at workshop:** 
- **Cost of transportation to workshop:** 
- **Cost of transportation from workshop:** 
- **Other:** 

### Arrange lodging for replicators and animator for workshop:
- **Lodging place:** 
- **Arrival date:** 
- **Departure date:** 
- **Cost:** 
- **Other:** 

### Arrange food for replicators and animator during workshop:
- **Time of breakfast:** 
  - **Type of breakfast:** 
  - **Lunch:** 
- **Time of morning break:** 
  - **Type of morning break:** 
- **Time of lunch:** 
  - **Lunch:** 
- **Time of afternoon snack:** 
  - **Type of afternoon snack:** 
- **Time of dinner:** 
  - **Dinner:** 
- **Cost of breakfast, snacks, lunch and dinner:** 
- **Other:** 

### Prepare materials for the workshop:
- **Flip charts:** 
- **Cards:** 
- **Number of Pictorial Guides (1 for each replicator):** 

### Prepare certificates for each replicator (with his/her name and your signature)

### Practice the activities for the workshop

---

*Filing Destination:*
ACTIVITY 56: COACHING REPLICATORS

Objectives
By the end of this activity, animators will have:
1. Practiced coaching replicators.

Preparation
- Flip charts:
  - Step 1:
    - Animator Activities Related to Replication (posted in Activity 2)
    - Timeline for Animator Activities Related to Replication (posted in Activity 2)
- Flip chart (or white/blackboard)
  - Step 1: Coaching Sessions with Replicators
- Handout:
  - Steps 1 and 2:
    - Scenarios for Coaching Replicators (Cut the handout apart so that each scenario is on a separate slip of paper)
- Other materials:
  - Step 2:
    - Saving for Change: Replication of Savings Groups Pictorial Guide (distributed in Activity 6—Trainer Demonstrates Activity 3)
    - Saving for Change: Replication of Savings Groups Annotated Pictorial Guide (distributed in Activity 31)

Time
45 minutes

Steps

1. Explain how and when to coach replicators – 10 minutes

Point to the Animator Activities Related to Replication flip chart and say:

You reviewed how to identify replicators and you practiced the activities to train replicators. Now we are going to discuss how and when to coach replicators.

After you train replicators in a 3-day workshop (point to the “train replicators” part of the Timeline for Animator Activities Related to Replication flip chart), you must coach replicators (point to the “coach replicators” part of the Timeline flip chart).

The 3-day workshop prepares replicators to form new Savings Groups. However, replicators may have questions or need additional support when they return to their communities. For example, a replicator may not know what to do when Savings Group members cannot agree on a decision. Or a replicator may not remember what some of the pictures in the Pictorial Guide mean. You can coach replicators on how to face these and other problems. Coaching replicators means providing support to them so they can form strong Savings Groups.

Post the flip chart (or write the 3 ways to coach replicators on the white/blackboard). Read it out loud:
Coaching Sessions with Replicators

1. Answer their questions
2. Review pictures from the Pictorial Guide with them
3. Have them practice facilitating meetings from the Pictorial Guide and give them feedback.

What questions do you have about how to coach replicators?

Respond to questions. Then say:

There are 3 times when you can coach replicators:
- After their formal Savings Group meetings (point to the meeting numbers on the “formal” line of the Timeline flip chart).
- After their replicated Savings Group meetings (point to the meeting numbers on the “replicated” line of the Timeline flip chart).
- Another time, which is convenient for you and the replicator, that you schedule.

It is especially important to coach replicators shortly before their replicated group distributes their group fund for the first time.

What questions do you have about when to coach replicators?

Respond to questions.

2. Have groups practice coaching replicators – 35 minutes

Divide animators into 3 groups. Distribute 1 scenario from the Scenarios for Coaching Replicators handout to each group. Then say:

Each group has a scenario that requires an animator to coach a replicator. After you read the scenario your group was assigned, discuss how you can coach the replicator. Then practice a coaching session in your group. Have 1 member of your group play the role of the replicator. Have another member of your group play the role of the animator. Use your Pictorial and Annotated Pictorial Guides for the coaching session, as necessary. Be prepared to practice your coaching session in front the full group. You have 5 minutes.

After 5 minutes, invite 1 of the groups to practice its coaching session in front of the full group. Before the group practices its coaching session, have the group read the scenario out loud. Allow 5 minutes for the coaching session. Thank the group after it presents its coaching session. Then ask the other animators the questions below. Repeat this process with the other 2 groups assigned to the other 2 scenarios.

What is the problem the replicator had?
- [Scenario 1: Marie did not remember what to do in Training Meeting 6, page 2.
  Scenario 2: Fatim showed pictures from the Pictorial Guide to the Savings Group members.
  Scenario 3: Djeneba had difficulty getting the group members to discuss, so she decided their savings amount for them—the same amount that she saves in her Savings Group.]

What did the animator in the role-play do well to help with this problem?
Add your comments, as necessary.

➢ What else can you do during a coaching session to address this problem?

Add the following points if the animators do not mention them:

- **Scenario 1:** Review with Marie what the pictures on Training Meeting 6, page 2 in the Pictorial Guide reminds her to do. Have Marie practice Training Meeting 6, page 2 for you and give her feedback.

- **Scenario 2:** Remind Fatim that the pictures in the Pictorial Guide are not designed to show to the group members because they are too small and there is too much detail in them. Have Fatim practice Training Meeting 3 for you without showing the pictures and give her feedback.

- **Scenario 3:** Remind Djeneba that the group members must decide their own rules so that they follow them. Ask her what else she could have done to get the group members to discuss. For example, ask them how much they need to meet their savings goals. Or ask them what they think of extreme examples of savings amounts such as 5,000 or 25 at every meeting. Have Djeneba practice Training Meeting 4 for you using these types of questions and give her feedback.
Scenarios for Coaching Replicators

Cut along the dotted lines.

Scenario 1
Marie is a replicator. You talk to Marie after her formal Savings Group meeting. She plans to facilitate Training Meeting 6 next week. But she is worried because she does not remember what the pictures on Training Meeting 6, page 2 remind her to do.

Demonstrate a coaching session with Marie that addresses the problem.

Scenario 2
Fatim is a replicator. You talk to Fatim after her formal Savings Group meeting. She explains that she facilitated Training Meeting 3 with her replicated group yesterday, but it did not go very well. When she showed the group members the pictures about group size from the Pictorial Guide, they could not tell what was happening in the pictures. The group members asked her if she can get bigger pictures so they can see them better. She is worried because she does not know how she can get bigger pictures.

Demonstrate a coaching session with Fatim that addresses the problem.

Scenario 3
Djeneba is a replicator. You observe Djeneba facilitate Training Meeting 4 with her replicated group. She asks the group members how much they want to save at every meeting. When no one answers her question, Djeneba tells them that her group saves 200 at each meeting. She tells them that everyone in her group is always able to make payments of 200 at each meeting. The group members do not discuss. So Djeneba gets nervous and says the group should save 200 at each meeting just like her group. The group members do not look happy about the decision.

Demonstrate a coaching session with Djeneba that addresses the problem.
ACTIVITY 57: COMPLETING REPORTS FOR REPLICATED GROUPS

Objectives
By the end of this activity, animators will have:
1. Reviewed how to complete the reports for replicated groups.
2. Identified solutions to challenges of completing reports for replicated groups.

Preparation
- Before the workshop, ask animators to bring completed Data Collection Forms and Group Performance Assessments to the workshop.
- Flip charts:
  1. Animator Activities Related to Replication (posted in Activity 2)
  2. Timeline for Animator Activities Related to Replication (posted in Activity 2)
  3. Blank flip chart with the title: Challenges of Completing Reports
  4. Blank flip chart with the title: Solutions to Challenges
- Handouts:
  1. Data Collection Form (1 per animator)
  2. Group Performance Assessment (1 per animator)
- Other materials:
  1. Blank note cards (4 per group)
  2. Blank note cards (8 per group)

Time
30 minutes

Steps

1. Review reports for replicated groups – 10 minutes

Point to the Animator Activities Related to Replication flip chart. Say:

You reviewed how to identify replicators. You practiced the activities to train replicators. You practiced coaching replicators. Now, let us review the reports you must complete for replicated groups. You must begin completing these reports after the replicated group completes Training Meeting 5 (point to the “complete reports” part of the Timeline for Animator Activities Related to Replication flip chart).

There are 2 reports that you must complete for replicated groups:
1. Data Collection Form
2. Group Performance Assessment

Distribute the Data Collection Form handout and the Group Performance Assessment handout to each animator. Ask animators who brought completed Data Collection Forms or Group Performance Assessments to take them out. Say:

You already complete these reports for formal groups.
What is different about the reports for formal groups and replicated groups?
[Nothing]
What is different about completing these reports for replicated groups?  [You get the information for the reports from the replicators or the members of replicated groups.]

Just you did for your formal groups, you must complete the Data Collection Form every month. However, you get the information from the replicator or the replicated group members.

Just as you did for your formal groups, you must complete the Group Performance Assessment when a replicated group moves from one phase to the next. You get the information by visiting the replicated group.

What questions do you have about reports you must complete for replicated groups?

Respond to questions.

2. Have groups discuss challenges of completing reports – 10 minutes

Post the flip chart.

<table>
<thead>
<tr>
<th>Challenges of Completing Reports</th>
</tr>
</thead>
</table>

Divide the animators into 3 groups. Distribute 4 blank note cards to each group. Say:

Look at the Data Collection Form and Group Performance Assessment. Consider and discuss in your group the challenges that you face to completing these forms. Write the challenges on your cards—1 challenge per card. You have 5 minutes.

After 5 minutes, invite each group to post their group’s cards with challenges on the flip chart. Say:

Take a few minutes to read the challenges that the other groups identified. If there are challenges that are the same or similar, put them beside each other. Also, if you have any clarifying questions about the challenges posted by other groups, please ask that group to clarify.

After all of the cards with challenges are grouped and animators have asked and have responded to clarifying questions, ask animators to be seated.

3. Have groups identify solutions to challenges of completing reports for replicated groups – 10 minutes

Post the Solutions to Challenges flip chart beside the Challenges of Completing Reports flip chart.
Assign each group 3 or 4 of the cards with challenges. Distribute 8 blank note cards to each group. Say:

Now, you are going to work with your same group to discuss solutions to the challenges that were assigned to your group. Write the solutions on your cards—1 solution per card. You have 5 minutes.

After 5 minutes, invite each group to post its cards with solutions on the Solutions to Challenges flip chart across from the appropriate challenges. Have them explain each solution to the full group.

Some possible challenges and solutions:

- **Challenge**: It is difficult to collect information for all of the groups we are responsible for.
  
  **Solution**: When you go to a particular region, plan ahead to get information from all of the groups in that region. Before going to the region, coordinate with the groups to make sure you can get the information.

- **Challenge**: Sometimes the information a group provides may be wrong. It is particularly difficult to know the number of loans and amount of loans.
  
  **Solution**: Go to the group meetings and ask the group members for the same information in different ways in order to confirm the accuracy of the information.

- **Challenge**: It is difficult to get some of the information for the Group Performance Assessment if you are not at the meeting.
  
  **Solution**: You must go to the group meeting in order to complete the Group Performance Assessment.

Thank the animators. Say:

Although sometimes you face challenges to complete reports, you have many good ideas about how to address them. Remember these solutions as you face these challenges in the future.
<table>
<thead>
<tr>
<th>Name of Animator/VBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Name of Group/village</td>
</tr>
<tr>
<td>2 Number of Group</td>
</tr>
<tr>
<td>3 Start date of Savings group: current cycle</td>
</tr>
<tr>
<td>4 Group formed by</td>
</tr>
<tr>
<td>5 Number of Members at start of current cycle</td>
</tr>
<tr>
<td>6 Date of Visit</td>
</tr>
<tr>
<td>7 Number of Members at time of Visit</td>
</tr>
<tr>
<td>8 Number of Men at time of Visit</td>
</tr>
<tr>
<td>9 Number of Women at time of Visit</td>
</tr>
<tr>
<td>10 Number of Members attending meeting</td>
</tr>
<tr>
<td>11 Dropouts since start of cycle</td>
</tr>
<tr>
<td>12 Cumulative Value of Savings</td>
</tr>
<tr>
<td>13 Number of Active Loans</td>
</tr>
<tr>
<td>14 Value of Loans Outstanding</td>
</tr>
<tr>
<td>15 Cash in hand/cashbox and bank</td>
</tr>
<tr>
<td>16 Cash in insurance fund/social fund</td>
</tr>
<tr>
<td>17 Property/physical goods at start of cycle</td>
</tr>
<tr>
<td>18 Property/physical goods (Now)</td>
</tr>
<tr>
<td>19 Debts</td>
</tr>
<tr>
<td>20 Facilitated learning sessions</td>
</tr>
</tbody>
</table>
**SAVING FOR CHANGE GROUP PERFORMANCE ASSESSMENT**

Name of Animator: 

Name of Community: 

Name/Number of Savings Group: 

Date of Training Meeting 1:  

Date of Assessment:  

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Phase 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date completed</td>
<td>Date completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All Training Meetings completed</td>
<td></td>
</tr>
<tr>
<td>2. 90% of members are saving (at date of visit)</td>
<td></td>
</tr>
<tr>
<td>a. Number of members saving at date of visit</td>
<td></td>
</tr>
<tr>
<td>b. Number of members</td>
<td></td>
</tr>
<tr>
<td>c. Percentage of members who are saving: ((a/b)\times100 = )</td>
<td></td>
</tr>
<tr>
<td>3. Balance announced by the group is the same as the total amount of cash in cashbox</td>
<td></td>
</tr>
<tr>
<td>4. More than 25% of members had active loans in past 3 months</td>
<td></td>
</tr>
<tr>
<td>a. Number of active loans</td>
<td></td>
</tr>
<tr>
<td>b. Number of members</td>
<td></td>
</tr>
<tr>
<td>c. Percentage of members with active loans: ((a/b)\times100 = )</td>
<td></td>
</tr>
<tr>
<td>5. More than 80% of the group fund is on loan (at date of visit)</td>
<td></td>
</tr>
<tr>
<td>a. Amount of active loans</td>
<td></td>
</tr>
<tr>
<td>b. Amount of group fund</td>
<td></td>
</tr>
<tr>
<td>c. Percentage of group fund on loan: ((a/b)\times100 = )</td>
<td></td>
</tr>
<tr>
<td>6. Number of late loans is one (1) or zero (0) (at date of visit)</td>
<td></td>
</tr>
<tr>
<td>7. The group is able to run meetings without assistance from the animator or replicator</td>
<td></td>
</tr>
<tr>
<td>8. The group is able to manage record-keeping without help from the animator or replicator</td>
<td></td>
</tr>
<tr>
<td>9. The group successfully distributed the group fund and decided to start a new cycle</td>
<td></td>
</tr>
</tbody>
</table>

**Key:**  
To move from Phase 1 to Phase 2: “Y” response to all points from 1–6  
To complete Phase 2 and graduate: “Y” response to all points from 1–9
ACTIVITY 58: WORKSHOP CLOSING

Objectives
By the end of this activity, animators will have:
1. Received information about follow-up Saving for Change workshops.
2. Addressed remaining questions about any topics of the workshop.
3. Shared 1 new thing that they learned during this workshop.

Preparation
- Post the Animator Question Cards underneath the appropriate Animator Activities Related to Replication Cards.
- Flip chart:
  - Step 2: Animator Activities Related to Replication (posted in Activity 2)
- Handout:
  - Step 4: Workshop Evaluation (1 per animator)
- Other materials:
  - Step 1: Pamphlets about future workshop and follow-up technical assistance (Optional)
  - Step 2:
    - Animator Activities Related to Replication Cards (posted in Activity 2)
    - Animator Question Cards (created in Activity 2)

Time
55 minutes

Steps

1. Promote follow-up workshops – 5 minutes

Say:
Congratulations! You just completed the second Saving for Change workshop! You are now prepared to do the following:
- Identify replicators
- Train replicators
- Coach replicators
- Complete reports for replicated groups

Because of what you learned, you and your organization can help more poor rural communities gain access to basic financial services through self-managed Savings Groups. Beyond providing financial services, you can also help build members’ skills for enhancing their lives. You will help empower as well as finance poor people’s efforts to rise out of poverty.

Training replicators to form new Savings Groups is 1 of the features of Saving for Change that makes it distinct from other savings-led services. In addition to replication, facilitating discussions on health, business and money management during Savings Group meetings is another feature of Saving for Change that makes it distinct. Discussions on these topics build members’ skills. You can participate in future workshops to prepare you to lead discussions on health, business and money management and the entire Saving for Change package.
Optional: If you have additional information and/or pamphlets about future workshops and follow-up technical assistance, share them with the animators after the workshop.

2. Address remaining questions – 20 minutes

Say:
You asked questions at the beginning of the workshop that we posted on the wall under 4 categories: Identify replicators, Train replicators, Coach replicators and Complete reports for replicated groups (point to the Animator Activities Related to Replication Cards and the Animator Question Cards posted underneath them).

Let us see if your questions were answered. If not, we will answer your questions now.

Read each Animator Question Card, 1 at a time and ask animators to respond until all questions are answered. Put an “X” on the card when the question is answered. Then ask:

➢ What questions do you still have?

Respond to all remaining questions.

3. Have animators share 1 new thing they learned during the workshop – 10 minutes

Say:
I am going to take away some very happy memories from this learning journey with you. You were an amazing group.

Now, let us all take a few minutes to think of 1 new thing that we learned during this workshop to share with the group. It can be something that you learned about replication, your work as animators, yourselves or each other.

After a few minutes, say:
I invite anyone to share something new that was learned during this workshop.

After most animators share, say:
Thank you all once again! I learned a lot with you this week and you all made great contributions to this learning journey.

4. Conduct workshop evaluation – 20 minutes

Distribute the Workshop Evaluation handout to each animator and say:

Please help us to improve this workshop for you and others in the future. Take about 15 minutes to fill out this Workshop Evaluation.

After about 15 minutes, invite animators who are finished to give you their evaluation. Thank the group once again and close the workshop. Ask animators who did not finish the evaluation to complete and give it to you before they leave.
Workshop Evaluation

Please provide feedback on the workshop so that we can improve it for you and others in the future. This evaluation focuses on the content and logistics of the workshop as well as on the trainer’s performance.

For each statement, place a checkmark in 1 of the boxes to indicate whether you “strongly agree,” “agree,” “disagree” or “strongly disagree.”

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The trainer of the workshop was well-prepared.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The trainer was knowledgeable about the topics presented.</td>
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<tr>
<td>3. The trainer presented the information and activities clearly.</td>
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<tr>
<td>4. The trainer introduced and summarized each activity.</td>
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<tr>
<td>5. The trainer was effective in encouraging participation from the animators.</td>
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<tr>
<td>6. The trainer’s behavior during this workshop demonstrated the principles of affirmation and respect.</td>
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<tr>
<td>7. The trainer encouraged us to apply our own experience and knowledge to the topics presented in the workshop.</td>
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<tr>
<td>8. The activities the trainer used during this workshop helped us absorb new information and practice skills.</td>
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<tr>
<td>9. The trainer managed the time well.</td>
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</tbody>
</table>

➢ How could the trainers have been more effective?
**WORKSHOP CONTENT**

This workshop was successful in improving my ability to:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identify replicators.</td>
<td></td>
<td></td>
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<td>2.</td>
<td>Train replicators to form new Savings Groups.</td>
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<td>3.</td>
<td>Help replicators practice leading Training Meetings.</td>
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<td>4.</td>
<td>Organize a workshop for replicators.</td>
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<td>5.</td>
<td>Coach replicators.</td>
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<td>6.</td>
<td>Complete reports for replicated groups.</td>
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</table>

If you disagreed or strongly disagreed with any of the above items, please advise us on what we could do differently.
**LOGISTICS AND MATERIALS**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The training site was conveniently located to transportation, lodging and food.</td>
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<td>2. I could easily see and hear the trainer and visual aids.</td>
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<td>3. The training room had enough space to comfortably carry out the activities.</td>
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<td>4. The training room had the supplies and equipment required for the activities.</td>
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<td>5. The handouts were useful for the topics discussed.</td>
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<td>6. Accurate information about the workshop (e.g., dates, location, requirements) was provided early enough for me to make adequate preparations.</td>
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<tr>
<td>7. The workshop lasted the appropriate amount of time for the topics discussed.</td>
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<td>8. The workshop started and ended on time each day.</td>
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<td>9. Sufficient time was provided for breaks and lunch.</td>
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</tbody>
</table>

➢ How could we have improved the logistics of the training?

---

**OPEN QUESTIONS**

1. In general, what did you like most about this workshop and why?

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2. What did you like least about the workshop and why?

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Thank you!