

# BSR | Financial Resilience Training

## Module Five

## Local Financial Products and Services

90-Minute Training



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## Trainer's Tips

This module can be used in two ways:

### 1. Standalone training:

While this guide can be used as standalone training, it is important to begin with the other modules. Empowering participants with the knowledge and behaviors for sound financial management is just as, and perhaps even more, important than knowing the products and services that are available.

### 2. Supplemental resource:

Another option is to include activities or resources from this guide in other lessons. For example, the activity on choosing a savings product can be used in conjunction with the Savings module.

## Overview

This is a guide on how to train on local financial products and services, and it provides an approach, activities, and resources for training on the topic. This is the fifth module in a five module series.

### What Is Included?

This packet will help you lead a session about local financial products and services. It includes **materials** needed to conduct the training, **key messages** to emphasize during the training, and **examples** of what to say while training.

### What if This Is My First Training on Financial Products and Services?

While it can be intimidating to give a training for the first time, everyone has something to offer and something to learn. Preparing for the training by reviewing the lesson and key messages before the training will help you to feel familiar and comfortable with the content.

If someone asks a question during the training that you do not know the answer to it is important that you say *"I do not know"* and then follow up with a financial services professional in order to provide accurate information. No one trainer can have all of the answers—it is **okay** to say "I don't know." Only provide information that you are certain is accurate.

Your role is not necessarily to be an expert. Though you should have a very good understanding of the content, your main purpose is to deliver information and lead meaningful discussions around the issues that participants face when learning about financial products and services.

### How Do I Use the Document?

Trainer's Tips provide helpful information about how to conduct a session. Trainer's Tips might provide guidance on how to encourage participation or how to adapt a training to respond to differences in beliefs or behaviors in different places or among different groups of people. Trainer's Tips have been gathered from training professionals.

#### Trainer's Tips¶

##### ¶ Introduce the trainer and participants¶

When possible, use a fun and interactive way to introduce participants. For example, you might divide participants into two groups and ask one person in each group to identify all of the people in their group. See which participant can remember all of the names of the participants in their group. ¶

##### ¶ Ensure confidentiality¶

While the goal is to enable everyone to speak openly, explain that the group must promise not to talk about who said what or asked which questions in the training. People are more likely to participate when confidentiality will be respected. ¶

##### ¶ Communicate effectively¶

Below are some tips on how to communicate effectively. ¶

» → During the session, if someone asks a question, give him or her your full attention. ¶

» → Listen carefully to the participants and ask clarifying questions if you do not understand the question or comment. ¶

» → After participants have answered a question, paraphrase and clarify answers so that:

#### ¶ Discussing Finances With Your Family One Hour Training¶

##### ¶ Open the Training¶

Time: 5 minutes¶

¶ **TRAINER:** Open the training by (1) introducing the trainer and participants and (2) introducing the subject. ¶

##### ¶ 1 → Introduce the trainer and participants¶

Open the training by introducing yourself and the participants. When possible, use a fun and interactive way to introduce participants. ¶

##### ¶ 2 → Introduce the topic¶

¶ **Ask the participants an introductory question:** *Who in your family makes the financial decisions? Do you regularly talk to your spouse or other family members about how the household money is spent? Do you decide what to do with your money or does someone else?* ¶

¶ **Discuss what the training is about:** *Today, we'll be discussing why it's important to discuss finances with your family. Both your decisions as well as the decisions your spouse and family members make affect your ability to save and spend your family's income. Thus, it's important that you discuss your financial goals with your family as well as develop together your savings plans.* ¶

¶ *You may find that your financial goals are different than those of your other family members. In this case, it's important to be able to clearly communicate with your family members to ensure that everyone has a shared understanding of your family's approach to managing the family finances.* ¶

##### ¶ Why It's Important to Talk About Finances With Your Family¶

Time: 15 minutes¶

¶ **TRAINER:** During this time the participants will discuss why it's important to talk about finances with their families. ¶

##### ¶ 3 → Conduct the "Talking about Finances with Your Family" Scenario Activity¶

How much time you need for each section is indicated at the beginning of every section.

*Italics* (slanted letters) provide an example of what a trainer could say in a session.

Numbered items show the order of tasks to be completed by the trainer.

## Trainer's Tips

**Be prepared:** Before starting the training it is important that you familiarize yourself with the training agenda, review and understand the key lessons, and gather materials for the training.

**Prepare the location:**

Think about where you are going to have the training. It is best that the training be conducted in a quiet location without distractions.

**Plan the timing:** Consider the best timing for the training. If possible, it is best to conduct the training when the participants are alert. Having a training after work or before meals may not be as effective because the participants might be too tired or too hungry.

## Prepare for the Training

### Agenda

This guide provides a collection of activities that can be used when training on local financial products and services. Suggested times for each activity are included below, but not all activities have to be included in the training.

It is important to select the activities that are most relevant for your participants, including those that address needs identified in a financial needs assessment or those that provide information requested by the participants.

Time	Topics
10 minutes	Open the Training
15 minutes	Evaluating Advantages and Disadvantages of Financial Services
15 minutes	Choosing the Best Financial Service
15 minutes	Asking the Right Questions Activity
20 minutes	Security and Troubleshooting
10 minutes	Mobile Phone and SIM Card Ownership and Registration
5 minutes	Close the Training

### Understand the Key Messages

These are the key messages to be emphasized during the training.

Key Messages
<ul style="list-style-type: none"><li>» Every financial service or product has advantages and disadvantages. It is important to ask the right questions and evaluate your options to select the product that best matches your needs.</li><li>» Be aware of the fraud calls and never share your PIN number with anyone even not with bank staff or agents.</li></ul>

### Gather Materials

The materials listed below will be used during the financial products and services training:

- » HERfinance Available Financial Products Template
- » Several poster boards or flipcharts
- » Whiteboard/chalkboard
- » Small index cards or half sheets of paper

## Trainer's Tips

### Introduce the trainer and participants

When possible, use a fun and interactive way to introduce participants. For example, you might divide participants into two groups and ask one person in each group to identify all of the people in their group. See which participant can remember all of the names of the participants in his or her group.

### Ensure confidentiality:

While the goal is to enable everyone to speak openly, explain that the group must promise not to talk about who said what or asked which questions in the training. People are more likely to participate when confidentiality will be respected.

### Communicate effectively:

Below are some tips on how to communicate effectively.

- » During the session, if someone asks a question, give him or her your full attention.
- » Listen carefully to the participants and ask clarifying questions if you do not understand the question or comment.
- » After participants have answered a question, paraphrase and clarify answers so that everyone in the room understands.
- » Reassure the participants that it is good to ask questions.

### Use introductory

**questions:** Introductory questions help people participate in a training in an easy way for the first time.

## Local Financial Products and Services Training Guide

### Open the Training

**Time:** 10 minutes

**TRAINER:** Open the training by (1) introducing the trainer and participants and (2) introducing the subject.

### 1. Introduce the trainer and participants

**Open the training by introducing yourself and the participants.** When possible, use a fun and interactive way to introduce participants.

If the participants have completed the other trainings, ask participants if they have any questions. You can also ask them for one example of how they have changed their financial habits. Have they started keeping a budget? Have they started saving a portion of their monthly income?

**Ask participants:** *What is one financial behavior that you do now that you didn't do before the program?*

### 2. Introduce the topic

**Discuss what the training is about.** *Over the past couple of months, we have learned why it is important to budget, save, and borrow responsibly. Today we're going to discuss how we can make smart decisions about the best products and services to use in order to reach our financial goals. As we have discussed, there are many options, including formal and informal products to manage your money responsibly. Every person has a different financial situation and different financial goals. Thus, it is up to you to choose the financial service or product that is best for your financial situation.*

*During this training, you will be introduced to products and services that are available to you in [enter name of city], and more importantly, we will discuss how to select the product or service that is best for you.*

### Ask participants:

*What financial services do you use?*

*What financial services have you heard of?*

*Depending on whether they have heard of it or not trainers can lead the discussion...*

*Who has used a microfinance institution?*

*Who is part of a savings and loan association?*

*Who has a mobile money account?*

*What experiences have you had either with a bank or mobile financial service provider?*

Encourage a few participants to share their experiences. When participants share what they have liked or disliked about their experience, probe as to what the cause of their experience was. For example, if a participant says she/he had a good experience opening a savings account, ask why. Was it because of a good interest rate? What is because the money was safe and easy to access?

## Trainer's Tips

### Encourage participation:

To ensure that everyone is following as you go through the activities, try to encourage participation as much as possible. Ask participants to raise their hands before answering a question. If some want to answer multiple questions, ask them to allow everyone to contribute.

### Keep the conversation going:

When conducting the Matching Financial Service to Financial Need Activity, it's important to encourage discussion but to keep the activity moving. There are several situations to discuss, so you will not have a lot of time to debate each one. Encourage one or two people to share their thoughts on each situation.

In addition to the questions above, follow up with the following questions to try and get trainees thinking about the benefits of financial services:

*What are the benefits of using financial services rather than cash?  
How can you use these services to support you in your goals?*

Share with trainees how financial services can be very useful in helping us reach our financial goals.

This discussion will help participants start thinking about questions to ask and the advantages and disadvantages of different options, as well as the possibilities that financial services provide.

## Evaluating Advantages and Disadvantages of Financial Services

**Time:** 15 minutes

**TRAINER:** During this activity, the participants will weigh the advantages and disadvantages of different products.

A simple way to equip participants with the knowledge to make informed decisions about financial products and services is to discuss the advantages and disadvantages of different products. While there are products and services that are better than others, it's important to always point out the advantages or disadvantages of both.

Here we provide two possible activities to evaluate the advantages and disadvantages of financial services. Trainers should use already collected product details by using HERfinance\_Available\_Financial\_Products\_Template document in advance to determine what the advantages and disadvantages are for the different services or products discussed during the session.

- » **Group brainstorm:** Build the list of advantages and disadvantages with the participants. After you describe the financial institution or product, ask participants to name some advantages and disadvantages. Write the responses in two different columns on a board or flipchart. The trainer should then fill in the holes.
- » **Product or Services Comparison Activity:** For this activity, the trainer should present either via a handout or on a flipchart the advantages and disadvantages of two to three products side by side (e.g., loan service from a bank or moneylender. For savings, rural bank, mobile money or VSLA. For remittances, send money through personal account vs. agents account), so participants can see how they compare to each other. Then follow these steps:
  1. Ask for four volunteers (ideally each person will discuss one product)
  2. Assign each volunteer a product or service.
  3. Ask the volunteers to describe a story or situation where that product or service may be ideal for them. .
  4. Discuss the different situations and ask the other participants if the product or service was the best choice for their story. Encourage discussion.

Below is an example of the types of advantages and disadvantages that could be used to evaluate different financial products and services:

## Trainer's Tips

### Keep descriptions of products and services as simple as possible:

Financial products and services can be a technical subject. While it is essential to provide all of the necessary information so participants can understand their choices and make informed decisions, it's important to simplify details as much as possible.

Consider doing the following:

- » Displaying definitions for new terms on posters at the front of the room.
- » Providing handouts with descriptions of the different products and services and where they can be accessed. See the HERfinance Available Financial Services Template.
- » Pausing regularly to ask participants if they have any questions on the material and revisiting the material during proceeding and refresher trainings.

### Leave time for questions:

After introducing a new set of products, e.g., different savings products, take five minutes to ask participants if they have questions about the products they are currently using (or want to be using) and any challenges they have faced.

Financial Service	Advantages	Disadvantages
Bank	<ul style="list-style-type: none"> <li>» Security, as money is safe</li> <li>» Saving money and earning interest</li> <li>» Reliability</li> <li>» Privacy</li> <li>» Allows you to build a credit history</li> <li>» Operates within banking laws</li> <li>» Access to financial advice</li> </ul>	<ul style="list-style-type: none"> <li>» Can be far for rural residents</li> <li>» Restricted hours</li> <li>» Formalities and documents needed to open accounts</li> <li>» Bank charges</li> <li>» Long lines (time consuming)</li> </ul>
Mobile Financial Service Providers	<ul style="list-style-type: none"> <li>» Security, as money is safe</li> <li>» Easy to access monies</li> <li>» Convenient and fast.</li> <li>» Reliability</li> <li>» Privacy</li> <li>» Easy to operate</li> <li>» Operates within banking laws</li> </ul>	<ul style="list-style-type: none"> <li>» Fraudulent calls may happen</li> <li>» Cost of cashing out is high</li> <li>» Location of agent may be far from village.</li> <li>» Poor network availability</li> </ul>
Microfinance Institutions	<ul style="list-style-type: none"> <li>» Local access</li> <li>» Speed</li> <li>» If registered, operates within laws</li> <li>» Access to informal financial advice</li> </ul>	<ul style="list-style-type: none"> <li>» Loan size is typically small</li> <li>» Cost of borrowing can be high</li> <li>» Limited or no savings services</li> </ul>
Village and Savings Loan Associations	<ul style="list-style-type: none"> <li>» Local access</li> <li>» Social aspect/group support</li> <li>» Lump sum money at a specified time</li> </ul>	<ul style="list-style-type: none"> <li>» Limited funds to meet borrowing needs</li> <li>» Lack of financial knowledge</li> </ul>
Moneylender	<ul style="list-style-type: none"> <li>» Money available immediately</li> <li>» Available at your doorstep</li> </ul>	<ul style="list-style-type: none"> <li>» Very expensive</li> <li>» Risky—operates by intimidation</li> <li>» Prone to get into debt trap</li> </ul>

## Choosing the Best Financial Service

**Time:** 15 minutes

**TRAINER:** During this time the participants will discuss the best financial services for different financial needs.



## Trainer's Tips

### Tailor questions to local context:

Every country or even region will have innovative financial services for the local population. It's important to understand the products that are offered and to tailor these questions to ensure all critical information is covered.

### Use real examples:

When discussing the different ways people can save, use actual services to describe what informal, semi-formal, and formal services are in your context.

### Avoid giving financial advice:

When introducing specific products, trainers should avoid favoring one product over another. If participants ask you for advice on which product to use, do not name a specific product. Instead, remind the participants that every product is different and it will depend on their specific financial goal. Help them evaluate a specific product by walking them through the questions to ask before making a decision.

*When deciding which financial product or service to use, it's important to have information about your different options. Choosing a financial service is similar to choosing a shop to buy your food. Every shop will offer something different. You usually choose shops based on location, price, the type and quality of products available, and the relationship you have with the shopkeeper. Similarly, different financial institutions will offer a variety of products, and it's up to you to select the product that best matches your needs. However, choosing which product to use is an important decision.*

**Ask the participants an introductory question:** *What are some of the risks of choosing a bad financial product?*

If participants don't have answers, probe by saying: *There are risks such as getting locked into an extremely high interest rate, which could cause indebtedness, or saving your money with an untrustworthy source and losing all your savings. This is why it's important to know the right questions to ask when selecting a financial institution as well as how to evaluate the advantages and disadvantages of your different options.*

## 3. Do the Matching Financial Service to Financial Need Activity

### SETUP THE ACTIVITY

On a board or flipchart, create three columns with the following headings: Savings, Loans, and Payment Services. These are just some examples to conduct the activity.

Savings	Loans	Payment Services/ Send money to family or friends
» Marriage	» Business Capital	» Sending Money to Family or friends
» Festivals	» Business Equipment	» Receiving Money from Family or friends
» Sickness	» House Purchase	» Utility bill payment
» Old Age	» House Repair	» School fees and merchant shop purchase payment
» Ceremonies		
» Children's Education		

Next, write each financial need/goal listed above (i.e., marriage, business capital, maternity, sending money to parents) on a small piece of paper. Pass out a financial need/goal to each participant.

### DO THE ACTIVITY

Ask each participant which financial service best meets the need listed on the card. Once the participant poses an answer, ask the other participants if they agree or disagree. If there is a consensus (and it's the correct answer), move on to the next card. If there is a disagreement, encourage a discussion. Some "needs" may fit under more than one column. For example, Sickness could go under Savings or sending money.

**Ask participants:** *What is an important lesson from this activity?*

## Trainer's Tips

### Connect participants to service providers:

If possible and appropriate, invite service providers to come speak about their products. This will ensure that services are presented in a neutral way, and it will allow trainers to focus more on equipping participants with the knowledge they need to make good decisions. It can also give participants the opportunity to practice asking questions.

Let a couple of participants share their responses.

## 4. Evaluating Different Financial Products

Every country and/or region will have specific financial products and services that are most relevant for the participants. The following activities are designed to equip participants with the skills needed to choose the best financial product for their unique situation. While there may be products that are better than others, we want to empower the participants to come to that conclusion on their own. We can do this by providing them information on the specific products available as well as giving them questions to consider before choosing a product.

### Important for Trainers

**Trainers to collect product offering from banks and microfinance institutions to tailor the following exercises with the specific products relevant for their area.**

While there may be several products available, we recommend selecting up to three to share during your training. It's important to give participants options, but at the same time, you don't want to overwhelm them with information. For example, only highlight up to three types of savings products, three types or borrowing methods, etc. It will be up to you to decide which products are most relevant for the participants.

## Asking the Right Questions Activity

**Time:** 15 minutes

**TRAINER:** During this activity, participants will become familiar with the common questions to ask when selecting a financial product or service.

For this activity, share the list of questions to spark a conversation about why asking that question is important, as well as considering together the possible answers. Depending on the size of your group, you can either discuss the questions as a group, or you can break participants into smaller groups and have each group discuss a couple of questions each.

Here are some relevant questions to ask when evaluating different financial products and services. It may be helpful to have all of the questions written on a poster board before starting this lesson. There may be additional questions that you add depending on the products being presented:

### Savings Products/Services:

- » What are the documents needed to open a savings account? Do I have those documents?
- » What interest rate is paid on my savings?
- » How will I be able to access my savings when I need them? Where is the nearest cash out point, and when is it open?
- » How good is the service of the savings provider?



It is strongly encouraged to save. If there is any need for loans, this is something to strongly consider and weigh out carefully before doing. There are risks to loans and they should only be taken out in specific circumstances. Think about the financial planning we discussed and consider the many ways to save for your future rather than taking out loans. If you feel that you must take out a loan, consider the following questions:

### **Borrowing Products/Services**

- » What types of loans are available?
- » What is required in the loan application?
- » What are the collateral requirements?
- » What is the interest rate?
- » What fees are charged?
- » How long will it take to pay back the loan?
- » What are the penalties if I make a late payment or default on the loan?
- » How good is the service of the providers?

### **Mobile Financial Services**

- » What are the documents needed to open a mobile money account? Do I have those documents?
- » What type of phone is required to use the mobile money account?
- » Does the mobile money provider have agents in the village where my family member lives so that they can cash out easily?
- » What are the cost of sending money? What is the cost of sending money using an agent vs. sending money from the personal mobile money account? What is the cash out cost for my family?
- » Are there other services available such as paying bills, or buying airtime?
- » How good is the service of the mobile money provider?

After you have reviewed the questions, consider doing the following activity:

Write the different questions on square pieces of paper. There should only be one question per piece of paper. On a different piece of paper, write a possible response to the question. The response should be detailed and specific enough that participants will be able to figure out what corresponding question goes with each answer.

If your participants have low literacy levels, read the question and two possible answers out loud, and ask participants to select the correct answers.

## **Security and Troubleshooting**

**TIME:** 20 minutes

**TRAINER:** During this time, introduce participants to the safety and security issues related to mobile money.

### **1. Introduce the concept of PIN codes and passwords.**

**Ask the participants:** *Do you know why we use PIN codes and passwords for financial services?*

Give participants three minutes to consider the question and share their responses with the group. Write their answers on a flipchart in the front of the room. Track the responses given by women and men separately to identify if there is any discomfort or particular concerns among the women in the group. Respond to participants and encourage a discussion on the topic. Keep the flipcharts for future reference.

2. Introduce a role play on why it is important to keep PIN codes secret and the negative repercussions of sharing your PIN code with family members, colleagues, and friends.

**Key message:** *Do not share your PIN code with any friend, colleague, manager, or family member. If possible, do not share your PIN code with your spouse. If your spouse insists on knowing your PIN code, start a conversation about the usefulness of having a financial account; the benefits of saving, including earning interest; and the importance of equal rights, respect, and mutual support as it relates to financial planning and decision-making. Having these kinds of conversations with your spouse will help you to align on financial goals and planning while also ensuring the freedom to manage one's own income.*

**How to choose a PIN code:** *When choosing a PIN code, select a number that is memorable enough for you to remember but difficult for others to guess. For example, choose the month and the date of an important event (e.g. your wedding day or the day you joined the co-op). Avoid using obvious dates like birthdays. You can also consider a dialing pattern that is easy for you to remember (e.g. dialing triangles or a square on the dial pad). Remember: the PIN code should be memorized by heart; never write it down to avoid any risk of having it stolen.*

**Forgetting the PIN code or entering the wrong PIN code multiple times:** *If you forget your PIN code, it's important to not enter the wrong PIN codes multiple times. If this happens, you can block your account.*

Provide step-by-step instructions to the PEs on how to recover their PIN codes according to the procedures provided by the MFS provider.

In Ghana you will need your GhanaCard ID number, make a complain to the MFS provider either by physical visit to the office or through a helpline or on the website of MFS provider. For example you dial 100 to MTN network help service and follow the prompt to address your mobile issues including changing or recovering your PIN.

If there is a helpline available, provide the peer educators the contact details, and inform participants about the type of support they will receive.

Perhaps introduce a song to help the participants remember what to do in case they forget their PIN code or in the event that their account is blocked.

**Losing your SIM card:** *You can only access your accounts through a registered SIM card. If you do not have a mobile phone in which you can store the SIM card, you must always keep your SIM card with you. It is not possible for someone else who may have access to your SIM card to access your account without the PIN code. Remember: To avoid theft, do not store your SIM card with your PIN code.*

## ADDITIONAL CONTEXT FOR TRAINERS

### Importance of phone ownership for females:

Due to social barriers and power dynamics, females might not be allowed to use a phone even if they would like to. A phone is a powerful empowerment tool for women. It can help them start a business. It provides access to formal bank accounts. And it can ensure their safety and allow them to seek support from family and friends in case of an emergency.

Remind participants that if they lose their SIM cards, the MFS provider can transfer their accounts to a new SIM card.

List all of the previous points on the flipchart and ask for follow-up questions. Write down the questions and answers and keep them for future reference.

### 3. Conduct a role play on avoiding fraudulent activities.

#### SET UP ACTIVITY

Ask for two participants to step forward to play the parts of Fatima and Fauzia. Participants should read and act out the script below.

#### DO THE ACTIVITY

- **Fatima:** *Sister, I really need some money right now. Can you please lend me some?*
- **Fauzia:** *Is there an emergency? What happened? We both sold our nuts at the same time last week. Did you already spend the whole amount already? What did you purchase this month?*
- **Fatima:** *I didn't purchase anything. We received our incomes in our mobile money accounts. However, a few days ago, I received a phone call from an agent asking for 200 Ghana Cedis. He said that he would give me 1,000 Ghana Cedis in return. I sent the 200 Ghana Cedis, but I didn't receive my prize yet. As soon as he sends me the prize, I will return the money to you.*
- **Fauzia:** *What did you do, sister! That sounds like a fraudulent (419) call.*
- **Fatima:** *What do you mean?*
- **Fauzia:** *Let's call the mobile money account support people. They might be able to support us.*

*Fatima and Fauzia immediately report the situation to the Co-operate Supervisor and confirm that it was a fraudulent scheme. Fatima breaks down in tears.*

**Fraudulent agents and calls:** *It's important to know how much you're supposed to be charged for accessing mobile money services, so you can detect fraudulent activities. While mobile money is safer than cash, there are risks that agents or third parties could try to take advantage of you. Keep the following tips in mind:*

1. *Know what you're being charged for cashing in and out. If you think you've been charged an excessive fee at an agent point, report it immediately to the factory helpline.*
2. *Avoid engaging in conversations with people asking for overcharges or money.*
3. *Never share your PIN code with an agent.*
4. *Never share your PIN code via SMS.*
5. *If you observe any suspicious behaviors, avoid the person and the situation. In case of emergency, contact the mobile money service provider helpline immediately.*

## Mobile Phone and SIM Card Ownership and Registration

**TIME:** 10 minutes

**TRAINER:** In this session, discuss how to use mobile phones and how to register SIM cards.

### 1. Conduct an activity on mobile money ownership.

#### DISCUSS THE ACTIVITY

**Ask the participants:** *Do you own a mobile phone? If you don't, what are the reasons?*

Give the group five minutes to reflect on the questions and to discuss their responses.

**Ask the participants to share their answers:** Write down the answers on two flipcharts. On one flipchart, record the reasons to own a mobile phone. On the other flipchart, record the reasons why people might not own a mobile phone. Keep in mind that the reasons might be different for females than males (if there are any males participating).

- The reasons for owning a mobile phone may include: “My family and friends can always reach me, and I can call them if I need help.” “I feel good about having a phone.” “I can have control over my mobile money account if it’s opened on my phone.”
- The reasons for owning a mobile phone may include: “I can’t afford one.” “I would not know how to use it.” “My husband doesn’t want me to use a phone.” “There is no MNO network service in my community.”

**Ask the group a follow-up question:** *If you don’t own a mobile phone, do you use a family member’s or friend’s mobile phone and for what purposes?*

After collecting the answers, ask the participants who own phones to explain to those who don’t why having a mobile device is useful. Add additional explanations and address all of the reasons that were provided for why they do not have a phone. Throughout the discussion, address any barriers that come up and identify solutions, particularly as they relate to questions or concerns about access to or the use of mobile phones.

**Summarize the findings:** Review how the advantages of owning a mobile phone outweigh the disadvantages. Also, show how having a mobile phone is always more convenient than sharing one. Remind participants that for married couples, it is still important and beneficial for both of them to have their own phones. Keep the flipcharts for future reference.

## Trainer’s Tips

**Be prepared to provide the requirements for registering the SIM card and mobile money accounts.**

Remember that the process and the requirements to register a SIM card and an MFS account might change according to the Mobile Network Operator/MFS.

## 2. Explain what is needed to open a mobile money account.

**Ask the participant:** *Do you own a SIM card? If yes, is it registered? Do you know how to register your SIM card?*

Once you have collected the answers from the group, inform the PEs that they will need a registered SIM card to open their mobile money accounts.

**Discuss the registration of the SIM cards:** To register a new SIM card, you will need:

- Ghana Card (National ID)
- You buy a SIM card from an agent of the MNO
- Biometric capture (recent requirement)
- The agent of the MNO or branch office of MNO process your registration.
- You can also register via the App of the MNO.

**Inform the participants:** *When you are registering your SIM cards, you will be asked to give your fingerprint. Consider introducing a song on what documents are needed to register a SIM card to help participants remember.*

*Once you have a SIM card you can open a mobile money account. Remember that your mobile money accounts are connected to your registered SIM cards, not with your mobile phones.*

Close this session by using visual charts or other materials to summarize the key concepts:

1. ***You need a registered SIM card to open your mobile money accounts. If you do not have a SIM card or have one that is unregistered, you need to get one..***
2. ***Certain documentation is needed to register your SIM card.***
3. ***All workers, and especially women, should get their own phones before opening their mobile money accounts.***

## Close the Training

### 9. Review participants' knowledge

**Time:** 5 minutes

**TRAINER:** During this time you will ask the group a series of questions that help them summarize and reflect on the knowledge they have learned during the local financial products and services module.

Take a moment to see if anyone has questions before quizzing them. Ask participants:

*Do you have any questions on who to go to for help if you have security issues  
Do you need help understanding how to open a mobile money account?*

Now go ahead and ask participants a series of questions to test their knowledge.

## QUESTIONS AND ANSWERS

**Question:** *What is one thing you should do before selecting a financial service or product?*

**Answer:** Answers will vary but could include evaluating the advantages and disadvantages or asking the right questions to understand all of the terms.

**Question:** *What are some questions I should ask when selecting a savings/borrowing/remittance service?*

**Answer:** Answers will vary. See above activity for possible responses.

**Question:** Who can you share your pin number with?

**Answer:** Trick question – you shouldn't share with anyone.

**Question:** *How does mobile money help you to stay within your budget?*

**Answer:** *By keeping your money in your mobile money account rather than in cash, you can avoid overspending on unnecessary “wants.” Also, checking the balance of your mobile money account regularly can help you track how you are doing with respect to your planned expenses and whether you need to change your daily budget or timeframe to make progress on your financial goals.*

## 10. Encourage the participants to act

Ask the participants:

- » *Now that we have talked about local financial products and services, who is one person that you can share this information with?*
- » *What is one thing that you have learned today that you will be able to put into practice?*
- » *What is one financial product that you would consider using?*





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