

FINANCIAL LITERACY & HOUSEHOLD FINANCE SEMINAR

Project Model #1 — In-Depth Guide for Business Committees

Purpose of This Model

The Financial Literacy & Household Finance Seminar supports families and individuals in:

- Strengthening household budgeting
- Making informed financial decisions
- Managing irregular income
- Tracking daily spending
- Understanding savings strategies
- Avoiding harmful debt
- Building financial confidence

This model does **not** assume participants want to start a business — it supports **everyone**, including:

- Farmers
- Domestic workers
- Parents
- Youth

- Elders
- Community groups
- Women's collectives

It is especially powerful in sites where **income is seasonal**, where people juggle multiple small hustles, or where many families run informal microenterprises from home.

When to Select This Model

Choose this project model when:

✓ **The community already has many informal businesses**

(e.g., markets saturated with similar goods)

✓ **The partner NGO prioritizes family stability over entrepreneurship**

✓ **The vocational committee's work is not directly tied to business**

(health fairs, education work, large construction projects, etc.)

✓ **The team has many youth volunteers who are new to teaching business**

(Financial Literacy is simpler to teach than full business development.)

✓ **The community expresses interest in:**

- budgeting
- tracking money
- debt management
- school fee planning
- savings groups

- managing irregular income

✓ **Adults have stated goals such as:**

- “I want to control spending.”
- “I want to save for emergencies.”
- “I want less stress around money.”
- “I want to plan better for school fees.”

✓ **There is no existing financial education program in the area**

If the community partner reports that:

- previous business seminars felt too advanced
- people struggled with pricing/profit
- or the majority of participants are not business owners

→ Then this model is the best fit.

Pre-Trip Planning Requirements

1. Coordinate With the International NGO Partner

During January–April communication, mentors should ask:

• **Who will attend the financial literacy seminar?**

(e.g., women’s group, PTA, farmers, youth, church group, cooperative)

• **What local financial behaviors and challenges exist?**

Examples:

- high reliance on informal credit
- daily income patterns
- school fee pressure
- food insecurity
- lack of written record keeping
- village savings & loan groups
- predatory lending issues
- mobile money behaviors

- **Preferred seminar length**

Options:

- 1 full day
- 2 half-days
- 3–4 short sessions

- **Interpreter experience**

Prefer someone familiar with numbers and daily financial concepts.

2. Prepare Teaching Teams

Youth volunteers practice:

- Speaking in short sentences
- Using visuals instead of text

- Supporting multiple literacy levels
- Gentle facilitation without judgment
- Modeling sensitive language around money

Mentors lead **scenario practice** such as:

- “Participants are embarrassed to talk about debt.”
 - “A participant doesn’t want to write.”
 - “Someone shares a personal financial struggle.”
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3. Gather Supplies

- Blank Money Journals (icon-based)
 - Ledger templates
 - Needs vs. Wants cards
 - Household expense picture cards
 - Fake money
 - Posters for daily spending, weekly spending
 - Budgeting mats (colored paper sections)
 - Markers, tape
 - Large visuals with key formulas
 - Certificates
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In-Country Logistics

1. Ideal Audience Size

15–45 participants per seminar
(Small enough for discussions, big enough for group energy.)

2. Ideal Timing

Late mornings or afternoons, when families are available.

3. Suggested Seminar Structures

Option A — 2-Day Seminar (Most common)

Day 1

- Understanding income patterns
- Needs vs. wants
- Household spending map
- Introduction to record keeping
- Daily expense tracking practice

Day 2

- Budgeting (monthly & seasonal)
- Saving strategies
- Avoiding debt traps
- Goal setting
- Family financial planning
- Certificates / follow-up

Option B — 1-Day Intensive Seminar

Useful for sites with limited participant availability.

- Icebreaker
- Income patterns
- Needs and wants
- Budgeting mat activity
- Simple record keeping
- Financial goals
- Review and certificates

Option C — 3–4 Short Sessions (45–60 min)

Best for youth groups or school settings.

1. Needs vs. wants
2. Money journals
3. Budgeting & saving
4. Goals and planning

4. Mentor Responsibilities on Site

- Coordinate daily session times with ICC

- Adapt to attendance changes
 - Support volunteers during teaching
 - Maintain cultural and emotional sensitivity
 - Track attendance for partner NGOs
 - Ensure the closing session respects local customs
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Seminar Curriculum Outline

This curriculum is designed for adaptability and low-literacy contexts.

MODULE 1: Understanding Income & Spending Patterns

Participants explore:

- Daily income (market, casual labor, farming)
- Seasonal income (harvests, tourist season)
- Social obligations (funerals, weddings)
- School fee cycles
- Festival/holiday spending

Activities:

- ✓ Income timeline
 - ✓ What “eats money” in a household?
 - ✓ Spend mapping with picture cards
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MODULE 2: Needs vs. Wants

Participants learn the difference using:

- Real household examples
- Cards showing school fees, rice, medicine, soda, treats, clothing

Activities:

- ✓ Group sorting
 - ✓ “Spend or Save?” game
 - ✓ Discussion of cultural expectations
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MODULE 3: Money Journals & Tracking Expenses

Participants practice:

- Recording daily expenses
- Marking irregular expenses
- Understanding household flow

Activities:

- ✓ Guided practice
 - ✓ Fixing a broken ledger
 - ✓ Completing a sample money journal
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MODULE 4: Household Budgeting

Participants create budget plans for:

- Daily expenses
- Weekly market trips

- Monthly needs
- Seasonal priorities

Activities:

- ✓ Budgeting mat activity
 - ✓ Envelope sorting (Needs / Wants / Savings / Emergencies)
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MODULE 5: Saving Strategies

Introduce realistic saving options:

- Saving a small amount daily
- Group savings
- Mobile money saving
- Saving through small “side businesses”
- Emergency funds

Activities:

- ✓ Saving ladder
 - ✓ “Where can I find 1 small savings every day?”
 - ✓ Group planning
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MODULE 6: Avoiding Debt & Red Flags

Discuss common local debt patterns:

- Buying on credit
- High interest informal loans

- Selling livestock to repay debt
- Borrowing for celebrations
- Delayed school fees

Activities:

- ✓ Good vs. harmful debt sorting
 - ✓ Debt scenario cards
 - ✓ Community-driven solutions
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MODULE 7: Setting Goals & Future Planning

Participants set:

- 1 short-term goal
- 1 long-term goal
- 3 small steps to move forward

Activities:

- ✓ Draw-your-goal worksheet
 - ✓ Partner sharing
 - ✓ Certificates
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Roles for Volunteers

Volunteers do:

- Facilitate activities
- Model kindness and respect
- Draw visuals

- Encourage participation
- Share universal examples (not U.S.-specific)

Volunteers do NOT:

- Give personal financial advice
 - Compare money systems
 - Comment on community poverty
 - Assume families have a “budgeting problem” or “bad habits”
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Low-Literacy Adaptation Strategies

- Use symbols instead of text
 - Allow drawing instead of writing
 - Use picture cards for expenses
 - Use counting stones or beans to represent money
 - Pair participants for group work
 - Repeat instructions slowly
 - Provide a visual example for every worksheet
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Mentor Notes

Mentors oversee:

- Appropriate tone (avoid judgment)
 - Alignment with partner NGO priorities
 - Cultural norms around money conversations
 - Ensuring youth volunteers deliver content gently
 - Adjusting activities if topics become sensitive (debt often is)
 - Creating a safe and shame-free environment
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End-of-Seminar Outputs

Participants leave with:

- ✓ A simple household budget
- ✓ A daily spending tracker
- ✓ Clear savings strategies
- ✓ A Money Journal they know how to use
- ✓ One personal financial goal
- ✓ A certificate acknowledging completion

NGO partners receive:

- ✓ Attendance list
- ✓ Summary of topics and outcomes