

RIFF-CAC supports e-learning projects during COVID

Last year when the pandemic hit, many of the FSPs in Central America turned to SPTF's [Responsible Inclusive Finance Facility \(RIFF-CAC\)](#) for help as they supported their clients through the lockdowns and the subsequent economic downturn. **The three organizations described below each pursued an innovative way to reestablish communications with their clients when in-person meetings became impossible and helped build the skills of their clients and staff through online learning channels.** These projects make the best use possible of technology and e-learning platforms to combat financial exclusion, build clients' and staff skills, and connect clients to both their financial institutions and the outside world.



FUSAI El Salvador connects communities to virtual classrooms

[FUSAI](#) is a unique FSP that works with poor clients in rural El Salvador, many of whom live in areas impacted by gang activities. Its model uses partnerships with volunteers in other NGOs to promote community empowerment. In particular, FUSAI uses access to credit as a gateway to their other services, which include housing, energy, education, and hygiene. FUSAI's project with RIFF-CAC led to the launch of 10 virtual classrooms, which provided the first internet connection in many of the villages that now host high-quality video conferencing equipment in a public venue, such as a cultural center or school.

FUSAI uses the virtual classrooms for two main purposes – hosting virtual group meetings for credit clients and offering the clients classes in entrepreneurship, delivered by an ILO certified trainer. While FUSAI and RIFF-CAC funded the installation of the technology, all members of the community can benefit from it. The communities have already found many ways to leverage the virtual classroom's capabilities outside of their work with FUSAI, including listening to sermons from priests in other towns, allowing their children to attend high school or college classes remotely without incurring the danger and expense of travel, buying items online, and receiving information on health and hygiene related to preventing the spread of the coronavirus.

FUSAI embraces a holistic and client-led approach to community development and hopes that the virtual classrooms will be centers for recreation and education for the youth in these communities so they can more successfully resist the pull of gangs. Their slogan for this project “digital transformation = community transformation” rings true.




ASEI El Salvador brings clients telehealth and financial literacy education

[Asociación Salvadoreña de Extensionistas Empresariales del INCAE](#) (ASEI) works to provide financial and non-financial services to micro entrepreneurs to improve the quality of life of their families and develop the businesses of their 23,500 clients, 80% of whom are women.

When the pandemic hit, ASEI applied immediately to RIFF-CAC for co-financing to launch an application that would allow it to reestablish a channel of communication with its clients. ASEI worked with a local technology provider to design an App that was both easy to use and comprehensive. ASEI knew that its clients did not have strong digital literacy going into the pandemic and worked to build their skills so they could benefit from all the App has to offer. Through the App, ASEI’s clients can attend their virtual group meetings, apply for new credits, make payments, and consult a doctor.

Once the App was up and running, ASEI worked with RIFF-CAC to take its health support activities online as well. Instead of clients visiting its health clinics in person, RIFF-CAC co-financed the software for a telehealth platform that allows ASEI’s two staff doctors to manage most clients’ health concerns through videoconferencing, such that only clients with serious illness or chronic conditions still go to the clinic in-person. The use of technology allowed ASEI’s staff and clients to maintain social distancing, build clients’ knowledge about hygiene protocols, and provide coaching on how to modify business operations to manage the challenges of operating during the pandemic.

Through the App, ASEI provided information on alternative sales channels and supported clients to create webpages and social media presences to permit continued sales during the lockdowns. It then launched an online course that clients can access from ASEI’s webpage on [How to Manage your Money During a Crisis](#), with 6 modules on financial literacy and crisis response, which cover Finance, Sales, Business Administration, Health and Safety Protocols, Customer Service, and Branding.

TEMA	OBJETIVOS Y CONTENIDO	NIVEL	MODALIDAD
LIDERAZAGO	 <p>Este curso te permitirá:</p> <ul style="list-style-type: none"> • Adquirir nuevas técnicas y herramientas para mejorar el liderazgo con tu equipo de trabajo. • Aprender acerca de los tipos de líderes e identificar al que perteneces. • Conocer las fortalezas y oportunidades de tu equipo para poder aplicarlas en el entorno laboral. • Aprender acerca de estrategias para liderar correctamente a tu equipo de trabajo. • Conocer técnicas de motivación para poder aplicarlas frecuentemente con los miembros de tu equipo de trabajo. 	DIRECTIVO - GERENCIAL	Multimedia Interactivo

REDIMIF supports network partners to educate staff and clients

Internal transportation is difficult and expensive in Guatemala and so [REDIMIF](#)--one of Guatemala’s national microfinance networks--had already been considering how best to provide virtual training for three years when the pandemic struck. As the Director of the network, Daniel Ruiz, said in a recent

interview, “The pandemic made us innovate.” REDIMIF was better positioned than most to move on this since it already had the approval of its board to consider the change and had already conducted a demand survey of its 16-member FSPs on what types of courses their 3,000 employees needed most.

Nevertheless, it still took almost a year from when REDIMIF applied to the RIFF-CAC for assistance in developing and launching its e-learning platform to when e-redimif.com came online with the content of a [dozen courses](#) ready to go. REDIMIF’s members wanted training for senior management, middle management, loan officers, and administrative staff. The network responded with courses on leadership, marketing, reporting on social and financial indicators, sales, effective collections, risk analysis, time management, and customer service.

REDIMIF worked with both ADA and SPTF to fund its work and collaborated with other organizations, such as Water 4 People and REDCAMIF, to create the content for its classes. REDIMIF worked with a local graphics design firm to ensure that their online classes are dynamic, accessible, and tailored to their target audiences, for example using animated short videos to deliver information to young professionals and recruiting experienced leaders of leading FSPs in the region to deliver the content aimed at senior management. The classes have interactive examples along the way as well as quizzes to keep participants engaged. At the end of each course there is a test and a certificate of completion for those who pass.

Both member FSPs and non-members can use this platform for free, however their employees do pay a small fee (~\$20) for each class that they take. REDIMIF has always emphasized building the capacity of its members’ employees, and now they are delivering high quality content through a 100% virtual and asynchronous methodology that puts the FSPs’ employees in charge of how fast and how far they want to go to develop their own capabilities. As a benefit to the sector, REDIMIF is offering some of its courses free of charge, such as how to integrate sanitation projects into microfinance as a line of business and how to comply with anti-money laundering requirements.

REDCAMIF, the regional network for Central America, launched [EDUFIN](#) in July 2019 to meet the needs of the FSPs in its region for financial literacy content. For many years, FSPs have



wanted to and been expected to provide financial literacy to their clients, but most have either found it prohibitively expensive or have opted to provide it through an affiliated non-profit. Others struggled with creating content, as each FSP worked to develop its own materials. Most of the FSPs that do provide financial education to clients incorporate it into group meetings where it competes for time with collections, institutional updates, and education on other topics such as health or business.

Several years ago, before the wave of digitization inspired by the pandemic, REDCAMIF identified this need and saw the opportunity to make financial literacy education more accessible to the end clients of all its member and non-member FSPs. EDUFIN provides this solution through a digital platform and a licensing structure that allows FSPs to present high-quality training to their clients, without taking time away from group meetings. EDUFIN allows FSPs to adapt the generic content of the training and personalize it with institutional information; the level of personalization depends on the budget available. Expert consultants in financial education developed the content, and before the launch of the

program, REDCAMIF held focus groups with clients to ensure the content was accessible and fulfilled its goal of enhancing the financial health of clients. The short videos use friendly, colloquial language and animated characters, to present a difficult day-to-day situation and relevant financial advice in a way that is accessible to base-of-the-pyramid clients.

EDUFIN
Educación
Financiera



Búscanos en
www.redcamif.org



EDUFIN contains modules on savings, credit, budgeting, setting financial goals, and negotiation, and breaks each module into multiple topics, such that each topic is covered in a video of 3-4 minutes that can be accessed from the client's smartphone. A test at the end of each module allows the institution to know the new level of learning each of its clients has achieved, and what topics still need to be reinforced. EDUFIN has two products: animated videos and a mobile application. REDCAMIF offers

the EDUFIN program as a subscription service to FSPs, who provide it free of charge to clients. There are three levels of customization available, each with increasing degrees of customization; FSPs can select their preferred degree of customization based on their clients' needs and their available budget. For example, the first level offers generic clients visiting generic branches and speaking Spanish, while the top level allows the FSP to customize the type of clients, the logos and look of the branches the clients visit, and the accent of the Spanish the characters speak. Many more details can be customized as well, such as the types of products offered, the setting of the branches, and the backgrounds and the characters in the videos. This innovative structure will allow many FSPs who wouldn't have otherwise been able to do so, to offer their clients vital financial education in an accessible and affordable way.

For more information on any of these cases, please [contact SPTF's Cara Forster](#).