

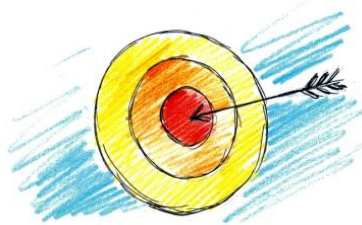
# Training Module Outline

## ‘Khawb say Tabeer Tak’

‘Program for integrated socio-economic development’

The ‘Khawb say Tabeer Tak’ programme for girls is a comprehensive life skills based curriculum that aims to provide adolescent girls with the knowledge, attitudes and skills required to promote their own and their family’s health and socio-economic well-being. It inspires and facilitates the girls to become self motivated and confident leaders with the ability, skill and intrinsic values to positively impact their communities. This training is built around a role model or mascot called Fatima, who is a 14 year old girl studying in the 9<sup>th</sup> grade. She is shown as a person who attends a similar course, and is able to emerge as a confident, well-intentioned individual, who not only improves her own life, but positively impacts the life of many others in her family and community.

### Objectives



**By the end of this 24-hour training, participants will be able to:**

- Discover their own strengths, talents, and ideas, and improve their self esteem and self confidence
- Identify ways in which they, and other girls in their communities, can live safer lives, and defend themselves through health care and other skills
- Specify human rights and responsibilities, and list ways in which they can speak up and act for their rights and the rights of others
- Elaborate the different dimensions of poverty, and use this concept to assess household economic development
- Facilitate their families, and other households in their area, to assess and improve their income earning opportunities through effective resource mobilization and improved communication and decision making
- Guide their communities towards effective money management and life skills

#	Session Title & Objectives	Key Content	Methodology
1.	<p><b>Setting the Stage</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>Describe the course objectives and content;</li> <li>Establish norms foreffective participation in this training.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of Fatima as a role model or mascot</li> <li>In-depth introductions and discussion of expectations from this training, fears and norms</li> <li>Understanding the scope and importance of value and integrity</li> </ul>	<ul style="list-style-type: none"> <li>Case study on ‘Fatima’</li> <li>Micro lab – an interactive exercise where participants have an opportunity to discuss specific questions in small groups</li> <li>Exercise to assess Fatima’s values and integrity</li> </ul>
<b>Social Skills</b>			
2.	<p><b>Rights and Responsibilities</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>Elaborate the concept of ‘Rights’, in particular the rights of the child as per CRC (Child Rights Convention)</li> <li>Identifyrights holders and duty bearers at various levels, i.e. from family to state</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to the rights clusters as given in the CRC (Child Rights Convention), and its significance for ensuring an adequate quality of life for each child in Pakistan</li> <li>Understanding the role of the various duty bearers (family, community, local government, state) in terms of promoting, protecting and fulfilling</li> </ul>	<ul style="list-style-type: none"> <li>Case study on the different roles and responsibilities of key stakeholders groups in promoting human rights</li> <li>Plenary discussions</li> </ul>
3.	<p><b>Inclusive Development</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>Identify reasons for disparities in national sex-disaggregated data for health, education, nutrition, political participation, etc.</li> <li>Identify practical ways in which their communities can overcome gender discrimination for a more just and equitable development for both men and women</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how and why societies practice gender discrimination</li> <li>Examples of various kinds of gender issues, and how these translate into national statistics</li> <li>Identifying simple everyday steps towards a more inclusive and gender equal society</li> </ul>	<ul style="list-style-type: none"> <li>Comparison, through case scenarios of two households – highlighting gender discrimination</li> <li>Examples of how Ghar Ghar ki Kahani – leads to national statistics</li> <li>Plenary discussions</li> </ul>

4.	<p><b>Effective Ways of Handling Conflict</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>Identify the various kinds of conflict and physical and sexual harassment that women face in society, and identify practical ways of dealing with the same</li> <li>Understand the stance that the Government has taken in this regard through law, policy and other support</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to different kinds of violence, and its effect on physical and psychological health</li> <li>Understanding Government's stance on harassment</li> <li>Identifying practical action which girls, and their families, can take on addressing issues of sexual and physical harassment at community level</li> </ul>	<ul style="list-style-type: none"> <li>Three case scenarios on physical, physiological and sexual abuse and violence</li> <li>Small group work on understanding Government's policy on sexual harassment</li> </ul>
5.	<p><b>Early Marriage and its Effect on Health</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>List, with examples, different psychological and health related issues associated with early marriages</li> <li>Practice ways of advocating for delayed marriages</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the psychological and health issues of early marriages</li> <li>Listing reasons why families may advocate for early marriage</li> <li>Identifying, and practicing the delivery of key messages, for advocating against early marriage</li> </ul>	<ul style="list-style-type: none"> <li>Story on Kacha Ghara and debriefing in the plenary</li> <li>Case study on early marriage</li> <li>Plenary discussions</li> </ul>
6.	<p><b>Khushal Gharana</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>Understand and elaborate the advantages of a reasonable family size</li> <li>Advocate against large families and cousin marriages</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the implications of a large family, particularly in an economy where inflation is rampant, and where there is severe competition for limited resources</li> <li>Being able to articulate the advantages of a reasonable family size</li> <li>Identifying the issues of that may emerge due to cousin marriages</li> </ul>	<ul style="list-style-type: none"> <li>Case study highlighting the issues that a family faces on account of large numbers and cousin marriage</li> <li>Plenary discussions</li> </ul>
7.	<p><b>Kamiab Zindagi Guzarnain ki Maharatein</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>Identify the set of skills that are critical for a successful life</li> <li>Recognize and even demonstrate effective inter-personal communication and</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishing emotions (in self and others), and generating appropriate responses</li> <li>Exhibiting effective communication and listening skills</li> <li>Distinguishing between confidence and over confidence</li> </ul>	<ul style="list-style-type: none"> <li>Case study – and a small group activity to identify leadership skills</li> <li>Rumor clinic and debriefing in plenary</li> <li>Role play and debriefing</li> <li>Orientation of the Business Creation Exercise in the plenary</li> </ul>

	<p>leadership skills</p> <ul style="list-style-type: none"> <li>▪ Appreciate the need for a 'Business Creation Exercise' to be implemented in the next module</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifying the set of competencies that distinguish a leader from others</li> <li>▪ Introduction to the Business Creation Exercise</li> </ul>	
<b>Economic Skills</b>			
9.	<p><b>Introduction to Basic Business Concepts</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the overall logical sequence and process through which an income generation activity can be initiated</li> <li>▪ Describe the first two stages of the business cycle, i.e. opportunity identification and resource mobilization</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding the various types of economic activity that can be established to generate an income</li> <li>▪ Understanding how business opportunities can be identified, and resources mobilized for effective business initiation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Case study (livestock/poultry) to clarify the first two stages of a business cycle</li> <li>▪ Plenary discussions</li> </ul>
10.	<p><b>Introduction to Basic Business Concepts</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the last two stages of the business cycle, i.e. implementation and profit and growth</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding the specific aspects that must be kept in mind during implementation, and when gearing up for profit and growth</li> </ul> <p><b>Home Task:</b> Discussing with the family members the initiation of a canteen business</p>	<ul style="list-style-type: none"> <li>▪ Case study (livestock/poultry) to clarify the last two stages of business cycle</li> <li>▪ Plenary discussions</li> <li>▪ Home task/assignment</li> </ul>
11.	<p><b>Applying Concepts to Setting up a Business</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe, with examples, the four stages of a Canteen Business</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding the key activities that must be undertaken to identify, set, run and close a canteen business</li> <li>▪ Developing ideas for the Business Creation Exercise</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small group discussions and presentations in the plenary</li> <li>▪ Debriefing by the facilitators</li> </ul>
12.	<p><b>Personal Entrepreneurial Competencies</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify key competencies required for business success</li> <li>• Assess themselves and others with regard to these competencies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introducing the 13 Personal Entrepreneurial Competencies (PECs)</li> <li>▪ Giving practical examples of the significance of each competency in the life of an entrepreneur.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Case study of a successful and unsuccessful entrepreneur</li> <li>▪ 'Bring me' exercise</li> <li>▪ Plenary discussion on PECs</li> </ul>

13.	<p><b>Personal Entrepreneurial Competencies</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>Assess, through practical hands on exercises, their own personal entrepreneurial competencies</li> </ul>	<ul style="list-style-type: none"> <li>Introducing a greater depth to some key competencies, i.e. target setting, systematic planning, information seeking, risk taking, commitment to work contract, and concern for quality.</li> </ul>	<ul style="list-style-type: none"> <li>Necklace production game</li> </ul>
14.	<p><b>Skills for Effective Business</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>Identify critical skills that lead to business success</li> <li>Practice some of these skills to improve family or community business</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the following concepts: <ul style="list-style-type: none"> <li>Simple Market Survey</li> <li>Simple Bookkeeping and Analysis</li> <li>Using Calculator for Quick Assessments</li> <li>Creative Access to Credit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Case studies on market survey, bookkeeping and access to credit</li> <li>Practice in using calculator</li> <li>Home task/assignment on mentoring someone towards better micro business</li> </ul>
<b>Effective Resource Management</b>			
15.	<p><b>Jalao Mat, Bachao</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>Through an audit checklist, identify ways in which households can spend more effectively and reduce wastages</li> <li>Develop a simple household budget and explain how this can help them spend more smartly</li> <li>Brainstorm ways to recycle and reuse resources</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that another way of earning is more efficient spending</li> <li>Identify simple ways in which households can control unnecessary spending</li> <li>Household Budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Case study of the spending patterns of two households</li> <li>Brainstorming exercise to generate ideas for efficiency, reuse and recycle</li> <li>Home task/assignment (develop a household budget and identify one project for recycle and reuse)</li> </ul>
16.	<p><b>Show and Tell on Recycling and Reuse</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate ways in which they have been able to apply concepts of recycling and waste management</li> </ul>	<ul style="list-style-type: none"> <li>Exposure to simple ways in which household resources can be recycled and reused</li> </ul>	<ul style="list-style-type: none"> <li>Individual exercise on recycling and reuse of different items</li> <li>Home task/assignment: Saving methods at household level</li> </ul>

17.	<p><b>A Rupee Saved is a Rupee Earned</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the importance of saving, and list different formal and informal methods of saving</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding the importance of saving, and identifying the range of resources that can be saved</li> <li>▪ Explaining the concept of long-term and short-term savings, and how to anticipate and save for crises situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Case study on practical ways of saving for improved quality of life</li> <li>▪ Quiz on formal and informal 'methods of saving'</li> </ul>
18.	<p><b>Practical Methods of Saving</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe how to engage with each of the formal and informal methods of saving</li> <li>▪ Explain how the described methods can apply to their own realities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding the 'how to' of formal and informal methods of saving</li> <li>▪ Assessing which of the methods would be appropriate for application at family and community levels</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exercises in small groups</li> <li>▪ Plenary discussions</li> </ul>
<b>Planning for Action and Transformation</b>			
19.	<p><b>Developing a Vision for Socio-Economic Change at Household and Community Levels</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify a 3-year vision of change for self, for their household and for the community</li> <li>▪ Develop some concrete steps to reach that vision</li> </ul>	<ul style="list-style-type: none"> <li>▪ Developing a strategic plan for self, household and community</li> <li>▪ Developing a step-by-step action for achieving a one year journey towards that vision</li> </ul>	<ul style="list-style-type: none"> <li>▪ Case study</li> <li>▪ Individual exercise</li> <li>▪ Home task/assignment: Consulting the family with regard to vision and action plan</li> </ul>
20.	<p><b>Presenting Individual Vision for Socio-Economic Change</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ Commit some concrete steps to reach their established vision</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presenting individual action plans, and identifying ways in which joint action can be taken</li> </ul>	<ul style="list-style-type: none"> <li>▪ Case study</li> <li>▪ Individual exercise</li> </ul>
21.	<p><b>Bano Chotay Ustad – Parents Involvement</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain the significance of this parents Involvement Stories exercise</li> <li>▪ Demonstrate reporting mechanism to record parents response</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding their role as a Chotay Ustad</li> <li>▪ Understanding the concept of involving parents to bring about a change at household level (case studies on life skills and income generation)</li> <li>▪ Understanding ways to record the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plenary discussion on reverse education and review of case studies</li> <li>▪ Introduction and discussion on the Game Board</li> <li>▪ Plenary discussion on their role as a Chotay Ustad</li> <li>▪ Home task/assignment: Identify a group of</li> </ul>

		parents response on parents involvement stories	female friends/relatives with whom they will try out the game Board
22.	<p><b>Bano Chotay Ustad – Peer Education (cont)</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the effective setting-up and implementation of the Game Board</li> <li>▪ Respond correctly to each of the questions given in this game board</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding the do's and don'ts of utilizing the Game Board</li> <li>▪ Finalizing the list of persons with whom each Chotay Ustad will interact through the Game Board</li> <li>▪ Understanding the structure of the board game, and become acquainted with each of the questions and scenarios given therein</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using the Board game in different groups</li> <li>▪ Home task/assignment: Try out the Game Board with the group of friends</li> </ul>
23.	<p><b>Bano Chotay Ustad (cont)</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify and resolve the practical issues that they may face in using the Game Board with their colleagues</li> <li>▪ A simple self assessment and reporting system will be put in place to track participants experience of using the Game Board</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding how they will consolidate their information on the use of the Game Board</li> </ul>	<ul style="list-style-type: none"> <li>▪ Case Study: Developing a simple reporting template for Game Board experience</li> </ul>
24.	<p><b>Concluding the Training</b> By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ Articulate and document their verbal and written feedback with regard to this training</li> <li>▪ List key learning about the training</li> </ul>	<ul style="list-style-type: none"> <li>▪ To assess the impact of the training on the participants, their families and the communities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evaluation forms</li> <li>▪ Certificate distribution and close</li> </ul>