

Training Module

Life skills and Small Business

Workshop on designing
learning activities for young
girls/women



Part- Enhancing Life Skills and Identifying ways of income generation

Topics

1. Individual and group identity
2. Hopes and achievements
3. Lifestyle and management
4. Women; Rights and responsibilities
5. Gender and culture
6. Leadership and a common girl/woman
7. Mobilization and advocacy for social issues
8. Introduction to life skills
9. Effective listening
10. Communication and conflict resolution
11. Decision making
12. Envisioning, Analyzing and Strategizing to start an earning activity/task
13. Business and Entrepreneur

Session-1 General Orientation

Objectives

After the session participants will be able to

- Get acquainted with one another
- Value the individual identity of every person in the group
- Set rules and responsibility for the good management
- Reflect on their own lives so they can better understand how they became the girl/women they are today
- Discuss the importance of their life style, family and community , achievements and their hopes

Materials:

Flip chart, markers, Printed pictures of tree, papers, color pencils, eraser etc..

Process:

Getting to know each other

- After the facilitator welcomes the participants (and after an official opening ceremony, if such is foreseen), ask each participant to pair up with her neighbor. Explain that each woman/girl should ask her partner some interesting questions about who she is, and then use this information to introduce her neighbor to the group in the plenary session. The two facilitators should also interview and introduce each other.
- Offer the following questions (prepared/print beforehand) as suggestions, but stress the fact that the participants are also free to ask any other questions that they think might be interesting, and that their colleague is ready to answer:
 - What is your name and where do you come from?
 - What do you like doing most in your spare time?
 - If you became President of Pakistan, what is the first thing you would change?
- The interviews should last for 8-10 minutes, after which each pair will introduce their colleague/neighbor in plenary. Offer the following as an example of how to do this: “Let me introduce to you Qurat ul ain. She comes from Khaur city. In her spare time, she likes stitching nice shirts. She likes helping street children because this gives a special meaning to her life. And if she was to become the next President of Pakistan, she would begin by organizing free literacy centers for street children.” At the end of each presentation, ask the person who has just been introduced whether she felt that her neighbor understood and introduced her well, or if she wants to add or correct something. You as the facilitators should then introduce each other in the same way. If you feel that the participants are struggling with the exercise you could do your introductions first so that they can see what they are supposed to do.

Remembering names

- Explain to the participants that you are going to play a game to help them remember each other's names well. Each participant says the name by which she wants to be called – e.g. “I am Nasira” - and then makes a body movement to accompany her name (e.g. waving a hand, shaking shoulders, etc.). The whole group should then repeat “This is Nasira” and make the same movement that Nasira did. Then move on to the next participant who says her name and shows “her” movement. Stress in your instruction that the movement should be unique to each participant, so each person has to invent her OWN movement, and should not just repeat what other people have done.
- Once all the participants have given their names and movements and the group has repeated them, start again with the first person, who stays silent while the group tries to remember and repeat her name and body movement. If the group gets stuck, participants can help by repeating their name or movement. This exercise helps participants to remember names, relaxes the body, and is great fun!

Setting up group rules and fixing tasks

- Explain that the group needs to give itself a framework for the training by setting up rules that all participants will commit themselves to follow. Explain that this framework is important because they are going to share a lot of personal things and therefore everybody needs to feel comfortable in the group in order to learn well
- Present a flipchart with the following question at the top and read it aloud:
 - What rules do we want to follow so that everybody feels comfortable in the group and learns well in the training? Let's re-think the rules we usually have and find out whether in our experience they really work, and if they are actually helpful to empower us as a learning group
- Ask the participants to brainstorm on the question and note down their suggestions. After every rule that is proposed, ask the group whether everybody agrees that this is an important rule. Any rule that is not accepted by the majority should be dropped. Hopefully someone will offer confidentiality as a rule, perhaps in their own words (e.g. “keeping secrets about personal stories”). If not, be sure to add it, but remember to ask if they agree that this should be a rule.
- Group the participants and assign various tasks. The responsibilities should be changed after every week

Sharing the overall objectives and methodologies of training

- Discuss with them the project objectives, its importance and the expected outcomes. Explain with the help of background information 1.1, the importance of their effective role in the implementation of the project goals

Life tree

- Explain that trees have a universal meaning in many cultures and represent “life”. This exercise will use the image of a tree and is meant to help the participants to reflect on their own lives so they can better understand how they became the girl/women they are today
- Give each participant a photocopy of the drawing of the tree with roots, a trunk, fruits and buds on A4 paper. Use one photocopy yourself to illustrate the instructions. Then present a flipchart with the following instructions (see below) on how to “name” the different parts of their personal tree of life. Read through each bullet point, and then repeat it in your own words
 - The ROOTS represent the family and community you come from and other people or things that influenced you when you were young (both good influences and bad influences)
 - The TRUNK represents everything about your life today: what you do, who you live with: your work, your family, your community.
 - The FRUITS represent all your achievements: the things you were able to achieve through your efforts (whether small, every-day achievements or big achievements)
 - The BUDS represent your hopes for the future (small or big hopes)
- Explain that when you say “naming”, you would like the participants to either write words or draw little things or symbols next to their respective roots, trunk, fruits or buds (e.g. for the roots, they might want to draw the house where they grew up as children or the face of a particular school teacher who supported them, etc.). For the section on “achievements” (“fruits”), stress that they do not have to look for big things, but for things that they feel they have done well in their life, e.g. bringing up their children. Take enough time to make sure that all the participants understand the instructions. Explain after every section is done
- When they have finished, ask the participants to split up into groups of 3 or 4 and to share their drawings with each other
- Bring the participants back to the plenary, and calmly read the following sets of questions (prepared on flipchart beforehand) one at a time. Allow some time to discuss each set of questions before you move on to the next, and read through them one more time at the end
 - How was this exercise? What was easy? What was hard? How did you feel when you shared your experience? What was easy? What was hard? How did you feel when you were listening to someone else’s tree of life? What was easy? What was hard?
- Invite every participant to say something about how she felt to get an idea about the level of openness that has been created so far in the group, or how much it still needs to be nurtured
- Emphasize that you only want them to talk about how they felt while they were sharing their trees; above all, they should not repeat any parts of the stories that their colleagues told them
- Ask the participants if, while they were discussing their trees, they noticed that they had had similar experiences in their lives. They might respond by giving shared experiences of being

disadvantaged because of being a girl / woman, e.g. their parents choosing to educate a male child rather than them; being left alone to care for their children because their husbands had to work outside; etc. Summarize by saying that such common experiences of women not having the same rights, power and opportunities as the men in their families, communities and society can be called the “oppression of women”: It is not only an individual problem faced by some women, but is part and parcel of the rules and structures of most societies.

- The training will help them to understand not only how they can strengthen their competencies as a useful part of community, but also how they can contribute to change in their communities so that the problems of women can one day be addressed at their very roots

Reaching the Unreached through vocational training

Vision is to enable the Young girls and women to contribute in decision making process and to enhance the family income. It can only be done if we all promote and protect the rights of girls and to empower them through service delivery and capacity building

Overall Objective: To improve sustainable livelihoods for disadvantaged young women and girls in underprivileged communities of Punjab, Sindh and KPK

Specific Objectives

1. To promote employment oriented skills for the adolescent girls and young women of the marginalized community.
2. To use women groups as a platform for generating awareness on social issues
3. To certify and to liaison with the training institutes in order to strengthen training placement opportunities for the trained girls
4. To connect trained girls with small/micro financing schemes for sustainable economic empowerment

Empowerment of marginalized girls/ segments of the society through advocacy and service delivery is a part of SPARC's mandate from the very beginning. The project started from March 1, 2016 and shall conclude on December 31, 2016.

The project strategy is formulated on the basis of discussions with project teams and overall objective; the experience of previous years and keeping good practices in mind. The strategy will revolve around effective skill trainings and community mobilization to attract more young girls and women, motivate and equip them with skills to meet their economic needs and pave way in family decision making.

Community mobilization: In this regard, girl-to-girl approach will be promoted where young girls and women will be encouraged to refer their fellows to the skill training centers. The Social Mobilizers (male and female) would make door to door visits to inform the community of the added components under the skill trainings at the centers.

Training courses, programs and resources on key issues will be designed and implemented. Training department will further provide

- Technical assistance: content development, design, implementation, documentation and participatory methodologies to develop courses and training resources
- Gender focused skill development trainings through pool of facilitators and training experts
- Quarterly needs assessment on learning and training
- Learning facilities to conduct face-to-face training
- Custom-made training upon request
- Training courses available on a continuous and/or scheduled basis on www.sparc.pk.org

In addition, SPARC would work with secondary stakeholders including TEVTA and financial institutions who support entrepreneurship and women empowerment.

Project output indicators

- 5,000 girls to be trained on skills and LSBE
- 6,000 of community members to be reached and sensitized in women empowerment
- 15 staff members to be trained in dealing with effective management of centers
- Need based curriculum available in at least three skills areas in Urdu, including life skills and financial literacy
- Atleast five different skills imparted to the targeted beneficiaries
- Improved entrepreneur and negotiation skills of the trained girls/women
- Minimum five certified skills are provided to girls/women
- Access to financial support schemes established

Session-2 Rights and Responsibilities

Objectives

After the session participants will be able to

- Identify their basic rights as human
- Differentiate a right from a responsibility
- Identify the people responsible in providing and protecting the rights of girls/women
- Discuss the different rights of girls/women and the responsibilities that corresponds to each right
- Explain the importance of knowing their rights as well as their responsibilities

Materials

Activity sheets, flip chart, marking pens, labeled cards, masking tape, transparent tape, pair of scissors, pocket chart

Procedure

1. Distribute 10 pieces of labeled cards randomly to the participants. Give them 1 minute to read what's written on the card they received. Call them one by one to read the information written on the card out loud and ask them to identify whether it is a RIGHT or a RESPONSIBILITY. Then let them put each card on the pocket chart.(you can either use the illustration if the audience is illiterate and they can be asked to express what they have seen in the illustration)
2. Use the activity as a springboard in discussing the difference between a right and a responsibility.
3. Distribute Activity Sheet 1 (My Responsibilities as Girl/Women) to all participants. Give them at least 5 minutes to work on it. See the Background Information 2.1. Discuss the correct answers with the participants. Find out how many participants matched the rights with responsibilities correctly and how many had problems matching them. Go through the mistakes and discuss further if needed.
4. Group the participants into 3. Give each group a copy of Activity Sheet 2, marked A, B, and C (divided into 2). Let the groups discuss the set of RIGHTS listed/drawn/illustrated in their Activity Sheet and think of the RESPONSIBILITIES that come with those RIGHTS. Let them discuss their answers within the group. Give them 10-15 minutes for group discussion activity. Let the group representatives present their outputs to the big group. Each group must have a literate person to translate the concerns. Ask for feedback and comments after every presentation.
5. Ask the participants how they spend every hour of a day. Show them Table (written on poster paper). Let them mention on the spaces provided for, the work they perform in specified hour in a day, e.g cooking, praying, washing, etc.

6. Let them reflect on what is useful and what they think is the waste of time.
7. At the end of the discussions, let the participants summarize the different learning points.

Background information 2.1

(Go through the rights listed in first column of the given table. Then check out the responsibilities listed on the next column. Match each right with a responsibility by drawing lines to connect them)

Women/Girls Rights	Responsibilities
The right to obtain education	Responsibility to enhance the capacities to work effectively and to follow the ethics
The right to have their own independent property	Responsibility to respect other's opinion and beliefs
The right to work to earn money if they need it or want it	Responsibility to get education in any formal and informal ways
The right to express their opinion and be heard	Responsible to take care of the property and to make effective use of that
The right to provisions from the husband for all her needs and more	Responsibility to enhance social as well as life skills to make better decisions
The right to negotiate marriage terms of her choice	Responsibility to built capacity to make effective use of money

Rights	Responsibilities
<p>Equality and freedom</p> <p>All women/girls are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of sisterhood</p>	
<p>No distinction</p> <p>Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.</p>	
<p>Life and liberty</p> <p>Everyone has the right to life, liberty and security of person.</p>	
<p>No torture</p> <p>No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.</p>	

Rights	Responsibilities
<p>All are equal before the law</p> <p>All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.</p>	
<p>Keeping privacy</p> <p>No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks</p>	
<p>Nationality</p> <p>Everyone has the right to a nationality</p>	
<p>Owning property</p> <p>Everyone has the right to own property alone as well as in association with others No one shall be arbitrarily deprived of his property</p>	

Rights	Responsibilities
<p>Freedom of thought</p> <p>Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance</p>	
<p>Freedom of opinion</p> <p>Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.</p>	
<p>Social security</p> <p>Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality</p>	
<p>Work and employment</p> <p>Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. Everyone, without any discrimination, has the right to equal pay for equal work</p>	

12 hours analysis

Time	What you do?	What else can possibly be done? Anything beneficial
5:00am		
6:00am		
7:00am		
8:00am		
9:00am		
10:00am		
11:00am		
12:00pm		
1:00pm		
2:00pm		
3:00pm		
4:00pm		
5:00pm		
6:00pm		
7:00pm		
8:00pm		
9:00pm		
10:00pm		
11:00pm		
12:00am		

Session-3 Gender and Culture

Objectives:

After the session participants will be able to

- Reflect on their views, beliefs and attitudes towards being a woman or man
- Discuss the societal structures — social, religion, political and economic systems — that support and preserve the traditional attitudes towards being a woman or a man
- Analyze how the traditional views about women and men have, in general, affected the relations of women in the households, workplaces and organizations

Materials

Handout: My personal gender history, Brown paper Sheets, markers, pictures, newspapers, glue, flash cards and masking tapes, board

Process:

Activity 1: Reflection on Own Gender Socialization Process

- Group the participants in to four and give each group a list of guiding points. (See background information 3.1). Ask each group to make a collage using brown sheet; related pictures given materials in the light of guiding points
- Let the group display their collages in the training room.
- Ask the following questions one by one and collect the responses and note down on a flipchart
 - What did our parents teach us about being girls or boys, and about being women or men?
 - What did we learn from our peers, schools (books), mosques/religion, communities, media about being girls or boys, and being women or men?
 - In building a family, what did the society say about the roles of a woman and a man, and their relations?
 - What traits, capacities and involvements do we have now, as women and men
 - Which can be traced to the influences of these significant people, groups and institutions in our social environment?
- After all groups have presented, synthesize the presentations. Then, proceed to the next exercise.

Activity 2: Gender Myths Exercise

- Read carefully the background information 3.2 first before you conduct the following activity
- Choose most typical statements from the flipchart made earlier and help them pick the statements, that can be called as gender myths

Examples of gender myths include:

- Women as child bearers must stay at home and take care of the children
 - A man is the head of the family, and a woman must at all times submit to the decisions of her man
 - Managers are men, and secretaries are women
 - At the end of the day, men, because of their work outside of the house, are more tired than women. Hence, women must let men rest after their work, and must serve them for their needs
 - Women are emotional, and men are logical and rational
 - Paid work, done generally by men outside of the house, is more important than the unpaid work of women at home
 - Women should not act aggressively especially in the presence of men
 - Children suffer when their mothers work outside the home
 - Man is responsible to run the house
- Present the selected gender myths to the participants. Ask the participants if they have more myths
 - When list of myths has been finalized, ask the participants to go back to their small groups to do the following tasks:
 - Sharing on whether each one believes or not in each of the gender myths in the list. The output will be the number of group members agreeing or not to each statement
 - Analysis of the implications of these myths to the division of tasks and roles, of women and men, and their decision-making processes at home, workplaces and organizations
 - Listing of social institutions that perpetuate these gender myths.

Summarize the important points through an interactive lecture. Discuss the positive and negative effects of gender myths on life of men and women

Childhood Stage (Group-1)

When I was a child, my parents/ caregivers taught me that:

- Little girls should behave this way
- Toys/games for girls are:
- Little boys should behave this way:
- Toys/games for boys are

Adolescent Stage (Group-2)

When I was a teen-ager, my family, teachers, religion taught me that:

- As a young woman, I should behave this way
- Hobbies/interests of a young woman should be
- A young man should behave this way:
- Hobbies/interests of a young man should be

Early Adulthood (Career/Workdays) (Group-3)

- Careers/ work associated with women are:
- At work, the capacities and attitudes expected of women are:
- Careers/ work associated with men are:
- At work, the capacities and attitudes expected of men are:

Stages of Building a Family (Group-4)

- Women should take the following roles:
- In making decisions women should be
- Men should take the following roles:
- In making decisions men should be:

The following are concepts which help explain how women and men are socialized into the patriarchal culture, and thereby imbibe its values, norms and social practices.

Interaction between the socio-cultural environment and human individuals:

The socio-cultural environment affects human individuals. Many researches have shown that cultural traditions and social practices regulate, express and transform the human person. It will then be difficult to understand a human individual if the process of understanding does not include any attempt to understand his/her socio-cultural and physical environment, as well as his/her specific situational contexts. (Shweder, 1991)The socio-cultural environment becomes an integral part of the human person, and the person an integral part of the socio-cultural environment through socialization.

Socialization

Socialization is the “process by which persons acquire the knowledge, skills and dispositions that make them more or less able members of their society. The function of socialization, from the perspective of the society, is to transmit its culture and encourage new members to participate in its established social relationships. The society has a patterned consistency so that one can predict, within limits, how people will behave, think, and feel. This patterned consistency is reflected in the following:

- Societal norms and values.
- Status and roles in society
- Social institutions (e.g. families, schools, mosques, etc)
- Cultural and group subdivisions within the larger society.

In order to function in this society, a person must have at least a minimum knowledge about the society into which s/he will socialize, and a minimum knowledge of its culture which defines the appropriate thoughts, feelings and behavior a member should have in different situations. S/he must know what to expect from people of given statuses, how s/he himself fits in with the various groupings, what is considered proper and improper in given situations, and the range of acceptable behavior in those segments of social life which are rapidly changing

Childhood socialization is characterized by the acquisition of fundamental values, such as how a boy and a girl should think, behave and feel. One example is the common script in rearing up boys: “boys don't cry.” Another example of a script in rearing children is: “Stay in one place, (name of girl). Girls should not play aggressively as boys.”

In contrast, adult socialization emphasizes various role-related behaviors. During adulthood, a person's adaptation to various roles, such as being a mother, or a father, or a wife or a husband, has been emphasized as a central feature of socialization. Again to emphasize, role expectations, performance, evaluation and sanctioning are determined by culture.

The dominant Pakistani culture is the patriarchal culture. It is into this type of society where individuals are socialized. As a result of socialization, people acquire the norms, values and practices of the patriarchal culture, and unwittingly integrate this into their cognitive, affective and behavioral systems.

As having imbibed the norms, values and practices of a culture through socialization, a person inevitably brings this culture to all of his/her social interactions, including his/her organizations or work place

Gender Socialization

Gender refers to socially constructed or culturally determined characteristics of women and men, and to the kind of relations that women and men, according to societal norms, should have. Gender socialization is the process whereby women and men learn the “proper” ways a woman or a man should think, feel and behave, based on their assumption of their gender roles

Gender roles are the activities ascribed to women and men on the basis of perceived differences. Division of labor is a term used in gender literature to mean the roles and tasks assigned to women and men by the society on the basis of perceived gender characteristics and attributes, instead of abilities and skills

Effects of the Patriarchal Culture on Women

A dilemma confronted by women is their being encouraged to achieve provided their level of achievement did not conflict with parental and male-peer expectations about their adult roles as spouse and parent. These expectations were revealed in various ways, such as advising women to conceal their intellectual competence in the company of male peers or parental encouragement to pursue goals such as marriage. The intellectually competent woman was regarded with some hostility or at least ambivalence, especially in contexts involving open competition and comparison with men.

Because women are confined to their homes and to types of work that are associated with their traditional roles in their houses, the capacities honed in them become very limited. On the other hand, women who have transcended this situation and have proven themselves to be skilled in the works associated with men as well are generally ridiculed, and not recognized.

Cultures can change

With the introduction of new social practices, culture can change. The society into which a person is born is not static; there are conflicting pressures, a diffusion of materials and ideas, and general trends. For example, one can trace over a period of time the movement of families to the suburbs, the increasing emancipation of women; changing patterns of child rearing, etc. With the growing awareness of the worth and capacity of women and the increasing clamor for gender equity and equality, even the major religions of the world are being reinterpreted, and hence, rediscovered

Session-4 Leadership

Objectives

After the session participants will be able to;

- explore definitions of leadership and the characteristics of good leaders
- broaden the participants' perspectives about who is and who can be a leader

Materials

Board, markers, charts, story

Process

- Read aloud the following story (see background information 4.1). Discuss the definition of a leader and leadership characteristics. The questions that follow may help guide the group discussion. One literate person—the facilitator or a volunteer—may wish to write down key points on a board or flip chart
- Questions
 - How does the Lady define leadership?
 - What qualities and skills does she have that make her a leader?
 - How does she become a leader?
 - Does her leadership derive from personal characteristics?
 - From the situations she is confronting? Both? Are there other contributing factors?
 - What motivates the mother to visit her office?
 - What role did this woman play in her life?
 - Is she the only leader in this account? Why or why not?
 - Can a leader also be a follower? In what way?
 - Who In your opinion is the best leader and why?
- Ask them to think about any of women they consider as their leader. Each group of participant should share their story about the leader they admire. The leaders may be conventional leaders such as political officials or women in their everyday life—family, friends, or colleagues. Focus on the challenges that this leader confronted as well as on the qualities and skills that she demonstrated in addressing problems. Keeping the stories short will allow enough time for the discussion questions (You can even ask them to draw on the flashcards the sketch of their leader).
- Display the cards and ask the participants to verbalize various qualities of those persons. (Ask any of the facilitator to write them and paste them along with the sketches)
- Trainer must note the points regarding the qualities and skills exhibited by the leaders, and the types of support networks (e.g., family, friends, neighbors, colleagues) that may have influenced or assisted the leaders to carry out their objectives

- Express the definition of leadership with the help of background information 4.2

A Story from the Diary of A Lawyer Who Contributed In The
Establishment Laws for Women/Girls Protection

"I am not sure whether I am a leader, but I know that becoming one means that you perceive the urgent need to address a problem—that you feel the need to fill a space by initiating activities, campaigns, and programs to focus on specific issues. If people in your community truly believe that you are fulfilling a need, then they will support you, bestowing upon you the position of leadership. When people trust you, they will look to you to help them reach their own goals.

About twenty years ago, a frightened and grief-stricken young widow came to my office requesting my help. She recounted how close relative had murdered their fifteen-year old daughter who was pregnant as the result of a rape. He was sentenced to only six months in jail, claiming that he killed the girl to vindicate the family's honor. Yet this woman, determined to honor her daughter's memory, revealed the truth to me—that the relative was in fact the rapist, and that she suspected him of murdering their daughter because the pregnancy had begun to show. The court readily believed her and did not bother to investigate the crime.

Although this woman came to my office only once and then disappeared, thanks to her, I learned a great deal about how women and girls suffer due to specific laws. I realized that I could not be an effective lawyer if I did not do my best to change laws that cover up and even sanction crimes against women. This woman challenged me to address a problem that I could not ignore—crimes of honor.

And so it happened that I became one of the leaders in the campaign to eradicate honor crimes. Yet I think that this woman who trusted me, who was brave enough to visit my office and inform me about this reality, she was the leader. She overcame her own fears to expose her relative's crime and seek my assistance. People like her challenge us to examine issues that we had not previously considered. We must follow such people and try to serve."

What is Leadership?

Leadership is:

Gender-Inclusive: Ideally, men and women become partners in defining, working for, and achieving goals that benefit all

Communicative: Everyone has something to contribute and every instance of contribution becomes an instance of leadership

Purposeful: To define and elaborate a purpose is to engage in a learning process. At the same time, it is engaging in exercising power

Democratic and Egalitarian: In a communicative, participatory society, participants respect and value each other as whole human beings

Means-Sensitive: "The ends do not justify the means" is a well-known principle of ethical behavior across the world. This principle means that ethical people do not use unethical means to achieve goals regardless of their importance or immediacy.

Most of us live in societies that are hierarchically organized and command-oriented. The locus of command may be home, community, the political arena, or the economy. The structure of command nurtures and is nurtured by a culture of obedience that at once sustains and camouflages a pecking order by producing a system of authority. The role of authority is to legitimize command relations by creating consent. In the absence of authority, everyone in the command relationship becomes a potential bully or wimp. This cannot be the ideal relationship we seek. Rather, we look to a different kind of society where men and women turn to one another not as objects in social functions, where one commands and the other obeys, but as genuine communicating beings. We look at leadership in a learning society as a means of nurturing genuine beings who look to one another for community and meaning. Yet in order to move toward learning societies, we need to start from where we are. For most of us the term leadership evokes energy, determination, and power used to achieve some worthy goal. One is a leader if one convinces others to do one's bidding. In this interpretation of the term individuals in authority are in a better position to lead. However, this is not always the case. We know from experience that many individuals who are in positions of authority—fathers, bosses, landowners, and professionals, for example—are not leaders. On the other hand, many of us have come across individuals who are not in any observable position of authority though we feel they are leaders because they influence their environment. Is leadership then a personal quality? Is it a trait that some people possess while others do not?

A leader is one who has the ability to inspire or influence others towards the set goal. A woman can be a leader if she has the better life skills to create an impact. Communication, empathy and emotional intelligence are the key elements of leadership. We sometime confuse the concepts of gender equality and women leadership with the Rights and powers. The leadership means to lead others and to achieve

some set goals. It doesn't matter what the sex that person has. It is a very wrong concept that A Pakistani woman managing a full house being a housewife cannot be a leader. She in fact is a leader inspiring her family, using the resources effectively and administering the whole family system. The important thing is how effective her role is?

Women today is recommended to get education, develop her skills, and enhance her competencies towards the achieving of her desired goals.

One way to begin a discussion of leadership is to state what it is not. Let us begin with the obvious. Most of us would agree that leadership is not the same as the capacity to employ force or coercion. It is possible to force people to do what we want them to do by threatening them with some kind of deprivation or punishment. A Mother or a father threatens to punish his child because the child has failed in one of his classes or neglected his chores around the house. We may feel that these types of actions are negative reactions to circumstances that need not have occurred if leadership had been exercised. The mother/father, for example, might not have needed to punish the child if effective communication had been used to reach a better understanding.

We know from our everyday experience that certain individuals have a kind of personality that commands respect and compliance. They influence others by their charisma. Charisma, however, is also not the same as leadership. Charisma is an innate quality, possessed by few, denied to most. Leadership, on the other hand, is a property of communication, potentially available to everyone. Many individuals who are not charismatic, nevertheless, prove to be great leaders. Leadership, then, is neither force nor traditional, legal, or charismatic authority, though each of these concepts may be present in the leadership process. Individuals in command positions may or may not be leaders. Leadership situations, therefore, should be conceptually differentiated from command situations or command structures.

Women are an important integral part of every human society. The progress of any nation and society depends greatly upon women participation in all fields of life. Generally, in the developing countries they are considered dependent. Women are encircled by the age old customs low literacy level, under paid labour and an unbroken cycle of child birth in urban and mostly in rural areas women are considered economically unproductive individual and their role in rural as well as urban areas is not recognized. Therefore, women need to make more concerted efforts to get their role recognized (Kharal, 2000). Pakistan's total population is 150 million; females are 49% and the house wives being 29.33%. Women who constitute about half population of the country, their cooperation or participation in different fields of life is every important. Education is a favorable factor in determining change in the role of female. The education level and socioeconomic characteristics are more affected in decision making process in family matters (Economic Survey, 2004- 05). Women have different roles such as mother, wife, daughter and sister which she performs at different stages of her life

Session-5 Social Mobilization and Effective Advocacy

Objectives

At the end of this session, the participants will be able to:

- Explain the processes involved in social mobilization for social issues
- Identify various strategies that can be used to convince people, family members, decision makers, leaders etc
- Discuss ways of how they can easily convince donors to support their small business

Materials: white board, Flipcharts, Brown paper sheets, Markers

Process

- Group the participants and ask them to discuss the following questions (*Ask the questions in local language so that the participants can easily understand what you do you want them to express*)
 - How would you define Social Mobilization?
 - What are the elements/ characteristics of Social mobilization?
 - How does one recognize these? And how does Social Mobilization take place?
- Each group will then prepare a presentation using their answers as the theme then be prepared to report back to the plenary in maximum of 5 minutes their group's output. Discuss with the group the features of Social Mobilization(see background information 5.1)
- Assign the groups task to prepare a Forum Theatre. First the groups will role play on the current information activities regarding social issues like health and hygiene in the community, girls access to education etc... (The group members will exchange experiences among its members based on the following questions:
 - What information activities is your concerned community currently doing on the above initiative?
 - Who are the key channels of information?
 - Are these issues of special concern to the people- if so, how are these being addressed?)
- A plenary discussion on current information activities will follow. Discuss through an interactive lecture the concepts and principles of advocacy work (see background information 5.2)

SOCIAL MOBILIZATION

Defining Social Mobilization

- A process of eliciting and sustaining the coordinated support and active involvement of individuals, groups, organizations, communities and sectors in society that can facilitate the achievement of a social objective (here the objective is to improve the life style of adolescent girls/women)
- Aims to elicit the support and participation of individuals, groups, organizations, families and communities in meeting the needs of the disadvantaged sectors
- Acts as a catalyst in facilitating the implementation of programs for disadvantaged sectors by pooling or making available all the needed means and resources, improving the delivery of basic services, and scaling up of projects for wider implementation from both government and non government organizations
- Creates knowledge and elicits support, among the concerned families and communities, for programs for the disadvantaged sectors and increase their demand for needed services
- Combines a concern with bottom up programming with strategies for reaching decision makers and other organizations with social influence

Framework of Social Mobilization

Social mobilization begins with an identification of factors that influence the situation that the disadvantaged sectors are in and their problems and needs. These factors may be found in their socio-economic-political environment, local culture, and access to program services, technologies and resources and home environment.

Interventions to improve their situation are in the hands of decision makers, family members, media, traditional leaders and religious leaders, local leaders, service providers, program planners, and program administrators. To generate commitment and action from among individuals, group and organizations strategies that could be adopted are: advocacy, appropriate information, education and communication, training, community organizing and networking/ alliance building.

The women/girls getting vocational and the life skill education are expected to be the one to advocate for the social needs of their and other families.

Components of Social Mobilization

The social mobilization process involves a deliberately planned strategy that uses various channels to elicit needed action among those who can contribute to the solution of the problem.

Advocacy is a major component of social mobilization along with IEC, community organizing, training, networking/ alliance building and monitoring and evaluation

Concepts and principles of advocacy work

Advocacy is defined as the organization of information into argument used to persuade an audience towards some attitude or predisposition to action. To advocate, therefore, is to plead for, defend, recommend or support a person, policy or idea.

The focus of advocacy might differ from village to village, UC to UC, Tehsil to Tehsil, district to district, region to region and country to country. The advocacy issues and concerns would depend on the identified priority problems, the level of economic and social development and feasibility of intervention. The strategies will also vary depending on the subject to be advocated, the prevailing environment and available resources.

Knowing why others are interested in your ideas can make a difference in improving your advocacy activities. Following are some of the reasons why others accept your advocacy:

- **Advocacy by example-** They are seldom willing to take risks. People want to succeed and therefore they seek assurance that ideas have worked in areas similar to theirs. They often need to see the idea at work with their own eyes. It is important therefore to have ready examples of what works and be prepared to let people visit successful sites personally (Let them see some of the quality products you made and the quality place where you work so that they can be convinced to get your product)
- **Advocacy by pride-** People want to prove their worth. They therefore are constantly looking for examples of their success. Often they are unaware of success stories in their jurisdiction. Politicians are usually adept at making molehills into mountains, and occasionally we can help by providing the molehills. Dressing small positive accomplishments as major successes is one way of ensuring that leaders will invest their personal prestige in a project. E.g you have establish a small vocational centre and you want any donor to give you some funds, then you must convince the donor that how your centre can benefit the reputation of donor
- **Advocacy by competition-** People usually enjoy being number one. Competition forces them to keep a program moving
- **Advocacy by fear-** People fear failure. E.g people does not like the way you pack your materials, your product does not suits any religious/cultural needs etc.
- **Advocacy by ethics-** Unlike the more basic motivation listed above, religion, morality, and ethics may also be important to people. Our ideas can therefore be put in the form of human values, religious tenets, etc.
- **Advocacy by alarm-** By presenting alarming example, by taking people to field to look at the situation.
- **Advocacy by personal experience-** e.g. by taking officials to the field to look at the situation (let them visit some of the places where there is need to improve the infrastructure, to provide basic facilities or where you want to start your business)

- **Advocacy through intermediate achievements-** By calling attention to the fact that a program is well on the way to success

To summarize, advocacy like any other components of Social Mobilization is deliberate. We deliberately recommend, plead, or argue to support our programs that should lead towards community empowerment. Various strategies can be used to convince policy makers, program administrators, and other leaders to support a cause

Session-6 Introduction to life skills

Objectives

After the session participants will be able to;

- Brainstorm on the definition of life skills and also identify some examples of life skills
- Identify various life skills important to themselves, and linked with other people

Material

Marker, charts, flash cards

Process

- Start the session by drawing two circles on the floor, representing house and outside community.
- Ask them to identify the positive and negative factors characteristics/features of staying inside the house or working in the community. Participants shall be asked to write their views on the flash cards (use green cards for positive and pink cards for writing negative factors). Put the card in respective circles. Read one by one the features they have identified. Trainer can write their said points on the cards if the participants are illiterate
- Use this activity as a springboard in discussing the confident role of women/girls in the overall development of house and community. Discuss interactively the following questions.
 - What are the features that make a workplace more attractive for women/girls? Why people want their girls/women to stay at home instead of doing their own jobs/businesses?
 - What are the possible ways to deal with the above?
- Explain the definition of life skills through brain storming techniques and mention some important life skills that the women /girls must have to build in their personalities. Discuss that how they can perform more effectively if they process the mentioned skills (see background information 6.1)
- Group the participants in to three and ask them to make posters on given themes. Facilitators can guide and help the participants in making posters (Group-1 having good relationship with yourself, Group-2 Having good relationship with others, Group-3 Making good decisions)
- Explain in the light of background information 6.2 the importance of various life skills

What are Life Skills?

These are "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". Life Skills can be taught or learned. They enable us deal with the daily challenges of life:

Why are life skills important?

- They help us to focus and pay attention
- They can help us have a better awareness of ourselves,
- They help us develop a stable self-image and appreciate ourselves better
- They teach us self-control and self-regulation
- Help us learn how to take care of our bodies/health
- Help us learn how to recognize and express our emotions
- They teach us empathy, being able to take on the perspectives of others
- They help us learn to communicate effectively
- Teach us how to make informed decisions and how to plan our lives (jobs, business, career, life, future)
- They help us learn to accept praise and criticism as well as overcome failure
- They are also helpful in modeling rational (nonviolent) behavior in conflict situations

Examples of life skills

Skills necessary to have a good relationship with yourself:

- **The ability to cope with emotions**

Emotions, such as anger and fear are usually reactions to a situation and may cause regrets if they are acted upon impulsively. It is a useful and constructive skill to be able to contain these emotions and to think before taking action. This will help people to act with thought and purpose in their lives. Instead of simply reacting to events or circumstances that they may find themselves facing

- **Self-esteem**

Often people lose self-esteem because of their situation. They may be intimidated easily or develop inferiority complexes. They need their self-esteem boosted in order to know that they are important and highly valued

- **Assertiveness (boldness)**

Assertiveness involves knowing what you want and why you want it, and being able to take necessary action. People especially women/girls need this skill to learn how to express their feelings in a positive way. Assertiveness also entails them being able to say what they do not want or don't like, and can help to reduce the exploitation

- **Self-awareness**

Women/girls need to be aware of their individual abilities and talents: and to develop them, knowing that each individual is unique, created in God's image.

Skills necessary to have a good relationship with others:

- **Good social manners**

Women/girls often have to deal with different types of people, their family members/neighbors, relatives and adults. In such situation, knowing how to behave, communicate, respond to stressful situations, deal with different people from different backgrounds

- **Friendship formation**

This is an important skill as it helps young people find peers or other people with whom they can relate and share experiences

- **Others resistance skills**

Linked to assertiveness, this is an important skills for women/girls, especially those who are constantly in the company other people. The ability to resist others pressure therefore becomes an important skill.

- **Effective communication**

They need to be able to express themselves comfortably since communication is critical for any relationships

- **Negotiation**

Involves the ability of seeing both sides of a specific issue and agreeing without being confrontational and without compromising ones principles

Skills necessary for making good decisions:

- **Critical thinking**

They are faced with many contradictory messages, expectations and demands from different people including parents, in-laws, neighbors, friends, colleagues, and TV plays. They therefore need to be able to analyze their choices and decide on what's best for them

- **Creative thinking**

This involves coming up with new and different ideas of approaching situations. It is about having more than one solution to try out

- **Decision making**

They may be confronted with serious demand which require them to make appropriate decisions. They must be able to make a complete analysis looking at the pros and cons of each aspect and even going further to challenge their values and beliefs before they make safe and informed decisions

- **Problem solving**

This involves the ability to identify, cope with and find solutions to the difficult and challenging situations

Session-7 Effective Listening

Objectives

After the session participants will be able to;

- Identify at least three verbal and three nonverbal communication behaviors that demonstrate effective listening and are culturally appropriate.

Materials

White board and markers, balls

Process

- Welcome people to the session and invite them to participate in an activity.

Say: "I'm really excited you've all come today because we are going to learn about some important ways both listeners and speakers can reduce misunderstandings by improving the quality of their communication."

- Ask them to form a circle. They can be either sitting or standing but standing is usually easier. Give following instructions

Say: "We are going to toss a ball to each person in the circle and I'd like to make sure everyone receives the ball and tosses it along to someone else. Everyone please raise your hand. When you get the ball, find someone across the circle with her or his hand up and toss it to her/him. When you've received the ball, put your hand down so we know that you've had a turn. Remember who tossed it to you, and to whom you tossed it"

- Hand a ball to someone to begin. When everyone has received the ball

Say: "Now that everyone has had a turn, I'd like you to send the ball around again in the same pattern. You don't have to know the whole pattern. You only have to remember who tossed the ball to you and then who you passed it along to. Let's try it!"

- Participants will quickly remember the pattern after another time through. If they are uncertain, offer to let them practice it one more time.

Then say: You are all becoming quite good at this. I am impressed with your skill so I'm going to give you more of a challenge. This time, let's see how quickly you can toss the ball through the pattern without dropping it, AND, once the ball starts out, I'm going to add a second and a third ball."

- Begin with one ball and after it has been tossed to the third person, start another ball. Wait a moment, then start a third ball. When the cycle has been completed,

Ask: “What difficulties or challenges did you have?” (Possible answers: The person wasn’t watching for me to toss the ball to them. I wasn’t ready to catch the ball. The person tossed the ball too hard or too far.) “What could we do to make sure the ball doesn’t get dropped?” (Possible answers: We could stand closer. We could call the person’s name if she or he isn’t watching and ready to catch the ball. We could focus just on the person throwing to us and ignore all the other confusion.)

- Challenge the group to do it once more with more balls in play. Have them begin again but use between four and six balls. When the cycle has finished, congratulate them (no matter what the results)

And say: “We have been tossing a ball around and you have identified some ways to help each other be more successful. Now I would like you to think differently about what we have been doing. What if we thought about this activity as being like communication – the way we talk to and listen to each other. If we think of the balls being tossed around our group as being like a message spoken from one person to another, how would you describe some of the things you saw going on?” (Possible responses: Sometimes a message gets “dropped” because someone wasn’t paying attention. Sometimes you have to get someone’s attention before you send your message to them. It’s hard to concentrate on a message when there is a lot of other action going on. Even with plans in place, the message can still be dropped or misinterpreted.)

- Explain with the help of background information 7.1, what to consider for active listening

Consideration while listen others

Body: How does the listener sit or stand and how close?

Eyes: Where does the listener look?

Movement: Does the listener use hand gestures or facial expressions?

Focus: How does the listener deal with interruptions?

Emotions: How does the listener react to your feelings?

What words or sounds does the listener make?

Show that you are listening

Encourage: Be friendly, warm, and patient with the person. Remember, when you have something important to say, you really want to be heard! For example, you might say, "I'm really glad you came to talk to me."

Feelings: Describe the feelings you are hearing and ask the person to confirm whether you have heard them right. For example, you might say, "Sounds like you're feeling pretty worried about this whole thing, is that true?"

Clarify: Make sure you understand the person's meaning or their use of different words. For example, you might say, "If I understand right, you're saying ..." or "Tell me what you mean by ..."

Questions: Ask questions that can't be answered with one word, especially with yes or no. If you begin questions with do, does, did, is, was, were you are likely to get a yes or no response. If you do get a one-word response, use follow-up questions like "How did you feel when ..." or "Tell me more about ..."

Summarize: Bring together the related ideas you heard and state a conclusion. Let the person tell you whether your conclusion is correct

Session-8 Effective Communication

Objectives

- Analyze the attributes of effective communication
- Explain the causes of breakdown in communication
- Discuss ways of resolving conflicts through effective communication

Materials

Colored paper, colored charts, cardboard paper, pins, banana, masking tape, pencil, erasers, marking pens (different colors), cut out of different symbols

Process

- Read the background information 8.1 carefully before you conduct the session
- Explain to the participants clearly the mechanics of the activity. Discuss the different professions used and their corresponding symbols. Pin the different illustrated professions of working women to each participant's back, so that they cannot see it. Then ask participants to walk around the room, asking each other questions about the professions pinned at their back. The questions can only be answered by identifying the roles and responsibilities of the particular profession. The game continues until everyone has figured out who they are
- Process the activity by using probing questions to bring out details, issues, and learning points relating to the activity. Use this activity as a spring board in discussing effective communication how it occurs (using the communication model), skills to develop, ways of communicating, and types of communication. Explain that asking questions is good to get the exact message for others
- Let the participants play another game. An apple or any other object will be used in this activity. Ask the participants to stand in a circle with their hands behind their backs. Ask one participant to volunteer to stand in the middle. The facilitator walks around the outside of the circle and secretly slips the object into someone's hand. The object is then secretly passed round the circle behind the participant's backs. The job of the volunteer in the middle is to study people's faces and work out who has the object. When successful, the volunteer takes that place in the circle and the game continues with a new person in the middle
- Use the game as a springboard in the discussion of sending and receiving basic information and/or messages using appropriate facial expressions, and natural gestures
- Brainstorm on the causes of breakdown in communication and how conflicts could be resolved through effective communication
- Ask the participants to summarize what they learned in this session.

The communication process

What is communication?

The word communication comes from the Latin word "communis" which means common. Simply defined, communication is the process of establishing "common understanding". Communication is one of the ways by which human beings relate to one another. This human interaction takes place through the use of codes and symbols. Communication happens within a field of experience. Field of experience refers to experiences, which occur throughout our life to give meaning to symbols. Communication occurs when the signal falls within the overlapping areas of two fields of experience.

Communication is, therefore, based on relationship. This relationship may exist between two persons, or between one person and many. Communication may take place between a group, an individual, a collective society and an individual, or a society and a group or organization.

Communication is something people do. Communication is about people relating to each other and to their groups, organizations and societies- influencing each other and being influenced; informing and being informed; teaching and being taught; entertaining and being entertained. To understand the human communication process, one must understand how people relate to each other.

Purpose of Communication

The purpose of communication is to succeed in having a message, an idea, and a concept, transmitted. Action as a consequence of this communication link can either be accepting or rejecting a message.

To communicate is to "tune in" or place in a state of interaction, communication transmits values, beliefs and customs and teaches ways of life and forms of behavior. This we call "socialization". Communication, which takes place beyond the bonds of family- at school, at work- completes the process of socialization and integration with the community.

The Communication Process

Communication may be one- way or two- way. The Laswell model, which is one of the most widely used models of the communication process, has the following elements: Source, Message, Channel, Receiver, and Effect.

Who

The source of the sender who is the originator of the message performs the first stage of any communication.

Trained participants can help change attitudes; serve as catalysts for change in behavior, etc. They can be considered as "gatekeepers" through whom a wide range of information flows from many sources.

When a person decides as to which piece of information should be featured in an assembly or meeting and which motivations of the audience should be worked on, he/she becomes the WHO in the communication process.

Says what

The message is what the act of communication is all about. It is the idea, feeling, thought, attitude that is being communicated.

Constructing message is the second challenge SOs may face. The “SAYS WHAT” or message part of the diagram is made up of three parts:

- Code- languages
- Content- what we are saying and
- Style – how we are saying it

Together, code, content and style contribute to the creation of messages that are vital and meaningful. Or they can make messages dull, uninteresting, and meaningless. This second element of the communication process requires that the communicator design the message into an intelligible language or form.

Of the three, content is most important. As development communicators, the “what” of the messages is many times more important than the “how” of the delivery. The presentation skills may be good but if the speaker has nothing worthwhile to say, the presentation can still be a failure.

Through what channel

The transmittal of the message through a channel (sign, symbol, code), which may be in ink or paper, sound waves in the air or any signal capable of being understood and interpreted meaningfully, constitutes the third element of the communication process.

The channel is the means by which a message travels from the source to the receiver. The channel makes the message perceptible through the five senses.

Channels of communication are ways of presenting messages so that they can be:

- Seen through the printed and visual forms
- Heard through the audio media
- Seen and heard through films, televisions, sound slide tape presentations
- Touched, smelled and tasted through exhibits, models, specimens, and experiments
- Experienced through face-to-face interactions, discussions, role-plays, community meetings, other interpersonal media forms

To whom

The receiver is the destination of a message or the person or groups or persons for whom a message is intended. The receiver is also known as the audience, decoder, or “communicate”.

The audience may be made up of only one individual, a group, a crowd, members of an organization, or the mass audience. The receipt of the message by the audience is the fourth stage of the communication process.

One of the best tenets in communication is to know the audience

With what effect

Effect is the change in the behavior of the receiver that takes place as a result of the transmission of a message. When a change in the behavior of the receiver is achieved, the communication process is completed.

The success or failure of our development communication effort can be measured in terms of desired outcomes. There may be some gain in information, opinion, change, attitude formation, learning of a particular behavior and so on.

Feedback

The two-way communication process (or circular model of communication) includes a sixth element- feedback.

Feedback is a response that the source gets from his/ her audience as a reaction to his/her message. Did it move them to do something about the situation? Did it motivate them to want to know more?

Feedback is important in the communication process:

- It tells the source whether he/she was able to get his/her message across.
- The source may subsequently use feedback to modify his/her messages; he/she can either reinforce his/her message or change it entirely.
- Succeeding communication programs can be improved upon depending on the feedback gathered

Communicators' responsibility is to ensure that an ideal communication situation takes place.

To become effective communicators, one must prepare the message in such a way that the listeners, readers, or viewers will not misunderstand the meanings or intentions. The message should be clear, concise and to the point.

The audience as well as the source should be prepared prior to and during the communication process- the sender by tuning in his message and the audience by being ready to receive it. Without these factors, communication is only partially accomplished or no communication takes place.

In an ideal communication situation, the audience must not have doubts, biases or prejudices about the source and message. He/she must have an open mind, be receptive and at the same time critical.

Effective communication means a tailor- made programming specially designed for the situation, time, place and audience

Conflicts arising from breakdown in communication

1. Social
2. Regional
3. Religious
4. Political
5. Ideological
6. Domestic

Causes

1. Personal interest
2. Economical
3. Illiteracy

Solving conflicts/problems

Conflicts and problems may be solved by:

1. Holding meetings
2. Building strong linkages
3. Analysis
4. Group discussion

Requirements of effective communication

- Keep message simple and logical
- Respect others views
- Attentive listening
- Be friendly
- Be organized
- Eye contact
- Body language should support words

Session-9 Decision making

Objectives

After the session participants will be able to

- Discuss the importance of decision making in everyday life.
- Identify a process for making decisions
- Use the decision making process

Materials

Flipcharts, brown sheets, flash cards, markers, colour pencils, erasers, scale, pens

Process

- Make three groups (Group-1 Managing house, Group-2 Setting small general store, Group-3 Starting a tailoring job)
- Ask each group to identify the needs/requirements that they think are important for the smooth running of their given area (They are free to mention material, human resource, individual capacities, tasks to do etc...) Let the group leader write the needs on flash card. Ask them to use separate card for each idea/need. Give them 5 to 7 minutes to complete the task
- Motivate every member to give the ideas but the group leader must enquire about the reason why she is asking to mention the said need
- Ask each group to put their need cards in centre and priorities them accordingly. The need they think is the most crucial must be on the top
- Once they are done with the prioritization, asks them to identify the possible way of fulfilling each need, quality/quantity, resources needed, time required and the responsible individuals
- Participants can use the big brown sheets and make separate columns for each task

ACTION PLAN

Needs	Reasons	Priority	Ways of fulfilling the need	Quality/Quantity	Resources needed	Allocated amount	Allocated time	Responsibility

- Ask the questions
 - What was your objective

- What were the problems identified
 - How did you prioritize
 - Did you think of the positive and negative aspects of the ways you identified to fulfill your needs
- Brainstorm on the word decision making and explain with the help of background information 9.1 and 9.2
- Express one by one the attached contents given in Background information 9.3

Decision Making

Every day you make decision, some little ones and a few big ones. A lot of these decisions are made without much thought. For example, when you want Rice, you have to decide if it will be chicken *pulao*, *Biryani*, egg fried or whatever. The choice you make probably won't make much difference in your life or to anyone else.

Sometimes you make much more important decisions. You may decide to save to buy a sofa. Then you look at the different kinds of sofa sets to see which one you like and are willing to save for. These decisions require much more thought. You look at a situation, decide things you might do, then decide what you will do

Decision Making and Values

Any discussion of decision making must first be prefaced with an awareness of one's values and priorities. Decision making is based on values, goals, needs and priorities.

All of us are influenced daily by our values. We are aware of some values, but others have been learned at such an early age that we do not recognize we are behaving in accord with them. In working with others, it is important to be aware of their values and our own. It is the first step toward making a decision that will reflect well on ourselves and also be right for the other person.

Values are abstract concepts of worth or what we think is good. They guide the way we act and feel about certain things, situations, and people. Tolerance for the value systems of others is an important attitude in human relationships. It increases understanding and makes working relationships easier.

A value is not in itself either good or bad. Values can and do change. This is easy to see when we consider how the standards for male and female behavior have changed over time. When we travel to other areas, we can see that other people look at the world differently, interpret what they see in other ways, and have feelings about situations that are different from ours.

Decision Making Process

Step #1: identify the problem

This first step is important to critically analyze the real issue at hand. Many times decisions become confusing because we neglect to complete this first important step -- what is the real issue or concern?

Step #2 Brainstorm for possible solutions

This step in the decision making processing allows for all possible alternatives to be considered. Even though some options may seem foolish, they may generate workable ideas. Remember in brainstorming there are no right and wrong answers.

Step #3 Evaluate the positive and negative consequences of each solution

In this step serious consideration must be given to each identified solution. The consequences for the decision maker, other persons and society as a whole must be considered. Evaluating the consequences of each solution aids in the next step of selecting the solution.

Step #4 Select the solution

This step involves actually making the decision and making a plan of action. You have identified the problem, sought solutions and studied each solution. Now is the time you must decide which plan of action to follow. At this point, it is often times important to justify your decision with adequate and reliable reasons from Step 3.

Step #5 Take responsibility for the decision

This step allows the opportunity to evaluate the decision and use these findings in making future decisions. In reflecting and evaluating your decision, some questions you may want to ask yourself are listed below

Yes/no

- Is this solution a good one?
- Do I have facts to support my decision?
- Are my sources of information reliable? Think why.
- Do I have enough relevant information to justify my decision?
- Will the consequences of my solution or action be for the well-being of myself and others?
 - a. What if everyone acted this way?
 - b. If I were the people around me, how would I feel about this solution?
 - c. Would I do this same thing in a new or another situation? Why or why not?

What is a business?

Businesses are activities that provide goods and/or services in exchange for money or other goods and services.

A variety of businesses contribute to our local economy.

- Designing (buildings, gardens, paths, posters, clothes, interiors, etc.)
- Manufacturing or producing (goods like clothing or furniture, or parts of goods to be used by others to make complete goods, such as processing paper to make books)
- Supply and distribution (moving goods from producer to client)
- Selling (retailing – buying from a producer or another intermediary business and selling to the consumer, or wholesaling – buying from a business and selling to other retailers or repair businesses)
- Installing (fitting or connecting the product to the customer’s home or business)
- Repairing (restoring broken or defective goods to working order)
- Service industries (tourism, information and communication services, leisure activities, etc.)

Define an entrepreneur:

An entrepreneur is someone who starts or operates a business venture and assumes the responsibility for it. He or she provides goods or services to individuals or businesses for payment.

Some personal qualities entrepreneurs have include

- ☑ curiosity and creativity
- ☑ motivation and self-confidence
- ☑ willingness to take risks
- ☑ eagerness to learn
- ☑ ability to co-operate
- ☑ ability to identify opportunities
- ☑ ability to innovate (do something that nobody has done before) and lead
- ☑ determination to overcome obstacles (‘never take no for an answer!’)

☒ ability to learn from mistakes made by oneself and others, etc.

These qualities help the entrepreneur to think, analyze, solve problems and take action. Not every entrepreneur will have all of the above qualities. Many of these qualities are latent within us and we may not even be aware that we possess them. They can also be acquired through the learning process.

Managing My Own Business

People who start their own business have control over what they do in their working life. By managing their own business, they have the opportunity to shape their work environment and make an impact on their community. But often there will be resistance, especially if a new business idea is introduced. Therefore, one needs management skills to make the business successful as well as to convince the community that it can only help them, or at least can do them no harm.

A good manager is a planner, a person who has vision, sets goals for achieving that vision and ensures that the necessary resources, financial and human, are obtained and allocated in time

Some key qualities good managers have

☒ reliability

☒ integrity (financial and ethical)

☒ ability to lead

☒ ability to set a goal and work towards it in small steps

☒ eagerness to meet obligations, etc.

Communicating

Good communication in business is important, because clients and business partners need to understand precisely what you are trying to buy or sell. Businesspeople need to be cheerful, keen, polite and helpful. Entrepreneurs should show interest in the customer and listen carefully to find out as much as possible about his or her needs. Listening is an important part of communicating.

The entrepreneur needs to inform clients and business partners about the products and/or services they are selling and how these can meet their needs. Being honest and frank about our product or service can help build clients' trust and confidence in us. This means that we should not give the client an incorrect impression of our product. Being frank in general may also help us to buy materials or services at a reasonable price from our business partners.

Making Best use of Time

Managing time is an essential part of good business planning, because time is a resource that has a monetary value. Poor time management usually leads to last minute rushes to meet deadlines, causing

stress and inferior performance. This may result in a product or service of poor quality and/or it not being delivered in time.

A disappointed customer may seek a more reliable business provider.

Time should be allocated to tasks depending on:

- when the product or service is to be delivered
- how long the preparation of the product or service is likely to take
- the need to co-ordinate people working on the product or service preparation
- how important the product or service and the client are to the business as a whole, etc.

Good time management allows for contingencies beyond our control, such as bad weather. Often, we must undertake several tasks at the same time in order to complete our job.

We do this by estimating the amount of time necessary for each task and organizing our work accordingly. This is true of many of the activities that we take on in our everyday lives. For example, when we cook we do not prepare one dish after another. Rather, we carry out our chopping, mixing and boiling up in such a way that all our dishes are ready to serve up just when we want them!

Similarly, a person working on a task may be asked to help with another task when the work situation requires it.

The time taken for the various stages of production should be recorded, so that clients can be given estimates of delivery time and the timeframe of future projects may be planned.

Business Ethics

Businesses need to function according to established law and rules set out by the community as well as the prevailing ethical standards

Investors, lending institutions and customers pay close attention to the standards of practice of businesses. But most importantly, young entrepreneurs may wish to set their own high ethical standards. In addition, many groups of businesses have established ethical standards for specific businesses. These standards of practice are a core set of values, developed by that group of businesses that govern the relationships between business and customers.

Although they are not legally required, these values help to provide levels of service that distinguish the best businesses and build confidence among clients.

Think of issues surrounding:

☒ Conflict of interest

- ☒ Corruption and bribery
- ☒ Environmental responsibility
- ☒ Non-discrimination against others, for instance women, people with disabilities
- ☒ After-sales service
- ☒ Truthful advertising
- ☒ Fair treatment of staff
- ☒ Refusal to deal with illegal partners, etc.

Matching my Skills with Business

We all have skills that we use in day-to-day life. We can use some of these skills (or a combination of them) to launch a viable business.

There are different types of skills:

thinking (being creative, solving problems, making decisions, observing my surroundings, basing actions on needs and opportunities of the immediate context, etc.)

- Conducting myself (believing in myself, managing my life, being responsible, etc.)
- interacting with people (working with others and accepting others irrespective of their cast, gender, social status, whether they have a disability or not, etc.)
- my safety and survival (self-preservation, first aid, drug abuse prevention, etc.)
- what I can do (stitching clothes, cooking food, making crafts, reading, etc.).

The skills that will help us in business are likely to be a combination of our personal

(entrepreneurial) qualities and our technical knowledge and expertise. Our skills should not be confined to traditional stereotypes. For example, girls may make good motor mechanics.

Assessing Demands

The first step in starting a business is to identify a need in the community. Estimating the size of that need is called **assessing demand**. Effort should not be put into any other part of business planning before demand has been assessed.

Referring to the needs identified earlier within the community, ask the class to establish a list of methods and criteria they will use to assess demand for a product or service. These could include:

- listening to people's complaints about a need in the community
- informal surveys in the marketplace
- mail surveys / questionnaires
- a need that is highlighted in the local newspaper or radio
- local focus groups, etc

Sizing up Market

The people in the community who need our product or service and are willing to pay for it are the **market**. The market must be aware of the availability of the product or service and be able to obtain it. Helping the community to know about a product and how to obtain it is a marketing strategy. It makes sense for a business to have an effective marketing strategy.

A marketing strategy must take into consideration:

- the location of the business
- advertising
- packaging
- the need for good relationships with other businesses
- reputation in the community ('word-of-mouth')
- competitors' prices

The entrepreneur should be willing to adapt products or services to customer preferences, taking into consideration local safety and security regulations. A new product may have an initial period of high demand. However, a saturation point may be reached, and demand may stay stable or even decrease. A sustainable market is one in which demand keeps increasing or stays stable with a steady rate of replacement.

Estimating cost and setting a price

A product or service may be exchanged for money or for another product or service.

Most businesses will want to make a **profit** on products or services sold. Profit is the difference between cost price and selling price. A part of the profit can be reinvested or used for expansion of the business. A reasonable margin of profit enables the business to continue and even expand.

Fixing the selling price of a product or service must take into consideration the following:

- ☒ cost of production (including your own salary)
- ☒ overheads
- ☒ profit.

It is therefore important to accurately calculate each of these, so that the final selling price is realistic.

Cost of production and overheads

Calculate each component that goes into production and overheads carefully, and add them up. Labour and **depreciation of equipment** (when equipment loses its value over time) may also need to be taken into account. In calculating the cost of

labour, the entrepreneur should set a wage that adequately compensates the workers' knowledge and contribution, taking into account the experience and qualifications of the worker, prevailing basic wage rates, holiday pay, government tariffs and social security contributions. Paying a lower price for materials and/or production could enable the entrepreneur to reduce the selling price.

Profit

The entrepreneur should be careful in setting the level of profit made on the sale of a product or service, taking into account the relationship between **demand** for the product (how many people want it) and the available **supply** (amount of product available to be sold). If demand is great for the available supply, the price (and thus the profit) may be increased. If there is a large supply, but few people want to buy, then prices may drop. An excessively high price due to a big margin of profit will dissuade customers. When sales increase, profit margins may be reduced. This can enable the entrepreneur to lower the selling price, therefore allowing the business to 'capture' the market and even expand it.

Managing my workplace

A workplace is where goods and services are produced or sold, such as a factory floor or shop. Good workplace management helps small businesses to become efficient by:

- ☒ creating comfortable and safe working conditions
- ☒ gaining space
- ☒ reducing material damage and loss (wastage)
- ☒ preventing work-related accidents.

Workplaces must be kept clean and safe for workers and clients. The entrepreneur should pay particular attention to:

☒ space

☒ lighting and ventilation

☒ material handling and storage

☒ control of hazardous substances.

Space

Each worker should be provided with sufficient space to carry out her or his tasks without interfering with other workers or other ongoing processes.

Lighting and ventilation

High precision work requires appropriate lighting. Workplace windows must therefore be cleaned regularly to allow sufficient light to come through. Similarly, ventilation is important for good health, particularly where work is being carried out with machines, chemicals or raw materials. The work area should allow enough space for air to circulate.

Material handling and storage

Storing materials properly helps to avoid accidents and save time. Raw materials, semi-finished goods and completed products should be kept in separate areas. Some raw materials and products should not be exposed to the elements (bad weather). They should be stored indoors. Items that are not frequently used should be removed from the work area.

Control of hazardous substances

Substances like organic solvents, paint and glue must be kept in covered containers. Whenever possible, less hazardous materials should be used.

Hands should always be washed after handling such substances.

Financial resources

How I find and manage my money

Estimating the cost of launching a business

When the nature of the new business has been decided, it will be necessary to estimate the cost of starting operations.

These may include the cost of:

- premises
- utilities

- equipment
- initial stock
- insurance, etc.

Obtaining funds

The funds for launching the business may be obtained from one or a combination of sources:

- personal savings
- family funds
- community co-operative organizations
- community financial syndicates
- micro-finance organizations
- post office
- savings and loan associations
- banks, etc.

Banks offer a variety of financial facilities, such as:

- current or cheque accounts
- savings accounts
- loan services

Session-9 Envisioning, Analyzing and Strategizing to start an earning activity/task

Objective

After the session participants will be able to

- Identify recourses that they can use to improve their earning
- Strategically think of how they can improve their income
- Discuss various steps needed to take in starting any job/business etc..

Materials

Cardboard paper, Flashcards, Markers, Charts, Cut outs representing the bridge

Process

- Divide the participants in to five groups. Give each group a flip chart and let the group leader fill to make a list mentioning name, number of family members, number of person who works to earn for family, monthly income and resources that they already have e.g house, any animal, vehicle, any machine etc..

Name	No of Family members	No of Persons who earns for family	Monthly income	Desired income	Available Resources
Sabeen Almas	6	1	15000Rupees	30000	House, 2 educated family members, Baking/cooking accessories, Computer etc..

- Let them present their work. Ask the participants to work again in same groups. This time the groups will make a list of task that they can potentially do to increase their income. Ask them also to mention the strengths and hindering factors in front of each identified task/work
- Supervise the activity by visiting each group and guiding them accordingly. Take note of which task is at the top priority of each group.
- Ask each group to further analyze the identified task that they think can be done to increase their house income.
- Help them use the bridge model exercise
 - Challenges to start the identified earning activity/task/business (Let the participants write on the flash cards the characteristics that would describe the challenges. Ask them to paste them on one side of the bridge

- Ask them to visualize where they would like their business to be or how successful they want to be, represent this by selecting symbols from available cut outs. Then ask them to paste them on the other side of the bridge
 - Now they will have two situations. One side is showing challenges and the other side depicts their goal
- Let the participants construct a bridge between the two situations. Put two strips of charts showing the pillars that connect the challenges and the goal. Pillar-1 represents Vocational and life skill training centre while the pillar-2 represent the participant
- Ask them to think of strategies/steps that can be made to achieve the desired target. Each steps represents an enabling factor or intervention/ strategy the Centre and the person can take to achieve the desired target
- Discuss that the planning is very important element to achieve any target. Mention that the centre offers various kinds of training courses but the participants must think of what suits them and what they can do to improve their living standards as well as their income to live a prosperous life
- Make sure each group has prepared the following mentioned bridge to analyze how they can have to envision, analyze, and strategize for starting any activity



