

eLife Economic Opportunity for Women & Girls
Teaching life and business skills for economic empowerment and development

FOUNDATION FOR SOCIAL CHANGE

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eLife Economic Opportunity for Women & Girls

Teaching life and business skills for economic empowerment and community development



“If you want to change the world, invest in a girl.”

Course Overview

The **eLife - Economic Opportunity for Women & Girls** education program offers a **core curriculum of life, financial, business and technology skills** to achieve economic empowerment and financial independence.

A United Nations report (Investing in Women and Girls, February 2008) states that investing in female education “...**has a multiplier effect on productivity, efficiency and sustained economic growth. Educated women have more economic opportunities and engage more fully in public life.**”

This initiative invests in a significant resource - **the power of women for entrepreneurship, job creation and income generation.**

The program is provided for:

- ▶ **Adolescent girls and teenagers ages 13-19** for community stability
- ▶ **Women in the workforce** for employee training and retention
- ▶ **Women entrepreneurs** for job creation and economic development

“If you want to change the world, invest in a girl.” - New Lessons, The Power of Educating Adolescent Girls, 2009.

TEACHING LIFE, FINANCIAL AND BUSINESS SKILLS

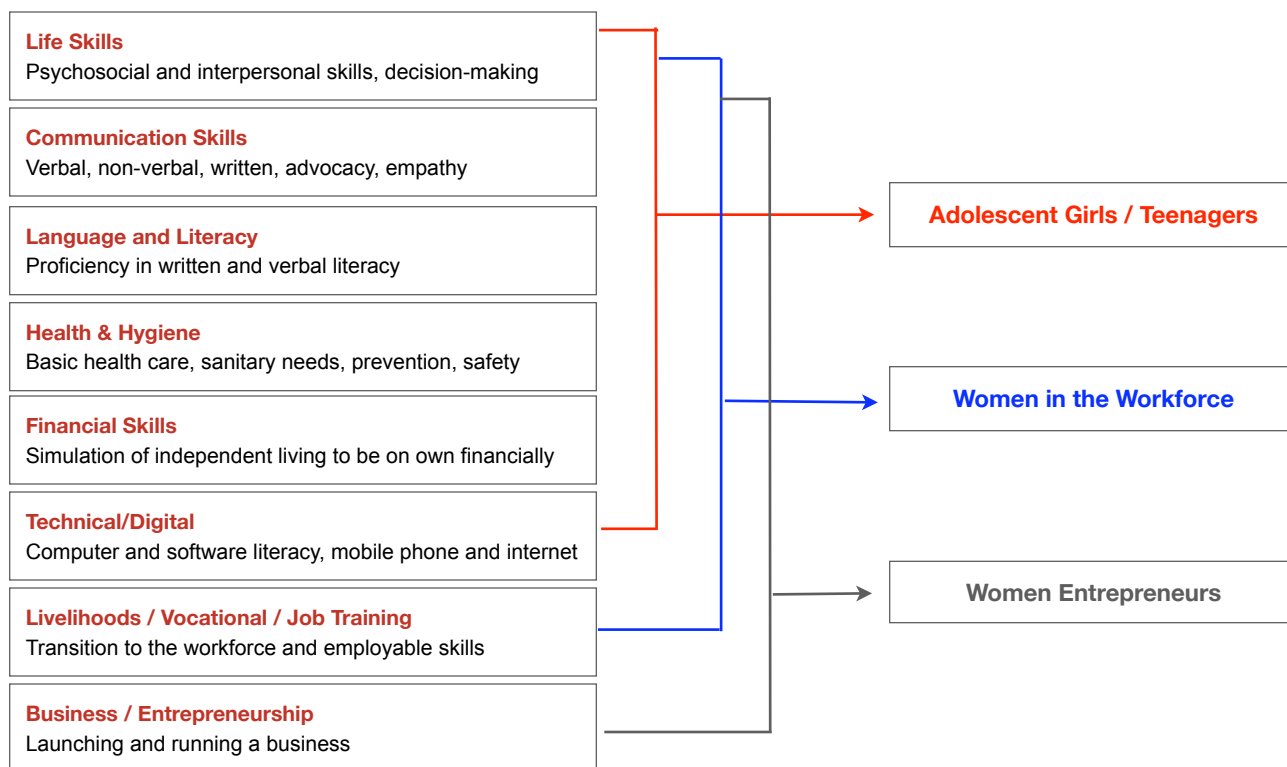
eLife Economic Opportunity for Women & Girls

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How It Works

- ▶ The program is for **6-12-weeks of intensive study** - followed by continued education and mentoring for up to one year
- ▶ **Core curriculum** relevant to women and girls: life skills, financial skills, communication, language proficiency, business management - **customized** by culture, community and language
- ▶ **Continuing education** through mentors, local businesses and higher education institutions
- ▶ **Taught by female instructors** and facilitators
- ▶ **Evaluate and measure** the short- and long-term outcomes and impact

Core Curriculum



Enterprise Partners



1. Life Skills

The Life Skills module includes both psychosocial and interpersonal skills. The emphasis on different skills such as: decision-making for health issues versus societal issues. Many life skills are used simultaneously in practice. For example, decision-making often involves critical thinking (“what are my options/choices?”) Ultimately, it is this interaction between the skills that determines powerful behavioral outcomes – particularly when it is supported by other strategies such as media, policies and health services.

Life Skills are core to the curriculum enabling students to develop social maturity, morality and respect for themselves and others. In addition, an effort will be made to strengthen self-confidence, initiative, natural creativity and adaptability, in order to meet the demands and challenges of daily life.

Decision-Making and Problem-Solving

- Information gathering skills
- Evaluating future consequences of present actions
- Determining alternative solutions to problems
- Analysis skills regarding the influence of values and attitudes of self and others on motivation

Critical Thinking

- Analyzing community, family and peer influences
- Analyzing attitudes, values, social norms and beliefs and factors affecting these
- Identifying relevant information and information sources

Coping & Self-management

- Skills for increasing internal focus and control
 - Self-esteem/confidence building
- Self-awareness including awareness of rights, influences, values, attitudes, rights, strength and weaknesses
- Goal setting
- Self-evaluation / Self-assessment / Self-monitoring
- Managing feelings, such as anger, grief, anxiety, loss, abuse and trauma
- Managing Stress: understanding time management, practicing positive thinking, relaxation techniques
- Personal health management

“Comfort Zone” to “Growth Zone”

- Cultural issues that impact advancing
- Dealing with societal and cultural norms that may impede development



Evaluation

Based on pupils' self-evaluation, giving them an opportunity to take various standardized, recognized tests to assess their strong and weak points in various areas of human characteristics.

2. Communication Skills

Communication Skills module covers a variety of skill sets, because it is crucial to every relationship that touches their lives – whether it is their family, friends or peers. This module focuses on both personal- and social-types of communication.

Interpersonal Communication

- Verbal and Non-verbal communication
- Written and speaking
- Active listening
- Expressing feelings; giving feedback (without blaming) and receiving feedback

Negotiation / Refusal Skills

- Negotiation and conflict management
- Assertiveness skills
- Refusal skills

Empathy

- Ability to listen and understand another's needs and circumstances, and express understanding

Cooperation and Teamwork

- Expressing respect for others' contributions and different styles
- Assessing one's own abilities and contributing to the group

Advocacy Skills

- Influencing skills and persuasion
- Motivation skills
- Value of community engagement
- Mentor relationship

The Curriculum

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3. Financial Skills

This module deals with a simulation of independent living, and to be on their own financially, including the processes, understanding of income and expenses:

- Basics of math and arithmetic
- Managing money, budgeting
- Paying for services, products
- Negotiating
- Banking and applying for credit
- Insurance
- Impact of financial responsibility on the community and family members
- Keeping track of money and how it is spent
- Activities that focus on managing bank accounts, store accounts and payment plans

4. Livelihoods or Vocational Training (Job Training)

This module focuses on specific ways a student transitions to the workforce, and how to do so successfully – what skills are needed for preparation, extra study and special skills that are required for employment:

- How to transition from school to work
- Types of employable skills (teaching profession, healthcare, finance, business)
- Preparation for work: transportation, skill sets needed
- Preparing yourself for the workforce
- Understanding how to work in a team
- Company structure – staff vs. management
- Worker rights
- What is appropriate and inappropriate behavior

5. Business Skills

This module deals with starting and running a business. Gives the student an understanding of how business is conducted.

- Running a business: economic goals, revenue,
- Definitions of merchandising-, manufacturing-type, and service-type organizations
- Decision-making in business
- Costs versus revenue
- Banking and loans
- Community network
- Ethical behavior – what is right and wrong

6. Technical Skills

This module covers a broad range of skill-sets, including computer literacy, mobile phone use and internet connectivity.

- Understanding the basics of technology: computer, internet, mobile phone access
- Using technology for research, information gathering, data collection
- The impact on daily life: connecting with people both inside and outside the community
- Teaching tools: use computers and mobile phones to provide curriculum programs
- Keeping in touch with mentors and volunteers in the program
- Learning the protocols of technology

7. Language and Literacy Skills

In a global society, students need to have a greater command of language in both written and verbal literacy. This includes proficiency in their own native tongue but also that of international relations: English and French.

- Writing and style skills: grammar, spelling, sentence construction
- Structure of a presentation: how to ensure correctness of language to get your message across
- Competency levels of reading and understanding
- Identifies different formats for reaching (books, magazines, electronic, newspapers)
- Connects ideas to personal experiences

8. Health and Hygiene

According to the **World Bank**, *“Motherhood is the key pathway for transmitting the gains in women’s equality to future generations, with benefits for children’s health and education. But, unintended pregnancies, especially for adolescents, can squander progress in education and labor markets.”*

“Young girls either continue unintended pregnancies giving up opportunities for education and employment, or seek unsafe abortions. Over 40% of abortions are performed on women younger than 25. Child-bearing among teenagers can bring disproportionate health risks to the mother and the baby – maternal mortality, delivery complications, premature delivery and low birth weight.”

With pregnancy and early childbirth as the block for gaining skills, we find it essential that health and hygiene issues be discussed as part of the program.

The program would focus on the following:

- Basic health care: daily sanitary needs
- Prevention and safety
- Behavioral/cultural change

The Program

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Core Components of the Program

- **Mentoring, tutoring** and peer support for each student
- **Scholarship, stipend** or in-kind services to help student stay in program
- **Training and recruiting of female teachers** – prior to and during program
- **Advocacy** and community engagement
- **Safety policies** and training for codes of conduct for teachers
- **Access to savings** and credit facilities
- **Transportation**
- **Evaluation** of process, outcome and impact

Program Length

- ✓ 6 to 12-week course for 1-2 hours per week
- ✓ 30 to 50 students per class
- ✓ Evaluation and continuing education takes place up to 12 months after completion of intensive program

Instructors/Facilitators

When the instructor and facilitators are not in the classroom they are available as tutors and mentors to the individual girls. This enables the course teachings to go on outside the classroom. The faculty would also coordinate activities for the students

Benefits to Funding and Implementation Partners

✓ Open Up New Markets

Educating women helps pave the way to creating market opportunities and capacity building through community engagement.

✓ Increased Earnings, Better Health, Valuable Skills

Education benefits women with include higher earnings, greater ability to adopt new technologies, lower fertility rate and better outcomes.

✓ Better Educated Employees

Transition from school to the workplace; become more motivated, productive employees and advocates for the community.

✓ Job Creation & Economic Development

Support for women entrepreneurs helps provides a more stable world through job creation and commerce.

✓ Measurement of the Investment

Evaluation of the outcomes and the long-term impact to enable funders and implementation partners to determine the key aspects of the program's value.

“There is no question that educating girls and women is a prerequisite for eradicating poverty. Education empowers and transforms women. It allows them to break the traditional cycle of exclusion that keeps them at home and disengaged from decision-making. Education, especially higher education, can prepare women to take on roles of responsibility in government, business and civil society.”

UN Chronicle - 2010 - Empowering Women: Progress or Not?

Strategic Partners



About Us

Foundation for Social Change

The world's economic recession has given way to a new ethos of commitment by private enterprise to "turn social responsibility into **social opportunity**."

The **Foundation for Social Change** is dedicated to educating businesses and organizations that **social action programs** benefits both their bottom line and deal with critical social issues.

Our mission is to show organizations **how doing good is good for business**.

The Foundation's own initiative focuses on **teaching women and girls life skills, business and job training, communication, financial and technology skills; and entrepreneurship**.

We facilitate **collaboration** by convening the private sector, government organizations and non profits who can change the world.

Programs

◆ **e-Life - Economic Opportunity for Women & Girls** education program for young women, women entrepreneurs and women in the workplace teaching life skills, business skills, financial, technology, communication and health/hygiene.

◆ **Enterprise Partners**
Corporations and NGOs who support the Foundation's mission and vision.

◆ **United Nations Global Conference for Social Change**



Honoring the world's **Leaders of Change** - those individuals and organizations who - through their actions - have made a major impact on society.



Louise M. Guido | CEO
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NYU Stern School of Business



United Nations Global Conference for Social Change
November 18-19, 2010 | New York City



Shakira
Barefoot Foundation
2010 Leader of Change

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