



THE CAREER BRIDGER

...empowering young women to adapt to the new normal



Developed by
The YESS Girls' Movement
May 2022



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LIST OF ACRONYMS AND ABBREVIATIONS

COVID-19 - Coronavirus Disease 2019

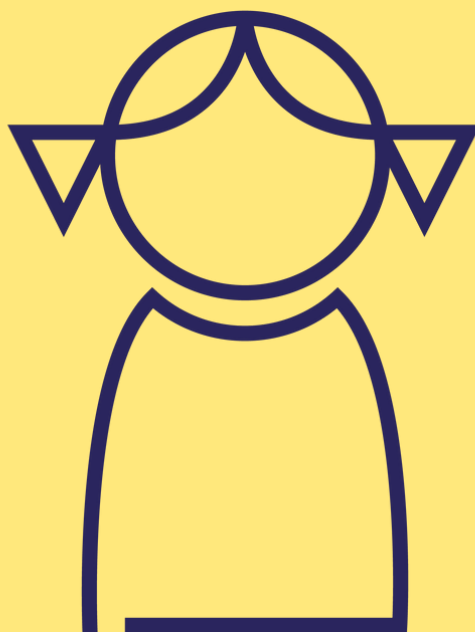
IGAs - Income Generating Activities

MOs - Member Organisations

NGO - Non-Governmental Organisations

WHO - World Health Organisations

YESS - Youth Exchange South to South



DEDICATION

This Career Bridger is dedicated to all young women (18-25 years old) in the Girl Guides and Girl Scouts Movement worldwide.

We do hope that you will find this resource useful in supporting you to proactively cope with the effects of the COVID-19 pandemic, and adapt to the 'new normal'.



FOREWORD AND ACKNOWLEDGEMENT



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Global Programmes Manager

It is with great pleasure that we present **The Career Bridger**, a resource that we trust will go a long way to empower young women 18-25 years old to adapt to the post COVID-19 new normal.

Carefully packaged with 7 activities which are uniquely named to reflect what they stand for, the resource addresses a wide selection of issues that directly impact on young women as follows:-

STRESS BUSTERS provide the young women with skills to manage day-to-day stresses while MY HEALTH, MY GREATEST WEALTH gives them practical tips on how to live a healthy life. On the other hand ICE BREAKER empowers the young women with skills to creatively solve their day-to-day problems and SELF-REFLECTION equips them with personal development skills that will empower them to get to their fullest potential. CAREER DREAM enables them to identify a career path relevant to their skills and interests while JOURNEY TO FINANCIAL FREEDOM provides them with skills that will enable them manage their finances. Last but not least MY STORY gives the young women a platform to learn from each other by sharing their different life stories.

The Career Bridger is not designed as a one-off activity but has also deliberately provided for a 'Take Away Pack' for each activity so that the young women can continuously put in practice what they learn as they go along in their life journeys. Hopefully these take away packs will be handy.

Bringing this resource to life has been an impressive, combined effort of different people including a resource development team led by an external consultant who worked very closely with 4 YESS Alumnae in the diaspora. The resource development team got input and support of the YESS Country Coordinators and the COVID Crushers from all the 13 MOs in the YESS Girls' Movement. With the support and guidance of the WAGGGS YESS Coordination Team, the resource came to life.

This year (2022) alone, we are targeting to deliver this resource to 1000 young women in each of the 13 MOs in the YESS Girls' Movement. This means a total of 13,000 young women will be reached. The COVID Crushers are the team of young women in the YESS Girls' Movement that are responsible for supporting other young women to adapt to the new normal. With the able leadership of the YESS Country Coordinators, we trust they will do a good job delivering this resource and wish them good luck.

Very special appreciation goes to the WAGGGS-NOREC collaboration without which it would not have been possible to support young women using resources like the Career Bridger.

Quotable quote: “Nobody can bring you peace but yourself “- Ralph Waldo Emerson



Objective: To provide young women with skills to manage day-to-day stresses



Time: 45 Min



No. of facilitators: 3



Preferred Set up: Outside under a tree



Materials Required: Flip chart, Marker pens, Notebook, Pens, Manilla papers, Printed A4 papers with a large outline of a rotten potato

Preparations

- Prepare a table using the manilla papers with four sections and each section to have Cognitive, Emotional, Physical and behavioural symptoms. This will be used to discuss the different stress symptoms during the introduction.
- Have an empty flip chart with the topic what is stress and another with the take home assignment/messages which are indicated below
- Print out a large outline of a Rotten potato in A4 papers

Instructions:

Start the session with any energiser of your choice

Introduction

Introduce the session “Stress Buster” by explaining that during the COVID-19 pandemic prevalence of anxiety and depression increased by a massive 25%, according to the World Health Organization (WHO).

Explain further that the pandemic has had a major effect on young women’s lives with many facing challenges that can be stressful and overwhelming and as such are not able to lead normal fulfilling life’s.

Define stress as experiencing mental or emotional strain or tension. It is the body's method of reacting to a condition such as a threat, challenge, or physical and psychological barrier.

STRESS BUSTER

Sub Activity 1: The Rotten potato - 15 min

Instructions

Step 1:

Introduce the purpose of the activity in your own brief words. Explain that the purpose is to explore and share individual worries/concerns about the future and the negative impacts Covid -19 pandemic has had on young women to start a conversation and begin to confront or overcome them.

Hand out the printed rotten potato papers to each participant. Explain the metaphor of the Rotten potato: "The rotten potato is that thing that you carry around but don't like to talk about; but the longer you hide it, the smellier it gets. It is a metaphor for fear, stress or anxiety; something that will only get worse if you don't acknowledge and deal with it."

Step 2:

Give participants around 5 minutes to write down their personal rotten potatoes. This could be some of the stresses they have seen people go through or they themselves have gone through during Covid-19 and may or may not have talked about them to someone. They should write only a few words or a phrase inside the photo of the Rotten potato.



Step 3:

Once all participants have written their Rotten Potatoes break them into groups of 10 people and request each group to sit in a circle and have each participant in every group share their rotten potatoes with the rest of the group for 30 to 60 seconds each. Continue until all participants in all the groups have shared simultaneously.

Step 4:

Wrap-up the exercise by thanking participants and reminding them that in the rapidly- changing world and with Covid -19 pandemic with us, uncertainty and worry about the future are totally normal. Explain that "putting rotten potatoes on the table" is an important first step to confronting and dealing with worries, stress and fears.

Sub Activity 2: Plenary Wrap Up

Proceed to explain to the participants that there are different stress symptoms and display the empty flip chart table and invite participants to a plenary discussion on what they think may be the different stress symptoms. Once the participants have provided feedback present the different stress symptoms as shown in the following table.

STRESS BUSTER

Stress Symptoms

COGNITIVE SYMPTOMS	EMOTIONAL SYMPTOMS
<ul style="list-style-type: none">• Loss of memory• Poor focus and judgment• Pessimistic thoughts• Anxiety• Persistent worrying	<ul style="list-style-type: none">• Mood swings• Irritability/Short-temperedness• Restlessness or Aggression• Overwhelm Ness• Social isolation/Loneliness• Depression
PHYSICAL SYMPTOMS	BEHAVIORAL SYMPTOMS
<ul style="list-style-type: none">• Headaches/Body pains• Digestive problems• Decreased immunity• Nausea and fatigue• Increased heartbeat or Blood pressure• Loss of physical desire	<ul style="list-style-type: none">• Eating/Sleep disorders• Lessened social life• Negligence of responsibilities• Substance abuse (resorting to Alcohol, cigarettes or drugs)• Nervousness

Inform participants that there are various ways or deal with stress and this can be done by applying stress management strategies. The key to dealing with stress is to do self-evaluation and conduct stress management strategies.

Stress Management Strategies requires the following steps:

- Firstly, identify of the root cause or source of stress
- Devise ways to reduce stress
- Create and implement techniques for managing stress

STRESS BUSTERS TAKE AWAY PACK

Explain each of the activities below as Stress busters and challenge the young women to continue doing them regularly once they go back home.

Keep a diary: A diary is a book in which one keeps a daily record of events and experiences.



During this activity you need to be in an environment that will allow you to take a breath and to set your mind at ease.

It is important to emit negative emotions, and one can write down all the negative feelings in a diary. Listing down positive emotions will also help to shift the attention, and one can think of memories to be grateful for.

To make it more fun, start reflecting on the situation e.g. how your day went, who you interacted with, the meal you enjoyed during the day etc. This should take you about (10-15 minutes).

STRESS BUSTER

Make positive affirmations: These are positive statements that challenge negative self-sabotaging or unhelpful thoughts. Always use words of affirmation whenever you want to make a positive change in life. This should take about (5-10 minutes) as you affirm yourself.



Do Yoga: Yoga is a type of physical and mental exercise in which you move your body into various positions to become more fit or flexible to improve your breathing and to relax your mind.



First, find a peaceful place, nature is the best but also it can be in your room. To make it more fun practice the below positions step by step as you see on the following images (we can provide some yoga positions photos). Time duration (15-20 minutes)

NB: Do Mindful Yoga, be deliberately aware of your body, mind and feelings in the present moment in order to create a feeling of calm. (5-10 minutes)

Consult a Psychologist/Counselor: Finally, when you cannot control your stress anymore you can reach out for Counseling services. Nowadays, many people seek professional help to manage stress. Therefore, seeking treatment or getting counseling sessions can also prove beneficial to manage stress.



Quotable quote: A fit body, a calm mind, a house full of love. These things cannot be bought – they must be earned.” – Naval Ravikant



Objective: To provide young women with tips on how to live a healthy life



Time: 45 Min



No. of facilitators: 3



Preferred Set up: Indoors



Materials Required: Flip chart, Marker pens, Manilla Papers, Masking tape

Preparations

Prepare 3 manilla papers and write one of the following statements on each manilla paper.

- Benefits of staying healthy
- Effects of unhealthy living
- How to stay healthy

Prepare 2 flip charts one with an introduction to the session and another with the Take away package

Instructions:

Start the session with an energiser – You can pick one of the participants to lead in an energiser

Introduction

Introduce the session by explaining that young women (18-25) are at the risk of lifestyle diseases and it is important that they focus on engaging in healthy behaviors as it contributes to an active body and mind. It is also important that young women work towards introducing healthy lifestyles to their families as well as their peers. With the Covid-19 pandemic a lot has changed, and this has also affected young women differently in their eating habits, body and mind. Further explain that the Sustainable development goal 3 emphasizes on good health and wellbeing and everyone has a role to play to achieve this as an individual or a group.

MY HEALTH, MY GREATEST WEALTH

Sub Activity 1: Healthy Path Gallery walk – 20min

Step 1:

Divide the participants into 3 groups and provide each group with a manilla paper indicating what they will discuss. (Questions already written on the manilla papers above).

Step 2:

Give the groups 10min to discuss and input their discussion points.

Step 3:

Inform the participants that each group will have 3 min per station to do a gallery walk and learn from what the other groups have imputed, and this will be done in a clockwise direction.

Step 4:

Summarize the gallery walk by getting inputs from different participants representing each group. End the activity by informing the participants that it is important for young women to understand the effects of not leading a healthy lifestyle as this affects their bodies and mind emphasizing on the need for taking a healthy path and how to go about this.

MY HEALTH, MY GREATEST WEALTH TAKE AWAY PACK

Introduce the take away package and encourage the young women to practice everything therein in their day to day lives to help them lead healthy lifestyles.

- Manage periods safely, hygienically, and with pride using the Menstrual Hygiene Management Educational Guide by WAGGGS available here <https://www.waggs.org/en/what-we-do/red-pride-menstrual-hygiene-management-mhm-education/>
- Take in plenty of water, fruits and vegetables, lean protein such as eggs, beans, beef, etc., detailed information here: <https://www.waggs.org/en/what-we-do/girl-powered-nutrition/>
- Make use of the COVID-19 survival strategy handbook <https://www.waggs.org/en/resources/yess-movement-covid-19-survival-strategy-handbook/>
- Have sound sleep for at least seven (7) hours daily by going to bed at the same time each night and getting up at the same time each morning for proper functioning of the brain.
- Be active by engaging in body workouts such as cardio, squats, jumping jacks, high knees, and so forth. Dedicate at least 30minutes for more physical activities by starting with warm-up exercises and stretching at the end.
- Reintroduce long-forgotten hobbies like baking, drawing, reading and volunteering as part of practicing good habits which help maintain mental and physical well-being to enable girls to contribute effectively and efficiently to their communities and the world at large.
- Get vaccinated with the approved COVID-19 vaccines by the World Health Organization (WHO) to help protect them from serious complications.

MY HEALTH, MY GREATEST WEALTH

- Start a small kitchen garden at home. A kitchen garden is a quick and sustainable solution to address micronutrient dietary gaps for the majority of families by growing foods for household's direct consumption.



Basic guidelines for growing a potted kitchen garden






- Conduct a study on a given plant, you may discover the optimum site for it.
- Ensure that there is enough sunshine, and that suitable drainage is in place.
- Protect your pot kitchen garden from elements.
- Start with easy-to-go plants that are local to your area.
- Water only if the soil is entirely dry to avoid overwatering.
- Organic items are preferred. Compost and seasoned manure should be used.

Source: Gardening Tips



Quotable quote: *“We cannot solve our problems with the same level of thinking that created them.” Albert Einstein*



-  **Objective:** To provide the young girls with the necessary skills to creatively solve their day-to-day problems
-  **Time:** 45 Min
-  **No. of facilitators:** 4
-  **Preferred Set up:** Outdoors
-  **Materials Required:** Flip charts, Marker pens, Masking tape, 50 Balloons, Masking tape

Preparations

- Prepare 2 flip charts one with an introduction to the session and another with the Take Away package
- Purchase 50 balloons and 4 masking tapes and identify a place to carry out the group activity

Instructions:

Start the session with an energiser

Introduction

Introduce the session by defining what problem-solving skills are. Problem solving skills are skills that help to solve problems quickly, effectively and efficiently.

Explain that during COVID-19 pandemic young women were faced with a mirage of problems including sexual violence, early pregnancies, school dropouts, loneliness, lack of finances and many others. These problems affected the young women in different ways and majority did not know how to address them or talk about them.

Emphasize that when young women have the will power, skills and support system they can manage to solve their problems quickly, effectively and efficiently.

Sub Activity 1: The Balloon Castle – 10 Min

Step 1:

Divide your participants into 4 teams and provide 12 balloons and a masking tape for each team.

Step 2:

Explain that the objective of this group activity is to build the tallest freestanding castle in ten minutes. Participants can separate the balloons if they wish but they may not use any additional materials and the castle must be built on a table or the floor.

ICE BREAKER

Step 3:

Inform the participants that they should not talk while doing the activity and if one wishes to give directions then they should do it in sign language.



Step 4:

Summarize the group activity by inviting participants to speak on their experience in the group activity and what they have learnt.

Emphasize that whatever challenge or problems young women encounter in life, whatever the scale of their issues, there are steps one can take to feel more in control. And while they might not always make the right choice, they can learn to feel comfortable with the decisions you make.

ICE BREAKER TAKE AWAY PACK

Take the participants through the take away pack by explaining the steps that can be used by young women in all areas of life including their personal life to solve problems.

PS: The methods can be explained by picking an example of a problem and tackling it together with the group.

Step 1. Define the problem

What exactly is going on? Sometimes a problem just seems too big to tackle. However, if you make a list and break it down into smaller parts that you can make a start on solving, it will feel more manageable.

Step 2. Set some goals

Focus on the steps you can take to resolve things, rather than just thinking about what you would like to happen. Maybe you wish you had more money. Make a list of all the ways you can save or earn more. It could mean walking to school rather than taking the bus or applying for a part-time job.

Step 3. Brainstorm possible solutions.

Be creative and come up with as many solutions as you can think of. Some ideas may be way out there, but do not worry about evaluating them yet. If you want to solve a conflict you are having with your parents by escaping on a rainbow unicorn, write it down! Keep an open mind and list anything that comes to mind, plausible or not.

ICE BREAKER

Step 4. Rule out any obvious poor options

Okay, reality check. Evaluate your list of ideas and rule out the ones that are unrealistic or unhelpful. Bye-bye, rainbow unicorn. But how about trying to see things from your parents' point of view? That option should probably stay on your list.

Step 5. Examine the consequences

Go through the options you've got left and for each one write a list of their pros and cons.

Step 6. Identify the best solutions

Now it's time to make a decision. . Look at your list of options and pick out the ones that are most practical and useful. There may be one obvious solution, or some might work in combination.

Step 7. Put your solutions into practice

Have faith in yourself and make the commitment to try out one of your solutions. What do I need? (Human and material resources, other assistance)



PS: How did it go ? If it did not work out, try another solution



Quotable quotes: "The swiftest way to triple your success is to double your investment in personal development." - Robin Sharma



Objective: To equip young women with personal development skills that will empower them to get to their fullest potential.



Time: 1h 15 Min



No. of facilitators: 4



Preferred Set up: Indoors



Materials Required: Flip chart, Marker pens, 100foolscaps, post it notes

Preparations

- Prepare 2 flip charts one with an introduction to the session and another with the Take home package
- Separate the post it notes and arrange them in different colors
- Prepare manilla paper with the initials SWOB vertically.

Instructions:

Start the session with an energiser – You can request one participant to share an energiser.

Introduction

Introduce the session by explaining that young women need to have a self-reflective journey where they get to understand and learn some personal development skills that will help them manoeuvre the day-to-day life and elevate them to a level where they can achieve their fullest potential.

Define personal development as encompassing activities that improve young people's lives on a personal level, including improving awareness and identity, developing skills and talents, outlining goals, and reaching our full potential.

Remind them that personal development process can be intimidating, but not to worry – the session will help them review some valuable resources to help them get started on their journey of personal development.

Sub Activity 1; Personal SWOB assessments – 30min

Step 1:

Distribute 4 different colored post it notes per participant.

Participants do a "SWOB" analysis on themselves, identifying their main Strengths, Weaknesses, Opportunities and Barriers that might stand in the way of strengthening weaknesses or seizing opportunities on the path to personal development.

This first step will be done individually, around 10 mins. Participants should try to write down as much as possible on the post it notes.

SELF REFLECTION

Step 2:

Distribute 2 papers (size A4) per participant

Based on the SWOB analysis, participants should reflect on the following questions:

- What are the development areas that I would like to focus on?
- What actions can I take to harness opportunities to accelerate my development?
- What actions can I take to overcome barriers to accelerate my development?
- What will be my key actions in the short term (next two weeks)?
- What will be my key actions in the medium-term (next two months)?
- What will be my success criteria for personal development? What signs will show me that I'm developing?

Working individually participants will come up with responses based on the questions above. Participants complete this step individually for about 20 mins.

Step 3:

Participants get together in groups of three and share their development reflections with each other. Participants in the small groups support each other by asking open questions to help make each development area clear, valuable and doable.

Based on what each participant shares and how the conversations go, the group may also come up with an additional area for the participant to develop – something else that they see/think/feel could be valuable for this person.

Step 4 :

Close the session with a check-out, in which participants share impressions, thoughts and feelings that they leave with.

Summarize the activity by explaining that this activity can be repeated with their peers at any point as a way to develop themselves.



SELF REFLECTION TAKE AWAY PACK

Take the participants through the take away pack and explain the different skills needed in personal development. Inform the young women that the skills are important when one wants to work on their personal development. Important to notify the participants that the skills need to be practiced over time and consistently for change to be seen.

Personal development skills.

Self-esteem

Self-esteem is having self-respect, self-confidence, and faith in yourself. It is the belief in your abilities, actions, and decisions. If you have confidence in yourself, you might be more likely to pursue ambitious goals, try new things and believe you can succeed

To develop yourself, you must build and improve your self-esteem.

SELF REFLECTION

Communication skills

Communication includes your ability to speak, write and listen. With these skills, you can understand what others are saying and feeling and also convey your own ideas and feelings. Good communicators can speak clearly and confidently, using a tone that is positive and appropriate for the situation.

Interpersonal skills

Also called social skills, Interpersonal skills are the verbal and non-verbal behaviors and reactions to interactions with other people. They affect your ability to build relationships and make impressions on others in social situations.

Organizational skills

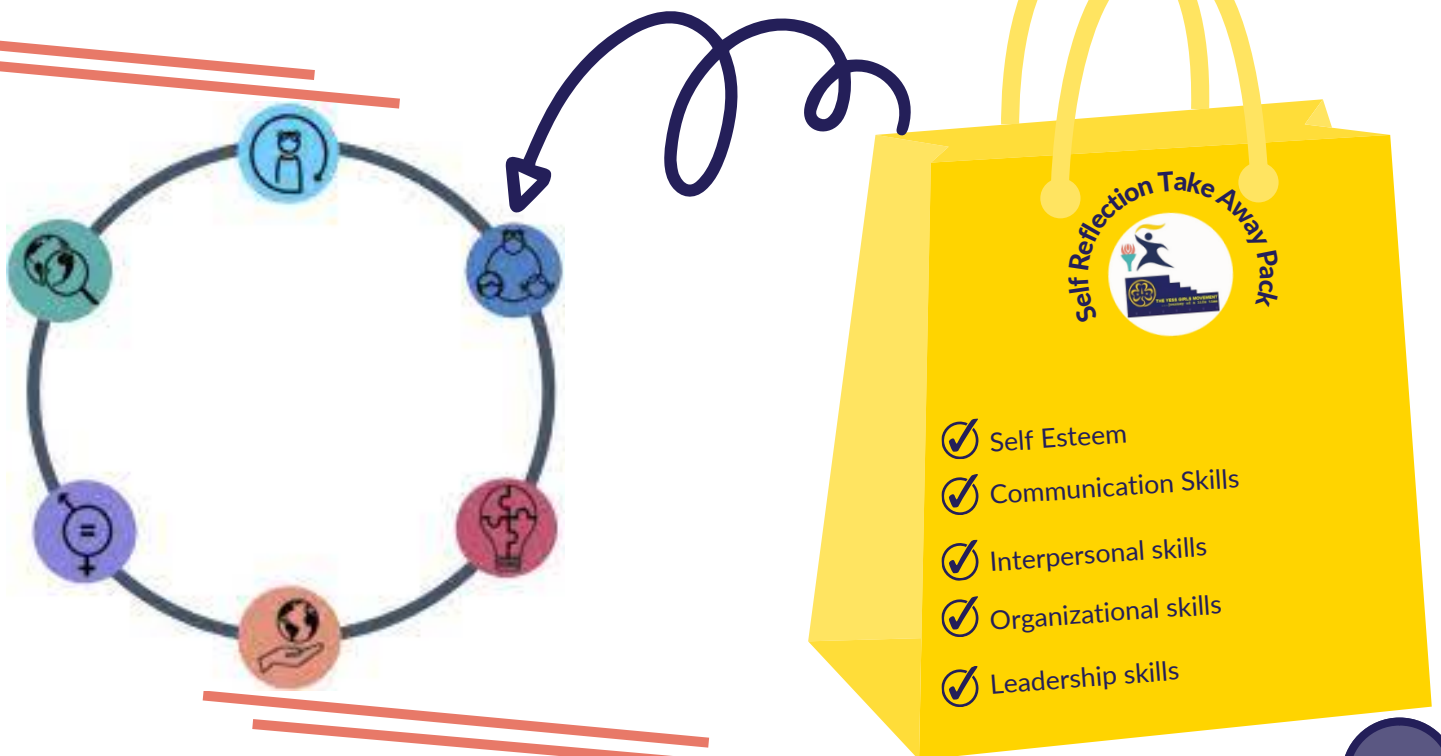
Organizational skills include the tidiness of your physical and digital spaces as well as your ability to plan, schedule and prioritize. Good organization can help save time, prevent miscommunications and improve efficiency.

Leadership Skills

Leadership is the personal ability to involve others with oneself in a collective project through their voluntary adherence. Whether or not there is a hierarchical link, this ability makes the difference in achieving higher professional performance. It is also the ability to influence and guide followers or other members of an organization.

Here is a link to the Brochure of Leadership developed by WAGGGS.

<https://duz92c7qaoni3.cloudfront.net/documents/GP-Leadership-brochure-EN.pdf>



Quotable quote: “The future depends on what you do today.” – Mahatma Gandhi



Objective: To enable young women to identify a career path relevant to their skills and interests.



Time: 1h



No. of facilitators: 3



Preferred Set up: Outdoors



Materials Required: Flip chart, Marker pens

Preparations

- Prepare 2 flip charts one with an introduction to the session and another with the Take home package.

Instructions:

Start the session with an energiser – You can request one participant to share an energiser.

Introduction

Introduce the session by explaining that to enable young women to develop their fullest potential, they ought to choose a career that fits their personality and lifestyle.



Sub Activity 1; Personal SWOB assessments – 30min

Step 1:

- Divide the participants in twos and request them to share the following.
- Their career journey from when they started school
- Their dream careers
- Barriers affecting their career journeys

Participants to each share this in 5 min.

CAREER DREAM

Step 2:

Appoint a few participants to share the feedback from their fellow participants. This will take about 10 minutes.

Step 3:

Debrief the activity with young women asking them what they have learnt from the exercise. Address the barriers that may have been mentioned.

Summarize the activity by saying that we all have different interests and career journeys and that the barriers we experience should not deter us from achieving our career goals.



CAREER DREAM TAKE AWAY PACK

Challenge the young women to develop a career action plan when they get back home. A Career Action Plan is a dynamic planning document developed and managed by young people intended to reflect their increased career development learning. The plan helps young people: set their goals, clarify the actions needed to achieve these goals and commit to participating in the planned activities.

Please use this template to develop your Career Action Plan:

My Profile		
My name * Include your full name and nickname	My family * List your family members	My community * For example, cultural group or religion
Three positive words that describe me * Examples include happy, outgoing, friendly, sporty, polite, healthy and creative.		
My top three interests * Think about activities you do at school and outside of school that you enjoy, such as playing football or babysitting. Interests also include things like music or gaming.		
My top three values * Values are things that you consider to be important and explain a lot about who you are. For example, some people think being honest, hardworking and caring about the environment are important values.		
Subjects I am studying this year	Subjects I plan to study next year	
Occupations I am interested in	Work experience plans	
Paid or volunteer work I have done	Two employment referees	

Quotable quote: 'Financial freedom is available to those who learn about it and work for it' -Robert Kiyosaki



Objective: To provide young women with skills that will enable them manage their finances



Time: 2h 05 min



No. of facilitators: 3



Preferred Set up: Outdoors



Materials Required: Flip charts, Marker pens and manilla papers

Preparations

- Prepare the flip charts one with an introduction to the session and another with the Take away package
- Write on a flip chart the good sources of funding and bad sources of funding.
- Prepare two manilla papers -one written team agree and another indicating team disagree.

Instructions:

Start the session with an energizer – You can request one participant to share an energizer.

Introduction

Introduce the concept of financial management to the young women as planning, organizing, directing and controlling one's financial resources

Explain to the participants that COVID-19 has caused extraordinary disruptions to the global economy with people losing jobs and having to look for alternative ways of earning. That is why young women need to come together and start on their journeys of financial management. They need to save and also learn to create jobs that lift them out of the poverty that COVID has brought them and their families.

Sub Activity 1: Real life experience story -20 minutes

Step 1: Read out the real life experience story below from a young woman in Ghana to the young women.

'I bought a savings box, closed it and gave it to my grandmother; and the key to my father. My grandmother lives far from us making it hard for me to access the savings easily. I set a goal to save \$5 every week for one year with an aim to invest the money in a business. My grandmother is very strict and every month she called me and reminded me to send my savings. After one year I opened my box, and I was so proud and happy to have reached my goal of \$240. This has helped me start up my cake business. I have now developed a culture of saving and this has helped me plan well on how I use my money.

Step 2: Ask participants to share the lessons they pick from this story

JOURNEY TO FINANCIAL FREEDOM

Step 3: Summarise this sub activity by adding on other important lessons that they may not have shared. Emphasise these points below: -

- Save your money with a clear goal
- You can save as little as you can manage. It doesn't have to be a lot
- Keep your savings where you cannot easily reach it even if the temptation to comes.
- Saving money is important as it helps you achieve your short-term and long-term goals.

Sub Activity 2: Demystifying the myths on savings – 20 Min

Step 1:

Divide participants in two groups of not more than 10 people each and share out two manilla papers (Team Agree and Team disagree)

Step 2:

The two groups will form 2 lines facing each other and everyone will ensure they have a partner.

Step 3:

Inform participants that they will have 2 minutes to debate amongst each other and convince the other group to join their side.

Ps: Team Agree will be agreeing with the statement while team disagree will be disagreeing with the statement

Step 4:

Read out the following statements one at a time for the participants to debate on. The debate needs to be quite interactive with each group trying to convince their team to join their side.

- Saving money affects your day-to-day local expenses, and you get to live like a poor person.
- Only old people with children are expected to save
- When you save today you get to secure your tomorrow

Step 5:

Conclude this sub activity with a plenary discussion on the 3 statements and then summarise with the following statements: -

- When we save, we don't get to live like poor people but rather we get to put aside some money for a rainy day and this will help us to be well prepared for any eventualities
- A saving culture is beneficial for everyone and all people who can access any money need to put aside some money to help with their short-term and long-term goals.
- Indeed saving today helps you secure your tomorrow

Sub Activity 3: Good and bad sources of funding -10 minutes

Step 1:

Distribute 2 sticky notes to participants and request them to indicate the good sources of funding on one and bad sources of funding on the other.

Step 2:

Once they have indicated this have them stick this on the flip chart paper and go through the responses together.

JOURNEY TO FINANCIAL FREEDOM

Step 3: Conclude by highlighting some of the available sources of funding including:-

- Entrepreneurial fund (Savings)
- Family and friends
- Money Lenders (Bank and micro finances)

NB: Emphasize that young people should work towards accessing money through the right sources of funding and avoid any negative sources of funding.

Sub Activity 4: Income Generating Activities (IGAs) -1hr 15 minutes

Introduction: Help the participants understand what IGAs are as follows:-

- Ask the participants what they understand by the word Income Generating Activities. Once you have different ideas, you can also explain that Income Generating Activities (IGAs) consist of small businesses managed by individuals or a group of people to support their families and transform their communities.
- Ask participants to share examples of income-generating activities they have heard of, have participated in doing, or are already doing.

NB: Below are some Income generating activities you can add on to the list shared by the participants (if they are not mentioned):-

- Agricultural production (vegetables, mushroom cultivation, flowers, indoor plants and fruit tree nurseries)
- Handicrafts (knitting and sewing)
- Fabrics making (tailoring, design and decoration, crafts and art)
- Making and selling hair & skincare products (manicure-pedicure),
- Soap making

Emphasize that an IGA does not necessarily require you to have a lot of capital but rather one can start with a small amount of money (capital) and it will generate more income with time. And that potential IGAs should include activities where young women can use skills they already possess and can undertake in the comfort of their homes; Marketing of the products should also be considered even as young women identify the type of IGA

Planning for an Income Generating Activity

Step 1: Divide the participants into four groups of not more than 5 people each and give them flip charts and marker pens.

Step 2: Choose 4 income generating activities that apply to your context and give each group an IGA to discuss and answer the following questions.

- a) How will you obtain income from the above IGA?
- b) Identify factors that will contribute to the success of the IGA
- c) What technical skills are required and if not skilled how rapidly will you acquire them?
- d) Who would be the target market for the IGA?
- e) What are the potential risks towards the IGA?
- f) What marketing strategies will you employ in the IGA?
- g) What will be the source of financing for the IGA?
- h) What strategies will you need to apply to sustain the business?

JOURNEY TO FINANCIAL FREEDOM

NB: The discussion will take 15 minutes for each group.

Step 3:

Call the participants to order and have each group present their answers based on the IGA they had. Other participants from other groups can come in and share more information that may be missing and ask questions on things that may not be clear.

Step 4:

Summarize the session by explaining that it is possible to identify an IGA that works for each individual based on the location, culture, interest, experience, talent and need. Young women should therefore endeavor to try out various IGAs that work for them and therefore earn a living in the process.



JOURNEY TO FINANCIAL FREEDOM TAKE AWAY PACK

Pack content one: Managing expenses, getting started on savings and investing planning

Share the steps below on how young women can manage their expenses and get started on saving and investing in their future.

- Create a budget of the limited amount you have each month and try to stick to it. For example, you can have a book where you write what you have bought and how much for controlling your budget.
- Learn Self-Control and correct the attitude towards spending by avoiding the debt and borrowing the unnecessary money. Be true to yourself and live the lifestyle you can afford.
- Develop a culture of saving by living below your means. This means that if you earn or you get 100 a month, you should ideally set aside \$80 for your monthly expenditure and \$20 as savings.
- Set the financial long- terms goals and short- terms goals make sure your goals are realistic and attainable it will give you a push to achieve them also will help you to create concrete target to work towards
- Start investing by being creative and look how you can use the money you have to make more money with it

Pack content two: Business Planning

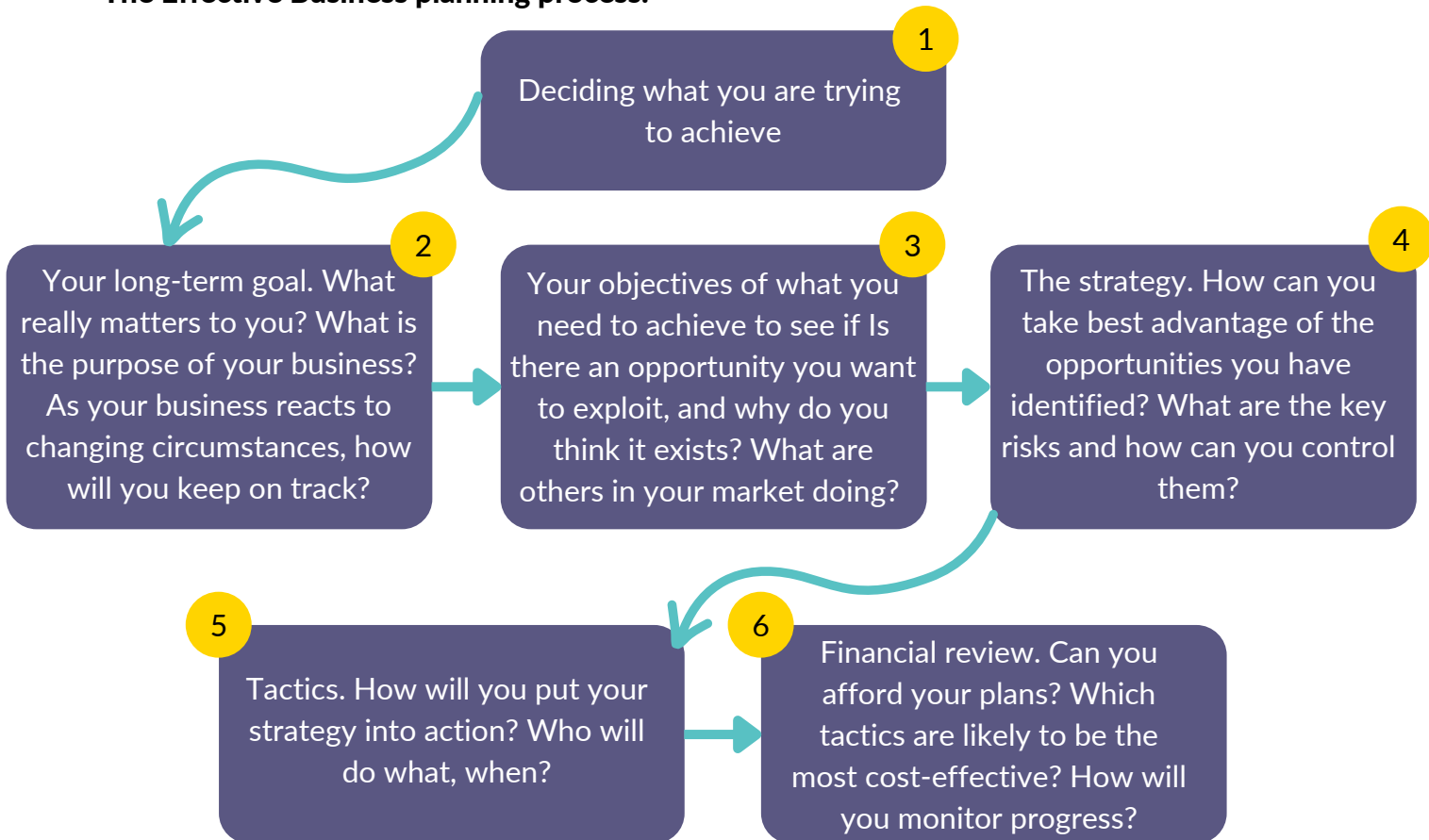
Share the tips below with the participants on the good business planning

- Important questions before you plan your business:
- What is your long-term plan for your business?
- What is the capital required for the business to sustain itself?
- What are the different policies and regulations involved in your business?
- What are your targeted source of funding

NB: Answers to each of these questions help to plan things properly and achieve business goals.

JOURNEY TO FINANCIAL FREEDOM

The Effective Business planning process:



Present to participants a list of funding options to raise startup capital for business



NB: This is just a list of options and is not exhaustive

Pack content three: Business pitching

Business pitching involves introduction of your service or a product to potential client or buyers and it is often presented in writing.

Explain that while developing a business pitch it is important to ensure that you research on your potential clients and tailor your pitch template to their expectations and needs for them to say yes.

JOURNEY TO FINANCIAL FREEDOM

Share the following 3 steps in writing a business pitch and expound further on each step.

3 simple steps to write a 2-3 pager business pitch

1

Executive Summary: in your words introduce your business and its history, mention the products or services you provide, and mention why your products or services are unique and capable of handling your clients' needs.

2

Problem Statement: Mention struggles your clients are likely to have and show them that you understand their needs with the value you are providing.

3

Proposed Solution: show your potential clients clearly and concisely how you intend to tackle their problems through your unique service. Layout the steps you intend to follow to carry out your plan.

Show more of who you are, your qualifications including any relevant education, training, certification, awards etc.

Encourage the young women to practice writing their business pitches and sharing them their peers to review and help improve.



Quotable quote: “Aspire to inspire before you expire” - Eugene Bell Jr.



Objective: To help young women learn from each other and get empowered to achieve their fullest potential.



Time: 45 min



No. of facilitators: 2



Preferred Set up: Outdoors



Materials Required: Flip chart, Marker pens

Preparations

- Prepare 2 flip charts one with an introduction to the session and another with the Take home package

Instructions:

Start the session with an energiser – You can request one participant to share an energiser.

Introduction

Start by introducing the session as an opportunity for young women to share their Covid-19 journeys and how they have worked to overcome the challenges. This will be a good opportunity to encourage others as they create their own COVID-19 success journeys.

Step 1:

Divide the participants in groups of 5 and request them to sit with their legs crossed in an open space.

Step 2:

Request them to close their eyes and focus on the COVID -19 period and all the challenges, obstacles and worries they had to endure. Tell them to reflect on that one thing they are proud to have achieved during the COVID-19 period despite all the challenges. Explain that all achievements great or small are still achievements and need to be celebrated. The individual reflection will take 5 minutes.

Step 3:

After reflections participants can now open their eyes and share their COVID-19 journeys amongst themselves and share their achievements. Each member in the 5-group member team will be given 3 minutes to share their reflection.

MY STORY

Step 4:

Call everyone back to a plenary discussion and ask them to share key learnings from the exercise.

Point out the following:

- Young women have an opportunity to write their success story despite the effects of COVID-19
- Despite COVID-19 it is evident that young women have also managed to have achievements whether great or small
- It is important for young women to share their journeys with each other as this encourages others that all will be well and that despite all the challenges it is possible for young women to write their success stories and move to the next level.



MY STORY TAKE AWAY PACK

Read out the success stories from other girl guides and request young women to get home and share their stories too.

Grace from Rwanda got an online job during the pandemic

Grace from Rwanda Girl Guides Association was not in her country when the COVID -19 Pandemic struck. During this period, she was not able to easily find a job and was quite frustrated as she wanted to be financially independent. One day as she was surfing through the internet on business ideas she can do to help her family, she came up with an idea to help student who wish to go study abroad by linking them with universities as well as supporting them with visa applications. In a months' time she was able to assist a friend apply to a university and secure a position making her succeed with her first client. Her friend has since introduced her to other clients, and this has translated to more successful referrals. She is grateful and happy with the job because it's flexible for her and she did not have to invest much money in it. She is quite motivated to continue with the part time job as it earns her a side income with her only expenses being internet.

The COVID-19 lock down in Uganda brought Cynthia's family closer

During the 2020 COVID Lock down, Cynthia from Uganda was so frustrated she couldn't go away from home for more than 3 consecutive months. When the lock down was declared, she had just graduated 2 months earlier was excited that she was going to get a job and work. But this did not happen and she was so worried about the boredom of having to stay at home with her siblings under the watch of their parents. She got a pleasant surprise that this 3 months period actually turned out the best time ever for them as a family. The bonding they experienced was so special because during normal periods every body use to be too busy running to school, to work, etc. But now, they ate together, did exercise together, played together and for the first time, she saw her daddy dance for them in a very long time. Thank God COVID-19 reminded us that no matter where we go, family is core.

MY STORY

Zena had to get creative to avoid losing her job when she contracted COVID 19

Zena, a Rwanda girl guide, had the opportunity to get a data entry job in an NGO in June 2021. The job involved gathering children's health information by phone from health counselors and put it in a system created by the organization. Sadly, after one month of working, she tested positive with COVID-19 and had to be in quarantine for weeks. Her boss told her she had to find a way of working or leave the job for others as the deadline to achieve the results was quite short. After consultations she got an idea of creating the forms where those health counselors would fill in all the information needed without her being in the field. She gave them to her younger sister who distributed them to the health counselors in 4 cells in the sector. Amazingly, her idea worked and in only two days, the health counselors brought back all the forms filled in with all the information. She then embarked on her task of data entry into the system while she was still quarantined. This worked well for her as she managed to finish her tasks and earn from the process while still in quarantine.



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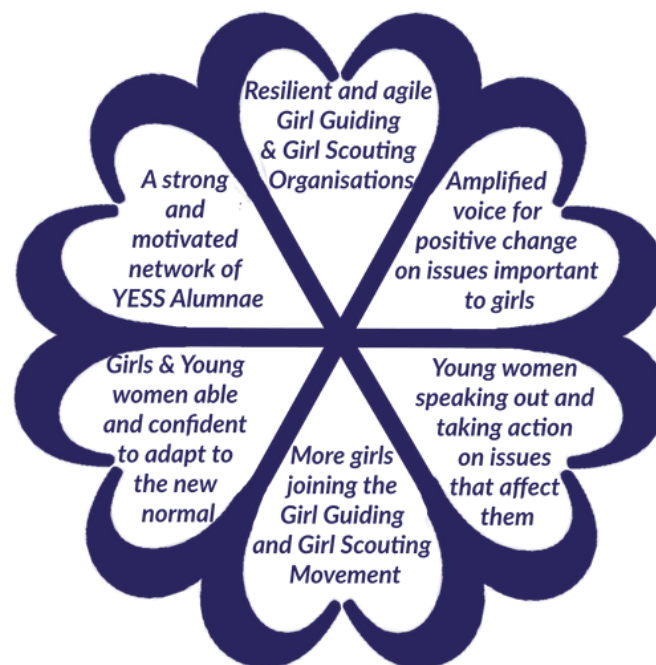
ABOUT THE YESS GIRLS' MOVEMENT



Dubbed the journey of a lifetime, the YESS Girls' Movement is WAGGGS' International exchange program for young women (18 to 35 years) - undertaken in collaboration with NOREC, a Norwegian government agency.

Our program focus for the next 5 years (2022 to 2026)

Program Mission: To create an empowering environment where young women confidently lead, raise their voices and make a difference on issues important to them at local, national, regional and global levels.



Bangladesh



Burundi



Ghana



Kenya



Madagascar



Malawi



Nepal



Nigeria



Rwanda



Senegal



South Africa



Tanzania



Uganda



Zambia



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YESS Girls' Movement



<https://www.waggs.org/en/what-we-do/yess-girls-movement/>