Information and Communications Technology (ICT) Training for Women & Youth for Lifelong Learning & Livelihood

ICT CENTER CURRICULUM MANUAL

ICT Center Curriculum Framework
August 2019

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Center for Sustainable Development (CSD) is positioned at the heart of the Earth Institute at Columbia University, whose research and innovative solutions support governments and organizations around the world to achieve the Sustainable Development Goals. The education arm of the Center, Connect To Learn, is an initiative of CSD, Ericsson and Millennium Promise whose mission is to address the lack of universal access to quality education, with an emphasis on the marginalized – especially girls – in resource poor settings globally.

i4SD (Infrastructure for Sustainable Development) is a social impact design firm that uses innovation to change the way infrastructure systems are designed and operated. Their mission is to enable universal access to affordable and modern infrastructure services: Energy, Water, Transport & Connectivity.i4SD brings together traditional master planning, IoT technologies and public-private partnerships to deliver sustainable infrastructure projects providing access to essential services in traditionally undeserved areas.

BACKGROUND

The ICT Center model[1], devised between Dr. Radhika Iyengar of The Center for Sustainable Development (CSD) at The Earth Institute, Columbia University and Joaquin Aviles Lopez of Infrastructure for Sustainable Development (i4SD), merges renewable solar energy with social services. In particular, this Center offers education for women, targeted towards skills training for future employment.

OUR PROJECT

⊹ Establish a cybercafé and ICT center for women

⊹ Install a solar mini-grid for reliable and cheap electricity

⊹ Create vocational training and educational programs for women

⊹ Create a safe space where women can work together to improve their livelihoods

Utilizing the framework of Sustainable Development Goals (SDGs)[2] set forth by the United Nations, this ICT Center model serves as a means to address education, gender, energy, environment, decent work and economic growth in one multi-sector model. One of the key values of the model is to set a robust framework while leaving room for adaptation and customization based on careful consideration of the realities and context of the ICT Center site in the process from inception to operation, maintenance and management to ensure sustained impact on the locality.

[1] http://csd.columbia.edu/2018/05/03/under-one-roof-bringing-digital-skills-solar-energy-hope-for-future-employment-to-women/
[2] https://www.un.org/sustainabledevelopment/sustainable-development-goals/

BUSINESS MODEL
INFRASTRUCTURE FOR SUSTAINABLE DEVELOPMENT

SOLAR MINI GRID   CYBER CAFE   ICT CENTER   WOMEN EMPLOYMENT

1   2   3   4

MULTI-USE ICT CENTER

SITUATION:
WOMEN LACK ENTERTAINMENT, JOBS & EDUCATION

NIGHT
+ CYBER CAFE
+ ENTERTAINMENT CENTER

DAY
+ ICT EDUCATION CENTER
+ VOCATIONAL TRAINING

Source: i4SD, 2018

Based on this model, ICT Centers are currently operational in India, Uganda, Myanmar, Ghana and Rwanda in various forms. This document outlines the curriculum framework and approach; the presented contents are then further tailored and contextualized at each ICT Center site, based on cultural, educational and economic relevance.

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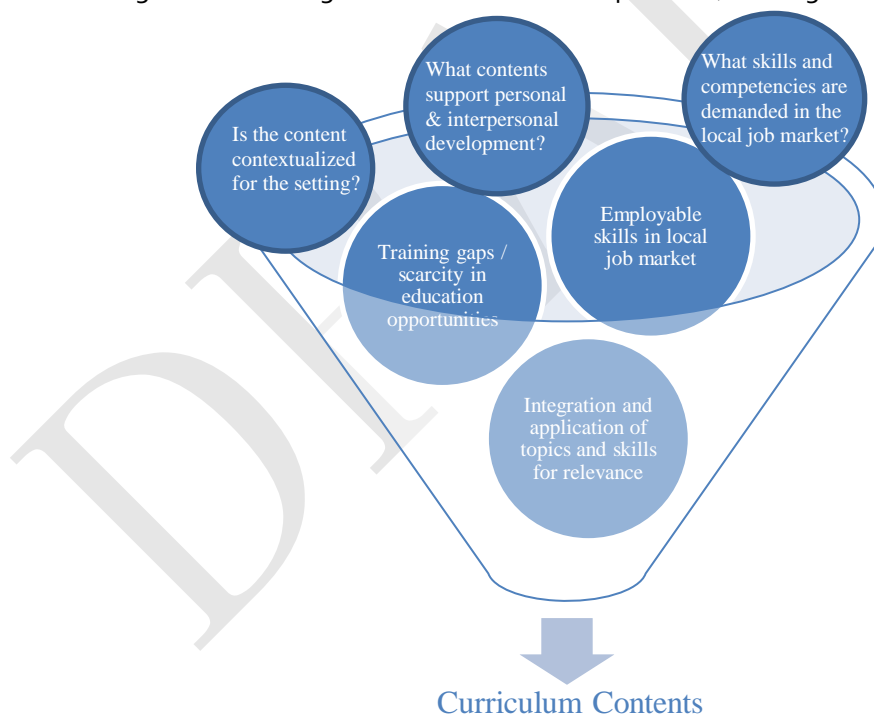
1. ICT CENTER MODEL: CURRICULUM APPROACH

1.1. Curriculum Framework

1.1.A. Needs Assessment

The framework of ICT Center's curriculum content was devised by the Education sector of Center for Sustainable Development (CSD) upon conversations and needs assessment conducted in the team's various projects sites. The considerations for curriculum design were informed by needs assessments, conversations with local government leadership, education officers, educators, employers, community women, youth and students, through pilots tested in India, Myanmar, Rwanda, Ghana and Uganda.

1.1.B. Framework Design

The key findings from the needs assessments shed light on the high demand and need for **computer and English** skills training; however, the hard skills and competencies were mentioned along with the need for a broader skill set, such as **effective communication, leadership and social skills**. Given this background, few curricular essential questions and considerations guided the design and content curation process (see diagram below for details).

What contents support personal & interpersonal development?

What skills and competencies are demanded in the local job market?

Is the content contextualized for the setting?

Employable skills in local job market

Training gaps / scarcity in education opportunities

Integration and application of topics and skills for relevance

Curriculum Contents

What skills / competencies should the learners have at the end of this program?

1.1.C. Logframe & Indicators

These considerations led to the development of log frame and key indicators for curriculum contents to be included to meet learning goals by the end of the program. With the focus on skills desired in the local job market, contents were suggested for English (conversational),

Computer (presentations, computation, typing, social media), Business (computing and formulas, marketing and advertising), Life Skills (communication, self-confidence, teamwork/collaboration and leadership). Curation of contents for research-based environment and energy sector topics is currently ongoing.

ICT CENTER PROJECT_i4SD_CSD_MAHBUBNAGAR

IMPACT									
Increase the				Dec-18					
OUTCOME		**Outcome Indicator 1**		**BENCHMARK**	**Baseline**	**Midline**	**Endline**	**Target (date)**	**Tools**
Increase access to vocational		# of students who enrolled in the classes							
training with employable skills		**Outcome Indicator 2**							
for local job market		% of students who attended majority (ie. 75%) of the classes		90%					
(Information and		**Outcome Indicator 3**							
Communications Technology -		% of students who completed the courses		90%					
OUTPUT 1		**Output Indicator 1**			**Baseline**	**Midline**	**Endline**	**Target (date)**	**Tools**
Increased number of youth		(SDG Indicator 4.4.1.) % of youth and adults with ICT skills by type of skill (C4 - C11)							Computer Competency Assessment 1 is for baseline /
able to execute concrete ICT skills	C1	Able to type in English							Typing Test
	C2	Able to type in local language (Telugu)							Typing Test
	C3	Enter data in spreadsheet							Typing Test
		Computer-related activities to measure ICT skills are as follows:							Computer Competency Assessment 1
	C4	Copying or moving a file or folder							Computer Competency Assessment 1
	C5	Using copy and paste tools to duplicate or move information within a document							Computer Competency Assessment 1
	C6	Sending e-mails with attached files (e.g. document, picture, video)							Computer Competency Assessment 1
	C7	Using basic arithmetic formulae in a spreadsheet							Computer Competency Assessment 1

Sample view extracted from logframe

Based on the log frame, the curriculum was planned into sessions, coordinated along with the availability and schedule needs of Center learners and users.

## 1.1.D. Content Curation & Class Planning

Sample view extracted from class plan draft

First week of classes focus on introductions and "breaking the ice" among trainees to build a comfortable and friendly environment where trainee engagement is encouraged and normalized. Upon introducing the rationale for the ICT Center Model, which has been translated into the operations of an ICT Women's Center, the program shares curriculum content and program goals, along with group activities, brainstorming activities, baseline assessments and sharing trainees' individual stories, ideas and experiences through activities.

1.1.E. Content Updates & Adjustments

Implementing the first part of the course shed light on the need to continually reassess and adjust the curriculum, based on the existing skills of the trainees. This meant scheduling sessions so that ample practice lab sessions were built in along with scheduled core course topics. Additionally, to keep in mind the program the mission of this program which ultimately links trained young women to employment opportunities, local employers and businesses are continually consulted, and guest speakers (local employers, professionals, women leaders) are invited to speak to the trainees on curriculum aligned topics, such as marketing, business/banking, entrepreneurship and wellness (hygiene, health, nutrition). The curriculum design process and ongoing adjustments are summarized as below:
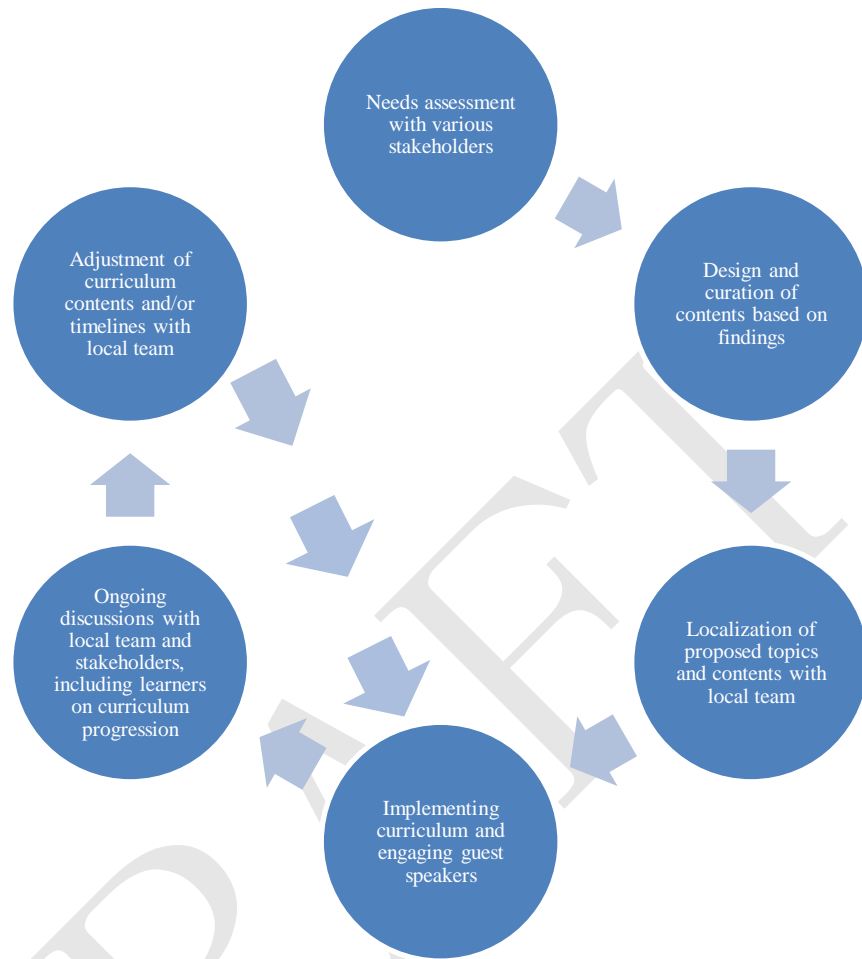
1.1.F. Curriculum Terminology

While specific terminology for ICT Center operations and curriculum may change based on site context, for standardization, below are basic terms suggested for the ICT Center training program.

ICT Center Training Program	• Computer/ ICT English Life Skills Environment Energy Business
Course	• Full set of modules integrating Program Components of Computer, English, Life Skills, Environment, Enenrgy
Sessions	• Individual sessions presenting the Module contents
Cohorts	• Multiple cohorts in the program learning same basic contents • May be separated by skill level & sequence • Comprised of **TRAINEES**

2. NOTE TO FACILITATORS/MANAGEMENT

Before we delve any further into the contents...
We cannot stress enough the single most important factor in determining the success of the ICT Center Model training program... yes, the key is the **FACILITATOR(S)** who will be leading the contents.

The ICT Center's **foundational belief** is the **Growth Mindset:** this means that we believe whoever you are and whatever your role is, **we believe you are capable of growth and change.** Through practice, we can all improve and grow from where we are currently! Just as much as we try to instill this in our trainees, please also remember this for yourself.

We are all capable of change and growth through practice, effort and a bit of trust in ourselves and others! In your interactions with trainees always reiterate this point when trainees are struggling with something.

2.1. Key Traits of Facilitator(s)
The facilitators do make or break the course and we have learned few key traits that matter most:
- Ability to connect and build rapport with trainees
- Ability to engage and hold interest and attention
- Ability to meaningfully encourage trainees – remember Growth Mindset!
- Patience, sense of humor, positive vibe including smiles & a sense of welcome
- Sense of ownership over Center operations
- Sense of ownership over curriculum contents

Please keep this in mind and practice it as often as possible!

2.2. Facilitation Guide & Tips[3]
One of the foundational objectives of the course is to facilitate trainees to learn to work together using good communication. Group members need to learn to take responsibility for their part in each activity, and they need to learn to trust the other members of the group to do the same. They must act in a respectful manner in order to generate friendship in the group. A group of people will work much better together once they become friends, so this is one of the most important parts of the program.
Here are some guidance and tips for facilitators to incorporate to the program.

Facilitating Activities
• Before each activity, make sure you explain all the rules clearly to the group. • Always ask if anyone has any questions before you begin. • Make it clear that questions are welcome and there's no shame in not understanding something. • It's good to smile while saying this to set everyone at ease.

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[3] Adapted from Girls and Guys Leading Our World and Peace Corps Life Skills Manual

- "You're here to learn and I'm here to teach, and the best way for all of us to do our jobs is for you to ask me lots of questions," is a phrase I've found helpful.
- Don't ask, "Does everyone understand?"
- Instead, ask, "Does anyone NOT understand?"
- Hearing one "No" is a lot easier when you don't have everyone else saying "Yes."

Responding
- When answering questions, it's sometimes good to address it to the entire group.
- First of all, there's most likely someone else who would like to know the answer but was too shy to ask, and secondly this will help the person who asked the question not to feel like they are the only one who doesn't know.
- By showing that you want the whole group to know the answer it will seem more as if the person who asked the question made a positive contribution to the discussion.
- This will encourage them and others to ask more questions.
- These are the little things that sometimes seem minute, but can go a long way towards establishing a friendly relationship with your group, which ultimately will make them more successful.

Process
- When the group is playing games or doing challenges, often times they'll have to try and fail once or twice before coming up with a way to solve their problem.
- Remember to have the group try to reach a solution on their own.
- They'll be much more satisfied if they succeed with a strategy they came up with themselves than with something you told them to do.
- You might have to nudge them towards the answers with carefully asked questions, but they should be the ones to make the decision themselves.
- If they want to try a different strategy, allow them to do so. There's more than one solution to most problems.

Debriefing
After the activity conduct the **DEBRIEF**. To conduct the debrief, ask the group a series of questions about the activity to see what they think and what they have learned. It may be beneficial to wait until after the activity is completed to talk about the goals of the activity. See if the group can figure out the goals themselves. If they do, then that means that they have really learned something.
Here are some sample questions – Debrief:
- What happened in this activity? Can you describe the activity from start to finish?
- What worked well?
- What didn't work well?
- What did you learn?
- What do you think were the goals of this activity?
- How can you use the lessons you learned here in real life?
- Does anyone have anything else they would like to say about this activity?
With each activity there may be some more specific questions that you want to ask. **Consider your debrief before you start the activity to give yourself some time to think of appropriate**

questions. The most important thing you're looking for in the debrief is to see if the group understood the goals of the activity.

For this reason, it's usually good to keep the goals to yourself until the debrief to see if the group can figure them out on their own. This program is designed to help people learn about creative problem solving through critical reasoning so if you just give them all the answers you'll make less of an impact. Most people, when trying to memorize a poem, need to do it line by line. They can't just read it once and know it by heart. To achieve your goals you have to make a plan and follow it, step-by-step, from beginning to end. If your group can learn to do this with activities and program, they can learn to do it anywhere: in school, at work, in family life, etc.

It's often good to relate the experience of the program to real life situations to give context to the activities you're doing. This will help to solidify the lessons of the program in the minds of the group members and, hopefully, it will help them to be more successful people in their daily lives.

Many of the activities listed here have redundant goals. This is because different people learn things in different ways and repetition is often helpful when you're trying to drive home a point. **However, depending on time, material, space, and individual group limitations, you have to decide for yourself which lessons to include in your program.** You also don't have to do the lessons in the order they are listed in here. Some games and challenges are better for the beginning of the program and some are better left until the end, but it's up to you.

Just remember, it's always better to over-prepare than to under-prepare. Even if you can't fit everything in, try to focus on what you want the group to learn and design your program around the lessons you think will work the best. Also, have back-up ideas ready to go in case something doesn't seem to be working out.

ICT Usage with Activities
- In all activities, if typing or usage of computers is fitting, PLEASE USE IT!
- We want to make the usage of computers as natural as possible, and the best way to do this, is to increase students' time on the computers for specific tasks that could bring results.
- For example, whenever students have to write something down, if typing on the computer is feasible, computer usage should be incorporated.

3. CONTENT AREAS

Taking the main content areas (as illustrated below), an integrated curriculum content was curated and designed. Upon piloting the curriculum contents, it became necessary to repackage the contents into a format of discrete modules, in which the contents are further integrated and also enables ample room for adaptation at site levels, depending on the baseline competency of trainees as well as the variations in scheduling of sessions.

Computer	English	Life Skills
Environment & Energy	Business & financial concepts	
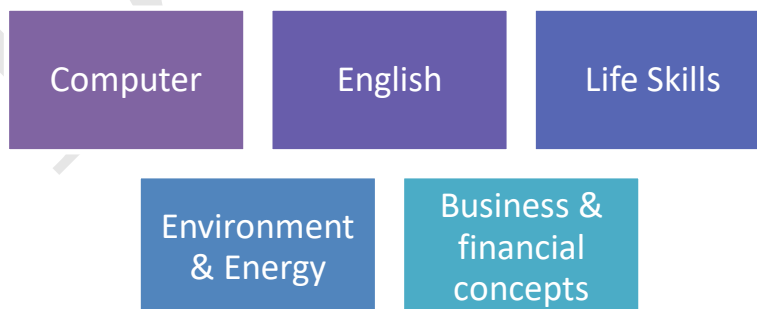
The newly packaged module below groups the curriculum contents into modules, which may

take as little as one day to a full week, based on the number of hours scheduled at each ICT Center. Each module contents are presented by:

1. Summary of what the module entails
2. Module framework highlight intended learning outcomes
3. Accompanying PowerPoint to cover key concepts pertaining to learning outcomes.

It is important to note that this Manual outlines the "headquarter" version, primarily setting the framework for each content area with suggested approach and activities. Based on site-specific needs, the Facilitator and ICT Center Management are requested to add and adjust activities and contents

3.1. Overall ICT Center Training Course Outcomes

The overall learning outcomes for the ICT Center Training Course in its entirety, has not changed since its conception. The outcome and goals as a logframe are outlined below:

IMPACT	Impact Indicator	BENCHMARK	Baseline	Midline	Endline	Target (date)
Increase the attainment of job opportunities and employment of young women as a result of job market-aligned skills	% of students employed at the end of program (and at the end of secondary school)		Dec-18			

OUTCOME	Outcome Indicator 1	BENCHMARK	Baseline	Midline	Endline	Target (date)
Increase access to vocational training with employable skills for local job market (Information and Communications Technology - ICT)	# of students who enrolled in the classes	Dependent on site				
	Outcome Indicator 2					
	% of students who attended majority (ie. 75%) of the classes	90%				
	Outcome Indicator 3					
	% of students who completed the courses	90%				

OUTPUT 1	Output Indicator 1
Increased number of youth able to execute concrete ICT skills	**(SDG Indicator 4.4.1.) % of youth and adults with ICT skills by type of skill (C4 - C11)**
	C1 Able to type in English
	C2 Able to type in local language (TBD by site)
	C3 Enter data in spreadsheet
	Computer-related activities to measure ICT skills are as follows:

C4	Copying or moving a file or folder	
C5	Using copy and paste tools to duplicate or move information within a document	
C6	Sending e-mails with attached files (e.g. document, picture, video)	
C7	Using basic arithmetic formulae in a spreadsheet	
C8	Creating electronic presentations with presentation software (including text, images, sound, video or charts)	
C9	Awareness of Cyber Wellness concept	

Outcomes Based on Modules Repackaged September 2019

PROGRAM MONITORING / OUTCOME					
PROGRAM DATA / INDICATORS	Average Monthly Attendance (%)	Retention Rate (%)	Final Project Score* (%) + Peer Scoring	Employment Rate (%)	Solar renewable energy generation: Average reduction rate of monthly bill or average (Kw) going back to grid (%)

*CERTIFICATES can reflect which competency level the participant reached, based on final project score.

	TASK	Computer Modules C#	Training Modules (T#) LIFE SKILL ENGLISH BUSINESS ENVIRONMENT
	PROGRAM LEARNING OUTPUTS		
LEVEL 1 FINAL ASSESSMENT 1	1. **Business document functions** cover letter, sample bill) 2. **Presentation (PPT)**	ICT C1. Basics, Typing & Word C2. Cyber Wellness, Internet, SNS, Marketing C3. Presentations C4. Excel	Interpersonal Development Self-confidence/Communication Goal Setting/Teamwork Expressions / Conversation / Vocabulary Basic financial concepts/business communication/ Data Entry Background knowledge on environment topics (Renewable Energy)
LEVEL 2 FINAL ASSESSMENT 2	**Case Study / Project:** 3. **CV/resume** 4. **Flyer (Word)** 5. **Invoice + Budget sheet (Excel)** 6. **Mock Interview** (professional appearance, cover letter, CV)	C1. Shortcut functions C2. Email/Social Media marketing C3. Advanced PPT C4. Advanced Excel	Teamwork / Leadership Grammar Conversation Concepts Budget (f) Case studies Marketing Accounting Background knowledge on environment topics (Renewable Energy) Design for Change Project: feel & Imagine process
POST PROGRAM PARTICIPATION @ CENTER	**Group Project** Scenario 1: Proposal for a business idea Scenario 2: Submitting a proposal for a marketing idea		

Scenario 3: Submitting a proposal for design / promotion

Scenario 4: Submitting a cyber café plan

Scenario 5: Proposal idea for Environment project Design for Change: Feel & Imagine process: Do & Share

- Community Environment Action   Mentorship   CyberCafe proposal
- Solar Management / Solar curriculum (research on renewable energy)

4. MODULE OUTLINE

4.1. PREPARATION MODULE: ICT Center & You

Before delving into the ICT Center Training Program, this "prep module" is to introduce why the program came into being and what should be the expectations of the program, as well as the trainees themselves. Emphasis should be given to breaking the ice among trainees as well as between the trainees and Center Facilitator and management.

Desired Results
Established Goals:
• To be aware of ICT Center and its training program rationale • To meet & greet with Center staff and fellow trainees using English • To understand the importance of building soft skills along with concrete skills • To set Center (training cohort)'s collective goal, ground rules and motto
Learning Plan
Learning Activities: (see PowerPoint)

1. "That is Me" ice breaker
    2. Presentation of ICT Center Model
    3. Iceberg Illusion activity
    4. Personal goal setting
    5. Center norm setting
    6. Center motto selection

Assessment Evidence
Performance Tasks:

• Setting Center rules and norms
    • Iceberg illusion activity
    • Setting Center rules and norms / Group goal diagram
    • Personal goal setting (Life Skills Assessment Tool) Part 1 as baseline measure
    • Brainstorm mottos and take group decision

Tools / Materials
• Center goals, ground rules & motto should be posted on Center walls • Personal goal setting with Life Skills Assessment Tool – Part 1 (as baseline measure)

GROUP NORMS[4]

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[4] Please make this mandatory for all ICT Center courses and programming. For questions and issues on this, please contact hshin@ei.columbia.edu . The activity is already included in ICT Center Preparation Module PowerPoint.

This activity is included in Pre-Module PowerPoint.
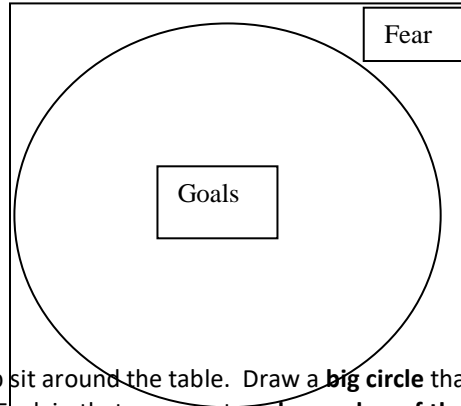
Statement of Goals and Fears

Goals:
1. Help the group get to know each other
2. Establish respect for rules of conduct

Materials:
1. 1 big piece of paper
2. Markers/pens/pencils
3. Scotch tape
4. *If no materials available, feel free to do on computer

Directions:
1. Spread the big piece of paper on a table. Have the group sit around the table. Draw a **big circle** that takes up most of the paper, but leave some space outside it. Explain that you want **each member of the group to write two things on the paper, one inside the circle and one outside it.**

2. **Inside the circle** they should write a **goal** they have for the week and write one **outside** which should be a **fear** they have for the week. Give them some time to think, and maybe go first as an example. Good goals might include: "We must all respect one another," or, "I hope we all learn something new." Fears might include: "I'm shy about meeting new people," or "This is my first time away from home and I miss my family." Have each person take a turn to write their two things and make sure everyone is listening while they tell about their goal and their fear.

3. After everyone has had a turn ask if anyone else would like to add another goal or fear. After everyone's goals and fears have been recorded ask the group if they know what a *contract* is and discuss the idea of signing your name to an agreement and what that means. Ask the group if they're willing to support each other in trying to help everyone achieve their goals and eliminate their fears. If anyone says **"no" ask them what the problem is and discuss it until it is resolved.** When agrees everyone have them all sign the paper as a contract for the group.

4. **Tape the contract to the wall of your classroom as a constant reminder of the promise the group has made to one another.** Throughout the rest of the program, refer to the contract at various times to see how the group is doing. Ask them if they are achieving their goals and eliminating their fears. Also, as a facilitator you can use it to positively address discipline problems. If you have "We must all respect one another," written on your contract, and you have a group member who is disrupting the group, you can remind them that they signed a contract so they need to follow it. This also encourages the group to hold each other accountable.

*Note: Depending on the language chosen for discussion, ask trainees to assist the group with writing the statement of goals and fears.

CSD Life Skills Self-Assessment Survey 1

1. What are some personal or professional goals you have for yourself, that you would like to achieve?
   - (Short term goals to achieve in 3-6 months):
   -
   - (Mid/long-term goals to achieve in 6 months to 1 year):

-

2. How would you rate your communication skills (example. listening, speaking, presenting in public, engaging others through conversation in any language)? Please circle ONE.

Excellent	Good	Satisfactory	Basic	Unsatisfactory	Very Weak

3. How would you rate your ability to handle difficult conversations or problems?

Excellent	Good	Satisfactory	Basic	Unsatisfactory	Very Weak

4. How would you rate your computer skills?

Excellent	Good	Satisfactory	Basic	Unsatisfactory	Very Weak

5. How would you rate your English conversation skills?

Excellent	Good	Satisfactory	Basic	Unsatisfactory	Very Weak

6. How would you rate your knowledge about the environment?

Excellent	Good	Satisfactory	Basic	Unsatisfactory	Very Weak

7. What are some qualities of a good leader?
   -
   -

8. Do you think that you are a leader? (Please circle one)

Yes	No	Not Sure

9. Do you think you can become a leader?

Yes	No	Not Sure

10. What are some skills you'd like to learn through our Center / training program?
    -

4.2. Training Module 1: Self & Personal Development

Desired Results
Established Goals:
• To learn the meaning of Growth Mindset and adopt it into trainees' own learning in the ICT Center training program
• To identify and articulate trainees' personal and professional assets and areas needing improvement
• To review and familiarize with profession related vocabulary and practice conversations
• To understand concept of self confidence and self advocacy and apply through scenarios
• To identify positive personal and professional image and apply to professional settings

Learning Plan
Learning Activities: (see PowerPoint)
T1.1. Growth Mindset T1.2. Me & My Assets T1.3. English Vocabulary on Professions T1.4. English Vocabulary on Profession-related Verbs T1.5. English Conversation on Job/Career T1.6. Self-Confidence, Boosting Self Confidence, Application of Self Confidence T1.7. Self Advocacy T1.8. Personal Image T1.9. Professional Image T1.10. Additional Activities
Assessment Evidence
Performance Tasks: - Discussion on Growth Mindset   - Stating assets both personal and professional   - English conversation on professions   - English conversation on "professional verbs"   - Personal Image and Professional Image → "mock interview" day at the end of the course
Tools / Materials
- Print outs or writing down "professional verbs" on individual note pads   - Practice writing English vocabulary and new phrases in individual note pads

4.2. Computer Module 1: Computer Basics & Microsoft Word

Desired Results
Established Goals: - To know the main parts & functions of a computer and its accessories   - To learn how to type (properly & with fluency!)   - To be able to create documents using Microsoft Word   - To be able to type in Microsoft Word
Learning Plan
Learning Activities: (see PowerPoint) **LEVEL 1**

C1.1. Computer Basics   C1.2. Typing and posture   C1.3. Microsoft Word   C.1.4. Practice Word & Typing   C.1.5. Creating Business Document   C1.6. Creating a basic CV/Resume   **LEVEL 2**   C1.7. Shortcuts   C1.8. Creating a basic CV / Resume (continued)   C1.9. Using Microsoft Word for Promotional Materials
Assessment Evidence
Performance Tasks: • Typing test   • Typing self-introductions and saving files   • Creating a business document   • Creating a professional basic CV/resume   • Creating a flyer (promotional materials)
Tools / Materials
• Print outs of keyboard for practice at home   • Create individual folders on computer laptops

4.3. Training Module 2: Interpersonal Development & Communication

Desired Results
Established Goals: • To be aware of, and apply, positive communication strategies   • Using active listening, non-verbal communication, positive communication and communicating "no"   • To learn the various medium of communication and practical tips   • To practice communication in scenarios and circumstances   • To practice key interview questions
Learning Plan
Learning Activities: (see PowerPoint)   **LEVEL 1**   T2.1. Starting with a more positive me   T2.2. Active listening and non-verbal communication   T2.3. Positive communication   T2.4. Communicating your "no"   T2.5. Communication at work   T2.6. Tips for communication   T2.7. Communication in unexpected circumstances

T2.8. Interview practice **LEVEL 2** T.2.9. Ten scripts for tricky customer service scenarios T.2.10. How would you answer these interview questions?

Assessment Evidence
Performance Tasks: • Exercises to transform negative sentences into positive ones • Exercises on identifying various means of communication • Exercises on applying various "no" responses to scenarios • Exercises and discussions on applying communication strategies to various scenarios (with English expressions and conversation practice)

Tools / Materials
• Exercise charts printouts

4.4.   Computer Module 2: Cyber Wellness, Internet & Social Media

Desired Results
Established Goals: • To learn to adopt strategies and tips to build digital resilience • Including understanding positive and negative uses of social media • To be able to use Internet for relevant online search • To understand key concepts in business marketing • To learn 3 major types and uses of social media and privacy settings • To practice using SNS for own use (ICT Center as example) • To understand how business marketing links to e-mail use

Learning Plan
Learning Activities: (see PowerPoint) C2.1. Cyber wellness C2.2. Internet search C2.3. Business Marketing C2.4. Social Media C2.5. Email and usage of business marketing

Assessment Evidence
Performance Tasks: • Online product search • Search and save images • Marketing pitch practice • Center social media account creation • Privacy settings on SNS • Business use of SNS project

Tools / Materials
• Project instructions • If all trainees creating email accounts, log email addresses on program management roster

4.5. Training Module 3: Business & Financial Concepts

Desired Results
Established Goals: • To learn key financial concepts through stories: Decision making and opportunity cost / Savings / Credit / Interest • To develop awareness of factors involved in decision-making • Tips for better decisions: PAUSE • Read scenarios and discuss to apply PAUSE strategies • To learn types of expenses and break-even point through categorization and calculation activities

Learning Plan
Learning Activities: (see PowerPoint) **T3.1 Basic Financial Concepts through Stories: Decision** T3.2. Decision-Making Guide T3.3. Basic Financial Concepts through Stories: Saving & Interest T3.4. Basic Financial Concepts through Stories: Credit & Interest T3.5. Financial Concepts: debit/credit, expenses and break-even points

Assessment Evidence
Performance Tasks: • Built-in financial terminology quizzes • PAUSE application to scenarios and discussions • Categorization and calculation exercises

Tools / Materials
• Excel file: CSD_T3_Worksheet_HPLIFE_Break-Even_Spreadsheet.xls

4.6. Computer Module 3: PowerPoint & Effective Presentations

Desired Results
Established Goals: • To create PowerPoint presentations • Including images • To recognize the different between visually good versus bad presentations • To understand targeting audiences and then scoping presentation contents

Learning Plan
Learning Activities: (see PowerPoint) C3.1. PowerPoint Basics C3.2. More Practice C3.3. Do's & Don'ts for creating presentations LEVEL 2 C3.4. Activity. What would you suggest for a presentation to a bank manager? C3.5. Activity. What would you suggest for a presentation to hotel owners/buyers?

Assessment Evidence
Performance Tasks: • Creating own presentations • Activities on selecting appropriate slides for presentation to specific target audience

Tools / Materials

4.7. Training Module 4: Action Plan

Desired Results
Established Goals: • To set personal / professional goals using SMART guide • Devising a plan to reach goals • To understand tips and tools for time management • To articulate good leadership

Learning Plan
Learning Activities: (see PowerPoint) T4.1. Goal Setting & SMART goals T4.2. Action Plan C4.3. Time Management C4.4. Leadership

Assessment Evidence
Performance Tasks: • Writing on goals with a plan • Exercise on transforming generic goals into SMART goals • Exercise for Action Plan Mapping • Create schedule/calendar on computers for good time management • Leadership quote exercises

Tools / Materials

- Strips of paper with leadership quotes
- Action Plan worksheets

4.8. Computer Module 4: Excel

Desired Results
Established Goals:
• Level 1: To learn Excel basic functions • To practice Excel functions and formulas (related to business concepts/examples) • Level 2: To generate graphs based on data
Learning Plan

Learning Activities: (see PowerPoint)
C4.1. Excel Basics
    • Functions
    • Excel worksheet creation
C4.2. More Practice
    • Graphing and differences between: line, bar, pie, scatter

Assessment Evidence

Performance Tasks:
    • Creation of Excel worksheet
    • Calculating functions on Excel worksheet
    • Visual data representation through graphs (bar, line, pie, scatter plot)

Tools / Materials
• Link concepts to Business and Financial concepts in Training Module 3 as much as possible

4.9. Training Module 5: Environment

Desired Results
Established Goals:

• To gain content knowledge on environmental issues:
    o Plastic pollution & waste management
    o Air pollution & climate change
    o Water quality & issues
    o Fluoride
• To conduct group project on local environmental issue and share issues with the local community

Learning Plan

Learning Activities: (see PowerPoint)
T5.1. Rationale for environment in ICT Center curriculum
T5.2. Plastic Pollution & Waste management
T5.3. Air pollution & climate change
T5.4. Water Quality & Issues
T5.5. Fluoride
T5.6. Environment in Action: Eco Ambassadors Program

Assessment Evidence

Performance Tasks:
- Discussion after watching video clips
- Decomposition timelines
- Activities on consequences of plastic and waste
- Homework on air pollution
- Quiz on air pollution
- Water collection testing
- Quiz on water
- Eco Ambassador project

Tools / Materials
- Design for Change video clips and tools

5. ASSESSMENT MODULE: GUIDANCE FOR TRAINING PROGRAM CERTIFICATE

PROGRAM MONITORING / OUTCOME					
PROGRAM DATA / INDICATORS	Average Monthly Attendance (%)	Retention Rate (%)	Final Project Score* (%) + Peer Scoring	Employment Rate (%)	Solar renewable energy generation: Average reduction rate of monthly bill or average (Kw) going back to grid (%)

*CERTIFICATES can reflect which competency level the participant reached, based on final project score.

PROGRAM LEARNING OUTPUTS			
	TASK	Computer Modules C#	Training Modules (T#) LIFE SKILL ENGLISH BUSINESS ENVIRONMENT
LEVEL 1 FINAL ASSESSMENT 1	7. **Business document functions** cover letter, sample bill) 8. **Presentation (PPT)**	ICT C1. Basics, Typing & Word C2. Cyber Wellness, Internet, SNS, Marketing C3. Presentations C4. Excel	Interpersonal Development Self-confidence/Communication Goal Setting/Teamwork Expressions / Conversation / Vocabulary Basic financial concepts/business communication/ Data Entry Background knowledge on environment topics (Renewable Energy)

| LEVEL 2 FINAL ASSESSMENT 2 | **Case Study / Project:**
9. **CV/resume**
10. **Flyer (Word)**
11. **Invoice + Budget sheet (Excel)**
12. **Mock Interview** (professional appearance, cover letter, CV) | C1. Shortcut functions
C2. Email/Social Media marketing
C3. Advanced PPT
C4. Advanced Excel | Teamwork / Leadership
Grammar
Conversation
Concepts
Budget (f)
Case studies
Marketing
Accounting
Background knowledge on environment topics (Renewable Energy)
Design for Change Project: feel & Imagine process |
| POST PROGRAM PARTICIPATION @ CENTER | **Group Project**
Scenario 1: Proposal for a business idea
Scenario 2: Submitting a proposal for a marketing idea
Scenario 3: Submitting a proposal for design / promotion
Scenario 4: Submitting a cyber café plan
Scenario 5: Proposal idea for Environment project Design for Change: Feel & Imagine process: Do & Share
  • Community Environment Action   Mentorship   CyberCafe proposal
  • Solar Management / Solar curriculum (research on renewable energy) | | |

5. ASSESSMENT RUBRIC

LEVEL 1

Perform the below steps on your computer

Task		Score
1. Create a folder on desktop and name it **ICT Test**		1
2. Rename the folder with the name "**(Your Name) ICT Test"**		1
3. Create a **Sample Bill** in MS Word		2
4. Create a cover letter in **MS Word file** (Reference Modules C1.5)		2
5. Create a PowerPoint Presentation on Self		2
6. Give a presentation on self		30
		Total Possible

LEVEL 2

Perform the below steps on your computer

Task		Score
1.Create a CV / resume Reference Modules: C1.6, C1.8		1
2. Create a **flyer in MS word** Reference Module: C1.9		2
3.Create an Excel data chart		1
4. Create a graph in Excel using the data Reference Module: C		2
5. Mock Interview		4 (TBD)

POST LEVEL 2 PROJECTS

Task		Score
1.Group Project		10

5.1. LEVEL 1

1.1   Create a Folder on desktop and name it ICT Test

1.2   Rename the folder with the name (Your Name) ICT Test

Please save all assessments into your folder on the computers.

1.3   Create **a sample bill in your system and save it with a name 'Sample Bill':**

Receipt No: **Date:**
                        ICT Women's Center
                        Phone:1234567

S.No	Item	Quantity	Rate	Amount
			Subtotal	
			Tax	
			Total	

1.4 Create a cover letter (Reference Training Module C1.5)

1.5 Create a PowerPoint presentation

SLIDE ONE: use title layout

Title: "Introducing Myself"

Subtitle: By: "Your Name"

SLIDE TWO: use title and content layout

Title: About Me

- My name is … / I am …
- I am … years old.
- I live in … / I grew up in … / I am from … / I come from …
- I want to become a … / I want to be …
- I want to be better at … (types of skills or qualities you would like to develop)

SLIDE THREE: use title and content layout

Title: My Assets

- I am good at …
- I can…
- I have experience in…
- I believe my past experience will be helpful for _____

SLIDE FOUR: use title and content layout

Title: My Training

- Include a slide on 3-5 most important things you learned at the ICT Center
- Explain how and why you think the training will help in your future

1.6 Using your PowerPoint, give a presentation to your class. You will be evaluated based on the following rubric

Center for Sustainable Development
EARTH INSTITUTE | COLUMBIA UNIVERSITY

ICT WOMEN'S CENTER PRESENTATION SCORING RUBRIC[5]

Scale: 5 Excellent → 0 Poor

	5	4	3	2	1	0

PRESENCE
  -body language & eye contact
  -contact with the public
  -poise & ease
  -physical organization

LANGUAGE SKILLS
  -communicative force
  -appropriate vocabulary, grammar, correct usage
  -understandable (rhythm, intonation, accent)
  -spoken loud enough to hear easily

ORGANIZATION
  -preparation
  -division of themes
  -clear objectives
  -logical structure & flow

MASTERY OF THE SUBJECT
  -pertinence & clarity
  -depth of commentary
  -spoken, not read
  -informational & useful to illustrate key theme
  -able to answer questions

VISUAL AIDS
  -interesting & engaging
  -appropriate & relevant to content/subject
  -appropriate for context/audience

OVERALL IMPRESSION
  -very interesting / very boring
  -pleasant / unpleasant to listen to
  -very good / poor communication
  -ability to connect with audience

TOTAL SCORE _____ / 30

(Each section has scale: 5 4 3 2 1 0)

| Task	Score	
1.Create a CV / resume Reference Modules: C1.6, C1.8		1
2. Create a **flyer in MS word** Reference Module: C1.9		2
3.**Create an Excel data chart**		1
4. **Create a graph in Excel using the data** **Reference Module: C**		2
5. **Group project**		…
6.Mock Interview		…

2.1 Create a CV/ resume

(Reference Training Modules C1.6, C1.8

2.2 Prepare the flyer in your system which is given in the next page. (Reference Training Module **C1.9)**

2.3 Create an Excel data chart as below:

First quarter Forecast	Jan	Feb	Mar
Sales			
Espresso	13300	13600	14200
Coffee	5800	6000	6200
Food/Beverage	3600	3800	3800
Merchandise	1000	1100	1100
Computer	600	600	600

2.4 A. Create a **bar graph** that shows the forecast sales in January for the 5 items

(Reference Training Module C4)
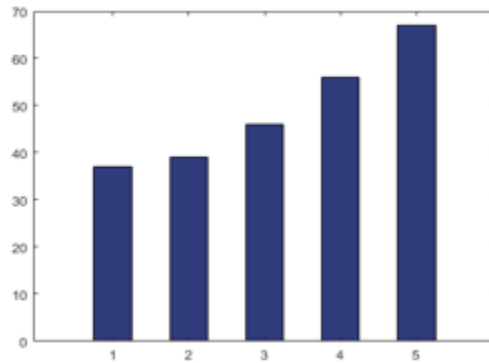
2.5   2.4 B. Create a **line graph** that shows the forecast trends from January to March for **Coffee and Food/Beverage**
(Reference Training Module C4)

5.3.   LEVEL 2 & BEYOND LEVEL 2 PROJECTS

SCENARIO 1: Project Prompt: Business Focus
- You are a group of young entrepreneurs, planning to start your own business and you are in charge of finances to understand how to run the business.
- What is the product or service of your business?
- What is the estimated startup cost?
- What are some expected fixed costs?
- What are some expected variable costs?
- What is your break-even point?
- Create a PowerPoint presentation to explain your costs and to promote funding for your business.
- (Reference Training Module T3 as needed)

SCENARIO 2: Project Prompt: Marketing Focus
- You are a group of young entrepreneurs planning to start your own business and you are in charge of developing a marketing plan.
- What is the product or service of your business?
- Do a SWOT analysis
- Develop a marketing strategy
- Create a PowerPoint presentation to show your analysis and marketing strategy
- (Reference Training Module C2 as needed)

SCENARIO 3: Project Prompt: Design Focus
- You are a group of young entrepreneurs planning to start your own business and you are in charge of designing promotional items for your business.
- What is the product or service of your business?
- Create promotional flyers
- Design contents that you would include in the business's online presence. *Note: You **DO NOT** need to create actual accounts! Show in a PowerPoint presentation what kinds of images, photos, or flyers you would include on Instagram, Facebook, Twitter, Email marketing, etc.

SCENARIO 4: Project Prompt: ICT & CYBER CAFÉ Center Focus
- You are a group of motivated youth, and you have been asked by the ICT Center to create a plan for adding a cyber café to the ICT Center.
- Create a plan for the cyber café, based on SMART goals on the steps to take to add a cyber café to the ICT Center (Reference Training Module T4)
- You may also choose to include how much cost it would take to run the Center (Training Module T3)
- You may also choose to include SWOT analysis and marketing strategy (Training Module C2)
- You may also include the solar energy usage diagrams from the Center (ask your ICT Center Manager/Facilitator)

SCENARIO 5: Project Prompt: Environment Focus
- You are passionate about the environment, because you understand that our global environmental challenges are urgent and real. You would like to do a project to put an environmental solution into action and teach your community members.
- Please go through the next slides for your project (Slides 27-32 of Assessment PPT).