Annex 1. Script Outline for UPG learning modules

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# **UPG module**

## **Brief Description**

The UPG Onboarding training equips participants with practical knowledge about the UPG approach, 4 pillars and tools to support HHs in poverty graduation process and achieving sustainable development. It combines conceptual foundations with hands-on guidance for working with families through coaching, social protection, social empowerment, livelihood promotion, financial literacy measures. The manual emphasizes empowerment, active participation in community life, and strategies to cope with household challenges.

The manual is structured in 4 main directions:

**UPG Approach** - This section introduces the conceptual and theoretical foundations of the Ultra-Poor Graduation (UPG) approach. It highlights strategies for overcoming poverty through social protection, active participation in community life, sustainable livelihood opportunities, and the promotion of financial literacy. The focus is on empowering families to gradually build resilience and self-sufficiency.

**Coaching principles** - This part outlines the essence of coaching as a supportive and participatory method for family empowerment. It covers coaching approaches and techniques that strengthen motivation, problem-solving, and decision-making. By applying coaching principles, practitioners learn how to guide families in setting realistic goals and maintaining progress over time.

**Interviewing techniques** - his section provides practical tools for building trust and establishing effective communication with families. It introduces structured interview methods, active listening skills, and approaches to identifying and addressing sensitive issues. The emphasis is on creating a safe and respectful environment where families feel supported in discussing their challenges and needs.

**Household Graduation Plan** - This part guides participants in developing and using the HH Graduation Plan. It demonstrates how to translate family needs and aspirations into structured goals, define action steps, and monitor progress. The plan serves as both a roadmap and a motivational tool for achieving sustainable change within the household.

**Overview of module details**

**Offline material total volume:** 29 pages

**Tentative digital volume**

* **Videos:** 3 instructional videos (around 2 min. Each)
* **Texts:** 35 slides with key content
* **Infographics:** 16 slides summarizing frameworks
* **Voiceovers:** 8 audio recordings
* **Quiz:** 2 assessments
* **Certificate:** 1 completion certificate
* **Attachments:** 4 documents

## **UPG module script outline**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Section** | **Tentative Format** |
| **Welcome** | A. Before you start: Navigating this course | Text, attached files of (1) Learners Guidebook and (2) Toolkit |
| B. Instructions | Text and voiceover |
| C. Who is the course for | Text |
| **0.Module Introduction** | 0.1. Module purpose and structure | Text |
| 0.2. Test your knowledge | Quiz- module pre-test |
| **1. UPG Approach** | 1.1. Chapter objectives | Text and voiceover |
| 1.2. UPG approach | Text / Video / Infographics / Descriptions |
| 1.3. Social Protection | Text / Infographic |
| 1.4. Social Empowerment | Text / Infographic |
| 1.5. Livelihood Promotion | Text / Infographic |
| 1.6. Financial Inclusion | Text / Infographic |
| **2. The Essence and Approaches of Coaching** | 2.1. Chapter objectives | Text and voiceover |
| 2.2. Coaching Principles | Text / Video |
| 2.3. Consultant roles | Text / Infographics |
| 2.4. Consultants’ skills and competencies | Text / Voiceover |
| 2.5. Tips for successful visits | Text |
| 2.6. Coaching Methods | Text / Infographics |
| 2.7. Best practice | Text / Voiceover |
| 2.8. Forms and Tools | Text / Attached files templates |
| **3. Interviewing techniques, Building Trust, and Coping with Family Challenges** | 3.1. Chapter objectives | Text and voiceover |
| 3.2. Interviewing techniques | Text / Video |
| 3.3. Effective interviewing factors | Text / Infographics |
| 3.4. Interviewing techniques (questions) | Text / Infographics |
| 3.5. Establishing rapport with a family | Text / Infographics |
| 3.6. Motivation | Text / Infographics |
| 3.7. Active listening | Text / Infographics |
| 3.8. Empathy | Text / Infographics |
| 3.9. Self-determining | Text / Infographics |
| 3.10. Coping with the challenges | Text and voiceover |
| 3.11. Examples of slow climbers | Text and dos and do nots |
| **4. Using the HH Graduation Plan** | 4.1. HH Graduation Plan | Text and Infographics / attached template |
| 4.2. Steps for developing GP | Text and Infographics |
| 4.3. Tips to remember | Text and voiceover |
| **Ending module** | A. Main takeaways from the module | Text / key messages four dimensions |
| B. Test your knowledge | Quiz, module post-test |
| C. proof of module completion | certificate |
| D. Next steps | Text |

**Social Protection**

## **Brief description**

The Social Protection module integrates preventive, protective, and promotive mechanisms as core dimensions of the training package. It is designed to equip participants with practical and hands-on exercises that can be applied at the household level on the trajectory towards graduation.

The module is structured into three main parts:

**Social Protection and Social Policy**

This section introduces the foundations of social protection and social policy, including the formation of social programs, the concepts of poverty and vulnerability, and the mechanisms available for poverty reduction and social assistance. It also examines social policy in the context of vulnerable groups, with an emphasis on inclusion and rights-based approaches.

**Social Welfare and Support Services**

This part focuses on improving participants’ knowledge and practices related to key areas of welfare. It covers education, nutrition and feeding, medication use, health insurance and access to medical services, vaccination and prevention, sanitary norms and hygiene, as well as chronic diseases and reproductive health. Practical exercises guide participants in identifying and utilizing available services, improving health and nutrition practices, and promoting overall well-being.

**Child Welfare and Protection**

This section is dedicated to child development, protection, and the prevention of violence. It includes modules on child development and needs, child protection systems, identification and prevention of child abuse, recognition of different forms of violence, and understanding domestic violence. Exercises aim to strengthen participants’ ability to identify violence and support families to provide safe, nurturing, and supportive environments for children.

Throughout the module, training materials and tools draw upon existing practices and resources tested in Georgia and similar development contexts. All components mainstream gender perspectives, promote gender equality, and emphasize the importance of human rights in accessing social protection services.

**Overview of module details**

**Offline material total volume:** 89 pages

**Tentative digital volume**

* **Videos:** 1 instructional video (2 min.)
* **Texts:** 29 slides with key content
* **Infographics:** 10 slides summarizing frameworks
* **Voiceovers:** 4 audio recordings
* **Quiz:** 2 assessments
* **Certificate:** 1 completion certificate
* **Attachments**: 10 documents

## **Social Protection module script outline**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Section** | **Tentative Format** |
| **Welcome** | A. Before you start: Navigating this course | Text, attached files of (1) Learners Guidebook and (2) Toolkit |
| B. Instructions | Text and voiceover |
| C. who is the course for | Text |
| **0.Module Introduction** | 0.1. Module purpose and structure | Text |
| 0.2. conceptual-theoretical principles | Text |
| 0.3. Test your knowledge | Quiz- module pre-test |
| **1. Social Policy and Mechanisms for the Protection of Vulnerable Group** | Chapter objectives | Text |
| 1.1 Social Protection and Social Policy | Text boxes/infographics/term descriptions |
| 1.2 Formation of Social Programs | Text |
| 1.3 Poverty | Text and voiceover |
| 1.4 Vulnerability | Text |
| 1.5 Mechanisms for Poverty Reduction and Social Assistance | Text, plus reading material (attached file) |
| 1.6 Social Policy in the Context of Vulnerable Groups | Text boxes/infographics/term descriptions |
| 2. **Social Welfare and Support Services** | Chapter objectives | Text |
| 2.1 Education | Text |
| 2.2 Nutrition and Feeding | Text |
| SP-C.1.1. Meal planning and budgeting | Text/Infographic of tips |
| SP-C.2 General nutrition tips | Text/Infographic of tips |
| 2.3 Medications | Text |
| SP-O.2 Safe Medication Tips | Case, infographic DOs and DON’Ts |
| 2.3 Health Insurance and Medical Services | Text, plus reading material (attached file) |
| 2.4 Vaccination and Prevention | Text |
| SP-O.3 Vaccination and Prevention | True/False statements.  Link to the national immunization calendar - [NCDC.Ge](https://test.ncdc.ge/Pages/User/News.aspx?ID=0db88686-5848-4205-9029-a5a7a79ee2c2) |
| 2.5 Sanitary Norms and Hygiene | Text, plus reading material (attached file) |
| 2.6 Chronic Diseases and Reproductive Health | Text, infographics  plus reading material (attached file) |
| 3. **Child Welfare and Protection** | Chapter objectives | Text |
| 3.1 Child Development | Text boxes/infographics/term descriptions, plus reading material (attached file) |
| 3.2 Child Protection | Text and voiceover, plus reading material (attached file) |
| 3.3 Child Abuse | Text boxes/infographics/term descriptions, plus reading material (attached file) |
| 3.4 Identification of Violence | Video, infographics/term descriptions, Quizz/Case. plus reading material (attached file). |
| 3.5 Domestic Violence | Text and voiceover |
| **Ending module** | A. Main takeaways from the module | Text |
| B. Test your knowledge | Quiz, module post-test |
| C. proof of module completion | certificate |
| D. Next steps | Text |

# **Social Empowerment**

## **Brief description**

The Social Empowerment module is designed to strengthen individuals’ self-awareness, interpersonal relations, decision-making, and positive parenting skills, thereby enabling them to actively participate in their personal, family, and community development. The module combines theoretical knowledge with practical, hands-on exercises to be applied at the household level during visits or sessions, ensuring relevance and direct impact on daily life.

The training content capitalizes on tools, materials, and approaches that have been tested in Georgia or in similar development contexts, with further contextualization possible in consultation with DRC. All training materials mainstream gender perspectives, promote gender equality, and employ inclusive language to foster empowerment across diverse groups.

The module is structured into four main parts:

**Self-Awareness and Emotion Management**

This section focuses on understanding and developing self-awareness, including concepts such as the Johari Window and four archetypes of self-awareness. It equips participants with strategies for recognizing and managing their emotions constructively, laying the foundation for personal growth and resilience.

**Effective Communication and Interpersonal Relations**

This part develops participants’ ability to communicate clearly, empathetically, and assertively. It addresses the communication process, barriers, listening skills, interpersonal dynamics, personal space, and principles of strong relationships. Practical tools for assertiveness, conflict management, and professional listening are introduced to enhance both personal and community interactions.

**Goal Setting and Decision-Making**

This section provides guidance on setting meaningful and achievable goals, developing activity plans, and taking responsibility. Participants explore decision-making processes, styles, and tools such as the PAUSE approach and Eisenhower Matrix. Time management skills are also developed to support effective planning and prioritization.

**Positive Parenting**

This part is dedicated to strengthening parenting skills and nurturing approaches. It introduces the foundations and essence of positive parenting, practical parenting strategies across different child age groups, and the importance of parental care in supporting children’s well-being and development.

Together, these four parts aim to build the confidence, agency, and practical skills needed for participants to move toward self-reliance, strengthen family dynamics, and actively contribute to community life.

**Overview of module details**

**Offline material total volume:** 59 pages

**Tentative digital volume**

* **Texts:** 21 slides with key content
* **Infographics:** 15 slides summarizing frameworks
* **Voiceovers:** 8 audio recordings
* **Quiz:** 2 assessments
* **Certificate:** 1 completion certificate
* **Attachments:** 11 documents

## **Social Empowerment module script Outline**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Section** | **Tentative Format** |
| **Welcome** | A. Before you start: Navigating this course | Text, attached files of (1) Learners Guidebook and (2) Toolkit |
| B. Instructions | Text and voiceover |
| C. who is the course for | Text |
| **0.Module Introduction** | 0.1. Module purpose and structure | Text |
| 0.2. Test your knowledge | Quiz- module pre-test |
| **1. Self-Awareness and Emotion Management** | Chapter objectives | Text |
| 1.1. Self-awareness | Voiceover and text |
| SE-O.1.2 SWOT anlysis | Attached file |
| 1.2. Johari Window | Infographics |
| SE-O.2.1. Who am I and what influences my life | Attached file |
| 1.3. Four archetypes of self-awareness | Infographics |
| SE-O.2.2. Me an my emotions/feelings | Attached file |
| SE-O.2.3. personal development assessment tool | Attached file |
| SE- O.2.4. self-awareness questions | Attached file |
| **2.** **Effective Communication and Interpersonal Relations** | Chapter objectives | Text |
| 2.1. Communication process | Voiceover |
| 2.2 Main components of communication | Infographics |
| 2.3 Communication barriers | Infographics |
| 2.4. Listening | Text |
| 2.5. Poor listening forms | Infographics |
| 2.6. Empathetic and professional listening | Voiceover |
| 2.7 Interpersonal communication characteristics | Voiceover |
| 2.8 Interpersonal communication forms | Infographics |
| 2.9 Personal space and physical distance | Text |
| 2.10 Interpersonal communication main principles | Infographics |
| 2.11Tips for strong interpersonal relations | Infographics |
| 2.12 Assertiveness | Text |
| 2.13 Communication matrix | Infographics |
| 2.14 Tips for assertive communication | Text/infographics |
| 2.15 Conflict management | Text |
| 3. **Goal Setting and Decision Making** | Chapter objectives | Text |
| 3.1 Goal setting principles | Voiceover |
| 3.2 Setting SMART goals | Infographics |
| 3.3 Elaborate Activity Plan | Infographics |
| SE-C.1.1. Goal setting | Attached file |
| 3.4 Taking Responsibility | Text |
| 3.5 Decision making | Voiceover |
| 3.6 PAUSE approach | Infographics |
| 3.7 Decision making styles | Text |
| 3.8 Time management | Voiceover |
| 3.9 Eisenhower Matrix | Infographics |
| **4. Positive Parenting** | Chapter objectives | Text |
| 4.1 Positive parenting basis | Text |
| 4.2 Positive parenting essence | Text |
| SE-O.3.1. What empowers me? | Attached file |
| 4.3 Positive parenting approaches | Text |
| SE-O.4.1. complete the sentence “I’m grateful for…” | Attached file |
| 4.4 Parental care towards child age groups | Infographics |
| SE-O.4.2. Values, beliefs and desirable qualities | Attached file |
| **Ending module** | A. Main takeaways from the module | Text |
| B. Test your knowledge | Quiz, module post-test |
| C. proof of module completion | Certificate |
| D. Next steps | Text |

# **Livelihood Promotion**

# **Skills Development**

## **Brief Description**

The Skills Development module equips participants with essential personal and professional competencies that strengthen employability, career planning, and workplace readiness. The course balances conceptual knowledge with practical exercises, helping learners to set meaningful goals, communicate effectively, and navigate the labor market with confidence.

The module is structured into four main parts:

**Goal Setting and Career Development**

This section introduces the foundations of personal and career planning. Participants learn to identify individual strengths, set realistic and achievable goals, and design strategies for professional growth. Module provides a structured framework for navigating career pathways and increasing opportunities for long-term success.

**Business Communication**

This part develops participants’ knowledge and practices effective communication for professional settings. It explores different forms of business communication, including verbal, non-verbal, and written communication. Practical sessions focus on conducting productive business meetings, applying professional etiquette, and mastering electronic communication (such as email writing).

**Resume and Cover Letter Writing**

This section supports participants in developing professional resumes and motivation letters tailored to specific job opportunities. Exercises guide participants in presenting their skills and experiences clearly and effectively to potential employers.

**Job Interview Preparation**

The final part of the module focuses on preparing for interviews by introducing different interview formats and practical strategies to present oneself confidently. Participants practice answering common interview questions, managing stress, and making a positive impression on employers.

Throughout the module, training materials emphasize practical, hands-on learning and encourage participants to actively apply new skills in real-life situations. Gender perspectives, equal opportunity principles, and rights-based approaches are mainstreamed across all components to ensure inclusivity and empowerment in the process of career development.

**Overview of module details**

**Offline material total volume** :29 pages

**Tentative digital volume**

* **Texts:** 28 slides with key content
* **Infographics:** 11 slides summarizing frameworks
* **Voiceovers:** 6 audio recordings
* **Quiz:** 2 assessments
* **Certificate:** 1 completion certificate
* **Attachments:** 3 documents

## **Skills Development module script Outline**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Section** | **Tentative Format** |
| **Welcome** | A. Before you start: Navigating this course | Text, attached files of (1) Learners Guidebook and (2) Toolkit |
| B. Instructions | Text and voiceover |
| C. who is the course for | Text |
| **0.Module Introduction** | 0.1 Module purpose and structure | Text |
| **1. Goal Setting and Career Development** | 1.1 Basis of career building | Text |
| 1.2 Career building practical approaches | Text boxes/infographics |
| 1. Case study (identifying employment  characteristics/skills) | Text/ infographics/drag and drop |
| **2. 7 Keys to Building a Career** | 2.1 7 Keys of building career | Text/ infographics/term descriptions |
| 2.2 Tips for building career | Text and voiceover |
| **3. Official/professional communication** | 3.1 Communication objectives | Text and voiceover |
| 3.2 Official Communication types | Text/ infographics/term descriptions |
| 3.3 Official communication forms | Text/ infographics/term descriptions |
| 3.4 Official meetings and types | Text |
| 3.5 Official meeting objectives | Text |
| 3.6 Six types of meetings | Text/ infographics/term descriptions |
| 3.7 Electronic Communication/E-mail | Text |
| 3.8 Tips for e-communication | Text/ infographics/term descriptions |
| 3.9 Cases of good/bad e-mail | Text/Infographics |
| **4. Resume/CV and motivation letter** | 4.1 Essence of Resume/CV | Text and voiceover,  attached file-CV template |
| 4.2 Tips of effective resume/CV content | Text/ infographics/term descriptions |
| 4.3 Motivation letter purpose | Text and voiceover |
| 4.2 Tips of effective motivation letter | Text/ infographics |
| **5. Job Interview** | 5.1 The purpose of the job interview | Text |
| 5.2. Process flow of job interview | Text and infographic/chart of flow/descriptions |
| 5.3 Tips for effective interview | Text and voiceover |
| 5.4 Interview format | Text |
| 5.5 Interview closure and the next steps | Text |
| **Ending module** | A. Main takeaways from the module | Text |
| B. Proof of module completion | Certificate |
| C. Next steps | Text |

# **Entrepreneurship**

## **Brief description**

The Entrepreneurship module introduces participants to the principles of business development as a pathway to creating regular and diversified income streams, supporting household consumption, asset accumulation, and economic empowerment — with a particular focus on empowering women.

The training provides both conceptual foundations and practical tools that help participants move from entrepreneurial ideas to viable businesses. While earlier pilot sessions revealed that overly complex materials limited accessibility, this redesigned module focuses on practical, simplified, and applicable exercises tailored to households and small-scale entrepreneurs.

Training sessions under the modular training package should include the following topics by setting minimal standards for recipient households under the entrepreneurship pillar and allowing an understanding of these in a practical and applicable manner.

Consultants should come out of the course capable not only of understanding entrepreneurship themselves but also of breaking it down into practical, easy-to-use steps for households.

1. Entrepreneurship and entrepreneurial mindset.
2. Business planning, transferring business ideas to business model.
3. Market research, identifying opportunities.
4. Marketing - targeting customers, product development, product placement and distribution channels, pricing.
5. Financial planning – budgeting, cash flow projections, profit, and loss statements.
6. Business registration and taxation.
7. Asset Management and maintenance.

**The training modules and related exercises to apply during visits/sessions with HHs are designed to improve the following skills among recipients:**

* Market Analyzing skills for Identifying Income Streams: Learn how to identify and explore various income-generating opportunities.
* Business Planning skills: Develop a business plan for starting a small business or entrepreneurial venture.
* Marketing and Sales Skills: Acquire skills related to marketing products or services and making sales.
* Income Evaluation skills: Assess current income sources and expenses to understand the financial situation.
* Performance Tracking skills: Develop the ability to monitor business performance, income generation, and asset maintenance.
* Goal Setting skills: Develop the ability to set clear, achievable business goals and objectives. (Financial Goal Setting skills: Assist women in setting clear financial goals and priorities; Planning Skills: Develop skills in creating actionable plans to achieve financial goals)
* Risk Mitigation skill: Learning how to manage risks, including crop failure or livestock disease, through insurance or diversification.
* Adaptation skills: Be open to adapting to market changes and innovating business strategies as needed.

**Overview of module details**

**Offline material total volume:** 56 pages

**Tentative digital volume**

* **Texts:** 43 slides with key content
* **Infographics:** 20 slides summarizing frameworks
* **Voiceovers:** 12 audio recordings
* **Quiz:** 2 assessments
* **Certificate:** 1 completion certificate
* **Attachments:** 13 documents

## **Entrepreneurship module Script Outline**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Section** | **Tentative Format** |
| **Welcome** | A. Before you start: Navigating this course | Text, attached files of (1) Learners Guidebook and (2) Toolkit |
| B. Instructions | Text and voiceover |
| C. Who is the course for | Text |
| **0.Module Introduction** | 0.1. Module purpose and structure | Text |
| 0.2. Test your knowledge | Quiz- module pre-test |
| **1. The essence of entrepreneurship and the characteristics of entrepreneurs** | 1.1. Chapter objectives | Text and voiceover |
| 1.2. The essence of entrepreneurship | Text, Animation and Voiceover |
| 1.3. Capacity Assessment | Text/ infographics/ list of characteristics |
| LP-O.1.1 What Motivates a Person to Start a Private Business? | infographics |
| LP-O.1.2 Expected Changes in Life When Starting an Entrepreneurial Activity | Attached file |
| LP-O.1.3 Table for Assessing One’s Own Potential and Skills | Attached file |
| LP-O.1.5 Need for Business Management Skills and Action Plan | Attached file |
| 1.4. Selection of business ideas | Text/ infographics/ |
| LP-C.6 Selection of Business Ideas / Brainstorming Form | Attached file |
| **2. Marketing** | 2.1. Chapter objectives | Text and voiceover |
| 2.2. Market research | Text |
| 2.2.1 Market research objectives | Text/ infographics/ |
| 2.2.2 Questions to be addressed through the market research? | Text and Voiceover |
| 2.2.3 Market Research types | Text/ infographics/ |
| 2.2.4 Case studies (3 types of market research cases) | Text, examples of business questions and research objectives |
| 2.2.5 Studying Competitors | Text/ infographics/ |
| 2.2.5 Case studies | Text, examples of competitors assessment |
| 2.2.6 Analysis of Collected Information and Selection of a Business Model | Text/ infographics/ |
| 2.3.1 Customers | Text |
| LP-C.7 Identification of Customers | Attached file |
| 2.3 Marketing strategy | Text/ infographics/ 4Ps Descriptions |
| **3. Organizational and Legal Forms of an Enterprise** | 3.1. Chapter objectives | Text and voiceover |
| 3.2. Legal forms of Entreprises | Text/ infographics/Descriptions |
| **4. Taxation** | 4.1. Chapter objectives | Text and voiceover |
| 4.2. Special Tax Regimes for small scale entrepreneurs | Text/ infographics/Descriptions |
| 4.3. Examples of Special Status Enterprises | Text and select one of the types of special regimes to cases |
| 4.4. List of activities not covered by special regimes status | Attached file |
| 4.5. Taxes (Income Tax, Pension, Profit tax, Value Added Tax (VAT), Property Tax) | Text/ infographics/Descriptions/ Examples of calculation |
| **5. Management** | 5.1. Chapter objectives | Text and voiceover |
| 5.1.1 Defining Employee Requirements and Roles & Responsibilities | Text |
| 5.2. Job Description of Positions | Text / infographics / Example attached file |
| 5.3. Hiring Employees | Text |
| 5.4. Staff Capacity building | Text and voiceover |
| **6. Financial Planning** | 6.1. Chapter objectives | Text and voiceover |
| 6.2. Product Pricing | Text / infographics / examples of cost calculation |
| 6.3. Investment plan | Text / infographics / examples of investment costs |
| 6.4. Record keeping Income and Expenses | Text / infographics / examples of income and costs (from FL course) |
| FL-C.3 Record keeping Income and Expenses | Attached file (from FL resources) |
| 6.5. Financial Forecasting | Text and voiceover |
| 6.6. P&L | Text / infographics / examples |
| LP-C.4 Profit and Loss Statement | Attached file |
| 6.7. Cash Flow Projection | Text / infographics / examples |
| Cash Flow projection template | Attached file |
| **7. Structure of a Business Plan** | 7.1. Chapter objectives | Text and voiceover |
| 7.2. Content Elements of a Business Plan | Text/ infographics/Descriptions/ |
| LP-C.3 Business Plan | Attached template |
| **8. Asset Management** | 8.1. Essence of Asset Management | Text |
| 8.2. Asset Management Matrix | Text / Infographic / Table |
| LP-C.5 Asset Matrix Template | Attached template |
| **Ending module** | A. Main takeaways from the module | Text |
| B. Test your knowledge | Quiz, module post-test |
| C. proof of module completion | certificate |
| D. Next steps | Text |

# **Social Entrepreneurship**

## **Brief description**

This course provides participants with comprehensive knowledge and practical tools to create, manage, and scale social enterprises. It combines theoretical concepts with hands-on approaches, helping learners understand the essence of social entrepreneurship, design sustainable business models, measure social impact, and effectively engage with stakeholders and investors. Through case studies, practical exercises, and proven methodologies, the course equips participants with the skills to turn innovative ideas into impactful ventures.

Participants explore the concept, origins, and define criteria of social enterprises. The module highlights the role of social entrepreneurs, their mindset and values, and compares social and traditional entrepreneurship, illustrated with successful local examples.

The course contains the following sessions:

**1. The Essence of Social Entrepreneurship** - Participants explore the concept, origins, and defining criteria of social enterprises. The module highlights the role of social entrepreneurs, their mindset and values, and compares social and traditional entrepreneurship, illustrated with successful local examples.

**2. Mission and Purpose of a Social Enterprise** - This module introduces the link between social enterprise missions and the UN Sustainable Development Goals (SDGs). Learners identify target group needs, key stakeholders, and approaches to measuring social impact using both qualitative and quantitative data.

**3. Funding, Financial Management, and Key Metrics -** This module addresses how to secure financing for social enterprises through different funding avenues. Participants develop investor pitches, understand key financial terms, and learn strategies for negotiating with investors. The module also introduces essential metrics to track social and financial performance.

**4. Management and Scaling of a Social Enterprise -** The final module explores strategies for scaling operations after investment. Learner’s practice setting goals with the OKR framework, managing teams, hiring effectively, and building organizational structures. Practical tools are provided to accelerate product development and manage operations efficiently.

**Overview of module details**

**Offline material total volume** :120 pages

**Tentative digital volume**

* **Texts:** 31 slides with key content
* **Infographics:** 16 slides summarizing frameworks
* **Voiceovers:** 10 audio recordings
* **Videos**: 4 instructional videos (2 min. Each)
* **Quiz:** 2 assessments
* **Certificate:** 1 completion certificate
* **Attachments:** 2 documents

## **Social Entrepreneurship module Script Outline**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Section** | **Tentative Format** |
| **Welcome** | A. Before you start: Navigating this course | Text, attached files of (1) Learners Guidebook and (2) Toolkit |
| B. Instructions | Text and voiceover |
| C. Who is the course for | Text |
| **0.Module Introduction** | 0.1 Module purpose and structure | Text |
| **1. The Essence of Social Entrepreneurship** | 1.1. Chapter objectives | Text and voiceover |
| 1.2. Concept & history of social entrepreneurship | Text, animation, voiceover |
| 1.3 Criteria of a social enterprise (economic, social, governance) | Text, infographics, table |
| 1.4. Management Criteria | Text, infographics |
| 1.5. Role of social enterprises in society | Text and voiceover |
| 1.6. Social entrepreneur mindset & values | Text, infographic, reflection exercise (worksheet) |
| 1.7. Similarities vs. traditional entrepreneurship | Infographic, comparison chart |
| 1.8. Case study: local success stories | Video or text-based case |
| **2. Mission and Purpose** | 2.1. Chapter objectives | Text and voiceover |
| 2.2. Linking to UN SDGs | Text, Video on SDGs |
| 2.3. Identifying target group needs & challenges | Text, infographics |
| 2.4. Mapping stakeholders | Text, diagram, worksheet template |
| 2.5. Understanding social impact | Text, infographics |
| 2.6. First steps in measuring impact | Text / Voiceover |
| 2.7 Qualitative & quantitative Measures of the SE | Infographics, examples |
| 2.8 Data collection (qualitative & quantitative) | Text / Voiceover |
| **3. Funding, Finance & Metrics** | 7.1. Chapter objectives | Text and voiceover |
| 7.2. Funding sources | Text Infographic |
| 7.3. Investor pitching (Pitch Deck) | Text, Video, template |
| 7.4. Attracting Investors/ financial strategies | Text and voiceover |
| 7.5. Key financial terms & strategies | Text Infographic |
| 7.5. Negotiating with investors, Scenario-based quiz | Text Infographic |
| 7.6. Key performance metrics, Infographic, dashboard example | Infographic, dashboard example drag and drop |
| **4. Management & Scaling SE** | 8.1. Chapter objectives | Text and voiceover |
| 8.2. Growth after investment | Case study, infographic |
| 8.3. OKR goal-setting | Template, example |
| 8.4. Tools for product development | Text Infographic |
| 8.5. Hiring & building teams, Text, video, checklist | Text, Video, template |
| 8.6. Management systems & structures, Infographics, case | Text Infographic |
| 8.7. Operations management | Text Infographic |
| **Ending module** | A. Main takeaways from the module | Text |
| B. Proof of module completion | Certificate |
| C. Next steps | Text |

# **Financial Literacy**

## **Brief Description**

The Financial Inclusion training module is designed to strengthen households’ ability to manage income, savings, and financial risks while increasing access to inclusive financial services. The course places particular emphasis on empowering women to make informed financial decisions, build resilience, and improve household well-being.

The module introduces participants to the core areas of financial literacy, including:

* Family financial goal setting and budgeting.
* Savings strategies and safe deposit options.
* Borrowing and debt management.
* Understanding financial vulnerability and risks.
* Consumer rights and responsibilities.
* Insurance and financial security.
* Smart spending, procurement, and investment planning.
* Challenges such as financial frauds.

Through a mix of practical exercises, case studies, and household-level activities, the training supports participants in developing essential skills such as:

* **Financial planning and budgeting** – allocating resources for priorities and long-term stability.
* **Savings strategies** – viewing savings as personal “insurance” and identifying safe financial opportunities.
* **Risk awareness and management** – recognizing the dangers of debt, scams, and gambling, and applying strategies to reduce financial vulnerability.
* **Consumer empowerment** – understanding rights and responsibilities in dealings with financial institutions.
* **Smart spending and digital finance** – adopting practices such as price comparison, safe online transactions, and using digital tools for secure savings.

By the end of the module, participants will be better equipped to plan, protect, and grow household resources, building pathways toward sustainable financial security and economic empowerment.

**Overview of module details**

**Offline material total volume:** 23 pages

**Tentative digital volume**

* **Texts:** 38 slides with key content
* **Infographics:** 12 slides summarizing frameworks
* **Voiceovers:** 13 audio recordings
* **Videos:** 3 instructional videos (2 min. each)
* **Quiz:** 2 assessments
* **Certificate:** 1 completion certificate
* **Attachments:** 7 documents

## **Financial literacy module script outline**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Section** | **Tentative Format** |
| **Welcome** | A. Before you start: Navigating this course | Text, attached files of (1) Learners Guidebook and (2) Toolkit |
| B. Instructions | Text and voiceover |
| C. Who is the course for | Text |
| **0.Module Introduction** | 0.1. Module purpose and structure | Text |
| 0.2. Test your knowledge | Quiz- module pre-test |
| **1. Setting Family Financial Goals and Budgeting** | 1.1. Chapter objectives | Text and voiceover |
| 1.2. The Essence of Financial Literacy | Text |
| 1.2. Financial Objectives | Text / infographics |
| FL-C.1 Assessing the Value of Financial Objectives | Attached file + Tips for Discussing Financial Objectives with Family Members |
| 1.3. Budgeting | Text |
| 1.3.2 How to Create a Personal Budget? (Income, Costs, Cost types) | Text / infographics / Descriptions |
| FL-C.2 Budgeting – Creating a Family Budget | Attached file |
| 1.4. Tips for Preparing a Personal Budget | Text and voiceover |
| **2. Savings and Deposits** | 2.1. Chapter objectives | Text and voiceover |
| 2.2. The essence and importance of savings | Text / infographics / Descriptions |
| 2.3. Case studies | Examples of several vulnerable families and their savings/True and False |
| 2.4. Deposits | Text / infographics /calculation examples demonstrating benefits |
| 2.5.Types of Bank Deposits | Text / infographics / |
| 2.6. How to ensure secure savings? | Text and voiceover |
| 2.7. What Can Be Saved Besides Money? | Text and voiceover |
| 2.8. Consumer Rights Regarding Savings | Text / voiceover / list of rights |
| 2.9. Smart spending and saving habits | Text / Animation / Tips |
| FL-C.4 Savings plan | Attached file |
| **3. Borrowing and Debt Management** | 3.1. Chapter objectives | Text and voiceover |
| 3.2. Borrowing | Text / Video / |
| 3.3. What is a Loan? | Text and voiceover |
| 3.4. Why Do Financial Organizations Provide Loans? | Text |
| 3.5. What Risks and Opportunities Come with Borrowing? | Text / infographics / Descriptions |
| 3.6. What Do Borrowers Often Overlook? | Text / Video |
| 3.7. What Types of Loan Products Exist? | Text / infographics / Descriptions |
| 3.8. What is a Credit History? | Text |
| FL-O.6 Borrowing | Infographics / True or False / Followed by the answers |
| 3.9 Who is a Guarantor and What Does Guarantee Mean? | Text / Video |
| **4. Financial Security** | 4.1. Chapter objectives | Text and voiceover |
| 4.2. Financial Security | Text / Voiceover |
| 4.3. Internet Fraud | Text / Infographics / Descriptions |
| 4.4. Financial Pyramids | Text / Infographics |
| FL-O.1 Financial security | Attached file |
| **5. Consumer Rights** | 5.1. Chapter objectives | Text and voiceover |
| 5.2. National Bank of Georgia and Rules for Protecting Consumer Rights | Text |
| 5.3. What Responsibilities Does a Consumer Have and What Should They Consider? | Text / Voiceover |
| FL-O.2 Consumer rights and responsibilities | Attached file |
| **6. Insurance** | 6.1. Chapter objectives | Text and voiceover |
| 6.2. The basic principle of insurance | Text |
| 6.3. Main types of insurance | Text / Infographics / Descriptions |
| **Ending module** | A. Main takeaways from the module | Text |
| B. Test your knowledge | Quiz, module post-test |
| C. Proof of module completion | certificate |
| D. Next steps | Text |

# **Human Rights Based Approach (HRBA)**

## **Brief Description**

The Human Rights-Based Approach (HRBA) module introduces participants to the principles, concepts, and practical applications of human rights in UPG programs. It is designed to help participants integrate human rights into their work with families and communities, ensuring that services are inclusive, equitable, and empowering.

The module is structured into two main parts:

**Human Rights – Basic Concepts and Fundamental Rights**

This section provides a foundational understanding of human rights, including their definition, essence, and classification. Participants explore different types of rights and freedoms, with a particular focus on fundamental human rights within the context of families. The sessions encourage reflection on how rights are realized in daily life and how families can be supported to access and claim these rights.

**Human Rights-Based Approach (HRBA)**

This part delves into the HRBA framework and its practical application in social programs, including the Ultra-Poor Graduation (UPG) program. It covers the history and evolution of HRBA, its core principles, and the importance of integrating a rights-based perspective into program design and delivery. Participants examine how HRBA intersects with the four pillars of the UPG approach and family support processes. Practical exercises guide participants in applying HRBA principles in real-world situations and contrast rights-based approaches with traditional needs-based approaches.

Throughout the module, participants are encouraged to mainstream gender perspectives, promote equality, and ensure that human rights principles guide all interactions with families and communities. Emphasis is placed on practical application, empowering participants to create inclusive and supportive environments while strengthening accountability and respect for the rights of all individuals.

**Overview of module details**

**Offline material total volume:** 27 pages

**Tentative digital volume**

* **Texts:** 19 slides with key content
* **Infographics:** 7 slides summarizing frameworks
* **Voiceovers:** 5 audio recordings
* **Videos:** 2 instructional videos (2 min. each)
* **Quiz:** 2 assessments
* **Certificate:** 1 completion certificate
* **Attachment:** 2 documents

## **HRBA module script outline**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Section** | **Tentative Format** |
| **Welcome** | A. Before you start: Navigating this course | Text, attached files of (1) Learners Guidebook and (2) Toolkit |
| B. Instructions | Text and voiceover |
| C. Who is the course for | Text |
| **0.Module Introduction** | 0.1. Module purpose and structure | Text |
| 0.2. Test your knowledge | Quiz- module pre-test |
| **1. Human Rights – Basic Concepts and Fundamental Rights** | 1.1. Chapter objectives | Text and voiceover |
| 1.2. The Concept and Essence of Human Rights | Text / Video |
| 1.3. Types of Rights and freedoms | Text and voiceover |
| 1.4. Fundamental Human Rights in the Context of Families | Text / Infographics / Descriptions |
| 1.5. Case studies | Examples of HHs’ Rights Violations and questions / quiz or drag and drop |
| **2. Human Rights-Based Approach (HRBA)** | 2.1. Chapter objectives | Text and voiceover |
| 2.2. General Overview | Text |
| 2.3. History of the Human Rights-Based Approach (HRBA) | Text / Infographics |
| 2.4. Core Principles of HRBA | Text / Infographics |
| 2.5. The importance of HRBA in the UPG Program | Text / Video |
| 2.6. HRBA through the UPG 4 pillars | Text / Infographics / Two layers |
| 2.7. HRBA in the Family Support Process | Text / Infographics / Good examples per pillars |
| 2.8. General Practical Approaches of HRBA | Text / tips / voiceover |
| 2.9. Comparison of Needs-Based and Rights-Based Approaches | Text / Infographics / drag and drop HRBA and Rights based |
| **Ending module** | A. Main takeaways from the module | Text / key messages four dimensions |
| B. Test your knowledge | Quiz, module post-test |
| C. proof of module completion | certificate |
| D. Next steps | Text |

# **Environment protection**

## **Brief Description**

The Environmental Protection module introduces participants to the causes, consequences, and responses to climate change, as well as broader environmental challenges such as natural disasters, biodiversity loss, and pollution. It is designed to build knowledge and practical skills for promoting sustainable practices at the individual, community, and policy levels.

The module is structured into three main parts:

**Climate Change – Causes, Consequences, and Actions**

This section provides an overview of climate change, exploring its causes, social and environmental consequences, and strategies for mitigation and adaptation. Participants learn about the roles of soil, forests, and oceans in regulating the climate and are encouraged to consider actions they can take to reduce their environmental footprint.

**Natural Disasters, Biodiversity, and Resource Protection**

This part focuses on environmental risks and the importance of protecting natural resources. Topics include reducing risks from natural hazards, protecting biodiversity, understanding ecosystem services, and managing waste. Participants engage in exercises to apply practical strategies for pollution reduction, sustainable resource use, and environmental care in their daily lives.

**Environmental Protection and Human Rights**

The final section highlights the intersection between environmental protection and human rights. Participants examine the Universal Declaration of Human Rights, international legal frameworks, and global agreements such as the UN climate change framework and the Paris Agreement. Special attention is given to the impacts of climate change in Georgia and the role of citizens and institutions in safeguarding environmental and human rights.

Throughout the module, participants are encouraged to integrate knowledge with practical action, promoting sustainable behaviors, accountability, and respect for both the environment and human rights. Gender perspectives, equality, and inclusive participation are mainstreamed across all activities to ensure that environmental protection is both effective and equitable.

**Overview of module details**

**Offline material total volume:** 35 pages

**Tentative digital volume**

* **Texts:** 28 slides with key content
* **Infographics:** 6 slides summarizing frameworks
* **Voiceovers:** 14 audio recordings
* **Videos:** 4 instructional videos (2min each)
* **Quiz:** 2 assessments
* **Certificate:** 1 completion certificate
* **Attachments**: 4 documents

## **Environmental Protection module script outline**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Section** | **Tentative Format** |
| **Welcome** | A. Before you start: Navigating this course | Text, attached files of (1) Learners Guidebook and (2) Toolkit |
| B. Instructions | Text and voiceover |
| C. Who is the course for | Text |
| **0.Module Introduction** | 0.1. Module purpose and structure | Text |
| 0.2. Test your knowledge | Quiz- module pre-test |
| **1. Climate Change – Causes, Consequences, and Actions** | 1.1. Chapter objectives | Text and voiceover |
| 1.2. Climate Change and Its Causes | Text / Video |
| 1.3. Consequences of Climate Change | Text / Voiceover / Infographics / Descriptions |
| 1.4. Actions Against Climate Change | Text / Video |
| 1.5. Roles of Soil, Forests and Ocean in Climate Regulation | Text / Voiceover / Infographics / Descriptions |
| **2. Natural Disasters, Biodiversity, and Resource Protection** | 2.1. Chapter objectives | Text and voiceover |
| 2.2. Reduce Risks of Natural Hazards | Text / Video / |
| 2.3. Interesting facts | Infographics / animation |
| 2.4. Protect Biodiversity | Text / Voiceover |
| 2.5. Eco services | Infographics |
| 2.6. Actor roles in EP | Text / [Video-links](https://youtu.be/ysa5OBhXz-Q?si=pBEEShuG5AUuE2kv) |
| 2.7. Waste essence and Classification | Text / Voiceover / attached file |
| 2.8. Waste Management | Text / Infographics / animation |
| 2.9. Our Contribution to Waste Reduction | Text / tips / voiceover |
| 2.10. Interesting facts | Infographics / animation |
| 2.11. Protection of air from pollution | Text / Voiceover |
| 2.12. Our Contribution to Waste Reduction | Text / tips / voiceover |
| 2.13. Interesting facts | Infographics / animation |
| 2.14. Importance of water / Water pollution | Text / Voiceover |
| 2.12. Our Contribution to Waste Reduction | Text / tips / voiceover |
| 2.13. Interesting facts | Infographics / animation |
| **3. Environmental Protection and Human Rights** | 3.1. Chapter objectives | Text and voiceover |
| 3.2. Universal Declaration of Human Rights | Text and voiceover |
| 3.3. Climate Change and Human Rights | Text / Infographics / Descriptions |
| 3.4. International Legal Framework on Climate Change | Text / Attached files |
| 3.5. Interesting facts | Infographics / animation |
| 3.6. UN Climate change framework / Paris Agreement | Text / Attached files |
| 3.6. Climate Change and Georgia | Text / Video |
| **Ending module** | A. Main takeaways from the module | Text / key messages four dimensions |
| B. Test your knowledge | Quiz, module post-test |
| C. proof of module completion | certificate |
| D. Next steps | Text |

# **Gender Equality and Social Inclusion (GESI)**

## **Brief Description**

The Gender Equality and Social Inclusion (GESI) module introduces participants to the fundamental concepts, key terms, and practical applications of gender equality and social inclusion. It explores the social, cultural, and economic factors that shape gender roles, norms, and power dynamics, as well as the challenges posed by gender-based violence and unequal access to resources. The module aims to build knowledge, analytical skills, and practical strategies for integrating GESI principles into work with families, communities, and advocacy initiatives.

The module is structured into three main parts:

**Key Concepts and Definitions** – This section introduces participants to the core terminology and concepts of gender equality and social inclusion, including gender roles, norms, socialization, power, privilege, intersectionality, and gender-based violence. It also explores women’s economic empowerment and the equitable distribution of household and care responsibilities. Participants will gain a foundational understanding necessary for applying GESI principles in practice.

**Mainstreaming GESI in work with HHs and Advocacy** – This part focuses on translating GESI knowledge into action. It guides participants on how to integrate gender equality and social inclusion considerations into work with families, community programs, and advocacy initiatives. Practical tools and strategies are provided to help participants identify and address GESI gaps, promote equitable participation, and ensure that interventions are inclusive and culturally sensitive.

**Case Studies** – The module includes real-life examples and scenarios that illustrate GESI challenges and solutions in various contexts. Participants will analyze these cases to strengthen their problem-solving and critical thinking skills, and to practice applying GESI principles in realistic settings.

**Overview of module details**

**Offline material total volume:** 25 pages

**Tentative digital volume**

* **Texts:** 19 slides with key content
* **Infographics:** 9 slides summarizing frameworks
* **Voiceovers:** 5 audio recordings
* **Videos:** 4 instructional videos (2 min. each)
* **Quiz:** 2 assessments
* **Certificate:** 1 completion certificate
* **Attachments**: 2 documents

## **GESI module script outline**

|  |  |  |
| --- | --- | --- |
| **Chapter** | **Section** | **Tentative Format** |
| **Welcome** | A. Before you start: Navigating this course | Text, attached files of (1) Learners Guidebook and (2) Toolkit |
| B. Instructions | Text and voiceover |
| C. Who is the course for | Text |
| **0.Module Introduction** | 0.1. Module purpose and structure | Text |
| 0.2. Test your knowledge | Quiz- module pre-test |
| **1. Gender Equality and Social Inclusion (GESI) Concept / Definition of Key Terms** | 1.1. Chapter objectives | Text and voiceover |
| 1.2. Definitions of Key Terms | Text / Video / Infographics / Descriptions |
| 1.3. Gender Roles and Norms | Infographics / Descriptions |
| 1.4. Gender Stereotypes | Text / Video |
| 1.5. Gender Barriers for women participation | Infographics / Descriptions |
| 1.6. 10 facts on Gender Equality | Text / Infographic |
| 1.7. Power, Privilege and Intersectionality | Text / Video |
| 1.8. Gender-Based Violence | Text and voiceover |
| 1.9. What causes the GBV | Infographic |
| 1.10. The results of GBV | Infographic |
| 1.11. Where to ask for help? | Video |
| 1.12. Family and Care Responsibilities | Text (survey findings) |
| 1.13. Women’s Economic Empowerment | Text / Video |
| 1.14. Men’s care and family responsibilities | Text / [Video](https://www.youtube.com/watch?v=t2JBPBIFR2Y&t=25s) |
| **2. Mainstreaming GESI in Family Work and Advocacy** | 2.1. Chapter objectives | Text and voiceover |
| 2.2. Integrating GESI into Family Work | Text / Infographics |
| 2.3. Tips for the HECs for mainstreaming GESI | Text / Voiceover |
| 2.4. Integrating GESI Issues into Advocacy | Text / Infographics |
| 2.5. Case studies (3) | Questions (Yes/No) |
| **Ending module** | A. Main takeaways from the module | Text / key messages four dimensions |
| B. Test your knowledge | Quiz, module post-test |
| C. proof of module completion | certificate |
| D. Next steps | Text |