



# Life Club

## SMILE:

For The  
Tenders Who  
Can Take The  
World In  
Future

## SMART:

For The Talents  
Who Can Turn  
The World Very  
Easily

## SUCCESS:

For Those  
Youths Who  
Yields To Bring  
Their Success  
To Change The  
World

## SUPPORT:

The Youths  
Who Strive To  
Make The  
Earth A Happy  
Place To Live



DOMESTIC EDUCATIONAL ASSISTANCE



ABROAD EDUCATIONAL ASSISTANCE



EDUCATION SECURED INSURANCE



EDUCATION LOAN



SCHOLARSHIP ASSISTANCE



INTERNATIONAL NETWORKING SERVICES



## Overview:



Social and Financial Education is aimed at helping young people think critically, learn about rights and responsibilities, and gain financial knowledge and skills that will enable them to achieve their dreams. It also helps them reflect and make sense of the life transitions they are going through, and how they can best be engaged in the world. Social Education teaches them to believe in themselves and become responsible citizens by understanding and being involved in social issues that affect them while Financial Education teaches the important skills of saving, appropriate spending budgeting, planning and engaging in age-appropriate Social and Financial Enterprises. Children also learn to the optimum and effective utilization of the resources (financial & Non financial)

**The children at the end of the program will be able to:**



1. Examine and reflect on their identities, values and beliefs, as well as their relationships with family, friends and communities.
2. Critique and investigate how rights are realized or violated in society.
3. Describe and practice responsible use and accumulation of financial, natural and other kinds of resources (people, planet and profit).
4. Demonstrate the ability to conduct planning and budgeting activities towards realizing a desired goal.
5. Conduct enterprises that have a positive effect in their communities.







## What is LIFE SMILE CLUB Program?

The LIFE SMILE CLUB programme for children who have not yet entered primary school (usually 3-6 years of age) provides an early childhood education programme that lays the foundation for this social and financial literacy. The programme builds on the evidence in early childhood education that such early investments provide children with advantages that are amplified and reinforced over time.

## Why LIFE SMILE CLUB?

Early childhood is the most critical time for positive intervention. Children's development during this stage is strongly affected by their environment, and that effect continues to exert a strong influence on the rest of their lives. It is of the utmost importance that educational and life-skills programs such as LIFE SMILE CLUB also begin at this early stage. Children gather the building blocks of social and financial literacy even before they get to primary school. Much of what they know about planning, budgeting, saving, spending and using resources is based on their daily routine. Even before monetary concepts are learned, simple concepts such as making full use of available resources, i.e. 'finishing one's food' or 'buying only necessities', are some of the daily realities that young children are exposed to that already relate to Financial Education.

Preschool children are also developing time-preferences when they understand that there are times when it is better to wait for something rather than to have it now. Children as young as 3 years of age are exposed to the social values of giving and sharing, not just with gifts or tangible materials, but also with

interaction with others. Other important life skills that are embedded in LIFE SMILE CLUB include taking turns, making decisions and setting goals. We believe that, even in their early years, children are highly capable and competent, regardless of their backgrounds, experiences and ages. Children are active, self-motivated learners eager to understand the world in which they live, and learn when supported through adult interactions.

Lead India Foundation has piloted LIFE SMILE CLUB program in year 2017-18, Planning to implement in 60 ICDS centers (Integrated Child Development Scheme) supported by Department of Women and Child Development, Govt. of India. It is planning to train 67 ICDS teachers who then will take this program up to 1200 children in the areas like Odisha, Jharkhand and Bihar. Lead India Foundation has also planned to incorporate parent's participation to ensure their active involvement in the program.





# Major Activities of LIFE SMILE CLUB programme:

## Teachers' Training Workshop:



LIFE SMILE CLUB programme is designed to promote learning of Social and Financial Education, based on the previously mentioned five core elements of LIFE SMART CLUB programme. Since the LIFE SMILE CLUB programme is not intended to serve as a complete curriculum for Early Childhood Education and Care, but rather, as a supplemental curriculum focusing on skills and attitudes relating to Social and Financial Education. Teachers and Facilitators are therefore, encouraged to incorporate LIFE SMILE CLUB programme into their Early Childhood Education programmes.

Training threshold will be on the massive use of active learning methodologies like storytelling, group work, image theatre, group presentation, games and songs considering the age group of the children. The trained pool of LIFE SMILE CLUB teachers will then implement the LIFE SMILE CLUB programme in their pre schools.



# Five Core Components of LIFE SMILE CLUB Program:

## **You, Me and LIFE SMART CLUB: Developing a positive sense of well being and identity**

It gives introduction to LIFE SMART CLUB to the children by explaining what the program is all about. It builds on LIFE SMART CLUB's core component of self exploration and understanding and Exploration; wherein children are encouraged towards greater self knowledge and self confidence.

## **Me and My Family: Taking care of the people we love**

This section focuses on the important relations that young children have with their family. Children will familiarize with themselves with different family components, the names of our family members, the important role that the people around us have. This section also introduces the concept of work and why work is important. It reinforces the importance of what our family members do in their work.



## **Me and my friends: Helping each other**

This section explores the importance of friendships that our friends give to us and what we can give them. It also talks about the special commonalities that we have with our friends and how we use our talents and interests.

## **Me and my community: Living and working together**

This section expands young children's understanding about the world around them. It focuses on the immediate community and what can be seen. It aims to improve their understanding of the concept of neighbourhood and community, and to start familiarising them with basic dynamics related to buying and selling.

## **Me and Money: Spending, saving and sharing**

This component focuses basic financial literacy concepts and builds upon them to help children to make their first step into social and financial education. The section is structured in such a way that the children will first learn to understand what money is and that it has value. The children will also learn to understand the concepts of spending, saving and sharing. The children will be encouraged to use all the concepts and skills that have learnt throughout curriculum and the culminating module will introduce the children about social and financial enterprise.





## About LIFE SMART CLUB, The character

To make children relate to the program, a hypothetical character was conceptualized and as the name suggested by children based on then popular Bollywood movie song it was named as LIFE SMART CLUB. LIFE SMART CLUB character is a little fireball from outer space. LIFE SMART CLUB is a unique character who brings together all LIFE SMART CLUB children across the globe; the children are happy to know that this character is friends with their counterparts all around the world.



### Framework of the Lead India Foundation LIFE SMART CLUB series Curriculum

**MAJOR CONCEPTS**  
**MAJOR FOCUS AREAS DURING THE PROGRAM**  
**SPECIFIC OUTCOMES**

**Myself, My World  
&  
My Dream**

- Getting to know myself (Family and relationships; cultural awareness)
- Problem solving and critical thinking (Responding to natural disasters)
- Me and my future (Role models)
- Children confidently express themselves with full awareness of their own setting, abilities and talents, and also appreciate that of their peers.
- Children apply problem solving skills in various settings (Such as natural disasters)
- Children can identify their goals and dreams with reference to real life models



### The LIFE SMART CLUB Journey Box:



The teachers encourage children to prepare LIFE SMART CLUB journey boxes and LIFE SMART CLUB money boxes. In LIFE SMILE CLUB programme, teachers will encourage children to save different things that are valuable to them. This will help them learn about protecting valuable items. It may be Afaltoun coins, photos of loved ones, arts and craft material that they have prepared during the sessions etc. The teachers will help children decorating the LIFE SMART CLUB journey and money boxes. Children will showcase their boxes during the annual fair of LIFE SMILE CLUB programme.

### Neighborhood visits:



Children will learn best about their neighborhood and community if they engage with it. Neighborhood visits can bring children to markets, banks, government buildings or other places that are appropriate for young children. The teachers will ensure that they have enough support of other adult volunteers to accompany the children. The children will make understand about the traffic and safety rules concerning being outside.

### The LIFE SMART CLUB fair:



A collective work will be done at the end of the year in which children will showcase their activities. LIFE SMART CLUB fair will be organized at the end of the programme. They will invite their parents, friends and other people from the neighborhood to cheer them. Children with the help of teachers will organize a market place and will exhibit their arts and crafts using LIFE SMART CLUB coins.

### Activities with Parents:



The teachers, throughout the LIFE SMILE CLUB programme, engage the parents of the children with some concrete activities. The teachers will organize interactive sessions of the parents for the children. They will share about their work to get money, about their experiences of childhood with the children to make them understand importance of their hardship. The parents will be actively engaged in the different activities along with the children throughout the sessions of LIFE SMILE CLUB programme.



# **LIFE SMART CLUB Social and Financial Education**

## **Program is based on 5 core elements:**

### **Self-Understanding and Personal Exploration**



LIFE SMART CLUB boost a child's confidence and understanding by helping them explore their own identity from an early age. Children are strengthen to determine and assume about their place in the world as a child, a girl or a boy, a son or daughter, a student, and a citizen. Children are also familiarize with nationality, ethnicity and religion, which make children aware of and appreciate the different characteristics that make them unique individuals. LIFE SMART CLUB programme material promotes compassion, respect for others, and stress the child's position within a wider community.

### **Rights and Responsibilities**



LIFE SMART CLUB programme is grounded in the UN convention on the Rights of the Child. We look into four major rights i.e., Right to Survival, Right to Protection, Right to Development and Right to Participation. Children increase their understanding and knowledge of their rights as well as those of others. They are given an opportunity to initiate, plan and organize activities that may positively promote child rights. Rights does not exist alone it goes hand in hand along with responsibilities, children learn about their responsibilities towards themselves, their family, community and the environment.

### **Saving and Spending**



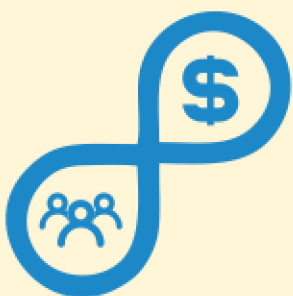
Children as we all know are keen in collecting things that they think have value. The programme develops a broad and clear definition of savings. Children save money and learn how to spend responsibly. Even objects of personal value and natural resources are promoted as equally important as money (coins and bills). LIFE SMART CLUB often use club and class approach to saving. Children set up LIFE SMART CLUBclub and elect a child leader who manages a group saving process under the supervision of trained teacher. It is place for democratic decisions and the club organize social and financial enterprises.

### **Planning and Budgeting**

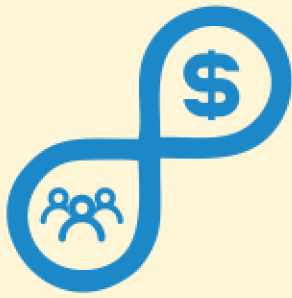


The concept of thinking ahead and planning is a skill, and is a key to individual development. Planning and budgeting let on children to set both personal and financial goals for the future. Children starts to think ahead by their experience and look at what their future may hold. They learn how to make a concrete steps towards a goal that they set for themselves.

### **Social and Financial Enterprise**



In social and financial enterprise, children view themselves and act as active participants in their community. It is the rational extension of the different learning objectives and activities in LIFE SMART CLUB programme. Social enterprise focuses on improving their own lives and the lives of the people around them through their collective activities and action, while in financial enterprise children make money through small business initiatives as a way to learn more about the market. The objectives of social and financial enterprise



may seem very different however they are connected by the idea that children can play an active and solve a set of problem together. The money earned here is not important as much as their learning about the world and realizing that they are capable of accomplishing things together.

Based on these concepts, a well structured and balanced curriculum has been drafted which referable by children aging between 6-14yrs. The curriculum itself was refined over 18 years of action research in India, followed by 10 pilot projects around the world. It has been adapted to be appropriate for children in different regions and of different ages, and to be taught both in classrooms and out of school. LIFE SMART CLUB partners have translated the curriculum and have contextualized it for over a 100 countries. Lead India Foundation conducts training, facilitate interactions with the children and teachers and help them understand and implement the program during these sessions.







### Process of Implementation

1. Lead India Foundation identifies partner in the state that the funding partner would like to implement the program
2. Due diligence process is completed by Lead India Foundation before releasing the funding
3. Lead India Foundation trains the master trainers
4. Lead India Foundation and the partner organization signs contract for one year to implement the program
5. Lead India Foundation shares books and other related material with the partner once the MOU is signed between Lead India Foundation and the partner
6. Lead India Foundation monitors and evaluate the program at the end of year.

### Process of Implementation

1. Teaches training workshops to train teachers on the concept, curriculum and the methodologies used in LIFE SMART CLUB Social and financial education program
2. Sessions in the schools based on the Lead India Foundation LIFE SMART CLUB series curriculum
3. Formation of Children club (LIFE SMART CLUB Club) to provide the children a platform to express their feelings , discuss the issues they face, learn from peers. Children also elect their representatives (Leaders such as President, Secretary, Treasurer) democratically to carry out the day to day work of the club.
4. Formation of School based Children Bank (LIFE SMART CLUB Bank) to inculcate the habit of saving , Children are encourages to save money in the LIFE SMART CLUB bank while the transaction is maintained in their individual passbook and school ledger. The teacher is the custodian of the money saved and if the saved amount exceeds a predefined amount then a formal bank account or an potal account is open in the name of the school and the money kept their
5. School Level camps are done to reinforce the learning at school level
6. Cluster level camps are done to provide children with the opportunity to share their learning with their counterparts in other schools. Generally it is done by brining 4-5 children form 20 schools in a particular block or taluka.
7. Bank/Post office/ Enterprise visit to gain the understanding of an financial institution set up and its functions
8. Annual LIFE SMART CLUB day to Disseminate to the local education authorities, local media etc on the 1

## Overview:



LIFE SUCCESS CLUB programme is designed as a journey for young people to reflect on their lives, learn to explore issues and problems in society, acquire skills that help them become engaged citizens and enact enterprises and projects with other young people from their communities. Young people have prominent roles in these inspirational stories as well. The LIFE SUCCESS CLUB programme can help young people realize their potential and become agents of change.

Social and financial education is aimed at helping young people think critically and learn about rights and responsibilities, as well as gain financial knowledge and skills that will enable them to make the best use of resources. It also helps them reflect and make sense of the transitions they are going through and how they can best be engaged in the world. Social education teaches them responsible citizenship needing to know about and being involved in social issues that affect them, while financial education teaches the children the important skills of saving, budgeting and engaging in enterprises.







## Money and Resources

- Social and Financial Saving (Include saving resources like time, water, electricity, values, to emphasize that more than money can be saved, and to feature savings across Books 1-8)
- Budgeting
- Consumerism
- Environmental Awareness (Disaster risk reduction and education)
- Children use savings as a tool to improve their own lives, and the lives of others. E.g. children can either form saving clubs in schools or open an account in the bank or post office with the help of a teacher or principal
- Children are able to carefully plan, budget and manage resources
- Children are responsible spenders and consumers of resources
- Children know that the world around them constitutes the environment and that they have to care for it

## Do Good, Be Enterprising

- Planning and Teamwork (Time management)
- Social Enterprise (Community Development)
- Entrepreneurship and Business
- Children are able to understand the concept of planning and being able to work in a team
- Children are able to contribute to the improvement of their communities. e.g. Through formation of school clubs children can take projects to prevent child labor, child marriage, bringing back dropped out children, maintain school cleanliness by organizing campaign or exhibition or performing a role play in the community they live in.
- Children can identify business activities and how it applies to their life. e.g. Children will run a stationary shop or develop kitchen garden in the school to learn the basic skills of doing small business

## 5 CORE ELEMENTS



### THEORY OF CHANGE

An Agent Of Change | Applying Capabilities | Making Choices | Socially & Economically Empowerd



**Objectives of  
LIFE SUCCESS CLUB programme:**

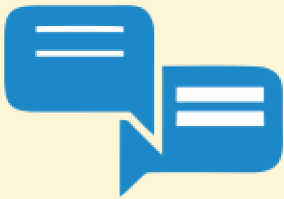






## **1. Explaining non-formal learning to employers and educators:**

It is essential to increase the recognition and validation of non-formal learning in business contexts and in the total education sector. This will help providers, young people and potential employers to appreciate the learning and development that occurs. Recognition of non-formal learning is a crucial objective of LIIID. It is important to understand that the wide range of competences gained are not limited to so called 'soft' skills, and to demonstrate how they contribute to innovation and creativity –



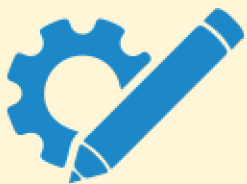
## **2. Translating non-formal learning outcomes to the world of work:**

There is a need to promote the validation of learning outcomes gained in non-formal learning and youth work in a vocabulary that is understandable to educators and employers. A link to the Indian Qualifications Framework is needed. It will be important to develop, provide and make the most of existing user-friendly, accessible tools (for example Youthpass, NSDC) that can enhance the ability of non-formal education workers and youth workers to offer activities that promote innovation and creativity in young people, and make young people aware of the skills gained through participation in such activities.



## **3. Enhancing the ability of those working directly with young people**

Non-formal education workers play a crucial 'catalytic' role, especially with those young people who are disadvantaged and hard to reach. There is a need to enhance the capacity of these workers, especially youth workers, to promote innovation and creativity in young people. Training and continuing professional development needs to be informed by Lead India Network wide reviews of nonformal learning, practices and qualifications frameworks.



## **4. Developing a strong focus on entrepreneurship**

The Entrepreneurship Action Plan and the Communication on Rethinking Education, asks Member States to ensure that all young people have a concrete entrepreneurial experience before leaving education. With a stronger focus on entrepreneurship youth work can play a greater role in connecting young people with the local community, including social enterprise and business, thus enhancing their opportunities to find a job, or to start their own project.

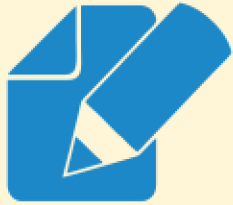


## **5. Improving partnership working and cross-sector innovation**

There is a need to bring together representatives of the public, private and voluntary sectors, including employer organizations, large, medium and small companies, young people and youth organizations, to raise awareness of the benefits of non-formal learning. To achieve cooperation and joint action between stakeholders and the social partners, there is a need to incentivize all stakeholders. Partners should pay particular attention to reaching disadvantaged and unskilled young adults with a specific focus on local, municipal and regional levels. This will enable a favorable operating context for the work by optimizing resources and helping to provide more coordinated provision for young people. Life Club offers new possibilities for building such partnerships.



**6. Extending the evidence base through focused research and impact analysis:** Evidence about the impact of non-formal and informal learning is developing. In January 2014 the Indian Commission published *Working with young people: the value of youth work in the Lead India*, which mapped different youth work activities and their value for young people in the Lead India. More studies of this quality are needed. The 2012 report *Youth Work: A Systematic 'Map' of the Research Literature* provides a model but there is a need to access research published in a range of languages.



**7. Including non-formal education and learning in Youth Guarantee plans:**

The Commission and Member States need to ensure that operational plans for structural funds include youth work services as an essential part of the link between education and the labour market. Labour market measures alone are not sufficient to reach all young people, especially the most vulnerable and those with little or no trust in the system.



## Objectives of LIFE SUCCESS CLUB programme:

1. Examine and reflect on their identities, age, gender, nationality, values and beliefs, as well as their relationships with family, friends and communities.
2. Critique and investigate how rights are realized or violated in society.
3. Describe and practice responsible use and accumulation of financial, natural and other kinds of resources (people, planet and profit).
4. Demonstrate the ability to conduct planning and budgeting activities towards realizing a desired goal.
5. Learn to plan and start micro-enterprises and community projects that have a positive effect in their communities.
6. Develop socially responsible and economically empowered youth to be agents of change
7. To understand money and market, which affect youth more as they become consumers, workers, and producers



## Process of Implementation

1. Lead India Foundation identifies partner in the state that the funding partner would like to implement the program
2. Due diligence process is completed by Lead India Foundation before selecting a partner organization.
3. After completing the due diligence process, partner organization will seek permissions from the Education department for running the LIFE SUCCESS CLUB programme in the selected schools.
4. Lead India Foundation shares books and other related material with the partner once the MOU is signed between Lead India Foundation and the partner
5. Lead India Foundation and the partner organization signs contract for one year to implement the program
6. Lead India Foundation develops a pool of Master Trainers
7. Partner organization will conduct the Pre and Post test with the children
8. The project cycle will be completed with the help of partner organization and children
9. Lead India Foundation will regularly conducts the monitoring visits in the project areas
10. Lead India Foundation with the help of partner organization will do the evaluation of the program at the end of year



LIFE SUCCESS CLUB is a progression of Lead India Foundation's Flagship program- LIFE SMART CLUB. Children are given space to express themselves, to act on their own, and to solve practical problems together. They act in these situations according to the LIFE SMART CLUB motto: 'Explore, Think, Investigate and Act'. Methods of learning include storytelling, song, drama and dance, games, LIFE SMILE CLUB formation (Children club).

**All activities and books covered in the current LIFE SMART CLUB programme address these issues through “Five Core Elements” that are balanced throughout the curriculum.**

## Self-Understanding and Personal Exploration



Young people have positive and negative traits, and they are all in the process of learning more about them. The importance of knowing self and others is critical to reaching out one's goals. Becoming independent and building a bridge for the future.

They are also influenced and affected by several people that they have met and events that they have experienced. Each time they change little with the effect of interaction and get some additional knowledge they already have from the person whom he/she is interacting. They start struggling between their roles of their parent's children and becoming independent people. LIFE SUCCESS CLUB help the children to understand that each family is unique and there are different family models possible. This is also the age at which young people transition from being children into becoming young adults – and the tensions that arise as they grapple with their independence, identity, values and even physical changes, sets the stage for more personal self-reflection, understanding and exploration. LIFE SUCCESS CLUB module provides young people, philosophy of change and makes them learn coping with it. It also speaks about the goals and necessary steps required to achieve them.

## Rights and Responsibilities



The United Nations Convention on the Rights of the child is a human rights treaty. LIFE SUCCESS CLUB manual make the young children aware of the rights concept. The CRC (Child Rights Convention) treaty is divided into four pillars : – (Rights to survival, Right to development, Rights to Protection and Right to Participation). LIFE SUCCESS CLUB Program guide children not only in claiming young people's rights, but also in performing their responsibilities towards themselves, their family, their community and the environment. This sense of responsibility will later help guide the decisions they make when they come to set up their own Social or Financial Enterprises. That is why LIFE SUCCESS CLUB encourages experiential learning where young persons are free to offer opinions and express themselves.

The money earned here is not important as much as their learning about the world and realizing that they are capable of accomplishing things together. Based on these concepts, a well-structured and balanced curriculum has been drafted which referable by children aging between 15-18 yrs. The curriculum itself was refined over years of action research, followed by pilot projects around the world. LIFE SUCCESS CLUB partners have translated the curriculum and have contextualized it in many countries. Lead India Foundation conducts training, facilitate interactions with the children and teachers and help them understand and implement the program during these sessions.



## Saving and Spending



LIFE SUCCESS CLUB's holistic approach toward development, a broad definition of savings is promoted; one that entails both material and non-material resources. Saving water and using natural resources responsibly are deemed just as important as saving money. Young people, aged 15 years and older, make decisions about saving and spending their money and the use of resources. They have growing consumer power and need to start preparing for financial independence. The Program emphasizes the skills that will help young people demonstrate responsible use and management of resources.

## Planning and Budgeting



The process of learning to be a change-maker in the LIFE SUCCESS CLUB programme culminates in the participants' planning and completion of a Social or Financial Enterprise. In LIFE SUCCESS CLUB program, participants through the process of choosing a Social or Financial Enterprise, forming a group, planning and budgeting their Enterprise with their group, and finally conducting the Enterprise. It is important for participants to realize that they can make a difference; that they can set a goal and make it happen. Their goal might be a social goal for their community or a financial goal that will affect the social reality of the participants and those around them.

## Social and Financial Enterprise



It is the rational extension of different learning objectives and activities in LIFE SUCCESS CLUB programme. Social enterprise focuses on improving their own lives and the lives of the people around them through their collective activities and action, while in financial enterprise children make money through small business initiatives as a way to learn more about the market. The objectives of social and financial enterprise may seem very different however they are connected by the idea that children can play an active and solve a set of problem together.



## ACTIVITIES OF THE PROGRAM:



**Teachers training workshops** to train teachers on the concept, curriculum and the methodologies used in LIFE SUCCESS CLUB Social and financial education program



**Sessions in the schools** based on the Lead India Foundation LIFE SUCCESS CLUB series curriculum which includes songs, fun games, activities etc.



**Formation of Children club (LIFE SUCCESS CLUB Club)** to provide the children a platform to express their feelings, discuss the issues they face, learn from peers. Children also elect their representatives (Leaders such as President, Secretary, Treasurer) democratically to carry out the day to day work of the club



**Formation of School based Children Bank (LIFE SUCCESS CLUB Bank)** to inculcate the habit of saving, Children are encouraged to save money in the LIFE SUCCESS CLUB bank while the transaction is maintained in their individual passbook and school ledger. The teacher is the custodian of the money saved and if the saved amount exceeds a predefined amount then a formal bank account or an postal account is open in the name of the school.



**School Level camps** are done to reinforce the learning and sharing of ideas at school level. Children get exposure as this program is of the children, organized by children, for the children. Teachers help them when required. The group work is expected to be held in the school camps.



**Bank/Post office/ Enterprise visit** to gain the understanding of a financial institution set up and its functions. Also gives the exposure and demonstration to the children to explore more to set up the enterprise.



**Social Enterprise:** Once the LIFE SMART CLUB clubs are formed, the children conduct regular meetings of clubs and discuss many topics that matter them. Sometime children feel to address any of the issues at larger level. They discuss the issue in group, decides the strategies to address it, take help of teachers and organize any activity for awareness generation. It is not expected that the children will resolve the issue, but the efforts towards resolving issue enhance their ability to think critically and explore alternative for the same in group.

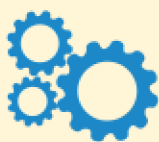


**Financial Enterprise:** The children in LIFE SMART CLUB club discuss things in groups and plan to organize any entrepreneurship activities. It gives firsthand experience to the children to think critically, experiment planning and budgeting aspects and learn things on their own. Money earned in the enterprise activity is not important rather than the learning of how to start a business and the prerequisite of it. This exercise develops ambitions of children of becoming an entrepreneur





**Entrepreneurship Lab:** Entrepreneurship Lab is conceived to be a place where the young child feels at home to gain knowledge, also garner and practice some of the skills to nurture the entrepreneurial streak that child must have found while participating in the LIFE SUCCESS CLUB Program. The concept behind the Entrepreneurship Lab is to provide opportunities for these young learners thinking critically and acting in an enterprising ways. It also has a clear focus on core and soft skills, and the ability to transfer them to different contexts in the different work surrounding



**Vocational Preparedness:** LIFE SUCCESS CLUB vocational preparedness programme provides the opportunity to think and deal with the skill of recognizing and overcoming the challenges in order to prepare for the type of work they would like to do. It suggests the areas where the children can process on their own to build and develop strengths and minimize the weaknesses. It will explain the children about the values of different occupations and the enterprises..



**Annual LIFE SMART CLUB day** to Disseminate to the local education authorities, local media etc. The children come together to celebrate International LIFE SMART CLUB Day which has been their inspiration for Social and Financial Education. Children with the help of teachers organize various activities to share things they have learnt in this programme. The interstate or international talks can also be organized to interact with children from other communities, countries.





## Objectives of LIFE SUCCESS CLUB programme:





## Life Support:

### **Life Support intends to leave no one behind**

LIFE CLUB is a crucial factor in the fight to eradicate poverty and reduce inequalities locally, nationally and globally.

Each of the core components represented in the conceptual model for economic citizenship support various aspects of poverty eradication efforts individually, but in combination they offer a viable force to affect systemic change and break enduring cycles of poverty.

Achieving the 2025 agenda relies not only on setting goals, but also on a responsive approach to the voice and needs of youth. By equipping young people with skills, knowledge and confidence in their abilities, there is a real chance that global leaders can harness the potential of young people to reach the SDGs over the next 14 years. Together we can work towards creating a generation of empowered youth and support long-term sustainable development.

### **Life Support will link between the SDGs and economic citizenship**

There are seven specific SDGs that demonstrate the clear link between economic citizenship for children and youth and the attainability of the SDGs which will be worked elegantly by the life clubs and the LIFE Support club will work in this goal.



### SDG 1:

#### End poverty in all its forms everywhere

Granting access to quality, affordable and convenient financial services can contribute to eradicating extreme poverty (people living on less than \$1.25 a day) and reducing the proportion of men, women, and children of all ages living in poverty (SDG 1.1 and 1.2). Financial inclusion should be supported by and integrated with financial, social and livelihood education to help children and youth accumulate savings and develop responsible financial behaviours, qualities that are useful to reducing the impact of economic shocks (SDG 1.5).



By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.



### SDG 3:

#### Ensure healthy lives and promote well-being for all ages

Economic condition, income, working position, education and culture are all distal determinants of health and well-being, while social education provides more understanding of rights, empathy and respect. The combination of financial inclusion and social education is also useful to ensure universal access to information and education regarding sexual health (SDG 3.7).



By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes



### SDG 4:

#### Ensure inclusive and equitable quality education

Financial and livelihoods education can increase the number of youth and adults who have relevant skills, including technical and soft skills, for employment, decent jobs and entrepreneurship (SDG 4.3, 4.4, 4.6). Social and financial education can help ensure all young people, both male and female, achieve literacy and numeracy (SDG 4.6).



By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy



### SDG 5:

#### Achieve gender equality and empowerment for all women and girls

Providing financial access and developing financial capabilities for young women and girls builds social and economic empowerment, allowing them to take advantage of greater economic opportunities alongside their male counterparts.





End all forms of discrimination against all women and girls everywhere



## SDG 8:

### Promote inclusive and sustainable economic growth

The current employment situation is very critical, especially for youth, as they represent the category with the highest unemployment rate in the labour market. A lack of relevant skills and the absence of access to appropriate financial services for entrepreneurs are two common barriers to youth employment. Through livelihoods education, youth can enhance their employability, obtain sustainable livelihoods and stimulate entrepreneurial activity (SDG 8.3, 8.5, 8.6).



- Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services

- By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

- By 2020, substantially reduce the proportion of youth not in employment, education or training



THE GLOBAL GOALS  
For Sustainable Development

## SDG 11:

### SDG 11: Make cities inclusive, safe, resilient and sustainable

In order to create safe, resilient and sustainable settlements and cities, it is essential to include children and youth in urban development strategies. Engaging youth through financial inclusion, financial education and livelihood education makes the goal of creating sustainable and safe cities more achievable (SDG 11.3).



By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries



THE GLOBAL GOALS  
For Sustainable Development

## SDG 16:

### SDG 16: Promote peaceful and inclusive societies

Financial education should not be limited to simply teaching children and youth how to manage finances, but also be grounded in ethical and ecologically responsible behaviour. Social education plays an important role in steering children away from financial behaviours and attitudes that may negatively affect not only personal well-being, but also that of the wider community.



Promote the rule of law at the national and international levels and ensure equal access to justice for all.



THE GLOBAL GOALS  
For Sustainable Development



# LEAD INDIA

FOR EDUCATION AND EMERGENCY SUPPORT CLUB



Domestic Educational Assistance | Abroad Educational Assistance  
Education Secured Insurance | Education Loan  
Scholarship Assistance | International Networking Services

