

Skills4girls Partner Toolkit 2022

# Unlocking The Potential Of **Adolescent Girls**





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# About the Toolkit

This toolkit has been developed to support adolescent girls' skills building and position UNICEF as a partner of choice for private and public sector partners.

The toolkit will be used by UNICEF National Committees, PFP, PPD, Regional and Country Offices as a framework to communicate a shared value and advocate for partnerships and funding for the Skills4Girls Portfolio.

## Objectives of the toolkit

The overall objective is to make the case for transforming the lives of adolescent girls through skills building. Specific objectives include:

- Generate strategic, successful and sustainable partnerships for UNICEF's Skills4Girls Portfolio.
- Highlight the value proposition of investing in building skills for adolescent girls.
- Make a case for and demonstrate UNICEF's credibility and capacity as a partner of choice.
- Positively influence partners to join UNICEF in transforming the lives of adolescent girls especially the vulnerable, across the world.



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# The Potential of Adolescent Girls

## The challenge

Today's adolescent girls are the face of courage, strength and resilience – the powerful change-makers driving progress in their families, schools and communities.

Equipped with the right resources and opportunities, the world's 600 million adolescent girls can become the largest generation of female leaders the world has ever seen. Employment in the 21st century workforce is projected to focus on science, technology, engineering, and math (STEM), and social entrepreneurship<sup>1</sup>.

At the same time, as scientific and technological solutions rapidly scale and shape today's economies and societies, girls and women are falling behind in the digital gender divide with large gaps in digital adoption, access, ability and opportunities to equally benefit from technology, compared to boys and men.

Globally, about **1 billion girls and women lack the skills they need** to succeed in rapidly changing job markets<sup>2</sup> while **1 in 4 girls aged 15–19 years is neither employed nor in education or training** compared to 1 in 10 boys of the same age<sup>3</sup>.

Studies also reveal that boys and young men are the overwhelming majority of students studying STEM fields in higher education<sup>4</sup>, while worldwide, **the percentage of female STEM graduates is below 15 percent** in over two-thirds of countries<sup>5</sup>. Currently, **over 90 percent of jobs worldwide have a digital component** and without increased digital access and literacy, adolescent girls will have fewer skill sets to be competitive in this digital job market<sup>6</sup>.

Additionally, in many contexts, adolescent girls have no say in decisions that affect them resulting in programmes that do not respond to their specific needs, hindering them from reaching their full potential. The lag begins with education and is fueled by gender stereotypes and traditional expectations of what girls' and women's roles are.

The COVID-19 pandemic made things harder for millions of girls, particularly those in marginalised communities. **Over 11 million girls may not go back to school** after the COVID-19 pandemic<sup>7</sup>. Nonetheless, the crisis also presents an opportunity—a chance to reimagine our future and rethink our priorities to ensure we don't return to 'business as usual' in promoting girls' empowerment.

<sup>1</sup> 1 Plourde K, Thomas R, Bertone A, and Gates S. 2020. The Skills4Girls Learning Agenda. UNICEF and FHI 360. <https://www.unicef.org/media/83876/file/S4G-Learning-Agenda.pdf>

<sup>2</sup> Malala Fund. 2019. Full Force: Why the world Works Better When Girls Go To School. Malala Fund, London.

<sup>3</sup> UNICEF estimations based on ILOSTAT Data, 2019.

<sup>4</sup> OECD, *Why Don't More Girls Choose to Pursue a Science Career?* PISA in Focus, No. 93 (2019).

<sup>5</sup> UNESCO, Global Education Monitoring Report. A new generation: 25 years of efforts for gender equality in education. New York, 2020. [unesco.org/en/report](https://unesco.org/en/report)

<sup>6</sup> Bridging the Gender Digital Divide," accessed March 2021, [Bridging the gender digital divide | Plan International \(plan-international.org\)](https://www.plan-international.org/en/bridging-the-gender-digital-divide) and [USAID, 2020 pg 4](https://www.usaid.gov/our-work/bridging-the-gender-digital-divide)

<sup>7</sup> [UNESCO girls education](https://www.unesco.org/en/girls-education)

# Our Solution - Skill4Girls Portfolio

Creating conditions that **unlock their talents, skills and potential** means that girls can live out their dreams and be productive members of society.

With a chance to develop their innate skills — and end the discrimination and inequality that stands in their way, **there is no limit to what girls can achieve**. Girls are leaders and world shapers; they are trailblazers and entrepreneurs.

Investing in their success creates a ripple effect that benefits individual girls, along with their families, their communities and entire societies. In other words — **when girls succeed, we all succeed**. UNICEF is working to impact adolescent girls' lives, so they are empowered to successfully transition to work, higher education and training, as well as engage with and participate in their communities and wider society.

UNICEF through the Skills4Girls Portfolio is currently working with and for girls in 22 countries to bridge the gap between the skills girls need to be competitive in the 21st century workforce, versus those they have traditionally had access to.

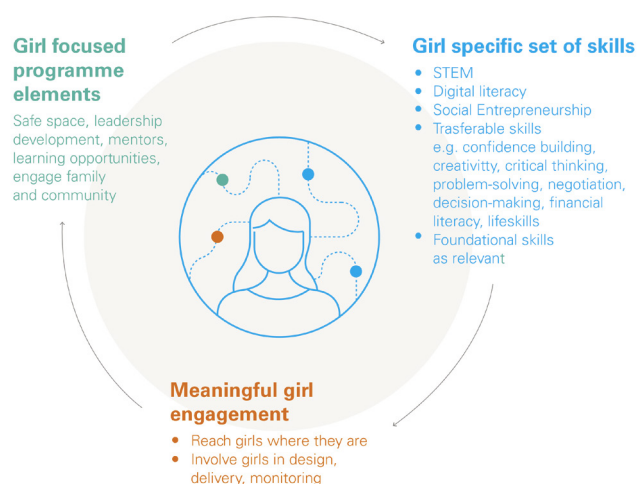
The Portfolio addresses the [UNICEF Gender Action Plan \(GAP\), 2022-2025](#) key commitment on prioritising the leadership and well-being of adolescent girls; and it is hinged on Goal Area 2 of [UNICEF's Strategic Plan, 2022-2025](#) which focuses on access to quality learning opportunities, skills, participation and engagement for all children and adolescents.

As one of the five targeted priorities for [Girls' Empowerment in the Gender Action Plan](#), investments in girls' education and skills are a critical pathway to dignified work. Skills4Girls develops girls' skills in areas such as STEM, digital technologies, social entrepreneurship as well as life skills such as problem-solving, negotiation, self-esteem and communication.

Since its inception in 2020, Skills4Girls has directly impacted nearly 330,000 adolescent girls contributing to UNICEF's target of reaching 6.5 million girls with the skills they need to compete in today's reality by 2021. The Portfolio is currently generously supported by private sector partners – **Chloé, Clé de Peau Beauté, Dove and Pandora**.

## Girl-centred approach to skills-building

- **Girl-centered engagement** - Putting girls at the center of design, implementation, monitoring and learning.
- **Girl-specific skills** - Focusing on competencies that position girls to participate equally and transition to employment.
- **Girl-focused approaches** - Tailoring strategies to girls' needs, including safe spaces, mentorship, internships, access to technology, and leadership development. Focusing on all girls, everywhere, in all their diversity.



Conceptual model for girl-centered skills- building empowerment programmes



## The Ask – Stand with **the Girls**

Investing in adolescent girls and young women is investing in future change-makers. Girls carry potential and therefore building their skills and empowering them benefits families, communities and generations. Everyone benefits when girls are skilled and empowered to live a productive life.

UNICEF seeks a broad range of partners, including corporates, philanthropists, foundations, and governments who want to leverage their resources, influence, reach or business expertise to empower and transform the lives of adolescent girls especially the most vulnerable. Support can take many forms, including innovation and technology, financial contributions, advocacy and communication, expertise and data generation.

Brands like Chloé, Clé de Peau Beauté, Dove, Gucci, and Pandora have already recognised the power that arises from partnering with UNICEF to empower adolescent girls.

### Why invest in girls?



**Prepare them for future work:** Girls need skills to succeed in life and compete in the future workforce.



**Support them to lead prosperous lives:** Women with secondary education could earn twice as much as those with no education.<sup>4</sup>



**Contribute to the global economy:** If all adult women completed secondary education, the world could add USD15 to USD30 trillion to the global economy.<sup>5</sup>



**Create a better future:** Healthy and empowered girls grow to be healthy and empowered women who raise healthier and more resilient families.

<sup>4</sup>Wodon, Quentin, et al., [Missed Opportunities: The High Cost of Not Educating Girls](#), (The Cost of Not Educating Girls Notes Series), World Bank, Washington, DC., 2018, p. 13.  
<sup>5</sup>Ibid, p. 5.



## Why **UNICEF** is the Partner of Choice

- 1 **Mandate, influence and expertise:** UNICEF is the world's leading organisation for children and the only UN agency with the mandate to promote girls' rights across multiple sectors.
- 2 **Credibility and accountability:** UNICEF is a credible organisation that delivers value for money interventions for children.
- 3 **Evidence-based impact and scale:** UNICEF delivers sustainable impact at a global scale. UNICEF's presence in 190 countries and territories enables it to take best practices to national, regional and global scale.
- 4 **Leaves no child behind:** Through UNICEF's footprint, partners can reach millions of the most marginalised and empower them for success.
- 5 **Gives girls a voice:** Through UNICEF, partners can be part of interventions that empower girls to rise up and reach their potential.
- 6 **Branding, advocacy and visibility:** Leverage on UNICEF's strong brand and reputation for diversity, equity and social inclusion.
- 7 **Contributes to realising multiple Sustainable Development Goals:** Gender equality, end poverty, quality education, decent work & reduced inequalities.



Join **UNICEF** and **support girls** as they transform their lives and our world.



## Our Current Partners

Partnerships are at the heart of everything UNICEF does. UNICEF is working with private and public sector partners across the world to support and empower adolescent girls to reach their potential. Specifically, for Skills4Girls, UNICEF is currently working with the following private sector partners:

**Chloé** – Implementing pathways for girl-centered programming to build girls’ digital and social entrepreneurship skills through in-school and out-of-school programmes. Covering Bolivia, Jordan, Morocco, Senegal, Tajikistan.

**Clé de Peau Beauté** – Focusing on empowering girls through 21st century skills and STEM learning in and out of school and mentoring. Covering Bangladesh, China, Kazakhstan, Kyrgyzstan, Lao PDR, Namibia, Niger, Peru, Uzbekistan and Vietnam.

**Dove** – Empowering adolescent girls through integrating self-esteem and body confidence curriculum in life skills and teacher training programmes. Covering Brazil, India and Indonesia.

**Pandora** – Unlocking young people’s potential and ideas by equipping them with the skills they need to become active citizens who can contribute to their societies and economies. Covering Burundi, Guatemala, Nepal and Serbia.

### Further information on current partnerships:

- [Cle de Peau Beaute unlocks the power of girls](#)
- [Cle-de-peau-beaute Partnership](#)
- [Chloe supports Girls Forward campaign](#)
- [Dove supports to build body confidence and self esteem](#)
- [PANDORA supports young voices](#)



## Skills4Girls Topline Messages

### Adolescent girls are taking lead as change-makers and leaders of tomorrow.

- Girls are speaking out on issues that affect them and it is critical that their voices are valued, acknowledged and recognised.
- Engaging girls in programme design and implementation empowers them to take charge of their lives and take lead in finding solutions to challenges they face.
- Meaningful engagement of girls ensures that interventions are relevant to them and respond to their needs.

### Investing in building skills for adolescent girls promotes their empowerment.

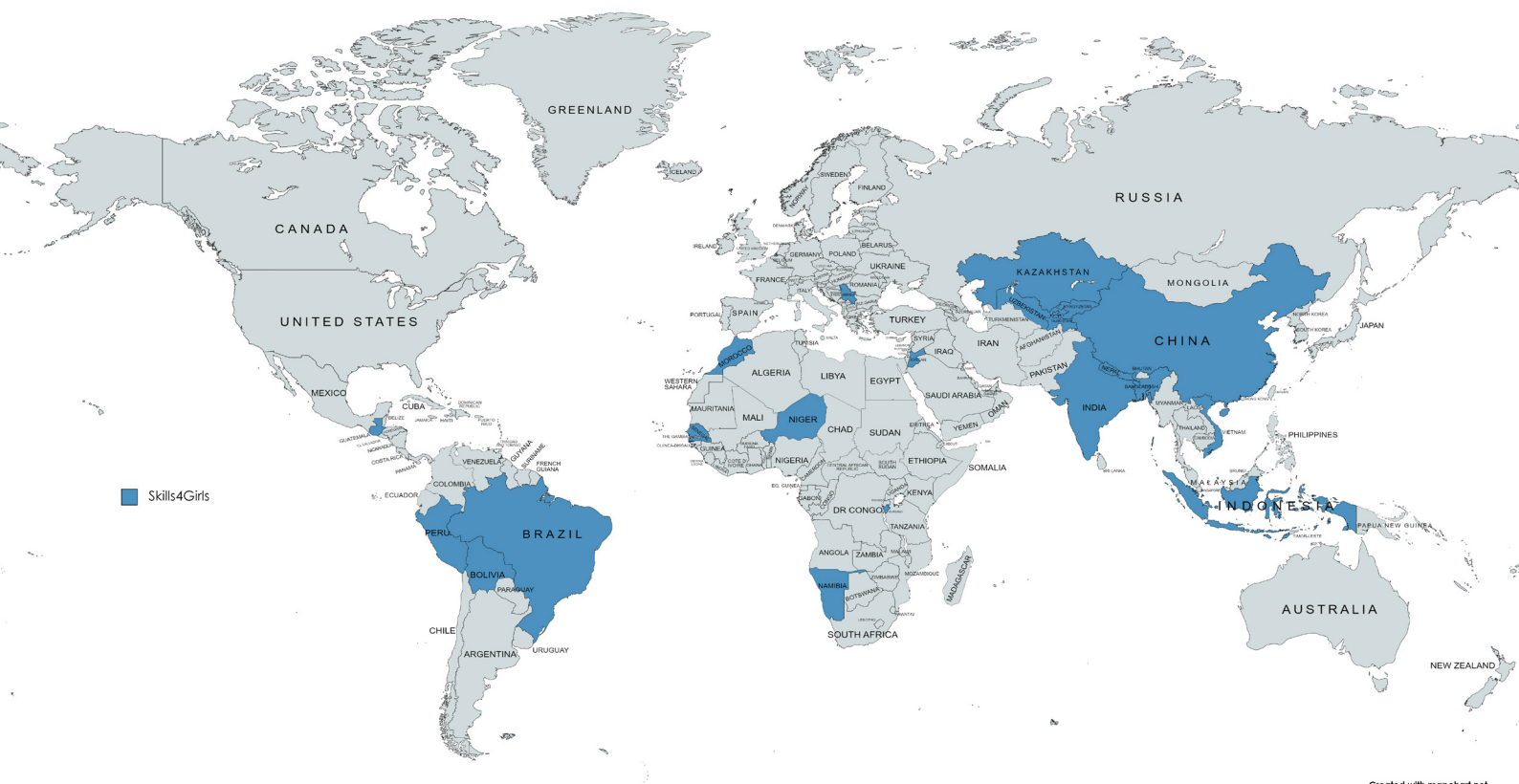
- Nearly 1 billion girls and women lack the skills required to succeed in rapidly changing job markets<sup>1</sup>.
- Worldwide, 1 in 4 girls aged 15–19 years is neither employed nor in education or training compared to 1 in 10 boys of the same age<sup>2</sup>.
- Building skills for girls increases their access to opportunities, ensuring their equal participation in the workforce.
- Equipping girls with skills such as STEM, digital, transferable and social entrepreneurship helps to break down gender barriers and position girls to be competitive in the 21st century workforce.

### Girls need to be supported to utilise and apply their skills in a safe environment.

- Girls should be provided with safe spaces and real-world learning opportunities to apply their skills.
- Girls need access to female role models in their communities to help them navigate the life challenges and roadblocks that prevent them from achieving their aspirations.

<sup>1</sup> Malala Fund. 2019. Full Force: Why the World Works Better When Girls Go to School. London, Malala Fund

<sup>2</sup> UNICEF estimations based on ILOSTAT Data, 2019



Skills4Girls coverage - Building adolescent girls' skills in diverse contexts worldwide

## Country Programme Snapshots

Building adolescent girls' skills in diverse contexts worldwide

**Bangladesh, China, Kazakhstan, Kyrgyzstan, Lao PDR, Namibia, Niger, Peru, Uzbekistan and Vietnam** are equipping girls for the 21st century workforce by providing them with relevant **STEM education**, skills and vocational training through training centers. UNICEF initiatives aim to engage girls by providing professional orientation, pre-engagement training and placement in internship and/or apprenticeship programmes. Girl-focused approaches include using mentoring circles, where girls are matched with local female role models to develop their confidence and provide a safe space to discuss the barriers they face.

**Bolivia, Jordan, Morocco, Senegal and Tajikistan** are delivering various programme models via **in-school and extracurricular platforms** that address existing skills gaps for adolescent girls to succeed in future work. Countries are delivering tailored programmes to address gaps in digital and technology skills, based on girls' interests and aspirations. Initiatives include training in basic digital literacy, coding, business model design and financing as part of social entrepreneurship skills.



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## Country Programme Snapshots Contd.

**Burundi, Guatemala, Nepal and Serbia** are equipping adolescent girls with skills and learning using new curricula and platforms such as [UPSHIFT](#) to deliver innovation and social entrepreneurship training. UNICEF is reaching vulnerable out-of-school girls by building transferable skills to foster leadership, active citizenship and increased cognitive, social and emotional skills. Alongside collaboration with the private sector, initiatives are enhancing employability through linkages to job opportunities, internships and mentorships. Programmes are specifically tailored to provide emergency support to girls who have suffered from violence or abuse and give them opportunities to continue learning in certain contexts.

**In Brazil, India and Indonesia** UNICEF is helping adolescent girls identify innovative approaches to tackle gender stereotypes and harmful norms. Initiatives are empowering girls with the skills they need to stand up for their rights, make their own decisions and reach their full potential. With a focus on scale and sustainability, UNICEF is integrating **body confidence and self-esteem** modules into ongoing life skills programmes reaching girls and boys through in and out of school platforms including digital.

# Skills4Girls in Action

COVID-19 disrupted lives and education around the world, with an outsized impact on girls and women. Countries implementing the Skills4Girls programme responded to the pandemic in novel ways and continued to find ways to deliver for girls. The activities they undertake are as varied as the girls themselves. Each country tailors the programme to its own context, leveraging UNICEF's existing partnerships and investments and creating solutions developed by girls, for girls.



@UNICEF Kyrgyzstan/2020

Skills4Girls is working to make education in science, technology, engineering and mathematics (STEM) more gender-responsive in **Kyrgyzstan**, while offering girls aged 15-18 a chance to connect with and be inspired by peers and women in STEM fields. Mentoring and short-term job placements offer girls a chance to make better career decisions and build a support network.

In **Niger**, where 75 per cent of girls are married as children and nearly half become mothers by age 18, the priority of Skills4Girls is to equip girls with skills and tools to be economically productive and participate in their communities. This includes literacy and numeracy classes, nutrition training, and skills to find or create meaningful employment — especially in STEM-related fields. Girls are also taught critical thinking and problem-solving.



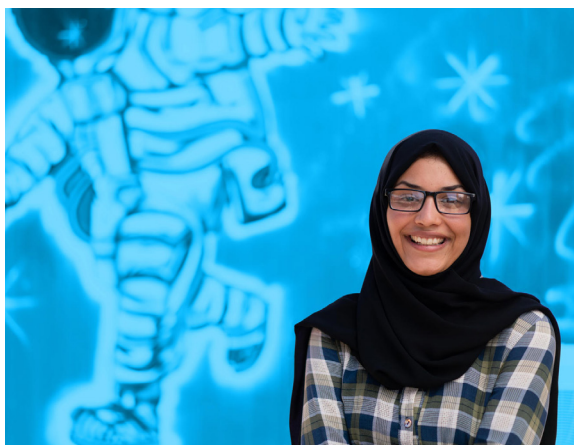
@UNICEF Niger/2019/Isiamane



@UNICEF Vietnam/Candice Lok Ying Lau

Skills4Girls in **Vietnam** works with girls in rural remote settings and poor urban areas to increase their participation in skilled work, especially in fields where they are underrepresented. Activities aim to equip girls with STEM and digital technology skills as well as provide them with opportunities to develop self-confidence, problem-solving and decision-making skills. Other interventions focus on preventing gender-based violence, ending child marriage, and removing gender barriers that hold girls back from a fair chance in life.

# Skills4Girls in Action



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In **Jordan**, half of all young women are neither employed nor in training or education. A series of activities, including mobile Innovation Labs, aim to empower girls to transition to productive and resilient adulthood by developing their skills and technical capacities. Furnished with trained facilitators, equipment and stationery, the labs give young people a chance to plan, conceive and develop innovative solutions, as well as training in coding, financial planning and business.

In **Tajikistan**, 15 nationwide Innovation Labs target rural adolescent girls who are not in school or work. The girls learn digital and tech training, as well as transferable skills like problem-solving, empathy, teamwork and goal setting. A tailored curriculum offers context and age specific lessons, aiming to equip these girls with a set of 21st century skills as well as the confidence they need to explore a wider world of opportunities.



© UNICEF/UN048447/Pirozzi



@UNICEF Burundi/Dona-Marvella/2020

For young women in **Burundi**, finishing school and finding employment is an uphill battle. One in five women aged 15–24 is illiterate and only 10 per cent of girls complete secondary school. Using blended learning approaches, coupled with social innovation and social entrepreneurship, young people are being empowered to identify challenges in their communities and create entrepreneurial solutions to address them. Activities focus on digital literacy training, mentorship and income generation.

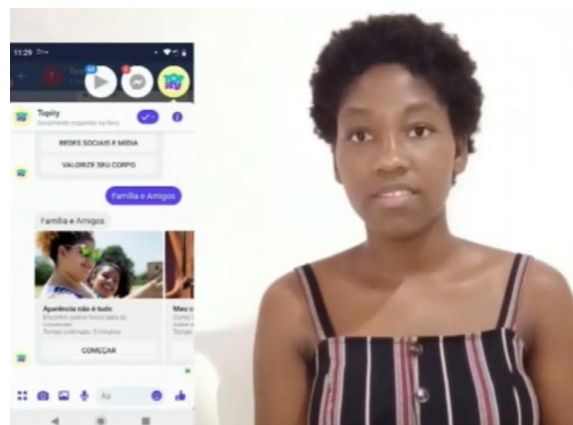
# Skills4Girls in Action



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Skills4Girls is working to help vulnerable girls in **Nepal** develop valuable life skills. The goal is to reach socially excluded adolescents, including those who are out of school, and support them to become social entrepreneurs. Girls are trained on literacy and numeracy, as well as given practical skills, tools and knowledge to develop their own personal strengths.

UNICEF and its partners worked with hundreds of adolescents to develop content for a chatbot, Topity, that represents the diverse experiences of youth in **Brazil**. The goal is to reach two million young people with social media content that positively impacts their body image, self-esteem and confidence. Through the chatbot, young people can communicate with a slightly older fictional friend who provides tips on how to improve self-esteem and body confidence and break harmful gender stereotypes and social norms.



@UNICEF Brazil/Isabele/2020



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In **Indonesia**, Skills4Girls promotes life skills education for girls and boys aged 12-15, through in-school and out-of-school platforms. The curriculum focuses on problem-solving, creativity and communication, as well as self-esteem and body confidence. The programme equips teachers to deliver the content and works with the Ministry of Education and Culture.



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## Key Moments

Key events are opportunities for UNICEF to communicate and drive collective action and initiatives. Skills4Girls will leverage on key moments to strategically advance the girls' empowerment agenda and also mobilise partners to help advance the desired outcomes for girls.

Event	Date
International Day of Women and Girls in Science	11 February
International Women's Day	8 March
Commission on the Status of Women	14 March
Girls in ICT Day	28 April
Generation Equality Forum	June
Youth Skills Day	15 July
UNGA 2022	13 September
International Day of the Girl	11 October
World Children's Day	20 November

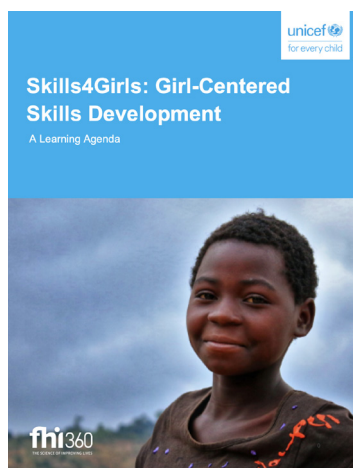


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## Key Resources



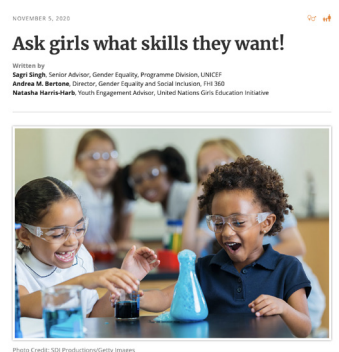
[Skills4Girls Portfolio  
Girl-Centered Generational  
Impact Brief](#)



[Skills4Girls: Girl-Centered  
Skills Development:  
A Learning Agenda](#)



[Towards an equal future:  
Reimagining girls'd education  
through STEM \(PDF\)](#)



[“Ask girls what skill  
they want!”](#)



[Adolescent education and  
skills- development](#)



[Global Forum for  
Children and Youth](#)



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