## Session 4: Skills Building, School to Work Transitions, and Girls’ Empowerment

| Welcome | Ian Attfield, Senior Education Adviser, DFID  
Lauren Rumble, Principal Adviser, Gender Equality UNICEF HQ  
Annabel Gerry, Head DFID, Pakistan |
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| Self-efficacy and skills development to work transition pathways: adolescent girls and young women in western Nepal | Jayne Harthan, GEC Fund Manager Nepal  
Nabin Lamichhane, Programme Manager, Mercy Corps |

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| Closing of Session 4 | Lauren Rumble, Principal Adviser, Gender Equality for UNICEF, HQ  
Frank Van Cappelle, Education Specialist UNICEF ROSA  
Ian Attfield, Senior Education Adviser, DFID |
• Please make sure to **mute your mics** during presentations/when others are speaking.

• **Use the chatbox!** Ask any questions and engage in active discussions!

• Please use the ‘**raise hand function**’ to let us know that you have something to share!

• If you are having any trouble, **reach out to the host/co-hosts (Kate, Emma & Riva)** at any time through the chat for support.

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**Housekeeping Rules**
Gender Equality, Girls Education and Girls’ Empowerment

Annabel Gerry, Head DFID, Pakistan
Discussion

Ian Attfield, Senior Education Adviser, DFID
Skills 4 Girls

Maha Muna: UNICEF South Asia Regional Gender Adviser

Women in STEM

Binita Shrestha: Chairman and Managing director, WiSTEM
Skills 4 Girls
UNICEF Girl-Centered Skills-Building, and Empowerment programming
15 Programmes: Girl-centered, girl-empowered programmes on STEM including digital, transferable skills, social entrepreneurship, mentorship
Evidence Based Programmes - Learning Agenda

- Published Grey and Peer-Reviewed Evidence!
- Experienced Peers and Experts!
- Evidence Review
  - girl-engagement
  - girl-specific set of skills
  - girl-centered approaches
- Expert Young Women!

Icon credit: Olga Zaurova
Icon credit: Hugo Alberto Gongora

Skills 4 Girls – UNICEF | for every child
Conceptual Model for Girl-Centered Skills Building Empowerment Programs

**Meaningful Girl-Engagement**
- Meaningfully engage girls throughout the program implementation, and monitoring, evaluation and learning (MEL) processes.

**Girl-Specific Set of Skills**
- Always include digital skills for all girls, including literacy and digital safety.
- Always include transferable skills plus additional practical information.
- Include foundational skills for the most vulnerable girls.
- Include job-specific skills when appropriate for girls educated, the local business environment, and for the services.
- Tailor the specific skills development content to girls, vulnerabilities, unique needs, level of education, employment status, and level of access to technology and other relevant resources.

**Girl-Centered Program Components**
- Provide a safe space that is inclusive of all girls.
- Provide girls with access to mentors and role models.
- Provide exposure to real-world learning opportunities and internships.
- Offer opportunities to apply skills to create social impact.
- Support girls’ leadership development.

Skills 4 Girls – UNICEF | for every child
What does the evidence say about a girl-specific set of skills and girl-centered approaches?
FOCUS: Nepal – UpShift with focus on High Density Settings

- Emergency support and rescue of adolescent girls surviving violence, abuse and exploitation in urban and peri-urban areas.
- **Strengthening skills** for girls linkages/referral to services including job placement services with a focus on **green jobs**.
- **Girls centered support**, profiling of women in different trades as **role models** for younger women, snf s **mentorship** program supporting adolescent girls to develop networks.
- **Adolescent empowerment** component: life skills, vocational training, seed-funding targeting girls vulnerable to or surviving sexual abuse, sexual exploitation and trafficking. Support to social innovation challenges through solidarity groups to address social issues identified by targeted youth. Interactive engagement with youth through **U-report with a focus on social issues facing youth**, gender relations and profiling achievements of girls involved in the program.

Partnerships: Inter-agency collaboration with UNOPS, UNDP, ILO to identify opportunities for targeted girls’ engagement in national youth employment, job placement and public works programs. Partnerships with private sector in the ICT, banking, engineering, retail, transportation, communication sector to support access to technology, digital and financial literacy, networking and mentoring.
Girls Empowerment

Measures of adolescent **empowerment** should include **four key constructs**: (1) increased **assets** (2) increased levels of **critical awareness**, (3) increased **agency**, and (4) increased levels of **voice and participation**.

- Programs frequently measured changes in **assets**, including **improved skills**, as key outcomes.
- Changes in **girls’ mobility** was a commonly utilized indicator of improved agency.
- Few programs sought to measure program impact on **voice/ participation**. One program utilized **participation in local politics** as an indicator of this construct.
- Programs measured increased **awareness of rights**, and of **local events** as indicators of **critical awareness**.
FOCUS: TEACHERS – INDIA GIRLS’ EMPOWERMENT
PROMOTING GIRLS’ SELF-ESTEEM AND BODY CONFIDENCE

• Train 980 master trainers using the developed materials, who in turn will support 125,000 teachers across India.

• Support teachers to deliver body confidence sessions to girls and boys between the ages of 11 and 14 as a part of the life skills curriculum.

• Engage adolescent girls and boys through school and out of school platforms such as Meena Manch, Meena Raju Manch, Joyful Saturday discussions, Bal Sabhas and activities conducted under Sports for Development.

Impact: 3.75 million children annually (of which 1.25 million children/year will receive training for first time) with an overall estimated unique reach of 6.25 million children by end 2022.
Outreach to communities through communication campaigns to promote attendance in secondary schools. However, communication messages primarily focused on the value of boys in attending secondary school.

Outreach to communities through communication campaigns to promote attendance in secondary schools for all children. In addition, new schools are built to expand secondary education, resulting in increased access to and enrolment in secondary schools, but for mostly boys.

To address gender-based barriers, sex-segregated education system where girls study at home and boys go to school. This results in girls’ gaining access to education, but gender inequalities remain unchanged.

To facilitate gender-based barriers, program provides scholarships and in-kind support (e.g. transport vouchers, etc) to facilitate girls’ access to schools, and mechanisms to address school-related gender-based violence. Communications on value of education through mass media to communities, families, girls and boys.

In addition to the previous program, promoting and training teachers, strengthening the pedagogy to reflect gender equality, and focus on engaging girls in non-traditional subjects such as STEM. C4D strategies to highlight the value of girls and boys learning together, gender equality, and promotion of non-traditional skills for girl.
Thank you!

Our Partners

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GUCCI

clé de peau BEAUTÉ

Dove self-esteem project

#GirlsCreate

THE GOVERNMENT OF THE GRAND DUCHY OF LUXEMBOURG
Ministry of Foreign and European Affairs

PANDORA

Chloé
Self-efficacy and skills development to work transition pathways: adolescent girls and young women in western Nepal.

Jayne Harthan, GEC Fund Manager Nepal; Nabin Lamichhane, Programme Manager, Mercy Corps
Self-efficacy and skills development to work transition pathways: adolescent girls and young women in western Nepal.

Presentation prepared by:

- Nabin Lamichhane, Programme Manager, Mercy Corps in Nepal
- Shristi Karki, STEM MEL Manager, Mercy Corps in Nepal
- Yugdeep Thapa, STEM Communication Specialist, Mercy Corps in Nepal
- Jayne Harthan, Nepal Portfolio Manager, GEC Fund Manager (June 2015-June 2020)
Girls Transition Fund

https://www.youtube.com/watch?v=VhowpGAGNRE
Integrated approach

- Family dialogues
- Mentoring
- Vocational and technical training linked with support to collateral free low interest loans to startup businesses
- Comprehensive skills training (ASRH, financial literacy and business skills)
- Linkages with other government and private sectors
“People talk about my past sorrows and appreciate what I have made of my life today. They speak well of me and say that I am giving my child a good education. They are very happy for me and encourage me to do even better in my business.”

Source: GTF Recipients Survey, 2018
Transition pathways

Successful transition
- Re-enrollment into formal education
- Business start up/Girls transition fund
- Employment
  - Vocational Training
    - Out of schools girls club
      - Start and initiate your business
      - Financial literacy
      - Life skills

Targeted intervention
- Remedial class to girls

Understanding girls and local context
- Market Need assessment
- Stakeholders mapping/analysis
- Community Campaigns

Girls’ Education Challenge
UK aid
Findings

87% of the girls can make the required monthly repayment

76% of the recipients have shared that they have conducted market research

92% of the recipients have reported that their confidence in their own capacity has grown

68% of the girls reporting that they have gained more status and decision-making power within their household.

98% of the recipients have shared that they do not need to take on additional work in order to make payments

86% of the recipients reported that community members have been more positive and respectful towards them

Source: GTF Recipients Survey, 2018
Monitoring and Learning

4 pillars of monitoring

- Individual tracking
- Mapping and assessing skills and confidence
- Meeting needs: logistical and personal
- Post training support.

Learning

- Need multiple channels to map and contact adolescent girls and young women
- Participants cannot commit long duration for training sessions
- Orientation on market opportunities required
- Hard to find jobs for unconventional skills
- Need to connect with private sector
- Need to provide flexibility in monthly business loan repayments
- Adolescent girls and young women have increased savings, better decision making power and strong agency when they are financially independent.
Scale up and sustainability

- Local government
- Private sectors
- Other development partners
Finding there is expectation (government, private and development sectors) to deliver Vocational Training/ skills alone. STEM project findings indicate for adolescent girls and young women to enter sustainable livelihoods then self-efficacy is essential. This presentation discussed integrated approach, clear transitions and monitoring. There is growing literature and evidence around self-efficacy, skills development and sustainable livelihoods.
Resources links

About the project
Subsidized interest rate supported girls to cope with Covid-19 impact

Intervention brief
Bonded labor to Business women
Girls voices
For any information please contact Nabin Lamichhane

nlamichhane@mercycorps.com

Mercy Corps Nepal

THANK YOU
Does girl-centered mean that boys are excluded? Why might it be important to also engage boys, even in girl-centered programming?

What are recommended measurements for empowerment programming in the skills building context?

How can we scale-up and sustain skills training with self-efficacy embedded in design and delivery?
Skills for Girls: Alternative Learning Program (ALP) for the most vulnerable adolescent girls through informal apprenticeship in Bangladesh

Iqbal Hossain, Education Specialist, UNICEF Bangladesh

Generation Unlimited: Skills for Adolescent Girls

Urmila Sarkar, Senior Adviser
Generation Unlimited, UNICEF Headquarters
Skills for Girls

Alternative Learning Program (ALP) for the most vulnerable adolescent girls through informal apprenticeship in Bangladesh
Context

- Though enrolment rate is higher, dropout rate is also higher for girls than boys in secondary education. (Girl - 40.2%, Boy -36%)
- 40% secondary school age adolescents are out of school. Girls share is higher than boys.
- TEVT intake is low and only ¼ are girls
- 27% of youth age 15-24 years are NEET with much higher share of girls
- Unemployment rate is highest for 14-24 years group – 12.3% (Girls share is higher)
- Every Year, more than 2 m youth enter in the work force and 85% of them are employed by informal sector as unskilled.
- Women age 20-24 years married before 18 years -51.4%

(BANBEIS 2018, E&Y 2019, MICS 2019)
SOLUTION through informal apprenticeship

**Trainees**
- Out of school youth (14-24 yrs.)
- Girls and boys
- Hard to reach/ underprivileged
- Special attention given to PWDs

**Master Craft person**
- Local businessman
- Skilled crafts person
- Reputation at the community

**Model**
- On-job training
- Theoretical training
- Soft skill training
- Placement

**Intervention**
- **Selection**
  - Learners
  - Master Craft Person
  - Theoretical Trainers
- **Training**
  - On the job Practical training
  - Theoretical & soft skill training
  - Occupational safety and health support
- **Employment**
  - Wage Employment
- **Certification**
Impact

- 95% job placement rate for girls and boys
- 6 Fold increase in income
- 7.5 times increase in Savings
- 9% increase in per day per capita food expenditure
- 1:3 cost-benefit ratio
- Higher impact on females
- Enhanced empowerment, self-confidence and job satisfaction
- 62% reduction in child marriage among female learners

Recent RCT reveals that on-the-job training increases

- labor market participation by 22.6 per cent,
- total time devoted to earning activities by 59 per cent, as well as the earnings by 44 per cent.
- It increases both self and wage-based employment
Why ALP works?

- Formal Structure, leveraging existing platform system
- Community based and Trade specific on the job training
- Demand driven (Market need oriented)
- Link with employment
- Social inclusion and decent work
- Not high or zero capital investment
- Certifiable, Future option to learn
- Soft skills
ALP for Girls

- **Gender equality**: More than 60% girls
- **Inclusion**: 10% PWDs, Transgender
- **Challenging social barriers, gender stereotypes and norms related to gender**: Mobility, Attitude, non-conventional trades, Girls in market place, child marriage, low value of girls & their productive role;
- Training for MCP
- Work place safety
- **Empowerment (economic, social and personal)**
- **Intervention to delay child marriage for most vulnerable girls**
Way Forward...

- Adopting ALP to address literacy gap and digital divide (courses on technology, access to blended course)
- Adopting ALP for the most marginalized girls (married, divorced and separated adolescent girls, Girls with disabilities) jointly with UNFPA
- Focusing on entrepreneurship in emerging sectors considering post COVID 19 context
- Supporting scale up
Generation Unlimited:
Skills for Adolescent Girls

Urmila Sarkar
Senior Adviser, Generation Unlimited Global Team
Adolescent girls in education, skills and employment

Nearly 1 in 3 adolescent girls from the poorest households around the world has never been to school. (UNICEF, 2020) 6 out of 10 children and adolescents are not achieving minimum proficiency levels in reading and mathematics. Schools struggle to prepare adolescents with transferable skills needed in the work place (i.e. self-confidence, problem-solving, critical thinking and creativity).

ILO’s School to Work Transition Survey in 34 countries show that female youth (15 – 29 yrs) are 3 times more likely than male youth to be outside of the labour force and not participating in education (8% versus 24%) due to women’s exclusion from the active labour force with gendered expectations of unpaid family work (e.g. child care, domestic chores) and informal employment.

Adolescence is a time when gender roles can diverge sharply. While recognizing girls and boys experience adolescence in very different ways, the world tends to narrows for girls, who face limitations on their ability to move freely and to make decisions affecting their education, work, marriage and relationships. Vulnerable to child marriage, teenage pregnancy, gender-biased sex selection, violence.
Generation Unlimited is a global multi-sector partnership that helps young women and men (10-24) become **productive and engaged members of society**. GenU connects Secondary-age Education and Training to Employment and Entrepreneurship

**GenU aims at:**

- Modernize **secondary education** and **training** to build the **skills** young people need for productive lives and engaged citizenship
- Foster job preparation through **apprenticeship, mentorship** and **entrepreneurship**
- Increase and improve the number of **quality work opportunities** available to youth
- Engage young people as problem-solvers and **agents of social change**
GenU partners: who is GenU?
**Partnerships & Collaboration**

**World Bank**
Key early catalyst for GenU, announcing a US$ 1B investment in 2019, tied to its Human Capital Project which is mobilizing countries to deliver more effective investments in people – especially young people – as a key pathway to skills and jobs in today’s changing world of work.

**UNRC**
Providing in-country leadership for GenU within the areas of coordination, being a convener, supporting Government leadership in coordination with UNSG Envoy on Youth.

**ILO**
Joint Knowledge Facility with the Global Initiative on Decent Jobs for Youth. Provide one-stop shop for policy makers and practitioners across the skills, employability and engagement space. Launch of “What Works: Guide to Action” on August 12 International Youth Day.

**UNDP**
Support to social entrepreneurship, innovation and youth engagement. Catalyst of GenU Youth Challenge and Accelerator Labs.

**UNESCO**
Focuses on secondary education, skill development, TVET and ICT within the education sector.
Overview of current GenU Countries

39 countries across 7 regions

East Asia & the Pacific
- Indonesia
- Malaysia
- Thailand
- Vietnam

East & South Africa
- Botswana
- Ethiopia
- Kenya
- Rwanda
- South Africa
- South Sudan

East Europe
- Kosovo
- Tajikistan
- Turkey
- Kazakhstan
- Uzbekistan

Latin America & Caribbean
- Argentina
- Brazil
- Mexico
- Costa Rica
- El Salvador
- Honduras
- Eastern Caribbean

Middle East & North Africa
- Palestine
- Egypt
- Lebanon
- Sudan
- Qatar
- Morocco

South Asia
- Bangladesh
- India
- Nepal
- Pakistan
- Sri Lanka

West & Central Africa
- Ghana
- Cote d’Ivoire
- Nigeria
- Niger
- Sierra Leone
- Senegal
Seven target areas identified to support 17+ million young people with skills development and quality employment opportunities by 2024.

Steering committee chaired by the government and led by a2i, BRAC, ILO, UNICEF, UNDP and the World Bank with industry associations representing more than 500 national businesses.

Scalable solutions include: apprenticeships; secondary education and Madrasas; entrepreneurship; development of a job matching platform including skilling, certification and school to work transition; young migrant workers; and mainstreaming vocational education in systems.

Support from the Prime Minister Sheikh Hasina, and plans to establish 329 technical schools and colleges by 2024, and commitment to introduce soft skills education and introduce one mandatory TVET course by 2021.

• Led by President Kenyatta, a GenU Leader, building on existing youth skills/employment initiatives, tapping into vibrant private sector, and co-creating with youth.

• Steering Committee co-chaired by Office of the President and support of CS Mucheru Minister of Youth/ICT and the UNRC building on SDG partnership platform.

• Rolling out Country Investment Agenda.

• Opportunity to scale-up World Bank’s Youth Employment and Opportunities Programme and expanding school digital connectivity across Kenya.
**Learning Unlimited:** Scale up online/remote learning, skilling, and livelihoods platforms

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| Covid-19 has disrupted access to learning and skilling for more than **1.5 billion** children and adolescents in **192 countries**. **520 million** out of these are in **lower and upper secondary school levels**. In LICs, **women/girls** **33% less** likely to have access to internet and remote learning. | • Scaling up **world-class digital solutions** which meet every young person’s unique learning needs and context.  
• Targets to reach **500 million** children and young people in **106 countries** in upcoming two years with radical scale-up of digital learning solutions.  
• GenU and UNICEF working closely to scale solutions including |

**GenU Task Forces and COVID response**

1. Connect all schools and learners to the internet
2. Scale up online/remote learning, skilling, and livelihoods platforms
3. Boost entrepreneurship skills and opportunities
4. Support youth as change-makers
Way Forward

- The provision of foundational, transferrable and vocational skills - through the education system and in the form of vocational, business and life skills training combined with guidance for business start-ups and engagement in entrepreneurial activities

- Ensuring that classes and vocational training are accessible by young women - A gender-sensitive intervention design may include gender-sensitive outreach, creating female-friendly spaces during training, minimizing the distance to training facilities, flexible timing of classes and close mentoring by local women, who serve as role models

- Promoting safe, flexible, female-friendly employment and workplaces for women – maternity protection, paternity leave and other measures that enable a more harmonized work–family balance. Support STW interventions (e.g. career guidance, apprenticeships) including more opportunities in the digital space

- Engaging local communities to create enabling environments for women’s empowerment and change gender norms

  - Supporting intensive training on gender dynamics and social norms, combined with innovative programme design, to be able to enhance the social and economic empowerment of young women. A continuous programme for designing and testing new intervention approaches and gender dynamics curricula could further provide evidence on what will be effective for different target groups and in different community settings worldwide

GenU works with multiple stakeholders and partners synergizing efforts to improve the work and life outcomes for young women
Discussion

Lauren Rumble, Principal Adviser, Gender Equality UNICEF HQ
Poll: General feedback on the webinar series

The anonymous poll will help us to improve future webinars!

Thank you for providing feedback!
Thank you for joining session 4!