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# Skills4Girls Portfolio

## Girl-Centered, Generational Impact

### The Challenge

Today’s more than 1.1 billion girls are poised to take on the future. Yet gender-based discrimination and limiting stereotypes keep many girls from living their dreams. Particularly in skills development for successful transition to employability, adolescent girls are lagging behind.<sup>1</sup>

### The Reality

Girls are a tremendous engine for transformational change. Equipped with the right resources and opportunities, girls today can become the largest generation of female leaders, entrepreneurs and change-makers the world has ever seen. However, even with growing numbers of girls in school, the pace of progress and bar of success must be accelerated. In at least 20 countries, hardly any poor, rural adolescent girl completes upper secondary school.<sup>2</sup> Globally, the percentage of females among Science, Technology, Engineering and Math (STEM) graduates is below 15 per cent in over two-thirds of countries.<sup>3</sup> In fact, worldwide, nearly one in four girls aged 15–19 years is neither employed nor in education or training compared to 1 in 10 boys of the same age.

### Our Solutions

Through shared value partnerships with private and public sector stakeholders, across the globe UNICEF is advancing opportunities to transform and empower the lives of hundreds of thousands of adolescent girls and young women by:

- 1 Putting them at the center via meaningful engagement in the design, implementation, monitoring and learning.
- 2 Focusing on skills that position them for equal participation and transition to employment, including STEM, participation and creation of digital technologies, social entrepreneurship, and transferable skills such as problem-solving, negotiation, communication.
- 3 Tailoring approaches to their needs including safe spaces, mentorship, internships, access to technology, leadership development.
- 4 Sharing learning insights and fostering new partnership models to expand the global dialogue and collective impact.

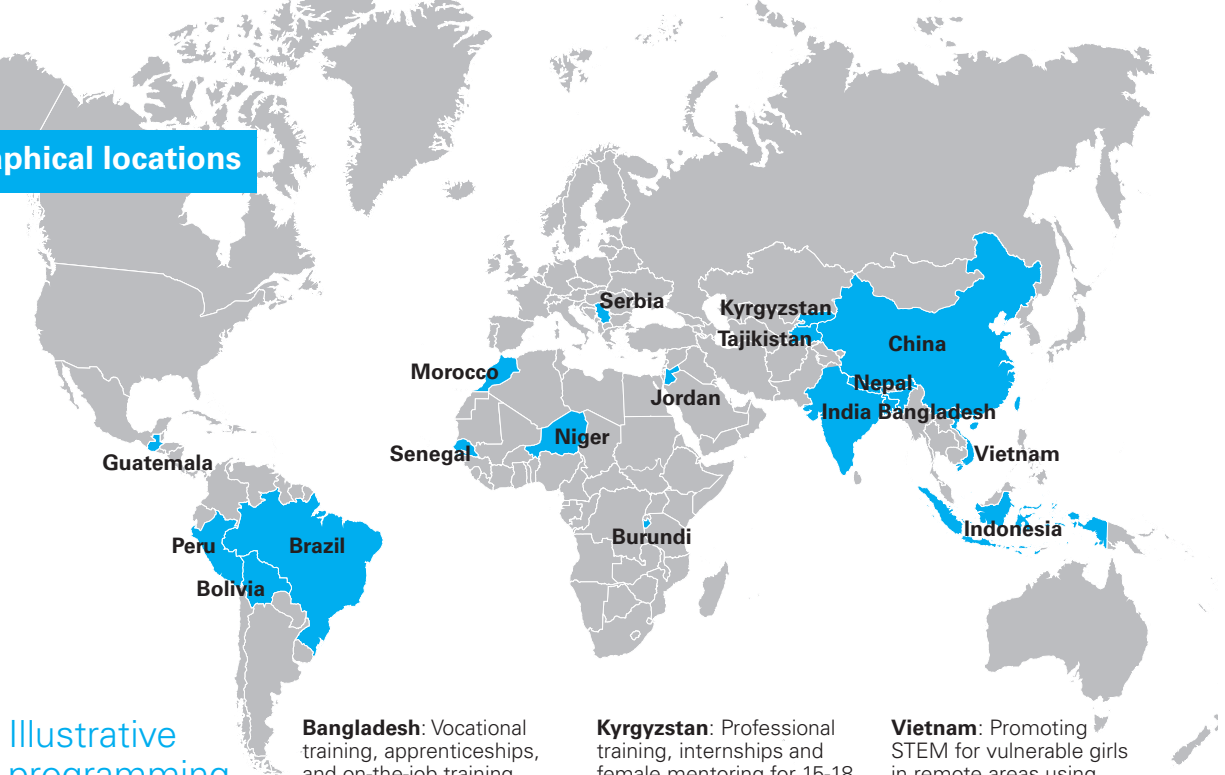
“Programming is such a great profession, you can create something new on your own, and each time you need to think differently. You kind of feel like an inventor who invents a new bicycle every time.”

**Ayzat,**  
16-year-old, Bishkek, Kyrgyzstan



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## Geographical locations



### Illustrative programming models include:

**Bangladesh:** Vocational training, apprenticeships, and on-the-job training for vulnerable out-of-school adolescent girls via an alternative learning programme.

**Jordan:** With a focus on 18-24 years old young women, digital and social entrepreneurship skills development, apprenticeships, and micro employment opportunities via a digital freelance job platform.

**Kyrgyzstan:** Professional training, internships and female mentoring for 15-18 year old school girls from poor rural communities and migrant resettlements.

**Peru:** Training programmes on life skills, STEM skills and new technologies for pregnant girls and adolescent mothers.

**Senegal:** Digitally-delivered social entrepreneurship “boot camps” for two age cohorts of girls (10-14 and 15-18 years old).

**Vietnam:** Promoting STEM for vulnerable girls in remote areas using technology and digital platforms.

**Ruhi Akter,**  
17-years-old, Mirpur,  
Dhaka, Bangladesh

“After finishing my training, I will take a job as a trainee IT support technician and continue to earn and learn until I am ready to start my own IT training centre.”



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## Endnotes

- 1 United Nations Children’s Fund, UN Women and Plan International, *A New Era for Girls: Taking Stock of 25 Years of Progress*, New York, 2020. [www.unicef.org/media/65586/file/A-new-era-for-girls-2020.pdf](http://www.unicef.org/media/65586/file/A-new-era-for-girls-2020.pdf)
- 2 UNESCO, *Global Education Monitoring Report. A new generation: 25 years of efforts for gender equality in education*, New York, 2020. Embargoed until 9 October 2020.
- 3 Ibid.

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