

Leave No Girl Behind

4 part webinar series

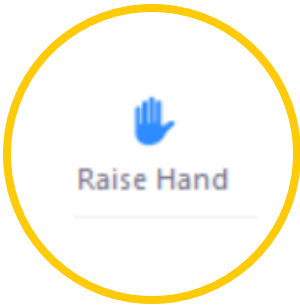
Girls'
Education
Challenge



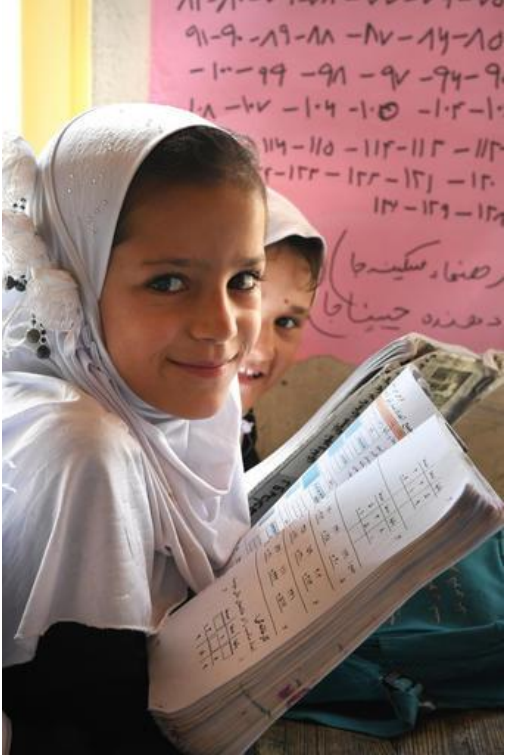
Session 4: Skills Building, School to Work Transitions, and Girls' Empowerment

Welcome Opening: Gender Equality, Girls Education and Girls' Empowerment	Ian Attfield , Senior Education Adviser, DFID Lauren Rumble , Principal Adviser, Gender Equality UNICEF HQ Annabel Gerry , Head DFID, Pakistan
Discussion	Ian Attfield , Senior Education Adviser, DFID
Skills 4 Girls	Maha Muna , UNICEF South Asia Regional Gender Adviser
WiSTEM Nepal	Binita Shrestha , Chairman & Managing Director, WiSTEM Nepal
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
Discussion	Lauren Rumble , Principal Adviser, Gender Equality UNICEF HQ
Generation Unlimited: Skills for Adolescent Girls	Urmila Sarkar , Senior Adviser Generation Unlimited, UNICEF HQ
Skills for Girls: Alternative Learning Program in Bangladesh	Iqbal Hossain , Education Specialist, UNICEF Bangladesh
Discussion	Lauren Rumble , Principal Adviser, Gender Equality UNICEF, HQ
Closing of Session 4	Lauren Rumble , Principal Adviser, Gender Equality for UNICEF, HQ
Closing of Webinar Series	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.



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

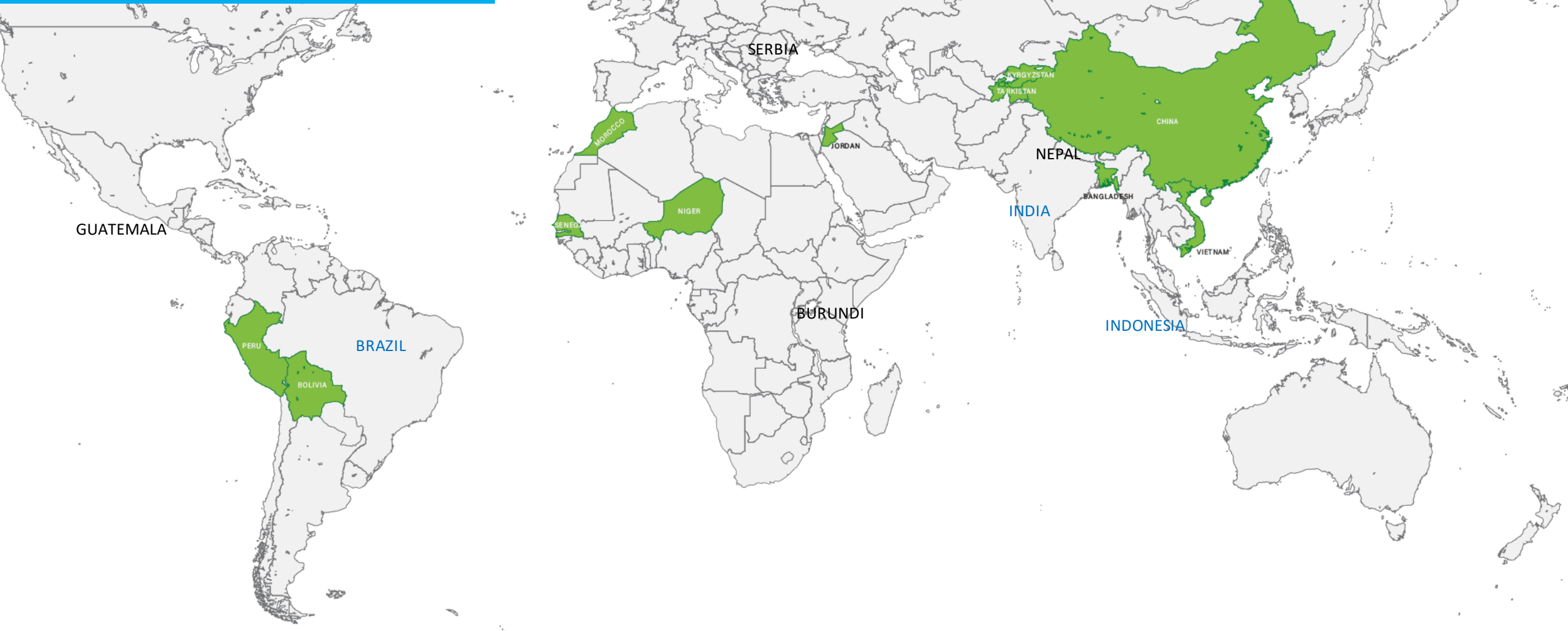


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Skills 4 Girls

UNICEF Girl-Centered Skills-Building, and Empowerment programming

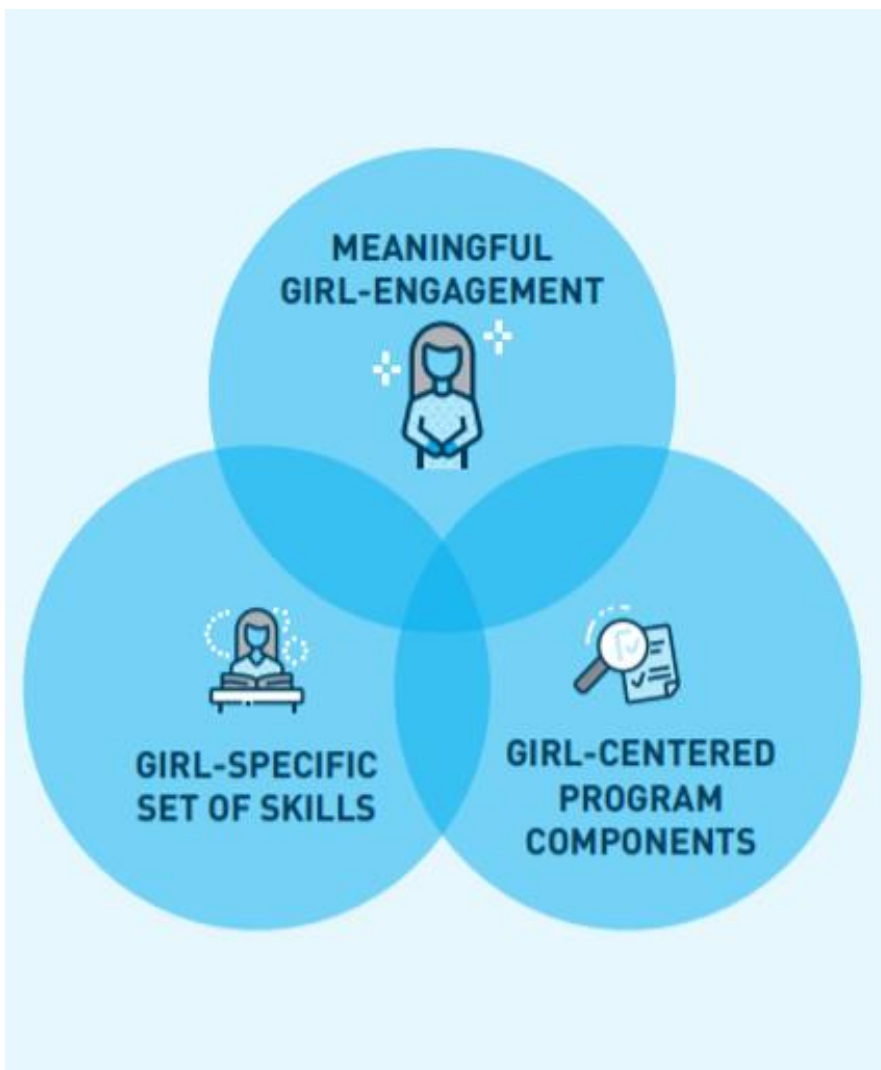
Programme Portfolio



15 Programmes: Girl-centered, girl-empowered programmes on STEM including digital, transferable skills, social entrepreneurship, mentorship

Evidence Based Programmes - Learning Agenda





Meaningful Girl-Engagement

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

Girl-Specific Set of Skills

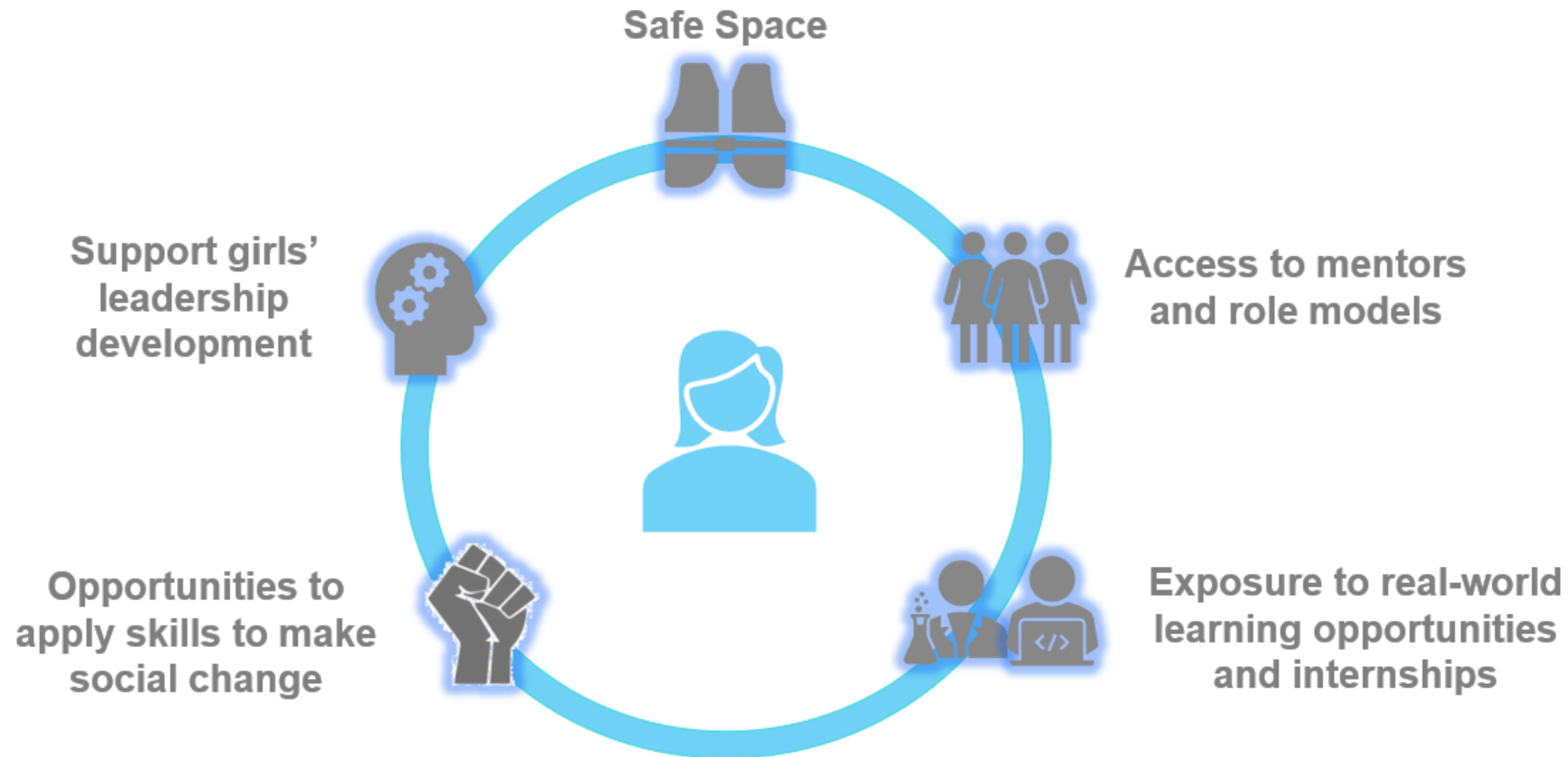
- Always include digital skills for all girls, including literacy and digital safety
- Always include transferable skills plus additional practical information
- Include foundational skills for the most vulnerable
- Include job-specific skills when appropriate for girls of education, the local business environment, and for the services
- Tailor the specific skills development content to girls' age, 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

Conceptual Model for Girl-Centered Skills Building Empowerment Programs

What does the evidence say about a girl-specific set of skills and girl-centered approaches?



Digital Skills

Foundational Skills

Job-Specific Skills

STEM

Transferable

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, and **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.



GOAL AREA 2: LEARNS

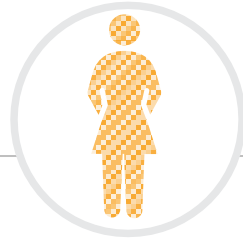
Example: Girls' secondary education and skills – AT SCALE

UNICEF programming endeavours to be gender **'responsive'** or **'transformative'**



GENDER DISCRIMINATORY

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.



GENDER BLIND

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.



GENDER SENSITIVE

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.



GENDER RESPONSIVE

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.



GENDER TRANSFORMATIVE

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.

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Thank you!

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Dove
self-esteem
project




Our Partners



THE GOVERNMENT
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Ministry of Foreign and European Affairs

PANDORA

Chloé

WiSTEM Video





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

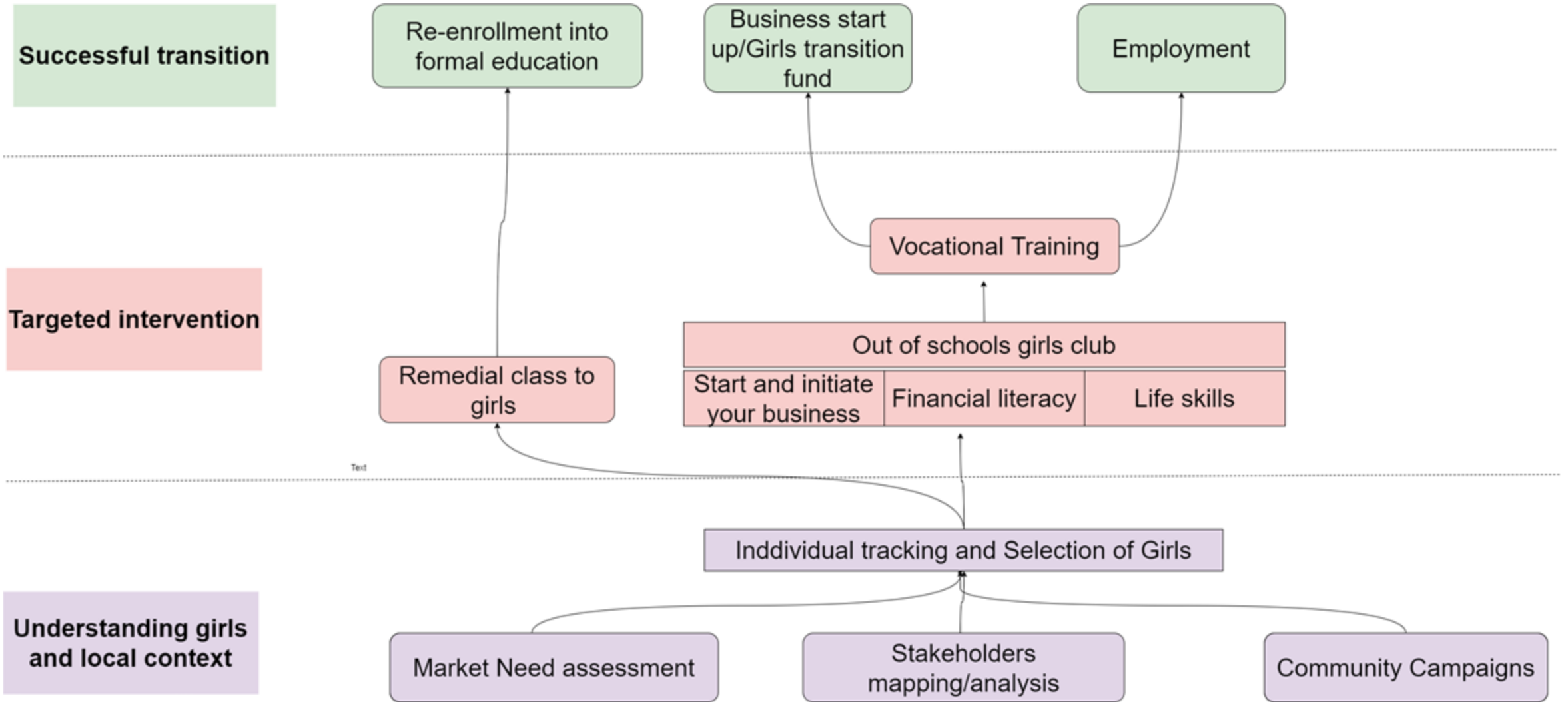


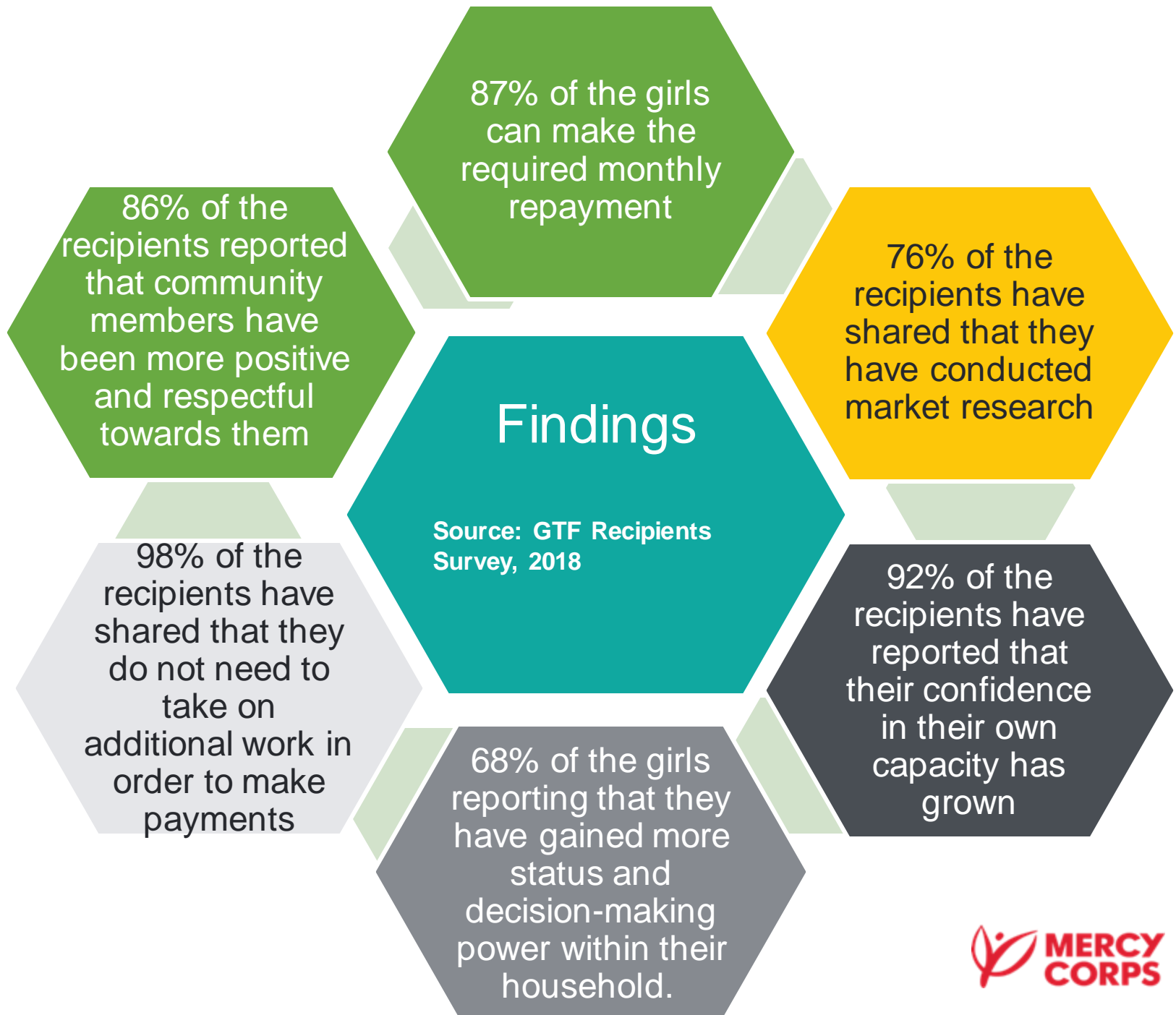
“People talk about my past sorrows and appreciate what I have made of my life today. They speak well of me and say that I am giving my child a good education. They are very happy for me and encourage me to do even better in my business.”

Source: GTF Recipients Survey,
2018



Transition pathways





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



2 discussions we are having (Q&A to Follow)

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

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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?



Discussion

*Lauren Rumble, Principal Adviser,
Gender Equality UNICEF HQ*





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)



Model



On-job training



Theoretical training



Soft skill training



Placement

SOLUTION through informal apprenticeship



Trainees

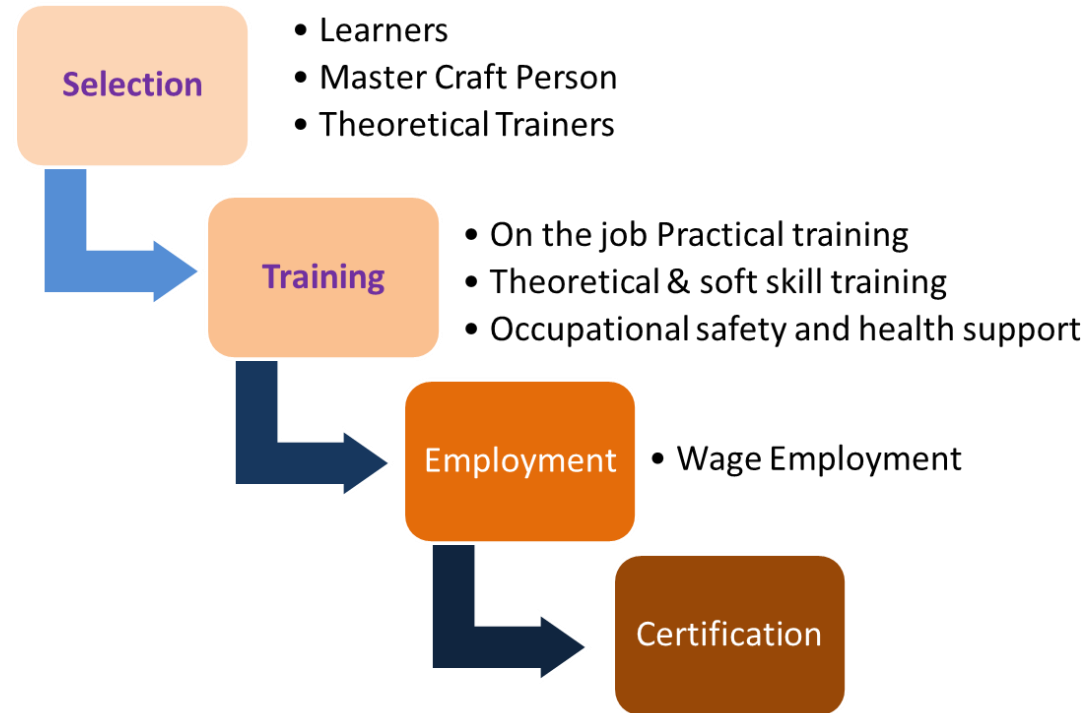
- Out of school youth (14-24 yrs.)
- Girls and boys
- Hard to reach/ underprivileged
- Special attention given to PWDs



Master Craft person

- Local businessman
- Skilled crafts person
- Reputation at the community

Intervention



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





**Leave No Girl Behind Webinar Series:
Skills Building, School to Work Transitions, and Girls' Empowerment**

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 **narrow 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: Vision and Goals

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?

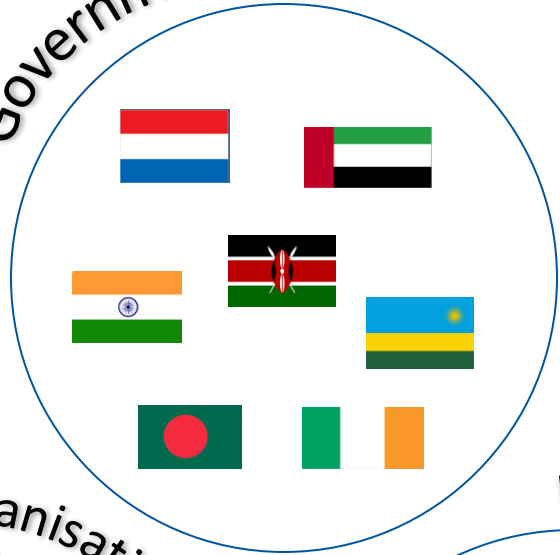


CSOs

Private Sector



Governments



MDBs and Regional Organisations



UN Agencies



Partnerships for young people



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



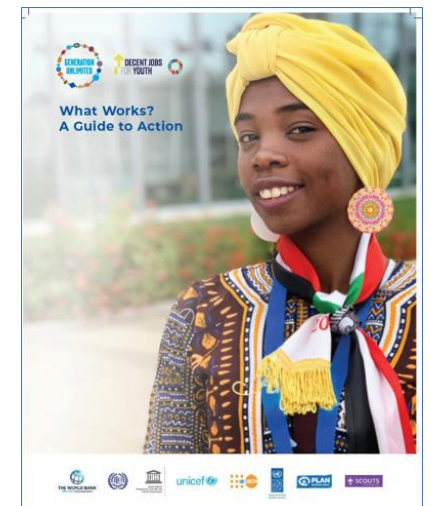
UNDP

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



Early GenU adopters



Bangladesh

- 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



India

- Yuwaah! aims to build pathways to economic opportunities for **100M** young people, facilitate **200M** young people to develop relevant skills for the future of work, and equip more than **300M** young people to become catalysts of social change.
- Hosted by UNICEF - **Strategic Advisory Board led by government** and composed of private sector, UN, civil society and young people
- Adapted plans to address industry and job losses, shutting down of educational institutes and psychological impact on young people caused by Covid-19. Reaching almost 30 million with the support of digital innovation



Kenya

- 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

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

Learning Unlimited: Scale up online/remote learning, skilling, and livelihoods platforms

Problem

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

Approach & Concrete Scalable Solutions

- 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

Age of Learning®

Learning Passport



PruébaT

B.O.T
BRIDGE. OUTSOURCE. TRANSFORM

المنصة الوطنية
لتطوع ومشاركة
الشباب

NAHNO.ORG
نحو

MINDSPARK^{ET}

Other national platforms

Way Forward

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



- **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



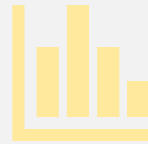


Discussion

*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!

Leave No Girl Behind: 4-Part Webinar Series

*Education Alternatives, Tackling Violence and Changing Norms:
A South Asian Regional knowledge exchange event series*



Thank you for joining session 4!
