



Gender Equality and Youth Employment Programmes

Prepared for S4YE Webinar

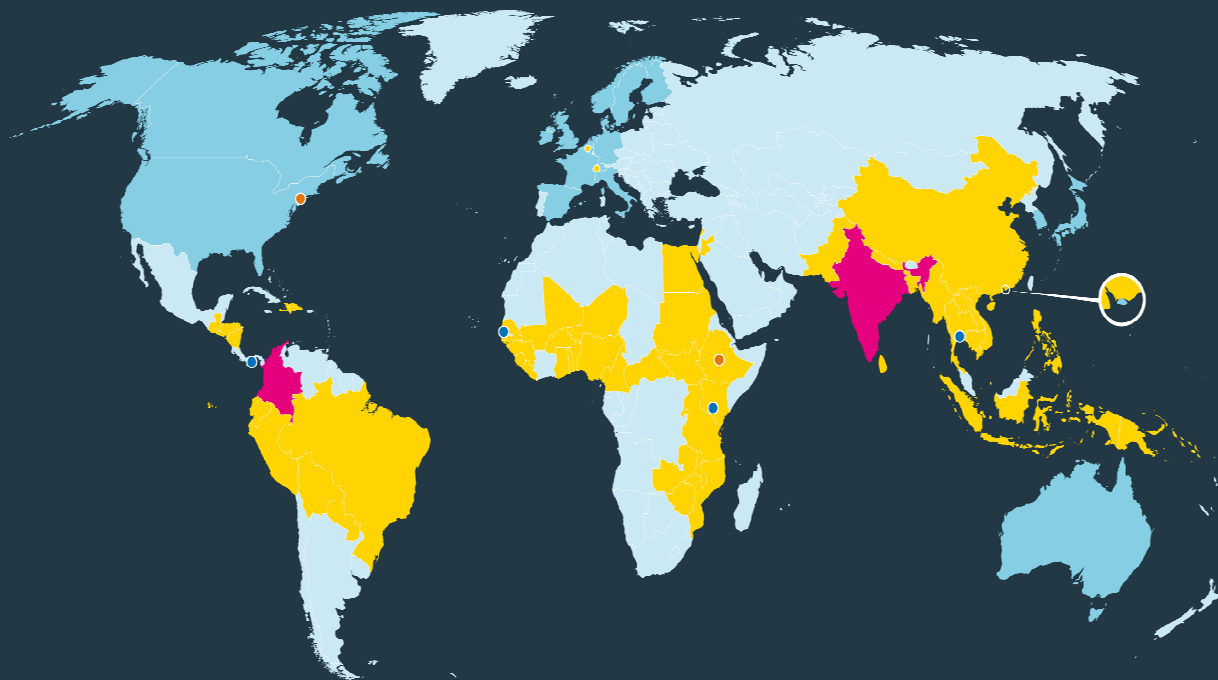
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Delores McLaughlin

Senior Advisor for Economic Security

Plan International

WHERE WE WORK



National organisations

Australia	Finland	Ireland	Netherlands	Switzerland
Belgium	France	Italy	Norway	United Kingdom
Canada	Germany	Japan	Spain	United States
Denmark	Hong Kong	Korea	Sweden	

National organisations / Operational countries

Colombia	India
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Advocacy Offices

Addis Ababa	Brussels	Geneva	New York
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Regional Offices

Bangkok	Dakar	Nairobi	Panama
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Operational countries

Bangladesh	Ecuador	Jordan	Niger	South Sudan
Benin	Egypt	Kenya	Nigeria	Sri Lanka
Bolivia	El Salvador	Laos	Pakistan	Sudan
Brazil	Ethiopia	Lebanon	Papua New Guinea	Tanzania
Burkina Faso	Ghana	Liberia	Paraguay	Thailand
Cambodia	Guatemala	Malawi	Peru	Timor-Leste
Cameroon	Guinea	Mali	Philippines	Togo
Central African Republic	Guinea-Bissau	Mozambique	Rwanda	Uganda
Haiti		Myanmar	Senegal	Vietnam
China	Honduras	Nepal	Sierra Leone	Zambia
Dominican Republic	Indonesia	Nicaragua	Solomon Islands	Zimbabwe

●	NATIONAL ORGANISATION
●	NATIONAL ORGANISATION/OPERATIONAL COUNTRY
●	OPERATIONAL COUNTRY
●	ADVOCACY OFFICE
●	REGIONAL OFFICE

PLAN INTERNATIONAL IN 2017

80 YEARS

building powerful partnerships for children

Worked with

53,600

partner organisations

Active in

75

countries

Supporters sponsored

1.2 MILLION CHILDREN

Worked with children in

53,311

communities

Global income

€850 MILLION

Global spend

€839 MILLION

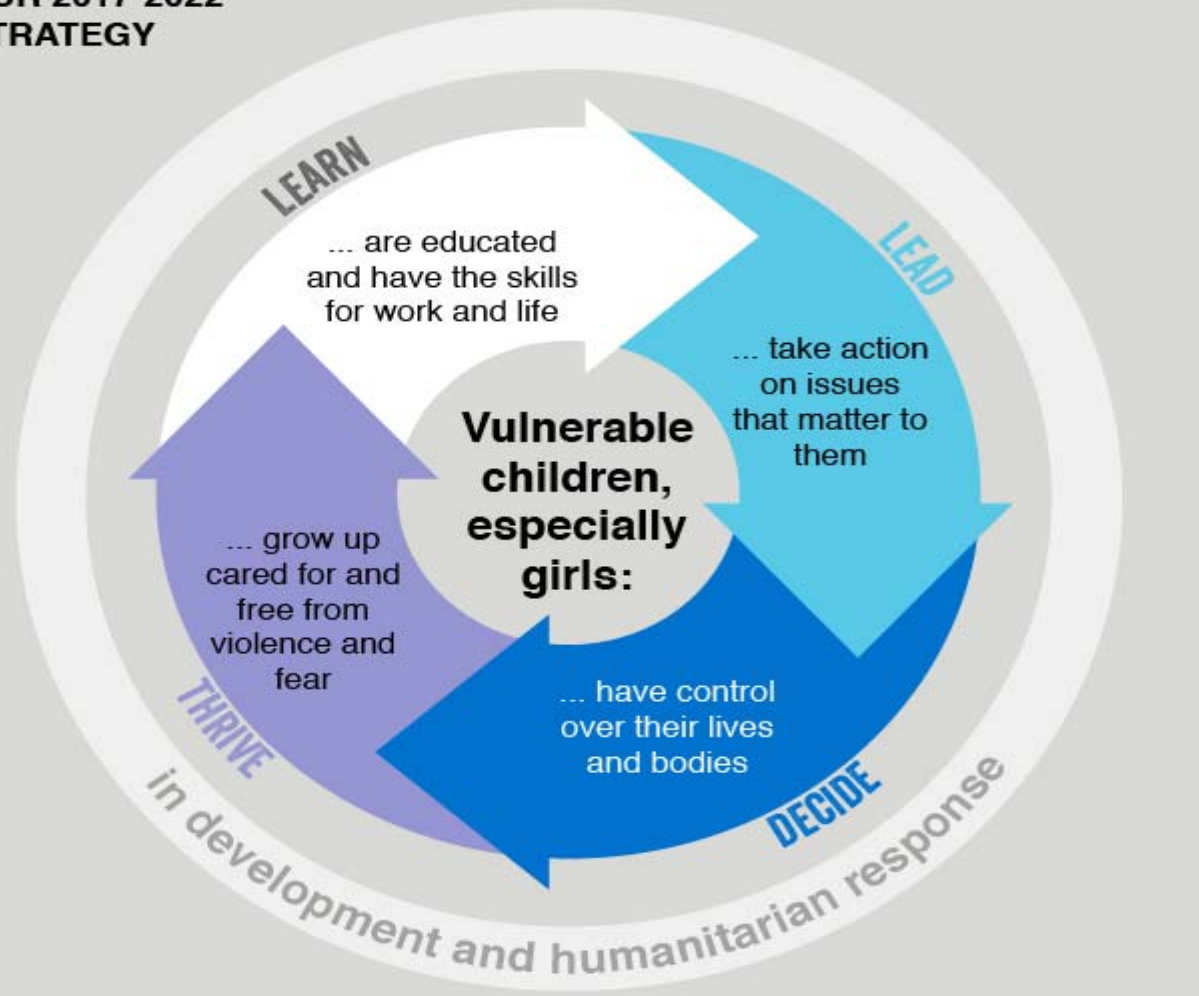
This review covers the period 1 July 2016 to 30 June 2017.

OUR PURPOSE



ADVANCING CHILDREN'S RIGHTS AND EQUALITY FOR GIRLS

OUR 2017-2022
STRATEGY



GIRL POWER

MOVEMENT
FOR GIRLS

OUR AMBITION

Together, we
take action so
that 100 million
girls learn,
lead, decide
and thrive

Gender Equality is when....

Women and men, girls and boys:

- *Enjoy the **same status** in society*
- *Are entitled to the **same rights***
- *Are **equally respected** in the community*
- *Can take advantage of the **same opportunities***
- *Have the **same power** to shape their lives*



Plan International, *Policy on Gender Equality*

Criteria for Programmes

Gender Unaware programmes do not recognise gender issues, and tend to aggravate gender inequalities.

Gender Neutral programmes recognise gender issues but don't do anything about them, and so tend to reinforce gender inequalities.

Gender Aware programmes seek to improve the daily condition of women and girls by addressing practical gender issues. They do not try to transform gender relations.

Gender Transformative involves promoting gender equality. The focus goes beyond improving the condition of women and girls and seeks to improve their social position (how they are valued in society) as well as the full realisation of their rights. There is an explicit intention to transform unequal gender power relations.



Gender mainstreaming is the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of programmes, with a view to promoting gender equality.

Example from India

India has one of the largest and youngest populations in the world.

80% of the Indian workforce does not possess identifiable marketable skills due in part to lack of training opportunities.

The proportion of India's women who are economically active is among the lowest in the world.

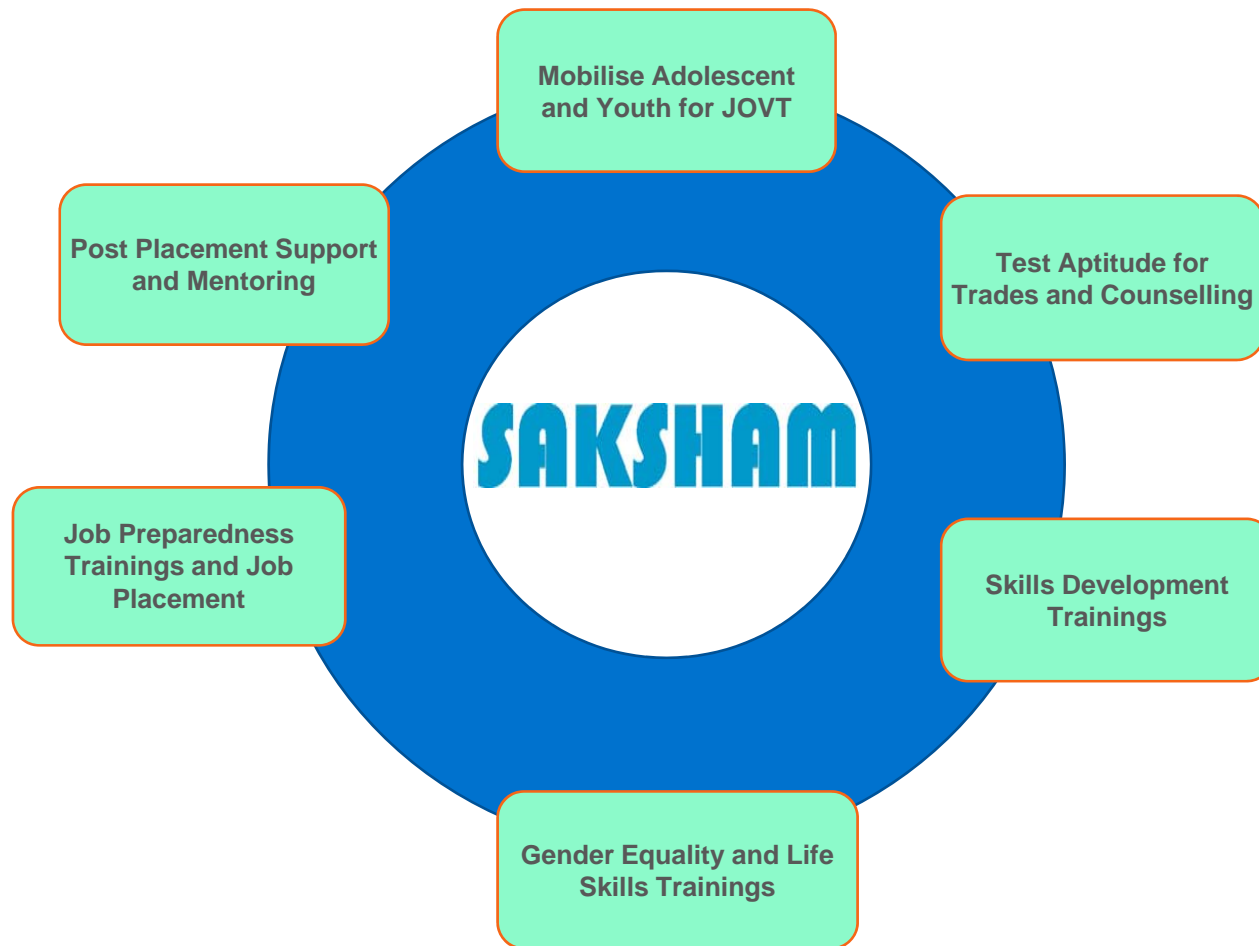
Women are economically vulnerable due to various issues including legal barriers, discrimination and lack of access to information and resources.

Adolescent girls and young women in India are particularly vulnerable to discrimination harmful social norms and gender based violence.

Lack of safety is a primary concern. Once study revealed that 63% of girls and women state they are fearful to go out alone and 21% do not venture out alone at all.

Plan India's response

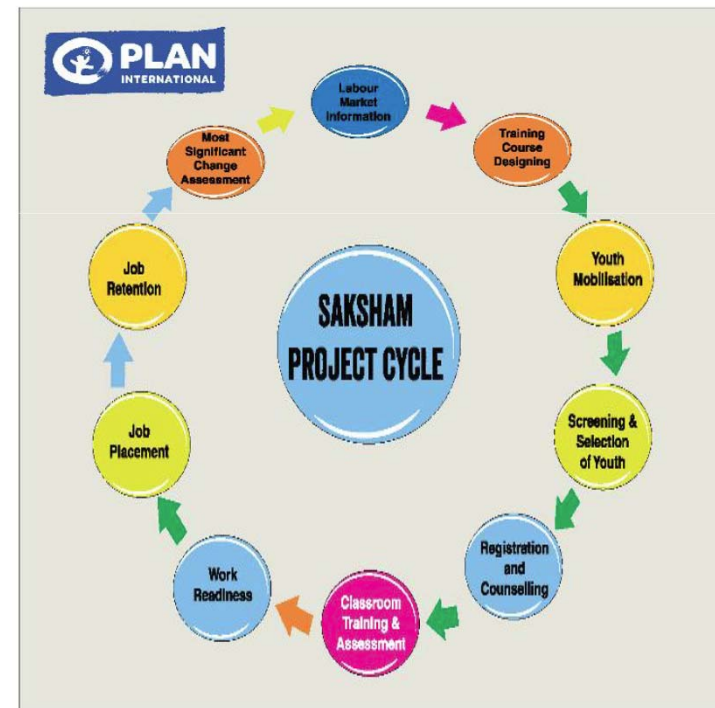
SAKSHAM program is a matrix of activities within each of the six program verticals (below) to which lead to youths gaining skills and placed in decent jobs and eventually resulting in youth economic empowerment.



Gender mainstreaming is promoted through:

- Systematically analyzing concerns of both women and men through gender analysis, planning and implementation;
- Targeted interventions designed to enable women and men to participate equally in, and benefit equally from the programme;
- Linking with Safe Cities programme; and
- Monitoring and evaluation of results using gender based indicators.

Shaksham Project Cycle



Examples from Shaksham

Market Scan

- Understand gender based job requirements: number of females & males; nature of jobs for girls and boys; profile type of skills required and its implications, especially for girls ; remuneration offered to girls & boys, timings & shifts for boys and girls.
- Get details of facilities/infrastructure/benefits like maternity benefit, crèche, transport, separate toilets, rest room for girls, other statutory compliances and safety issues etc.
- Understand the company's working environment from gender perspective. Check if the Human Resource policy of the company specifically encourages hiring of girls in written or unwritten way.
- Explore new market trends such as companies that hire only/more female staff.

Community and Youth Mobilisation

- Appoint female social mobilisers as well as female trainers/ faculty, address any safety related concerns. The strategy should be to have one female social mobiliser for each male mobiliser and similarly one female trainer/ faculty member for every male faculty member.
- Gender training and community based mandatory for entire staff and promote gender equality and safety within their own communities.
- Develop gender specific special IEC material for motivation of girls and parents. Revise existing ALL existing IEC material and make it gender sensitive.
- Create awareness on gender issues at community level with a focus on women's economic empowerment and addressing gender based disparity and stereotypes.
- Encourage and focus especially on girls to join job oriented vocational training and take up jobs for socio-economic empowerment.

Examples from Shaksham

Establishing the Training Centre

- Keep 'safety for girls' as one of the key criteria for selecting the location of the centre
- Reduce duration of training to two hours, from three hours to facilitate the transition from domestic work to job (for the girls).
- Introduce special batches exclusively for girls in the initial month of the training programme, followed by mixed batches
- Ensure gender sensitive infrastructure like separate toilets; drinking water zones.
- Recruit Female faculty as a policy: one female faculty against every male faculty.
- Gender orientation of all faculty members to enhance their comprehension of gender sensitive issues specially focusing on career counselling and job placement for the girl trainees

Enrollment stage

- Provide support directly or network with other partners to guide youth, especially the girls, on how to get necessary documents like age proof, mark sheet, residence proof, etc., for enrolment conduct Gender specific career counselling sessions with parents and girls
- Encourage girls, who do not have the minimum required education qualifications, to study further either through formal or correspondence courses.

Examples from Shaksham

TVET Courses and Design

- Reduce the minimum qualification level for girls and find out appropriate jobs for them.
- Introduce special courses for female candidates who do not have proper educational documents with them.
- Build on women's own professional skills: Introduce modular course systems in professions which are traditionally practiced by women and which mostly lack qualified training.
- Introduce system of on the job training for at least two times a week along with regular class room training on the other four days, to give hands on experience (especially for girls).
- Give girls special assignments, keeping in mind their domestic workload and limited familiarity, (at least in the initial stage).
- Organize at least one day gender sensitization training for current batch of students –both boys and girls.
- Expose girls to positive images of women during class training and assignments.
- Take into consideration prevalent gender norms and practices while designing training methodology.
- Use maximum 'hands on' methodology for training to benefit girl trainees who have very limited exposure of work culture at the work place.
- Include – Legal orientation and rights of girls at the work place; refer self-defence training to girls as a safety measure; training for knowledge and acceptance of one's own body.
- Give additional inputs to girls: Hold special/extended classes for girls on personality development and computer knowledge and English, if needed.
- Organize an open interaction sessions, where girls can share their problems related to family, institute and the training programme.

Examples from Shaksham

Associated services

- Provide direct support or network with other NGOs to guide girls to get the necessary documents required for enrolment
- Provide direct support or network with other NGOs for transportation, child care or other necessary support services
- Extend support in opening bank accounts, as a part of financial inclusion process.
- Include financial literacy especially for girls.
- Compulsory follow up with female drop outs.

Work readiness

- Make special provision if necessary to support girl candidates in the project budget
- Conduct mock interviews with the help of guest faculty, especially for girls
- Focus on body language and communication skills of girls to raise their confidence
- Give inputs on dressing and grooming material to girls
- Make budgetary provision for grooming inputs to support girls.
- Extend conveyance provision and accompaniment to support girls for interviews

Gender Mainstreaming requires:

A clear and steadfast commitment to gender equality;

Integrating a gender perspective to the content of the programme and addressing the issue of representation of women and men;

Challenging traditional gender stereotypes and discrimination;

Allocation of human and financial resources as necessary to establish and maintain the gender mainstreaming activity; and

Ongoing monitoring and evaluation including gender sensitive baseline data, milestones and indicators.

The results are worth the effort!

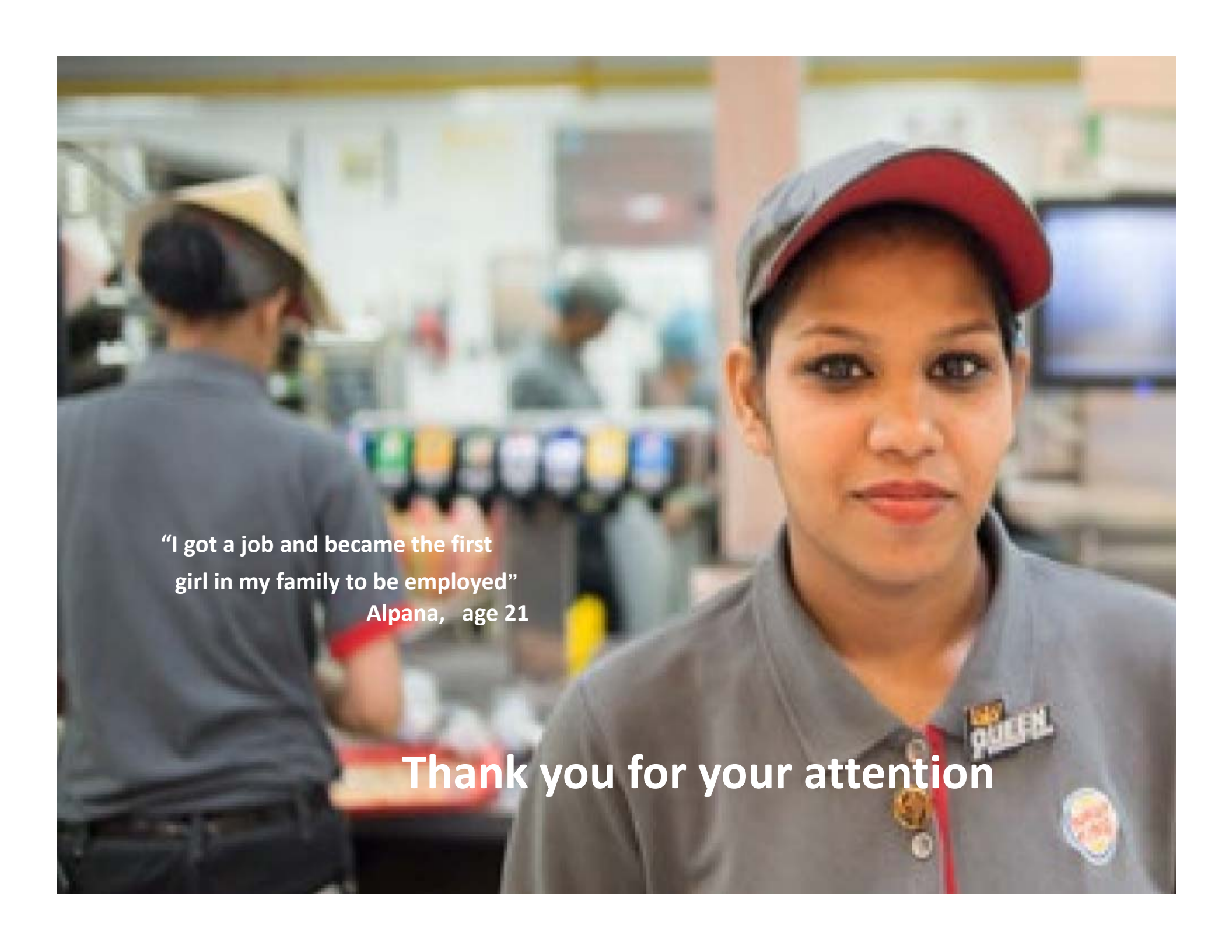
Gender mainstreaming can empower young women to shape their own life and environment.

Gender-based empowerment:

- **Removes gender based barriers** to access, participation and control (legal barriers, social norms, discrimination, etc..)
- **Builds young women's assets** (social, economic, political and personal)
- **Strengthens young women's ability** to make choices about their future (education, work, family, civic participation)
- **Develops young women's sense of self worth** and their belief in their own ability to control their lives.

"I can't even express how much of a change I have experienced in myself. I used to be so frightened to go out on my own or to deal with strangers. Now, I feel confident to deal with anyone and speak up for myself,"

**Komal
Saksham-graduate**



**"I got a job and became the first
girl in my family to be employed"**
Alpana, age 21

Thank you for your attention