Gender Equality and Youth Employment Programmes

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Plan International
WHERE WE WORK

National organisations
Australia
Brazil
Canada
Denmark

Operational countries
Bangladesh
Benin
Bolivia
Burkina Faso
Cambodia
Cameroon
Central African Republic
China
Dominican Republic

Advocacy Offices
Addis Ababa

Regional Offices
Bangkok

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
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
| 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.
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