



PLAN
INTERNATIONAL

YOUNG, WOMAN AND UNEMPLOYED: THE TRIPLE CHALLENGE

Youth economic empowerment
in developing and emerging countries

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This report was written by Michelle Perrot (Director of Programmes, Public Partnerships and Advocacy for Plan International France), assisted by Manon Duchamp, and by Pauline Chabbert and Gaëlle Rohmer (consultants from the Egalis group).

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EXECUTIVE SUMMARY

As the first victims of economic instability throughout the world, young women are the main victims of poverty and are discriminated against in terms of accessing education and having their economic, financial and productive resources controlled. They represent the majority of the 628 million unemployed young people with neither an education nor vocational training; over two thirds in countries such as Pakistan and Niger.

As the new sustainable development goals are being set for 2015-2030 and within the framework of Plan International's worldwide campaign for girls' right to formal and informal good quality education, Plan International France wishes to tackle a burning issue in terms of meeting sustainable development goals: the stakes and the levers to mainstream gender equality in vocational training programmes and policies, and in the access to decent work for young people in developing countries.

Girls and young women come across barriers and specific gender discrimination in terms of entering and staying in school, as well as being accepted on good quality, non-stereotyped vocational training courses.

In developing countries, this situation goes a particularly long way to worsen economic instability for young women by limiting their choices and depriving them of openings in the job market.

Multi-stakeholder partnerships as key success factors

Through implementing wide-ranging public-private partnerships both internationally and nationally, Plan International mentors many young people, girls and boys, through their economic empowerment. Plan International has particularly jointly-founded the «Solutions for Youth Employment» (S4YE)¹ coalition in 2014 with the World Bank, the international company Accenture, the non-profit making institution RAND Corporation and International Youth Foundation and Youth Business International worldwide networks. The coalition aims to bring together all stakeholders and organisations involved in boosting youth employment in order to create synergies, share practices and catalyse all knowledge on promoting youth access to employment throughout the world. In France, Plan International is specifically working with private partners such as Fondation Chanel.

In Indonesia, Plan International promotes economic empowerment for girls and boys by building partnerships with business networks such as APINDO.

Plan International approach to youth economic empowerment: technical recommendations to mainstream a gender perspective.

Since 2009, Plan International has been piloting a youth economic empowerment approach, known as the «YEE approach» («Youth Economic Empowerment»²). This approach includes six stages: market scan, setting up strategic partnerships and alliances, pre-training, training, post-training and placement support, and post-placement support.

In order to enrich this approach, this report formalises the key points to take into account for each of these stages to promote gender equality and illustrates them by means of actions run by Plan International in different countries, specifically Indonesia, India, El Salvador, Vietnam and Colombia.

These myriad examples of best practices demonstrate the efficiency of this approach to empower young girls and to enable them to take control of their lives and their future.

Political recommendations

Beyond these technical recommendations, Plan International France formulates a series of political recommendations targeting decision-makers, advocating for:

- Setting up policies to support youth employment fighting against specific discrimination against young women in terms of getting into vocational training and employment;
- Targeting and strengthening resources so that the disadvantaged young men and women can find work, particularly when living in the countryside or on the outskirts of cities;
- Mobilising the private sector to create decent jobs including decent salaries, decent working hours and working conditions, access to social protection, maternity leave, measures for balancing home and work lives, salary and gender professional equality;
- Implementing a participative and inclusive approach that associates networks of young men and women when drawing up and monitoring public policies nationally and locally;
- Collecting and maintaining accurate data on the status of youth employment, particularly by producing disaggregated data by age, gender, location, wealth and disability status.

- The increase of investments concerning French Official Development Aid in favour of helping young people find a job, taking into account a gender approach that can promote mixed gender professions and equal opportunities;
- The European Commission's prioritisation - particularly within the framework of its new Gender Action Plan - of social and economic independence of young women consequently providing financial resources.





REPORT CONTEXT AND OBJECTIVES

The worldwide campaign launched by Plan International in 2012³ in its 71 countries mainly aims to shed light on inequalities that girls and young women come across when trying to get access to formal and non-formal education, plus levers to help improve their economic and social independence.

Plan International France's last two reports have tackled two major barriers to girls' education: child marriage and school-related gender-based violence. This third report intends to shed light on issues involved in getting girls and young women on to appropriate vocational training in developing and emerging countries and *in fine* access to decent work or self-employment.

As the new post-2015 agenda for development is assumed, access to work for young people is acknowledged as a growth and development factor for all countries, representing a real gateway to economic empowerment and emancipation. However, specific gender-based discrimination when applying for training and work or entering into self-employment - particularly experienced by the poorest girls and young women - is barely considered, limiting the effectiveness of the programmes and policies being implemented.

Young women are actually the first victims of economic instability throughout the world. They represent the majority of the 628 million young people aged 15-24 who have neither a job nor an education; over two thirds in countries such as Pakistan and Niger.

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MILLION YOUNG PEOPLE AGED 15-24
ARE NOT IN EDUCATION, EMPLOYMENT
OR TRAINING.

This report has two goals:

- Highlight situations experienced by the most vulnerable young women in terms of accessing decent employment or self-employment in developing and emerging countries.
- Working from a grid analysis and field experiences, show how to mainstream gender at all stages of youth economic empowerment programmes.

Since 2009, Plan International has been piloting a programming approach and a holistic model for vocational training and youth economic empowerment. Begun in El Salvador and Indonesia, this pilot approach has grown and matured to become what Plan International calls «*The Youth Economic Empowerment approach*»⁴ or the YEE approach. This report intends to enrich this approach by modelling how it can be gender mainstreamed.

The report is organised into four parts that firstly help to understand and analyse the main gender inequality figures in terms of youth economic empowerment, particularly concerning the most vulnerable people (I), understanding the importance of multi-player partnerships as a lever to success in these challenges (II), presenting the YEE approach and proposing entry points to mainstream gender at all stages of the methodology to mentor young people towards a job or self-employment, illustrated by field examples (III) and finally, to offer political decision-makers and cooperation stakeholders some operational and political recommendations to be able to mainstream gender in youth economic empowerment programmes and policies (IV).



I. YOUTH ACCESS TO DECENT WORK IS A WORLDWIDE CHALLENGE PARTICULARLY AFFECTING YOUNG WOMEN LIVING IN DEVELOPING COUNTRIES

A. Education, vocational training and access to decent work for young people: a global challenge

1. Young people, representing half of the world's population, are massively threatened by unemployment and unstable jobs

The world currently has the largest ever generation of young people in history. A quarter of the world's population is aged **under 24 years old and among the 1.8 billion teenagers and young people (10-24 years old) worldwide, over 90% live in developing countries.**

Asia is home to the largest population of young people in the whole world, and Africa boasts the highest proportion of young people in its population, with 40% of citizens under 15 years old. These figures are

going to continue to increase over the next two decades, particularly in Sub-Saharan Africa and in Southern Asia that are demonstrating exponential demographic growth. This means that an unprecedented number of young people are ready to join the job market in these countries today.

The Universal Declaration of Human Rights (1948) states in article 23.1 that «Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.», and in article 23.2 that «Everyone, without any discrimination, has the right to equal pay for equal work.»

Despite this statement on a universal right to decent work, young people come up against unprecedented difficulties, particularly due to the worldwide recession that is affecting all regions of the world. The World Bank goes so far as to talk of «lost generations»⁵ and the International Labour Organisation (ILO) about «a generation at risk»⁶.

The worldwide unemployment rate for young people, hitting 12.6% in 2013⁷ according to estimations, is close to the peak that it had reached during the recession. According to the ILO, close to 75 million young people are currently jobless and this number should increase considerably over the coming years. Young people are three or four times more likely to be unemployed than adults.

The economic and social costs of unemployment, long-term unemployment, discouragement and the many poor quality jobs for young people continue to increase and compromise potential growth for economies.

Furthermore, in order to get a better idea of youth employment on a worldwide scale, it is necessary to go beyond simple unemployment figures and actually consider the quality of the jobs that these young people do. And yet, particularly in developing countries, the majority of young people do not have access to work that might be described as «decent».

ILO definition of decent work

For the ILO, the idea of «decent work» involves a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men.

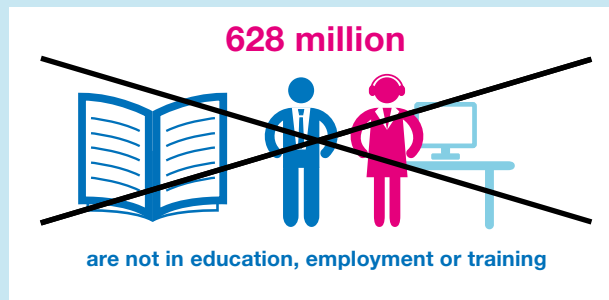
Decent work gives individuals the chance to blossom and become part of society as well as the freedom to express their concerns, join a union and take part in decisions concerning them. It represents equal chances and treatment for men and women.

ILO latest report on youth employment trends (2013) confirms that in developing economies where the informal sector is major and labour institutions - including social protection - are weak, the majority of young people are most likely to find unstable, unprotected and badly paid work.

In some of these countries, up to two thirds of the youth population is under-used, meaning that these young people are unemployed, in irregular employment (most of the time in the informal sector), or inactive, unschooled, and not being trained. In Liberia, Malawi and Togo for example, the proportion of underused workforce tops 70%.

Informal employment and sub-jobs are therefore very widespread among young people and the transition to decent work is slow and difficult. **We might estimate that 23% of young people aged 15-24 years old currently employed in the world earn less than 1.25 US dollars a day⁸.**

Among the 1,190 million young people aged between 15 and 24 years old in the world:



Source: Data from the International Labour Organisation, Global Employment Trends 2014: The risk of a jobless recovery, January 2014 and Department of Economic and Social Affairs, United Nations Population Division, April 2012

2. Inequalities in terms of access to education, as well as trainings failing to match market needs are major challenges to guarantee youth employment

In developing countries, improving youth access to decent work and economic empowerment depends on improving their access to education and qualified vocational training adapted to the market needs.

And yet, sub-employment and unstable youth jobs in these countries result in several factors related to both the job offer and the state of the job market.

In general, there is an important gap between offer and demand for workforce on the job market. For the ILO, depending on the region of the world, territories and social classes «over-education and over-qualification coexist alongside sub-education and sub-qualification».

Not only the economic recession, but also a lack of investment in infrastructures and social services - particularly concerning support for employment - partly explain this situation.

In parallel, young people's access to education and employment, to information and to the job market are explanatory factors and structural action levers on which public policies and development programmes can act.

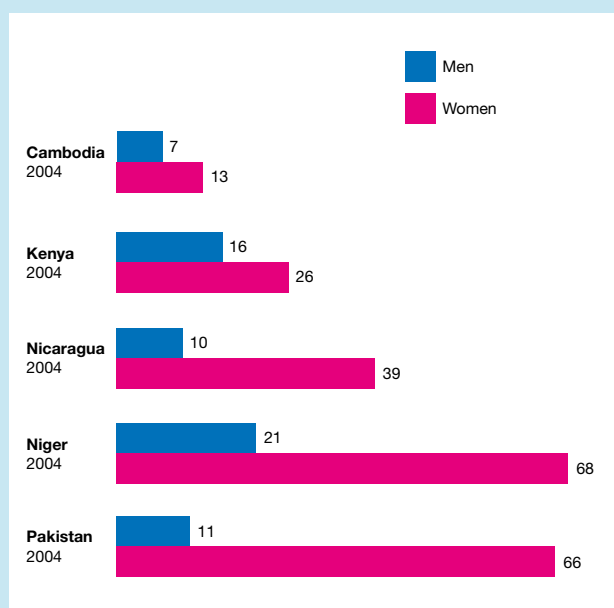
The spread of the youth employment challenge on a global scale actually increases exponentially when we consider that almost 628 million young people are neither employed nor in education or training (NEET⁹); a majority of them lives in developing countries where job opportunities are few and far between.

Young people with no education, employment or training

Many countries around the world are concerned about young people who are not in school, do not have a job and are not attending any training. While young unemployed people who have been to school or have taken training do have potential perspectives for employment and revenue, young people known as «NEET» (not in education, employment, or training: NEET) are not in contact with the education system or the job market and cannot develop the key skills required to find interesting work.

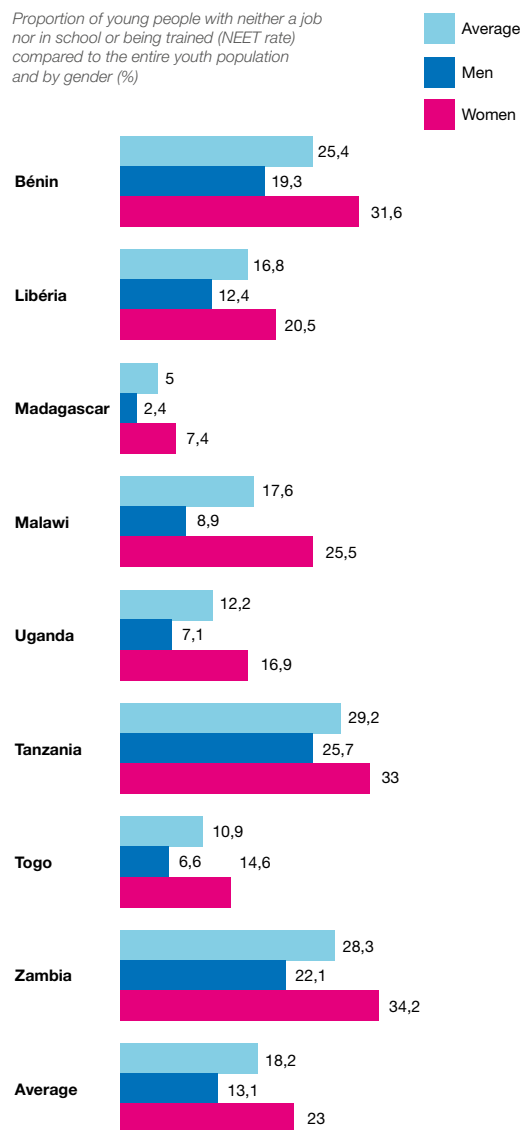
In all countries with available data, more young women than young men fall into the «NEET» category. This situation is particularly clear in countries such as Niger and Pakistan where more than two young women out of three fall into this category.

Source: International Labour Organisation, *Global Employment Trends for Youth 2012*, May 2012



Gender-specific data on young people in transition towards the work market in Sub-Saharan Africa:

Proportion of young people with neither a job nor in school or being trained (NEET rate) compared to the entire youth population and by gender (%)



Source: International Labour Office, *Work for youth, Labour market transition of young women and men in Sub-Saharan Africa*, February 2014.

In developing countries, youth access to high quality education is compromised by situations where young people drop out or are taken out of school from the end of primary and secondary education. This situation is explained by numerous factors linked to poverty in their homes, safety conditions on the road to school, as well as by socio-cultural and gender-related factors such as early marriage and pregnancy that has a direct impact on girls' schooling.

Furthermore, for young people finishing a secondary cycle, there is often a gap between the vocational training they receive and the job market's real needs. This is particularly true for young women who are steered towards traditional female professions, generally with worse pay and less prestige.

The World Bank report, Youth Employment in Sub-Saharan Africa, published in January 2014, highlights the importance of adapting vocational training to market needs. Consequently, young people who have received subsidies from the Northern Uganda Social Action Fund to finance their vocational training and acquire goods to start up their business earn 41% more than people who have not benefited from this type of support. Actually, almost three quarters of them have used these funds to take vocational training allowing them to pick a profession that requires particular skills. For young women, this programme manages to break the poverty cycle and has had a particularly beneficial impact on their professional status and their economic empowerment.

Finally, when facing the challenge of employment, young people cannot be considered as a uniform group. Gender, ethnic belonging, territory (region, rural or urban environment), social class (poverty level), possible handicaps and sexual preference are all factors that influence education, employment, health and more broadly all forms of youth independence and empowerment worldwide.

In this framework, girls and young women come up against multiple forms of discrimination due to obligations, prohibitions and social roles attributed to them within society and their family¹⁰.



B. Among all disadvantaged young people, girls and young women come across particular gender-related barriers in terms of access to decent work and economic empowerment

1. Accessing education, higher education and vocational training in all fields, particularly the most influential ones¹¹

Since 2000 and the adoption of the Millennium Development Goals, remarkable progress has been recorded in developing countries and the rate of primary schooling for children has risen from 83% in 2000 to 90% in 2011. **However, 57 million children still do not have the chance to go to school, 5% of whom are girls**, half of them living in Sub-Saharan Africa¹².

Girls are particularly more likely to drop out of school before the end of the school cycle and therefore stay in school for less than 4 years. According to UN Women, 42.8% of girls aged 17 to 22 years old have gone to school for less than four years in Sub-Saharan Africa, compared to 33% of boys, and 35.1% of girls compared to 21.2% boys in Southern Asia¹³. In Sub-Saharan Africa, 38% of girls go to secondary school compared to 45% of boys¹⁴.

The poverty of their home, gender and their place of residence are the most important factors for children not staying in school. **Children and teenagers from the poorest homes are at least three times more likely not to go to school than children from richer homes.**

There are many factors explaining why girls do not go to school: family poverty, dilapidated school infrastructures and access distances, or even lack of safety on the road to school and in school. Concerning violence at school, Plan International estimates that at least 246 million girls and boys, **namely 20% of the world pupil population, experience violence at school and among them 60 million girls are sexually abused at school or on the way to school.**¹⁵

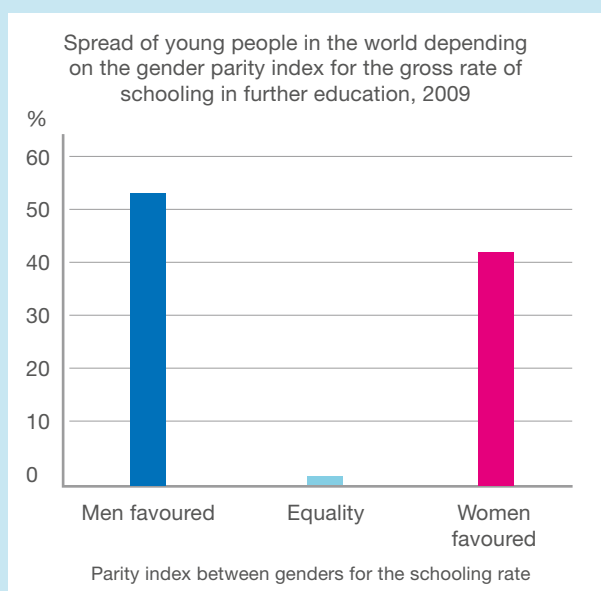
Lack of access to education can also be linked to the obligation for some girls to help in managing family activities, particularly domestic work. At one extreme, particularly in Southern Asia and in Sub-Saharan Africa where this practice is widespread, early marriages are a significant barrier to schooling young girls.¹⁶ Female access to technical vocational training and further education is also a fundamental issue, just like school guidance and work choices.

Women are the main beneficiaries of a strong increase in further education all over the world: the number of women in education has increased almost twice as fast as men over the last four decades.

The gross rate of schooling for men has gone from 11% in 1970 to 26% in 2009, namely an increase of almost 230%; meanwhile for women, this rate has tripled over the same period, from 8% to 28%¹⁷.

However, fewer women continue to enter further education in Sub-Saharan Africa and Southern Asia, as the majority of young people in the world today live in countries where men are favoured in further education¹⁸.

A majority of young people in the world lives in countries where men have the advantage in terms of the Gender Parity Index (GPI) in further education.



Source: UNESCO Statistics Institute, quoted in the UNICEF World Atlas of Gender Equality in Education, 2013

School guidance biased by gender stereotypes

International data highlights the great extent to which girls and boys are steered from their studies into stereotyped areas, traditionally «feminine» or «masculine», that consequently limit the professional choices of young women when they enter the job market. This situation occurs everywhere.

In all regions in the world, young women are on the whole guided towards branches that offer few or no professional outlets (literature) or that lead them into professional lines that are paid less (secretaries, administration, social careers) and valued less.

On the other hand, young men are guided more massively towards professions with higher added value such as IT, engineering, finance and high technology sectors. These choices, perceived as «unconscious» or tied to personal preferences, also reflect gender stereotypes and continue to comply with what is recognised as their respective field of skills in socio-professional schemas.

This trend is just as visible in further education as in vocational training qualifications. In Tunisia, for example, in the final year of high school 2008/09, girls represented almost 72% of all students in the «arts» branch, 43.3% of the «IT» branch and 26.7% of the «technical» branch. Girls are over-represented in secondary school, although they only represent around one third of the students in vocational training¹⁹ (see table below).

Feminisation rate of trainees in vocational training establishments by sector (public), Tunisia

Sector	2011/2012
All sectors	32,4
Admin, management and business	65,6
Agriculture	23,5
Arts and Crafts	62,6
Domestic work	95,2
Audiovisuel et arts graphiques	50,8
Building and public works	13
Chem. & plastics manufact.	23,7
Fashion hairdressing	65,9
Leather	31,3
Hospitality and tourism	42,9
Mechanical, metallurgical and electrical industry	3,2
Agro-food industry	49,7
Paramedical & health	67,9
Sea fishing	4,4
Textiles and clothing	54
Information & communication technologies (ICT)	42,2
Transport and Logistics	22,7

Source: Ministry of Employment and Vocational Training, Tunisia

Access to vocational training opens doors for young women to enter the workplace. Within this framework, the choice of careers guidance has a direct impact on access to booming sectors, creating jobs, with a higher added value.

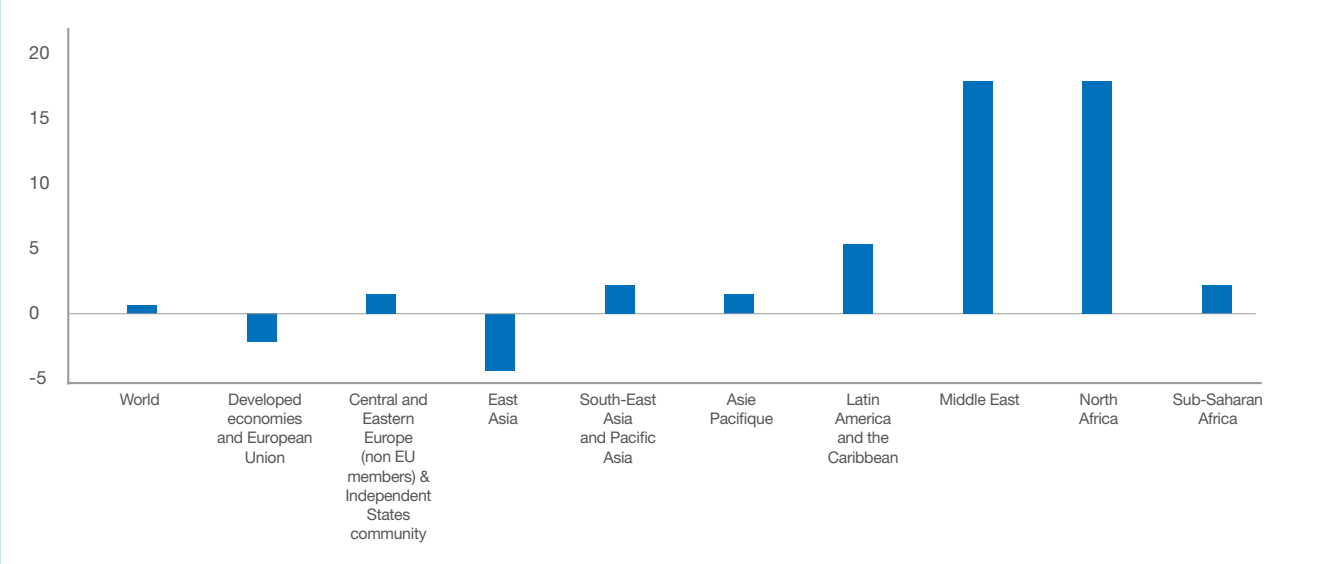
2. Getting a foothold and remaining in the job market

Young women come across specific gender-based discrimination when trying to get a foothold and remain in the job market. These inequalities are expressed in different ways and affect women's employment at different stages of their career. They also partly explain why women continue to represent the majority of poor people in the world.



Gender-based discrepancies in the youth sub-employment rate are exceptionally high in the Middle East and North Africa.

Deviations linked to gender in youth sub-employment rates at a worldwide and regional level (rate for women minus rate for men, as a %)



Source: from Trends and Econometric Models, International Labour Organisation, April 2013

Discrimination and specific barriers experienced by young women reflect wider-reaching gender inequalities

Discrimination and specific barriers experienced by young women in the labour market are the reflection and the consequences of much wider-reaching inequalities and sexist stereotypes that structure all societies in the world. These gender stereotypes traditionally allocate women a «reproductive» role, based on managing domestic work and caring for children and family members, whilst men take on a «productive» role and are particularly responsible for working in order to provide for the home's financial needs.

Gender gap²⁰: perception of women's work outside the home²¹ Percentage of individuals surveyed who find it normal that women work outside the home

	Total	Men (%)	Women (%)	Gap (points)
Pakistan	47	31	65	+34
Egypt	23	11	36	+25
Jordania	22	10	34	+24
Kenya	66	58	73	+15
South Korea	65	58	73	+15
Spain	60	53	66	+13
Lebanon	71	65	76	+11
Indonésia	21	16	26	+10

This binary distribution of tasks is largely questioned by the fact that women, all over the world, work and assume an increasingly acknowledged productive role. However, despite their contribution to the family budget (particularly in the poorest families), women's income continues to be thought of as «complementary», partly explaining why their work remains informal, unacknowledged and unprotected.

Therefore, throughout the world, women continue to take on two thirds of the housework and care within their homes. This work time, unacknowledged and unpaid, is not counted in their country's GDP. It is often overloading women's time by creating «double or triple working days» for them that reduces their opportunities not only to invest in a productive job but also in terms of citizen and community activities.

In the same way, domestic work outside the home is often characterised as «invisible» because it is poorly considered, undervalued and poorly regulated²². According to the International Labour Organisation, there were 52.6 million domestic workers in the world in 2010, of which 80% are women²³. On a worldwide scale, domestic work represents 3.5% of female jobs but in some regions, such as the Middle East, it represents one in five jobs.

80% OF THE 52.6 MILLION DOMESTIC WORKERS ARE WOMEN

Domestic workers often have to deal with very low salaries, excessive working hours, no guaranteed weekly day of rest and they are often victims of physical, psychological and sexual violence or their freedom of movement is restricted.

85% OF WOMEN IN SUB-SAHARAN AFRICA HAD UNSTABLE JOBS IN 2013

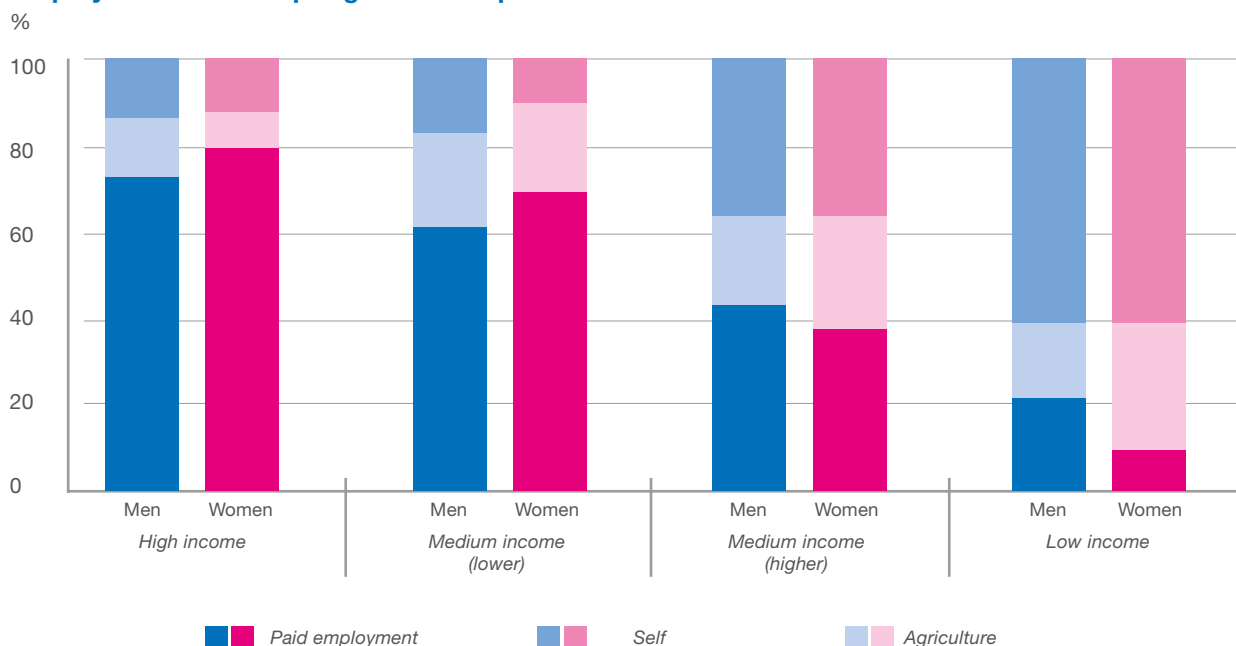
Young people and women are over-represented in the informal sector and unstable jobs, with no contract or access to social protection.

In Sub-Saharan Africa, at least eight out of every ten young people are likely to join the job market in an informal job, and among them, young women are the most affected²⁴.

In 2013, 85% of women in Sub-Saharan Africa and 80% in Southern Asia and in Oceania held this type of job, compared to 9% in so-called developed countries²⁵.

In less advanced countries, these jobs are concentrated in agriculture and self-employment, and they represent only 9% of formal sector workers - compared to 21% of men²⁶ - which comes down to the fact that they are not covered by social protection systems.

Employment statutes per gender and per level



Source: International Income Distribution Database (I2D2). Unweighted country average of last available year after 2000 is based on data from 95 countries (accessed on November 1, 2013) in World Bank, Gender at Work, A Companion to the World Development Report on Jobs, 2014

In the field of entrepreneurship, it seems that women-owned businesses are generally smaller and employ fewer workers.

The Global Entrepreneurship Monitor²⁷ indicates that women are more likely than men to run one-person companies without employees. For example, half the companies run by women in Latin America have no other workers, compared to 38% for men; in Sub-Saharan Africa, the figures are 30 and 44% respectively.

Here as well, guidance is stereotyped and the majority of companies run by women in the non-agricultural field are in the distribution and retail sector whilst men dominate the construction sector and service companies.

In the agriculture sector, the United Nations Food and Agriculture Organisation (FAO) has demonstrated that because of discrimination against them in terms of accessing and controlling economic resources, particularly concerning bank loans and access to land, women's farms were 20 to 30% less profitable.

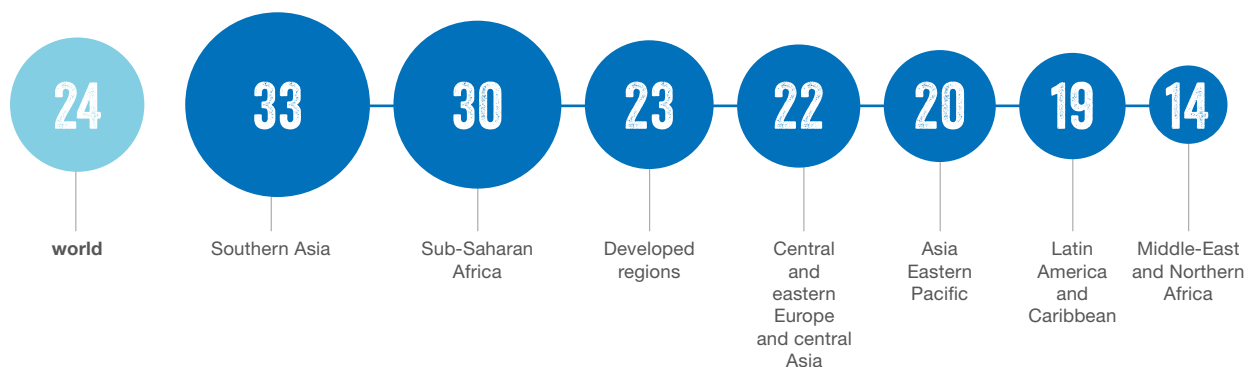
Finally, **in the formal sector**, the most significant mark of professional inequality is revealed by the average salary gap between men and women. According to UN Women, out of 83 countries for which data is available, women's incomes are 3 to 35% lower than men's.

IN THE FORMAL SECTOR, WOMEN'S SALARIES CAN BE UP TO 35% LOWER THAN MEN'S



Unfair salary gap between men and women, percentage per geographic region.

In the world, women earn on average 24% less than men, with regional variations.



Source: UN Women, *Progress of the World's Women 2015-2016: Transforming economies, realising rights*, 2015.

The salary differences spring from 4 main factors:

- **Pure discrimination:** in the same position, a woman will earn less than a man only because she is a woman.
- **Part-time:** more women work part-time. Part-time work might be perceived as giving greater flexibility. However, it is not always chosen by women and taking part-time work can lead to a market constraint or a constraint tied to managing housework and care that is largely attributed to women. Part-time work is a synonym for a lower salary and a narrower social protection base.
- **Segmenting the job market:** it partly results from stereotyped careers guidance (as mentioned above). Men are over-represented in manufacturing, construction, transport, high technology and communication sectors while women are widely represented in health, education and social sectors with less prestige and lower pay.
- **Horizontal discrimination, also known as the «glass ceiling»:** refers to the difficulties that women face due to their gender in terms of developing their career, reaching management and decision-making positions, or simply earning more money. The «glass ceiling»²⁸ is the result of gender stereotypes - often tied to maternity - concluding that a woman will be less capable of devoting herself fully and effectively to productive work. These stereotypes have a direct impact on women's salaries and career paths.

So, all over the world, particularly in developing and emerging countries, women and girls continue to fall foul of discrimination and have to get around specific barriers to find a decent job and economic and financial independence. Reducing gender inequalities is one of the great challenges of employment in the world and needs appropriate responses to be set up to give them access to non-sexist vocational training and create jobs that encourage women empowerment.

Access to a paid job is a vector for many positive consequences, triggering the virtuous circle of empowerment for women:

- It can help change perceptions, increase respect from other members of the family or the community to women;
- It increases self-esteem and self-respect;
- It allows women to make essential life choices such as putting back the age they get married and invest in health and education for their children;
- It allows women to leave violent husbands or renegotiate the terms of their marriage;
- But it also allows them to escape exploitation and harmful activities such as prostitution²⁹.

Improving women access to employment has also had an impact on development and economic growth, leading to a reduction in world poverty. Research carried out in 15 countries has demonstrated that increasing women's income has a direct impact on children's access to health, education and nutrition³⁰.

«Women are agents of development. Investing in women and girls has a multiplier effect on productivity, efficiency and sustained economic growth. Empowering women economically also makes good economic sense. Evidence shows that increasing women's access to quality education, good jobs, land and other resources contributes to inclusive growth, sustainable development, and long-term prosperity.»

Michelle Bachelet,
Former executive director of UN Women
and current President of Chile.

«When countries value girls and women as much as boys and men; when they invest in their health, education, and skills training; when they give women greater opportunities to participate in the economy, manage incomes, own and run businesses – the benefits extend far beyond individual girls and women to their children and families, to their communities, to societies and economies at large. »

Jim Yong Kim,
President of the World Bank group.





II. MULTI-STAKEHOLDER PARTNERSHIPS ARE CORE **SUCCESS FACTORS** AT NATIONAL AND INTERNATIONAL LEVEL

To respond to young people's and young women's issues in terms of accessing and remaining in a decent job, Plan International has set up several initiatives in these intervention regions, in partnership with different groups of stakeholders from local to international level: governments, businesses and foundations, associations, youth networks, or even international organisations.

Plan International considers setting up strategic multi-stakeholders partnerships to be one of the most powerful success levers for youth employment. Creating strategic alliances between organisations and civil society that are active in the field and private sector stakeholders (foundations and companies), supported by international donors and governments mean that the issue of young people accessing decent work can be tackled inclusively, considering both the offer and the demand.

Partnership with the private sector is particularly essential as it helps to identify influential professionals and companies' recruitment needs

and thereby adapt youth training and mentoring schemes to improve offer matching demand. On the other hand, this kind of partnership is necessary as it helps to raise awareness and rally the private sector concerning different situations experienced by young people and on the importance of setting up decent working conditions that respect human rights and encourage real access to social protection for men and women.

A. The example of a programme implemented by Plan International Indonesia to develop an encouraging environment for girls' employment

In order to guarantee outreach and gender mainstreaming at all levels within its programmes - from national laws to social norms - the strategy adopted by Plan International Indonesia is based on several

stakeholders working together and acting at different yet complementary levels.

Nationally, the Ministry of Women's Empowerment and Protection of Childhood (MoWE) plus the Gender Work Group (GWG) work together to develop national standards and influence the behaviour of national and local decision-makers.

In the same way, the Indonesian Employers Association (APINDO) has joined in to raise awareness on gender equality among its network's 8000 member companies and to train 600 of them at a provincial level.

Finally, to fight stereotypes associated with employing women, awareness-raising sessions were also organised in these companies, tied in with the Indonesia Business Women Association (IWAPI) and Indonesia Women Association (KOWANO). The project scope and impact can be measured at both macro and meso levels in order to guarantee the development of an encouraging environment for girls and women's employment.

B. The S4YE coalition: an example of a multi-stakeholder international partnership

The «Solutions for Youth Employment» (S4YE) coalition is a worldwide coalition for youth employment, made up of representatives from civil society, governments, foundations, private sector companies, international organisations and young people. It was founded in 2014 by the World Bank, Accenture, Plan International, International Youth Foundation, RAND Corporation and Youth Business International.

«The World Bank Group's twin goals are to eliminate extreme poverty and to boost shared prosperity for the bottom 40 per cent of the population by 2030. Access to productive employment is the most effective way to share the growth dividend and escape poverty. Investing in employability for youth - especially the most disadvantaged - is an essential part of this process. For this very reason, the World Bank Group is proud to be a part of the Solutions for Youth Employment Coalition - a multi-stakeholder coalition comprising governments, the private sector and civil society - which aims to provide leadership and catalytic action to mobilize efforts to increase the number of young people engaged in productive work. «

Arup Banerji,
Senior Director for global Social Protection
and Labour, World Bank



The coalition aims to create synergies, share practices and generate knowledge to improve youth access to employment all over the world. Its major aim is therefore to tackle the current crisis in youth employment and fight off the «lost generation» phenomenon.³¹

The main target has been set as supporting access to work for 150 million young people by 2030, thereby reducing the number of young people without an education, training or a job by 1% each year.

To do this, the S4YE coalition aims to become a recognised centre of excellence, providing appraisal and information services to a wide range of private and public sector stakeholders involved in promoting youth employment. It intends to set up a progress monitoring system and analyse how the work market and worldwide youth insertion is developing.

In order to meet this target, a first action plan sets ambitious targets for the 2015-2020 period, mainly for developing or emerging countries.

The coalition's approach revolves around three major founding principles:



LINK:

S4YE will link public, private, and other actors to integrate lessons learned, identify effective solutions, and accelerate impact on the ground through cross-sector collaboration and innovation.

LEARN:

S4YE will pursue a compelling learning agenda both by collecting and disseminating knowledge across the broad youth employment landscape, and through a targeted portfolio of high-impact initiatives. S4YE will generate and share open knowledge and data, as well as related practical insights across the globe.

LEVERAGE:

S4YE will leverage its knowledge and partners to catalyse the promotion of private, public, and civil sector innovations and operations that scale promising youth employment practices.

Through its Action Plan 2015-2020, the coalition has set itself 4 work priorities and 4 intervention sectors.

Its priorities are:

Building partnerships:

Its ambition is to bring together more than 50 partners and 2500 members from regions all over the world - regionally and nationally - by 2020, in order to become an essential platform for all partners working for global youth employment.

Providing proof through figures and best practices:

The coalition will become a centre for resources and data collection thereby sustaining international discussion on improving the impact of youth insertion policies and programmes. It will also organise a forum to exchange best practices

The aim is to establish international standards by 2020 to implement youth insertion policies and programmes, to develop practical tools to take successful initiatives to a larger scale, and to provide technical help for its partners.

Mobilising and improving resources:

The coalition will provide its expertise in order to better allocate resources available for youth employment, by means of targeted investments and making funding truly complementary.

It aims to mobilise and amass around 150 million dollars of funds from civil society and international donors by 2020, placed in a common fund for high impact projects.

Accelerating innovation:

The coalition will support developing programmes and initiatives based on technological innovation and it will bring its partners together around a platform to create and exchange practices.

Due to its objectives and its international scope, the S4YE coalition is in the ideal position to capitalise and scale up best practices to mainstream gender into youth economic empowerment programmes.

«The urgent and complex challenge of increasing youth employment cannot be solved without paying particular attention to adolescent girls and young women. Investing in girls and increasing their entry into decent work contributes to economic development and overall social stability. Governments, civil society and the private sector need to work together to better identify the barriers against young girls' entry into the workforce and address them with effective solutions. S4YE coalition will be one of the critical spaces to promote this work.»

Nigel Chapman,
former Plan International CEO and S4YE
coalition board member.

Multi-stakeholder partnerships and gender within the French Ministry of Foreign Affairs and International Development policy on youth economic empowerment³²

Promoting equality between men and women and meeting the needs and aspirations of young people constitute two priorities for the French Ministry of Foreign Affairs and International Development (General globalisation board for development and partnerships).

On a political level, France supports initiatives helping young girls to access good quality vocational training: fighting school-related gender-based violence (resolution adopted by UNESCO in April 2015), including gender issues in European Union funding instruments (particularly the Gender Action Plan), one third increase of young girls with access to good quality vocational training by 2030 within the framework of G7 commitments.

Identification of innovative, operational and partner solutions for youth employment is one of the aims of the Worldwide Coalition for Youth Employment (S4YE) to which France has committed to providing strengthened support, particularly to develop common quality standards.



C. The partnership between Fondation Chanel and Plan International France: example of a partnership between the private sector and civil society

Set up in 2012, the partnership between Plan International France and Fondation Chanel has led to an ambitious social and economic promotion programme for disadvantaged young people, particularly young women in Cartagena, in Colombia.

Choosing to work in partnership with a foundation is a process encouraging a continuous dialogue aiming to consolidate a common view and a mode of intervention that meets Plan International France's development approach and covers the foundation's concerns. Intentionally committed to women empowerment issues, sharing values and common targets with Fondation Chanel has largely facilitated initial contacts and implementation of a gender-sensitive project.

This has proven to be a fruitful partnership in terms of exchanging ideas on how to promote women economically – particularly in the project definition phases – with relevant discussions on the expected results. Due to its commitment, Fondation Chanel has provided an enlightened gaze during annual project monitoring committees and during joint assignments in Colombia, a real point of exchange between stakeholders.

Fondation Chanel strongly encourages sharing and capitalisation of experiences to the great benefit of Plan International France. In Colombia, sponsoring skills has led two members of Fondation Chanel teams in Panama to provide their expertise in youth training workshops. These workshops helped to strengthen not only the project beneficiaries' knowledge, but also local stakeholders' skills.

In France and internationally, this partnership has helped to build a network encompassing Plan International France with other NGOs that are financial partners and experts on the issue of promoting women's rights, particularly within the framework of a seminar bringing together Fondation Chanel's partners. This discussion group provided an opportunity for stakeholders to get to know each other and exchange views on their programmes and best practices in terms of empowering women³³.

Plan International Colombia's youth economic empowerment project in Cartagena

In Colombia, unemployment is very high among young people (21.9%) with a rate of 28.9% for young women and 17% for young men³⁴. 27% of young people have never studied nor worked. In the light of this situation, Plan International France and the Chanel Enterprise Foundation decided to act by launching a project aiming to guarantee decent work for young people in Cartagena, in Colombia. This project focuses on 3 intervention axes:

- A vocational training programme proposing technical training and life skills trainings;
- A training programme on self-employment, based on market analysis results;
- A mentoring programme, guaranteeing supervision and personalised monitoring for young people.

Fondation Chanel provides dual support for the Cartagena project: financial support over the entire duration of the project (24 months) and expertise for textile professions. Thus, the members of Fondation Chanel have direct contact with trainees, sharing their experience and giving advice to young people interested in working in textiles.





III. WORKING TOWARDS A GENDER-INTEGRATED MODEL IN YOUTH ECONOMIC EMPOWERMENT PROGRAMMES AND POLICIES

A. Plan International's «YEE» approach mentors young people at all stages of the pathway to decent work

Within its commitment to children's education and fighting poverty, and in order to improve its field programme impact, Plan International has forged a partnership with the World Bank and the Imagine Nations group since 2007 within the *Global Partnership for Youth Investment*.

Within this partnership, Plan International has decided to steer a programming approach and a holistic model for youth economic empowerment in order to support young people as they enter the workplace. In 2009, two pilot programmes were set up in

El Salvador and in Indonesia to test out the approach that Plan International has christened the «YEE» approach (Youth Economic Empowerment³⁵).

Hot on the heels of the success of these pilot programmes and their approach, Plan International decided to include YEE in its overall strategy on economic security 2010-2015. This global strategy is based on children and young people's economic rights as an integral part of reducing poverty and aiming to prepare young people to be the 21st century workforce, so that they are able to work in safe, decent conditions of their own choosing.

Currently, the YEE approach has been implemented in a large number of countries where Plan International is working. In turn, Plan International France is technically and financially supporting 4 programmes, in Colombia, Egypt, India and Togo³⁶.

The YEE approach helps to mentor young people to find a job by means of six stages that can take into account the specific needs of the mentored beneficiaries, by putting specific emphasis on gender issues and specific limitations for girls:

- **Market scan**
- **Strategic partnerships and alliances**
- **Pre-training**
- **Training and YEE Pathways to decent work**
- **Post-training and placement support**
- **Post-placement support**

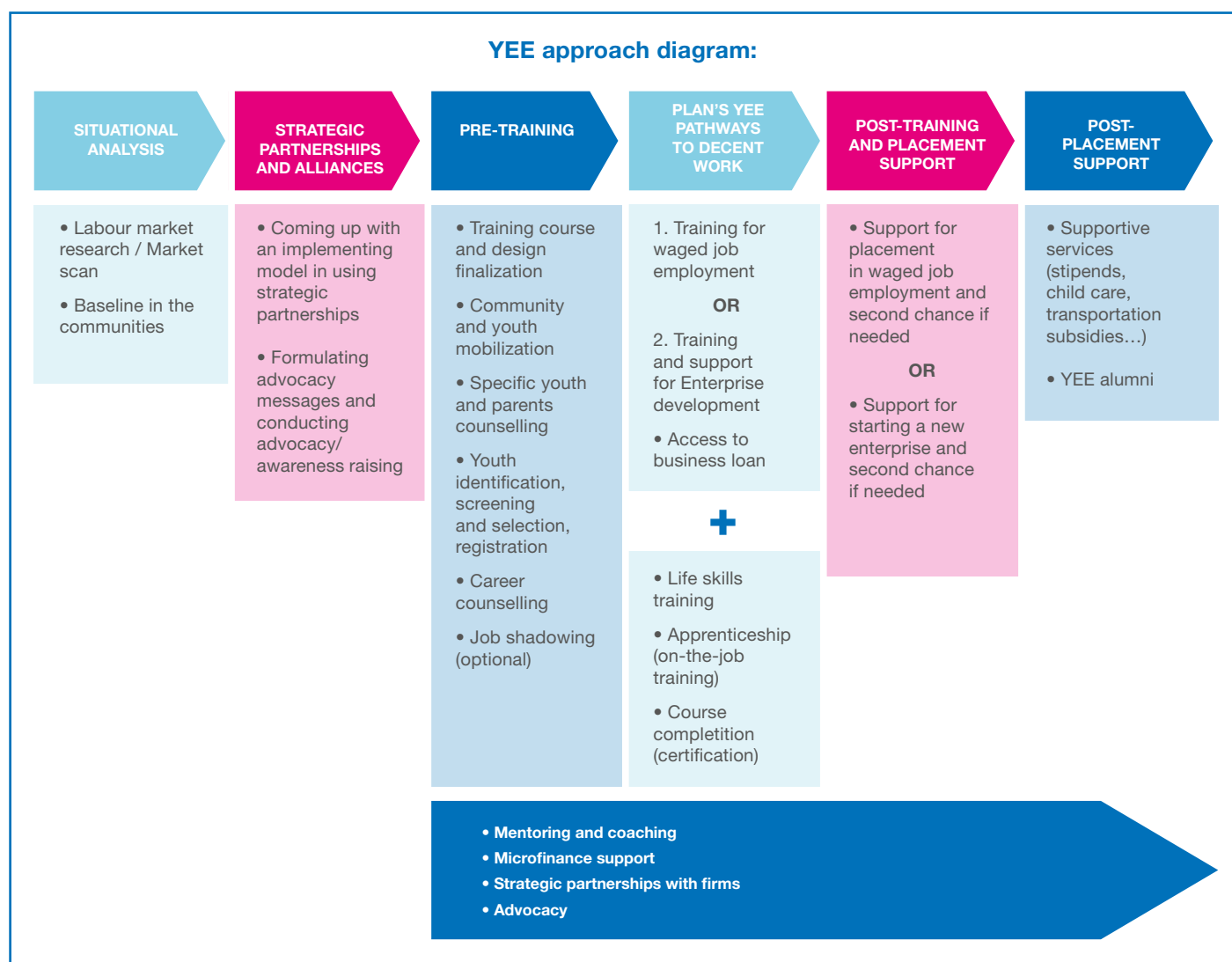
Throughout the process, cross-cutting «services» are also provided to strengthen the process and ensure that youth economic professional insertion is sustainable: mentoring, coaching and financial support. What's more, active upkeep of partnerships with companies plus implementing awareness-raising activities and advocacy are elements that underpin all stages of the YEE approach and that ensure programme sustainability over time.

B. Mainstreaming gender in all stages of the «YEE» approach

Mainstreaming a gender approach in all stages of the youth economic empowerment approach helps to adapt the services on offer to girls and young women's needs and limitations (*practical needs*). It also means that work can be carried out from a perspective of emancipation and strengthening young women's skills to help them make personal and professional decisions and thereby take control of their lives and their futures. The gender approach thereby associated with the YEE approach also aims to help young women and men become real agents of change (*strategic interests*) in the field of promoting youth employment.

Here, for each of the 6 stages in the YEE approach, we are proposing to review points to take into consideration in terms of gender approach. In order to illustrate each of these points, specific examples will be provided of best practices from field projects run by Plan International in different operating countries.

YEE approach diagram:



1. Mainstreaming gender in the situational analysis (stage 1)

The first stage of the YEE approach is to scan the situation that can be broken down into three segments: the market scan from the demand perspective, market scan from the offer perspective and the baseline in the communities.

For each of the scan entries, specific questions must be raised to make sure that gender equality is constantly mainstreamed throughout the programme.



Job market scan Demand

Research seeking the most accurate possible image of the youth work market and employment:

Unemployment rate, occupied jobs, barriers to decent work, specific needs, existing training opportunities...

• Gender approach:

- Study young women's status and participation within the labour market more precisely by using gender-specific statistics: formal/informal employment rate, part time, salaries, working conditions, types of jobs, access to management positions.
- Analyse job market segmentation, childcare availability, as well as other barriers and gender stereotypes tied to a profession.

Job market scan Offer

Identify existing or potential opportunities encouraging youth employment:

Qualifications required by jobs in booming sectors, HR policies favouring youth employment within certain companies, the role of young people in companies with the most added value, analysis of opportunity factors for them to participate in the professional world, public policies supporting youth employment, etc.

• Gender approach:

- Identify companies committed to professional and pay equality, and providing services that make it easier for women to access work (playgroups, transport, separate toilets).
- Analyse women's participation and role within the value chain in different economic sectors, gender segmentation of work within economic sectors, job opportunities with strong added value or in booming sectors...
- Identify pre-existing programmes or national and local public policies focussing on employing women, professional and salary equality, and encouraging girls' employment and economic empowerment (e.g; internship policies, etc.).

Baseline in the communities

Identify youth status and image within the community:

Activities carried out within the family, weight of parental authority and capacity in terms of freedom of choice, level of resources, gender stereotypes linked to young people's careers, etc.

• Gender approach:

- Analyse the distribution of tasks and roles between men and women in the home, the weight of patriarchal authority, access and control of resources by women, gender stereotypes affecting young people's work choices, existing barriers limiting access to jobs for women (transport, location, security, lack of education, housework, preference given to boys, frequency and compatibility with timetables, etc.).
- The aim is to identify the most vulnerable young women in order to make them a clear target, and to be able to prioritise them during the selection process (unemployed girls, school drop-outs, single mothers, migrants, marriage victims).

The «Saksham» Project: promoting youth employment through vocational training in disadvantages neighbourhoods of Delhi

The Saksham project aims to improve how the most disadvantaged youths in Delhi, particularly young women, can make a living. The project has been implemented in 4 towns used to resettle the former populations of Delhi slums. Plan International India is working in partnership with three local NGOs as well as an Indian vocational training agency.

A gender situation scan has helped to define the opportunities and threats to young women from the start of the project. It enabled to identify vulnerabilities that women face in the economic and social fields. These points were then taken into account in the project design.

Market scan: Demand

The market scan for demand was carried out among 156 young women and 157 young men aged between 18 and 25 in the four intervention areas through control groups and in-depth interviews with certain young people. It enabled to compile data on the general situation of young people, their level of education, available job opportunities, their aspirations, access to training, etc. For each field, Plan International was careful to use gender-specific indicators, such as:

- The percentage of young men and women in the formal/informal sector,
- The percentage of young men and women who have access to vocational training and/or life skills training.
- The current range of their monthly income, etc.

For each field, the demand analysis can identify any gender constraints. **Should barriers arise, Plan International commits to developing a strategy followed by specific actions to overcome them.** For example, this scan has managed to highlight the lack of availability for young girls due to housework that takes up their time at home (even more so when they marry young).

The statistical scan is then completed by interviews to sharpen the diagnosis.

Market scan: Offer

The Indian vocational training agency «Empower» has run a market study on sectors and jobs with strong youth potential as well as on the level of education and skills required to be able to enter and access different levels. The agency has run interviews with young people, entrepreneurs, families, vocational training institutes, governmental representatives, employers and local NGOs. In total over 1000 people were consulted.

This scan allowed developing a vocational training programme meeting labour market needs. It also enabled to bring out the fact that women particularly lack vocational training. On this basis, the agency

could develop training on customer relations, call centres, sales and reception (hospitality and catering in particular). The market scan also includes a study on the entrepreneurial sector and existing opportunities for young women and men in the most influential fields, taking into account the fact that some professions are easier for men or women to get into, in order to fight stereotypes and promote gender equality in the workplace.

Baseline in the communities:

Plan International also takes into account society's potential impact on young women's participation in training programmes and access to work. Consequently, through interviews with young women, but also with their parents and their local NGO representatives, Plan International managed to identify barriers to female empowerment imposed by society such as the lack of security in neighbourhoods, the patriarchal family system, the few female role models in the Indian professional world, the pressure to marry young or even constraints linked to housework or informal work.





Indonesia: a gender-integrated market scan

Several YEE programmes are under-way in Indonesia with financial support from Accenture. These programmes prioritise (80%) young women aged between 15 and 24, from disadvantaged backgrounds, who have completed secondary school and are working in the informal sector or who are unemployed. Running a «Youth Situational and Gender Analysis»³⁷ at the start of the programmes amassed gender-disaggregated data. For example, this data revealed the importance of families in youth choices regarding possible access to a job: 92% of young women and 82% of young men would not take a job without asking their family or partner for permission.

In Colombia, a gender approach to economic and social barriers for young people

The Cartagena project places particular emphasis on young women and gender issues. Whilst young women are more affected by unemployment and instability than men, they are actually under-represented in youth economic empowerment programmes. Documentary analysis run by Plan International France was able to identify three main barriers:

- Over-representation of women in the informal sector;
- Persistent sexist stereotypes and discriminatory practices among employers;
- Women's double working day, namely going out to work as well as running family life.



2. Mainstreaming gender in strategic partnerships (stage 2)

Gender issues should also be included in the way partners are identified in the project preparation phase and training programmes. This is thereby a case of identifying the organisations or training centres, the institutional partners and local and national companies that already run gender equality policies, or wish to develop them by joining the project.

In parallel, it is strategic to complete the project with advocacy actions and awareness-raising among the economic and institutional stakeholders plus members of the community by bringing in influential partners who are committed to gender equality issues.

Coming up with an implementing model in using strategic partnerships

Identify the partnerships most likely to promote youth economy empowerment: governments, companies, CSOs, NGOs, INGOs, etc. and give details of their (potential) action in this field.

Set up long-lasting partnerships with the private sector by encouraging creating positions or opening up existing positions to youth employment.

• **Gender approach:**

- Make sure that target partners incorporate a gender approach and support girls' employment and work.
- Ensure awareness raising and training on the topics of gender and decent employment and fighting sexual harassment and that a budget is available to set up these sessions.
- Negotiate to include these dimensions in their human resources and recruitment policies.

Promoting young women employment among all stakeholders through an information and awareness raising/advocacy strategy

Identify political decision-makers / influential companies in terms of youth economic empowerment, and make sure that the implemented efforts will last.

Identify actions and measures to be promoted among these stakeholders: in order to promote vocational training and integration of young people within the work market, in order to reduce geographic and economic differences in terms of access to vocational training, in order to ensure long-lasting placement of young people in a decent job»

• **Gender approach:**

- Run a wide-ranging information and job promotion strategy among young women in order to fight stereotypes concerning employing young women among companies and employment partners and more widely among all audiences (families, decision-makers, general public, etc.).
- Include young people and communities in this strategy as «gender facilitators» or community mobilisers.

An overall outreach strategy for partners in Egypt

In Egypt, Plan International professional placement support programme aims to find jobs for 200 young people - including 1200 women - in 5 disadvantaged regions in Cairo, Alexandria and Assiout. The programme particularly includes a gender perspective in its partnership strategy that aims to:

- Raise employers' awareness (members of the partner company network and public employment agencies) concerning young women's specific problem issues, leading them to set up practices and procedures that encourage youth employment and gender equality.
- Run gender-sensitive training sessions on recruitment and employment among human resources managers for around thirty volunteer companies. The training includes points on: the right to work, non-discriminatory recruitment and salary equality among all employees, female participation in professional sectors, gender stereotypes and other forms of discrimination, sexual harassment, organising professional/private lives...
- Running participative advocacy to promote gender sensitive vocational training and employment among authorities and Ministries in charge particularly concerning matters related to salary equality and how they are treated on the

job market and within companies, the need to develop and encourage employment policies that respect gender equality as well as a legal framework and practices encouraging female employment.





In Vietnam, a partnership between Plan International and a local youth training association

Plan International Vietnam has joined forces with a local association, REACH, mentoring young people towards economic empowerment. Together the two associations have set up a training programme that helps less advantaged young people, particularly women and girls, to pick up professional skills. The tasks were divided up between both partners: REACH took charge of the vocational training whilst Plan International Vietnam provided expertise on gender, in compliance with Plan International France's policy on gender equality.

This partnership helped to provide the most appropriate response for the needs of young women who represent half the programme's beneficiaries. Particular attention is given to the most vulnerable populations such as women who are victims of trafficking and prostitution networks.

In India, training partners on the integrated gender approach

The Saksham project has worked in depth with each of the stakeholders (technical partners, NGOs, employers and project team) in order to make them aware of gender problem issues and barriers that young women come across in their empowerment.

- Following the market scan for young people and gaps noted between girls and boys, training was provided for the whole project team and partners on female gender, empowerment and gender integration methods.
- Once these skills have been acquired by the project stakeholders, common strategy, tools and implementation principles were laid down.

A few months later, a workshop was set up to review this strategy looking at progress, the work already implemented and the real situation. The aim was for each stakeholder to feel at ease with these principles and, little by little, apply them naturally in their daily work.

The main changes concern:

- recruitment of women to make youth mobilisation easier,
- setting up specific methods and tools for parent mobilisation and awareness-raising,
- in-depth interviews with parents of young women,
- specific advice for young women during training sessions,
- invitations for parents to visit their daughter at her workplace.

In Indonesia, youth mobilisation in community outreach actions

During a YEE project in Indonesia, nine awareness-raising sessions were set-up with employers promoting the added value of women within the company. Furthermore, «gender facilitators» were picked from communities and youth groups and trained to run youth forums on gender equality in an attempt to build up a youth-run advocacy action, working towards reducing gender inequalities and promoting equal access to decent work. Training and information sessions have been planned using national and international communication channels such as the media or social networks.



3. Mainstreaming gender in pre-training (outreach, youth recruitment and curricula design) (stage 3)

The pre-training phase is a strategic phase in the YEE process for mentoring young people on employment. This phase can be broken down into six sub-phases:

- Training course and design finalization,
- Community and youth mobilisation,
- Specific youth and parents counselling,
- Youth identification, screening, selection and registration,
- Career counselling,
- Job shadowing.



Training course and design finalisation

Make sure that the curriculum matches market needs:

- **Gender approach:**
 - Ensure awareness-raising for all trainers regarding gender topics (professional guidance, advice, specific issues for young women, importance of vocational training for girls and boys, the importance of a gender-sensitive environment where everyone is respected, etc.).
 - Take into account rules and local practices regarding gender in the training format and chosen methodologies as well as in the pedagogic tools.
 - Make sure that the training targets, manuals and contents are stereotype-free and that they promote male and female examples of success/role models.

Community and youth mobilisation and awareness-raising

Inform and raise awareness among the community regarding the issues of youth decent work:

- **Gender approach:**
 - Run a wide-ranging strategy to inform and promote employment among young women. Highlight successful young women as «examples to follow».
 - Identify gender facilitators within youth groups (boys and girls who are driven and sensitive to gender issues who can run awareness-raising actions within communities).
 - Raise awareness among members of the community (families, community and religious leaders) on the importance of economic empowerment for girls.

Specific youth and parents counselling

Inclure les parents dans les programmes de formation et réduire les potentiels freins au projet :

- **Gender approach:**
 - Inclure les parents via une information claire et détaillée sur le contenu des formations présentées aux jeunes filles, leur mise en œuvre, les opportunités offertes à leur enfant.
 - Etablir un dialogue constant et une réelle capacité de négociation, afin d'être apte à répondre à l'ensemble des questions ou des doutes.
 - Soutenir la parité dans les groupes d'agents de mobilisation communautaire (« community mobilisers »)

**«Convincing families to let go of their daughters»:
report by Anamika Sharma, Saksham project
coordinator at Plan International India**

«Finding girls to train for a job is not hard. We have been working in the Delhi slums for a long time; we know the people. It is trickier, however, to convince families to let go of their daughters. The parents, brothers, even girls' younger brothers, have authority over her life. We demonstrate the importance of school and work. Girls can quickly earn more than their parents. The living standards of the whole family increase if the girls work - after just two months. (...) We only accept motivated young girls in our training sessions. We invest a great deal in them, and want to see something back, i.e. that they go out to work. Once we have established motivation, we will hold a meeting with the family. At the start, we ask who makes the decisions within the family, as we know that this person is the one we have to win over.

Generally, I start with the mothers because they often wish for a different life for their daughter. They will have stayed at home themselves and when they reach the age of 35 or 36, and their children are growing up but they are short of money, they begin to wish they also had work outside the home but, by then it is too late.

**In Pakistan, training some «Gender Facilitators» and
mobilising young people to fight gender stereotypes**

In Pakistan, women and girls face many types of discrimination based on gender that limit their mobility, impose restrictions on their behaviour and their activities and only allow them very limited contact with the opposite sex.

To fight stereotypes among families and employers, «Gender facilitators» were picked and trained. Research activities were also implemented to understand the challenges linked to mobility for young women. The second phase of the project plans to involve young people in prevention and fighting gender stereotypes in order to improve the youth employment situation.

**In Egypt: mobilising young people, families and the
whole community**

In Egypt, youth mobilisation and recruitment are carried out by community development facilitators³⁸ from Plan International Egypt within the target communities. They are organised in public places, such as markets, the mosque or the church but also in regular meeting places for young people and excluded, disabled or unemployed people, which might include sports centres or community centres run by Plan International partners. The campaigns also target young people's parents as well as traditional, community leaders who might influence other members of their neighbourhoods in order to convince them, if necessary, to let their daughters take part in these training sessions.



Youth identification, screening, selection, and registration

Information for young people on the potential opportunities on the job market:

- **Gender approach:**

- Tackle gender stereotypes in trades and professions. Inform girls about non-traditional sectors or jobs and promote their enrolment in non-traditional vocational training/jobs (e.g. job shadowing)
- Target young girls when distributing information.
- Adapt arguments to match expectations and concerns among young women and their families.

Career counselling

Strengthened support and advice for young people on the extent of professional opportunities / careers on offer, dialogue and advice.

- **Gender approach:**

- Strengthen support/advice for young women by insisting on the extent of their professional possibilities and careers offered to them by a wide range of trades and professions.
- Organise meetings with young female professionals from different trades and professions.

Job shadowing

Encourage young people to shadow professionals within influential sectors that are unknown or not envisaged, meetings with representatives from partner companies, etc.

- **Gender approach:**

- Encourage young women to go on shadowing days in companies, particularly in non-traditional sectors.

In Colombia, vocational training programmes intended for the most vulnerable young women...

The programme set up in Cartagena prioritises the most disadvantaged, mainly made up of women in TVET training (Technical and Vocational Education and Training³⁹) and VTEP (Vocational Training and Education Programmes⁴⁰) with a target of 60% of women aged between 18 and 28 among the participants.

In March 2015, the TVET programme boasted 57% women and the VTEP programme 81%.

...and systematic home visits for beneficiaries

In order to ensure that women can follow the programmes despite their family constraints, Plan International members have made systematic home visits within the framework of the mentoring programme. These visits allow young women to follow a programme even when they are not able to leave the house.



In India, mainstreaming gender transversally at all levels

Plan International India has a driven approach to cross-discipline gender integration in the YEE programme pre-training phase:

- Vocational training needs analysis:

A analysis seminar of vocational training needs for young women is organised to be able to steer them towards jobs that fit their respective situations. This stage enables to build a gender-based strategic document to calibrate how the project is progressing.

- Mobilising young women:

The mobilisation phase must help to raise awareness among young women and their environment on the importance and the grounds of the programme. To do this, Plan International India trains field teams and their partners on matters linked to gender to help them to offer advice and raise awareness among young women. The project also envisages the possibility of organising more driven awareness-raising with partner companies. As much as possible, Plan International India tries to ensure the

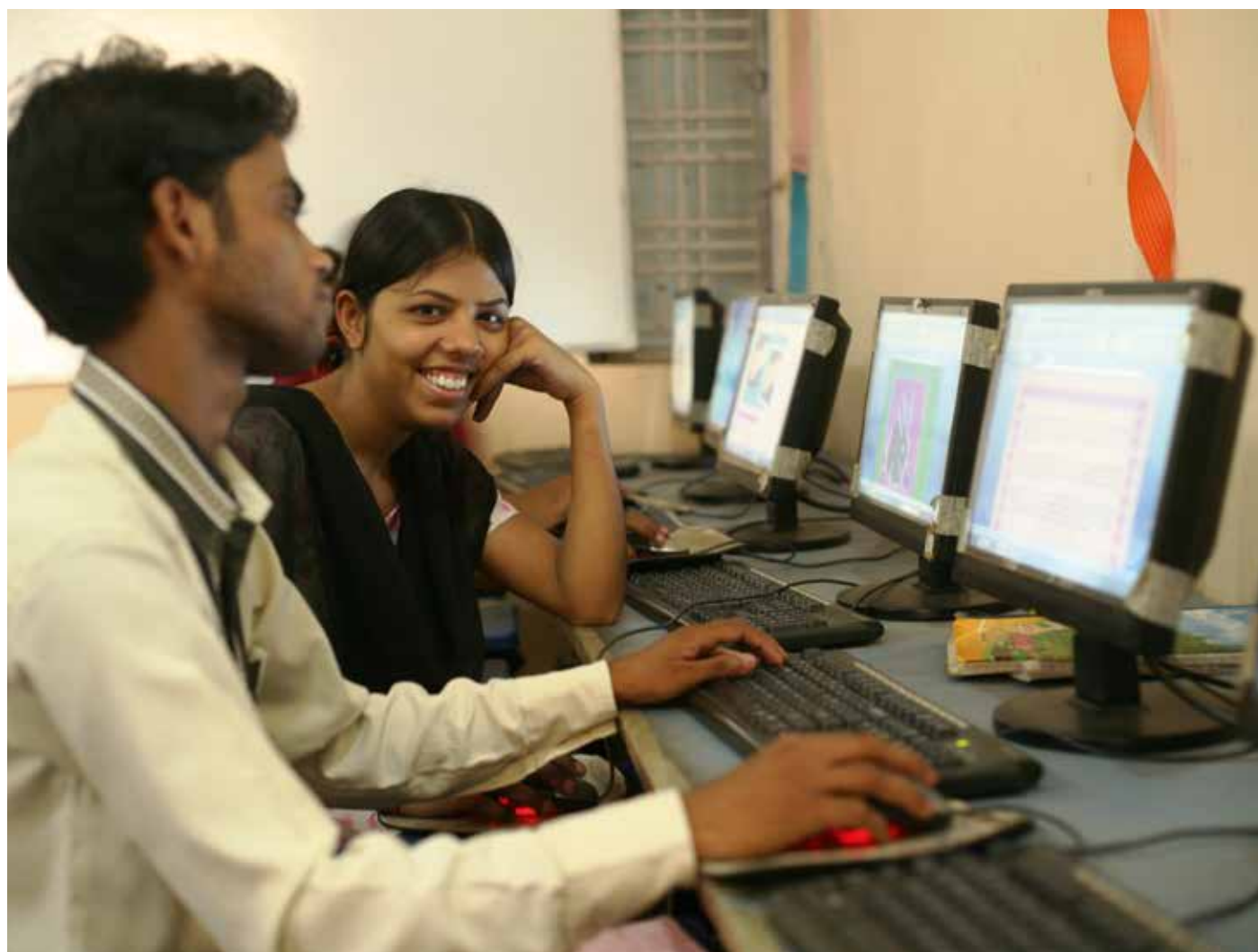
presence of a female member and a male member of staff in the outreach actions. Finally, alumni associations are included in the process and help to mobilise active women as role models who can intervene to tell their story to younger women.

- Mobilising young women:

A personalised recruitment campaign helps to mentor young women as they sign up and answer their individual problem issues from the very start.

- Counselling and job shadowing:

Observation visits at a shopping centre and in different stores were organised for beneficiaries and their parents by Plan International partners. These visits were an opportunity for parents to raise objections and fears about sending their daughters out to work in the services and telecom field. Furthermore, male and female careers counsellors trained on gender issues provided solutions to questions raised by girls and parents. They set up a schedule of classes adapted to each girl.



4. Mainstreaming gender in training and pathways to decent work (stage 4)

During stage 4, young people can access different types of vocational training giving them access to a waged job, or setting up their own business. In both cases, a gender approach helps to multiply young women's chances of success.



Training for waged job employment

Information for young people on the potential opportunities on the job market:

types of job, required qualifications, assessment of the level of implication and motivation with a view to joining the programme.

• Gender approach:

- Ensure that non stereotyped training, based on market demand, is available.
- Adapt training centres' working hours and infrastructures to their limitations (access, transport, safety of premises and journeys, separate, decent and sufficient toilets, childcare system, etc.)
- Offer extra classes for any disadvantages young women and reinforced monitoring to stop them dropping out.
- Raise awareness among young women on matters concerning the right to work and their right to a decent job, including sexual harassment in the workplace.

Training and support for enterprise development

Training young people on company spirit/management: offering appropriate vocational training on marketing, finance, management; making it easier to set up feasible companies, planning activities, support from mentors (sponsors) in setting up a business plan, etc.

Monitoring, dialogue and support to stop them dropping out

Support access to loans identifying specific needs/limitations for young people, support for getting funding, access to business start-up loans, etc.

• Gender approach:

- Support access to loans and non-stereotyped training in order to provide young people with jobs in booming sectors.
- Adapt training centres' working hours and infrastructures to their constraints (access, transport, toilets, childcare system, etc.)
- Raise awareness among people around them and the community to support the project.

In India, vocational training considering girls' specific needs:

The Saksham project envisages two youth training programmes: a vocational training programme and an entrepreneurial training programme to start your own business.

- The vocational training programme aims at getting a job:

In order to best meet the job market and employers' needs, training programmes were developed according to the market study results, thereby offering classes on customer-relations, retail and

hospitality. These classes are adapted to be based on the skills already held by the young people, and particularly among the women, to be able to complete them properly. Particular emphasis is put on body language, public speaking and appropriate clothing for the workplace. The aim is to have at least 60% girls among the beneficiaries of the training and receiving diplomas.

- Self-employment training:

Programme beneficiaries were able to take six training sessions on the Indian market situation, opportunities and strategies to access decent

work positions. The logistics of these training sessions (location, timetable) took into account women's time constraints to be able to take part. Following the success of this programme and in the report for the 1st phase of the project, Plan International decided to make this training accessible to young people who have already tried to set up their own business and wished to start again or rework their business.

This time the programme is more technical and revolves around overall business management, in other words developing a business plan, producing a market study, financial management, logistics, funding, etc. Young people following this path will be advised and monitored closely throughout the training and will receive a diploma at the end of the cycle. The goal is for participants to be at least 40% girls. This target is ambitious in a country where women's access to self-employment is made more difficult by gender-related discrimination.



Example of Meenu, aged 19, who has benefited from the Saksham project:

Meenu lives in a disadvantaged neighbourhood on the outskirts of Delhi, with her parents, her two younger sisters and her brother. She found out about Saksham through a former pupil, and joined the programme immediately afterwards. At the beginning, her parents refused to let her attend the training, but after having visited the Saksham centre and realising that it was a favourable and safe environment for their daughter, they finally agreed to let her attend the training sessions. Her parents also refused to let her get a job but, thanks to talks set up by the Saksham team, she is now working in a supermarket, with her parents' agreement.

Anis - Indonesia Young employee of a computer store

«Beforehand, I had to work on my uncle's plantations to earn money, and subsidise my family's needs. I explained to my parents that I wanted to go back to school and find a real job. It hasn't been easy but the Plan International YEE training meant that I could find that job and now my parents are very proud of me. «

She dreams of owning her own store one day and states that neither her family nor marriage will be able to stop her. She swears that she is sure that her husband will not prevent her from working: *«I will make sure of that before the wedding. We'll sign a contract, and if he won't let me work, we won't get married. It's as simple as that. «*

E., 26 ans - Cartagena, Colombia Young woman and single mother to a 7 year old boy; she is taking the beauty consultant training in Plan International's training programme:

«Before, I depended on my mother and the father of my daughter and I thought, I'm not going to work, I'll carry on just as I always have done. I didn't know how to do anything and I didn't do a single thing, but thanks to this training I've learnt. Sometimes, we think that, as women, we can't learn to do anything else other than staying at home and bringing up children, but things have changed. Plan International has always worked to change the perspective that we, women, can be professionals and work like anyone else, to make our lives secure. My life project, my own self-esteem, my character has been strengthened; everything's changed. «

Life skills training

Providing young people with the necessary life skills, before and/or complementary to vocational training: self-confidence, communication, health and hygiene, basic education, etc.

- **Gender approach:**

- Organise non mixed and mixed workshops allowing exchange on gender, differentiated roles, power relations, sharing housework, access to healthcare, sexual and reproductive health, the importance of women's emancipation as well as workshops to strengthen self-confidence, body language, public speaking and communication.
- Ensure communication regarding contact details for associations, health services or legal services that girls might need.

Apprenticeships / short-term internships (optional)

Provide information on and discuss different careers open to young people: by insisting on the extent of possibilities outside the professions that are usually kept for them.

- **Gender approach:**

- Support corporate access via grants for short term internships, partnerships with sensitive companies.
- Ensure that host companies can guarantee an environment that will encourage girls' training (mentors, premises, working hours, transport, etc.).

Course completion (Certification)

Provide a course completion / training level certificate: in order to prove the technical level of the training received, for use in the professional world.

- **Gender approach:**

- Support young women, giving them a second chance, or a chance to catch up if they fail, to make sure they pass certification.

In Vietnam, young women learn to present themselves, to improve their self-esteem

Following a market scan, Plan International Vietnam is offering beauty and make-up classes to 160 young women. For unstable population groups and particularly young women, cleanliness, care and presentation are important elements for self confidence and self-esteem. Feeling good about yourself and looking presentable is an asset for women in terms of getting a job as they will look better and feel the job is rightfully theirs when presented to employers.

The training is followed up by mentoring on seeking and keeping a job. The aim is for 80% of young women to find a position and remain in employment for at least 6 months.

In Colombia, educating young women on their rights and their capacity to act against sexist and sexual violence, and gender inequalities

Setting up life skills training within training programmes helps to include the gender aspect. Consequently, young people work on gender equality, self-consciousness, interpersonal relationships, decision-making or even human rights. Two gender-issue

specialists came to train members of Plan International Colombia to run these work groups.

In India, life skills classes mainstreaming gender

In the Saksham project, life skills and personal development classes are part of the training to allow young people to gain self-confidence and learn to communicate confidently. These classes also tackle problem issues that greatly affect women: sex education, knowledge of their bodies, nutritional education, women's rights, etc. Time apart is organised for the girls so that they can talk about their families and their relationship with the institutions. Finally, specific help to open a bank account is offered to girls.

Furthermore, a module is specifically dedicated to certain problem issues that girls might come across when they look for a job: arranged marriages, not having a bank account, sexual harassment, etc. These modules are constructed interactively, helping girls to talk about these issues that are often taboo. Parents and employers can be included from a certain stage in the discussion.

The Saksham project also envisages raising awareness among employers on fighting sexual harassment within their company.

Alka, beneficiary of the Saksham project in India

«Before joining the Saksham centre, I had no targets in life. I applied for jobs but I was never taken on because I didn't have any skills. Now, I am working as a fashion assistant at Future Group and my family and I are very happy with my situation. »



5. Mainstreaming gender in post-training and placement support (stage 5)

Stage 5 mentors young people looking for a job and setting up a company targeting success for young women.

Support for seeking and accessing paid employment

Support for young people in terms of access and retain in employment: monitoring to help writing CVs and presentation letters, advice and listening, preparing for interviews...

Talking to partner companies to consider and include young people's specific needs when doing their job, managing conflict and/or barriers if necessary.

Information sent to parents

Second chance if necessary

• Gender approach:

- Support women seeking a job by setting up dialogue with the company to encourage them to provide decent and adequate working conditions for young women (transport, separate toilets, flexible hours, childcare).

Support for setting up a company

Monitoring and specific advice: tutoring/mentoring system set up, with support for maintaining the company's activity.

Second chance if necessary

• Gender approach:

- Set up tutoring/mentoring systems with female role models, capable of guiding, advising and monitoring young women as they set up a company.

In India, a specific training module «Preparing for interviews»

In order to increase young people's chances of getting a job, Plan International India and all its partners have drawn up a «Preparing for interviews» module that is now taught in all the training centres. Over the last fortnight of the training, students take part in test interviews in order to improve their speaking skills, how they present themselves and to get ready to face questions from demanding recruiters. They are also put in contact with groups of former pupils to share their experience and their pathways. These mechanisms allow young people to approach interviews more confidently and increase their chances of getting a job. In the same way, centres make the most of this occasion to invite different companies for training sessions. These meetings give the young people a chance to come face to face with real professionals and ask them questions.

The Saksham project is particularly vigilant at this stage of the programme in order to guarantee that young girls can get a job. The negotiation stage with employers and parents is a tough moment within a young girl's job search. Plan International teams therefore try to find common solutions to all questions that parents and employers might come up with: will the working hours allow the young woman to conciliate her professional and home life? Is security guaranteed for girls in their workplace? Is the route to work safe, neither too expensive nor too long?

In El Salvador, financial support for young girls to start of their own business as entrepreneurs

The programme run in El Salvador has helped to steer 85 young women towards intermediary and support services for setting up businesses⁴¹.

Thanks to grants, young women have been given access to vocational training thereby preparing them more effectively to enter the job market or to develop their business project. They have specifically received training on business incubation and developed their business plan. Within the different groups, some have been supported by Plan International through an initial start-up loan to launch their micro-enterprises and other were put in contact with banks and financial organisations that were likely to support them.

The intermediation process is identified by Plan International El Salvador as an essential stage to get young people out to work. Plan International's credibility among companies is an important element for the process to be a success. Pre-visits and discussions were actually organised with local companies in order to urge them to recruit young people for internships and subsequent jobs.

In parallel, young people were helped to write up their CV and to prepare their interviews.

In Egypt, coaching and mentoring are set up to guarantee decent work for young people

The programme offers young people specific mentoring on techniques and strategies to implement in their job search. They particularly received help with recruitment interviews, presenting themselves, mentoring and coaching sessions and they were able to make contact with employers who are members of the partner network of the organisation.

Specific mentoring is also provided on social rights in order to make sure that former interns get decent jobs, in other words offering a minimum and appropriate wage, decent working conditions and access to social protection. Coaching and mentoring are on offer for young women and young men although it is often used as a specific measure with young women to fight auto-censorship and strengthen their self-confidence.

Mother of Kalpana - young woman trained in the Dwarka centre as part of the Saksham project

«Every day, when Kalpana comes home from the training centre, she's smiling and she's full of energy. She tells us all about her daily work and the activities they run at the centre.

We've also learnt to acknowledge her dream to become an air hostess. We're happy.»



6. Maintreaning gender in post-placement support (stage 6)

The last stage helps to monitor each young man and woman to make sure that they hang on to their job, that employers abide by decent working conditions, and to build up a programme alumni network.

This stage aims to ensure that the training programme is both effective and long lasting and to guarantee implementing real conditions for youth economic empowerment.



Monitoring and support services, particularly micro-finance

Monitoring young people and the young mentored people, their integration in their new job, funding needs analysis, obstacles in terms of youth access to loans, support for access to funding and managing funds, looking at how young people manage their income.

• **Gender approach:**

- Propose programmes for grants, childcare, transport expenses funding, as well as loan guarantee funds for female entrepreneurs.
- Monitoring young people on the job, paying particular attention to situations that young women come across.
- Ensure access to credit, diversity of funding sources and control of the resources generated by young girls. If possible, set up customised services to suit the most vulnerable young women's needs and constraints. Ensure that the financial services also guarantee young women access to training (grants, subsidies, internship grants, etc.).

Yee alumni (former students' club)

Ensure implication from young people who have taken part in the programme previously, advice and meetings, putting them in contact...

• **Gender approach:**

- Set up a network of young people, involving girls and boys, encouraging information circulation and creating a network.

In Egypt: monitoring young trainees in their jobs, during their first year on the job market

Monitoring for young people is set up from the end of the training, in order to ensure that young trainees are supported in their first job. The project team runs it via phone calls and regular meetings (at least 3 per former trainee).

This monitoring is essential to ensure that young people keep their jobs in the company; it can thereby identify any possible difficulties which the most vulnerable young people in particular might come across at work (young women, disabled young people, refugees). Contact will also be made with the employers.

In Vietnam, a road map for gender-specific data collection throughout the project

The Vietnam project lasted 8 months and was able to compile a large quantity of gender-based data on its impact among young women. Actually, compiling

gender-based data is compulsory for all stakeholders. This data shows that this project is beneficial for vulnerable young women and helps them become more independent.

These results allowed Plan International to come to terms with the importance of gender-specific data collection both within the diagnosis phase and for monitoring and assessing project quality. Plan International Vietnam thereby committed to considering gender transversely from the start of the project, by drawing up a road map and an accurate action plan with all partners.

In India, qualitative and quantitative gender monitoring

The Saksham project has developed quantitative and qualitative analysis tools to compile gender-based data on holding down a job and economic empowerment of women following the programme. This data is compiled by all project stakeholders (NGOs and training centres) and centralised by Plan International India.

Furthermore, three gender-specific assessment mechanisms were set up:

- **Personalised monitoring of each young woman over the first six months** of her job, giving her technical advice. This monitoring can also help if a conflict should arise with her employer. Apart from this personalised monitoring, the training was specially designed for women who have just started work, run by Accenture.
- **Establish a link between alumni associations and young women** with a job. This link should allow young women to look for advice when they are faced with a stressful or challenging professional situation.
- **Advise families when a young woman is on the point of leaving her job** for personal or family reasons.

Reports from the Saksham project, India

Raj Mohan, Human Resources Director, Devyani International Ltd: «Young people from the Saksham project are very punctual, honest and reliable.»

Anita, Delegate manager for customer relations, Costa Coffee: «Saksham is a very good training institution, particularly for girls. It's a safe environment. The Saksham team constantly monitors their young people, makes sure that they are motivated and gives them careers advice and counselling on their future.»

Taking into account young women's security on their journeys: example of the Saksham project in India

Anamika, Saksham project coordinator for Plan International India explains: «We also ensure that employers provide a female-friendly work environment. They do not, for example, let their female staff go home alone after dark, and make sure that girls from the same neighbourhood travel to and from work together.»



In Colombia, specific monitoring set up for young women

In Cartagena, a personalised monitoring system is set up for each participant in order to identify possible barriers likely to prevent young women from finishing their training cycle.

As the female participation rate in the programmes is intrinsically linked to their family situation, Plan International Colombia has set up personalised mentoring for all young people to ensure a customised response to their different problem issues. The risk of dropping out of the programme is thereby minimised for young women who often find it hard to conciliate productive work, managing their family and following a programme on a regular basis.

Example from El Salvador: guarantee funds for micro-enterprise

In order to support work access for young women in El Salvador, Plan International El Salvador has created a guarantee fund intended for young women that do not meet the requirements of the country's private banks. Plan International El Salvador acts as a guarantor for young entrepreneurs among traditional banks and

thereby allows them to access traditional bank financing that would otherwise be unavailable to them.

... and grants allowing young girls to attend training, and join the world of work.

85 teenagers received grants allowing them to complete their basic schooling and go on to professional and technical training. These grants have demonstrated their effectiveness for young people coming from poor environments with limited resources.

Furthermore, Plan International identified setting up internship grants as a means of mobilising companies and encouraging them to recruit young people. Plan International offers to cover the costs of three months of internship. In exchange, the company commits to employing and paying for three further months.

Improved micro-finance services, adapted to young girls' needs in Haiti.

Plan International Haiti, in partnership with a local micro-loan company Fonkoze, has allowed 6000 women to open savings accounts, accompanied by financial aid services. In particular, groups of dynamic and motivated





teenagers were trained, with some of them named as «mentors» and in charge of running these clubs, supporting and training other participants. These clubs provide training on life skills, saving and finance, but also training on agricultural techniques, market gardening and raising poultry, so that young women can run activities that generate income and are able to put the profit from their work into savings accounts.

Stefie - Haïti - Participant in Plan International France's project

«Before I opened my account with the youth savings programme, I didn't know how important it was to save. I didn't even think that saving was possible, considering the small amount of money my parents give me. Now, after taking the financial management training course, I've learnt how to save money.»

them to follow the training or simple loans. The aim is to allow young women access to and control over their financial resources.

It should be noted that in Indonesia, a woman cannot legally open an account or take out a loan without her husband's authorisation: the KOMIDA services are not governed by the National Banking Law, so it can offer made-to-measure products and loans for young women.

Gloria Joyce, 18 years old, taking mechanics training at Plan International technical training centre in Southern Sudan

«Later on, I'd like to be a well-known mechanic. I think I'll be a good role model. Sometimes, some high level people encourage me; they give me advice and tell me that I'm a good example to follow. I surprise them and they are happy to see that a woman can do this kind of job!»

Custom services for girls in Indonesia:

Plan International Indonesia's programme includes a partnership with KOMIDA, a cooperative micro-loan platform, in order to propose customised microfinance services adapted to the needs of the most vulnerable young women. As the needs of young women are not limited to the financing necessary for self-employment, the loans on offer could also be simple grants allowing



IV. RECOMMENDATIONS

A. Technical recommendations to mainstream gender in YEE programmes

Gender is an important consideration at all stages of implementing a youth economic empowerment programme (YEE programme) and several questions must be raised to give the process this gender perspective.

Here is a summary of the main issues to be raised, stage by stage.



Stages in the YEE approach

Main issues for integrating the gender approach

STAGE 1: SITUATIONAL ANALYSIS

1.1. Market scan: Demand

Study the participation of young women within the job market more precisely by using gender-specific statistics: formal/informal employment rate, part time, salaries, working conditions, types of jobs, access to management positions.

Analyse job market segmentation, availability of childcare systems, as well as other barriers and gender stereotypes tied to a profession.

1.2. Market scan: Offer

Identify companies committed to professional and salary equality, and services provided that make it easier for women to work (crèches, transport, separate toilets).

Analyse women's participation and role within the chain of value in different economic sectors and segmentation of work within economic sectors, job opportunities with strong added value or in influential sectors...

Identify pre-existing programmes or national and local public policies focussing on employing women, professional and salary equality, and encouraging female employment and economic empowerment (e.g. internship policies, etc.).

1.3. Baseline in the communities

Analyse the distribution of tasks and roles between men and women in the home, the weight of patriarchal authority, access and control of resources by women, gender stereotypes tied to young people's professional activity, existing barriers limiting access to jobs for women (transport, location, security, lack of education, housework, preference given to sons, frequency and compatibility with timetable...).

The aim is to identify the most vulnerable young women in order to make them a clear target, and be able to prioritise them during the selection process (unemployed girls, school drop-outs, single mothers, migrants, marriage victims).

STAGE 2: STRATEGIC PARTNERSHIPS AND ALLIANCES

2.1. Identifying strategic partnerships

Make sure that target partners incorporate a gender approach and support female employment and work.

Ensure awareness raising and training on the topics of gender and decent employment and fighting sexual harassment and that a budget is available to set up these sessions.

Negotiate to include these dimensions in their human resources and recruitment policies.

2.2. Promoting female employment among all stakeholders through an information and awareness raising/ advocacy strategy

Run a wide-ranging information and job promotion strategy among young women in order to fight stereotypes tied to employing young women among companies and employment partners and more widely among all audiences (families, decision-makers, general public, etc.).

Include young people and communities in this strategy as «gender facilitators» or community mobilisers.

STAGE 3: PRE-TRAINING

(outreach, recruitment, curricula design etc.)

3.1 Training course and design finalization

Ensure awareness-raising for all trainers regarding gender topics (professional guidance, advice, specific issues for young women, importance of vocational training for girls and boys, the importance of a gender-sensitive environment where everyone is respected, etc.).

Take into account rules and local practices regarding gender in the training format and chosen methodologies as well as in pedagogic tools.

Make sure that the training targets, manuals and contents are stereotype-free and that they promote male and female examples of success.

3.2. Community and youth mobilization

Highlight successful young women as «examples to follow».

Identify gender facilitators within youth groups (boys and girls who are driven and sensitive to gender issues who can run awareness-raising actions within communities).

Raise awareness among members of the community (families, community and religious leaders) on the importance of economic empowerment for girls.

3.3. Specific youth and parent counselling

Include parents by means of clear and detailed information on the content of the training presented to girls, its implementation, the opportunities offered to their child.

Set up constant dialogue and real negotiation skills in order to be able to answer all questions or concerns.

Support equality in «community mobiliser» groups.

3.4. Youth identification, screening, selection, and registration

Tackle gender stereotypes in trades and professions. Inform girls about non-traditional sectors or jobs and promote their enrolment in non-traditional vocational training/jobs (e.g. job shadowing)

Target young girls when distributing information.

Adapt arguments to fit expectations and concerns among young women and their families.

3.5. Career counselling

Strengthen support/advice for young women by insisting on the extent of their professional possibilities and careers offered to them by a wide range of trades and professions.

Organise meetings with young female professionals from different trades and professions.

3.6. Job shadowing (optional)

Encourage young women to go on shadowing days in companies, particularly in non-traditional sectors.

STAGE 4: PLAN INTERNATIONAL YEE PATHWAY TO DECENT WORK

4.1. Training for waged job employment

Ensure availability of non-stereotyped training, based on market demand.

Adapt training centres' working hours and infrastructures to their limitations (access, transport, separate toilets, childcare system, etc.)

Offer extra classes for any young women in difficulty and reinforced monitoring to stop them dropping out.

Raise awareness among young women on matters concerning the right to work and their right to a decent job, including sexual harassment in the workplace.

4.2. Training and support for Enterprise development

Support access to loans and non-stereotyped training in order to provide young people with jobs in booming sectors.

Adapt training centres' working hours and infrastructures to their constraints (access, transport, toilets, childcare system, etc.)

Raise awareness among people around them and the community to support the project.

4.3. Life skills training

Organise non mixed and mixed workshops allowing exchange on gender, differentiated roles, power relations, sharing housework, access to healthcare, sexual and reproductive health, the importance of women's emancipation as well as workshops aiming to strengthen self-confidence, body language, public speaking and communication

Ensure communication regarding contact details for associations, health services or legal services that girls might need.

4.4. Apprenticeship (on-the-job training)

Support corporate access via grants for short term internships, partnerships with sensitive companies.

Ensure that host companies can guarantee an environment that will encourage girls' training (mentors, premises, working hours, transport, etc.).

4.5. Course completion (Certification)

Support young women, giving them a second chance, or a chance to catch up if they fail, to make sure they pass certification.



STAGE 5: POST-TRAINING AND PLACEMENT SUPPORT

5.1. Support for placement in waged job employment

Support young women seeking a job by setting up dialogue with the company to encourage them to provide decent and adequate working conditions for young women (transport, separate toilets, flexible hours, childcare).

5.2. Support for setting up a company

Set up tutoring/mentoring systems with female role models, capable of guiding, advising and monitoring young women as they set up a company.

STAGE 6: POST-PLACEMENT SUPPORT

6.1. Support services, particularly financial

Propose programmes for grants, childcare, transport expenses funding, as well as loan guarantee funds for female entrepreneurs.

Monitor young people on the job, paying particular attention to situations that young women come across.

Ensure access to credit, diversity of funding sources and control of the resources generated by young girls. If possible set up customised services to match the most vulnerable young women's needs and constraints. Ensure that the financial services also guarantee young women access to training (grants, subsidies, internship grants, etc.).

6.2. «YEE alumni» /network of former students

Set up a network of young people, involving girls and boys, encouraging information circulation and creating a network.





B. Political recommendations to mainstream gender in policies supporting youth employment

While a new Development Agenda was recently adopted by the United Nations General Assembly, in September 2015, Plan International wish to emphasise the importance of an inclusive and gender-sensitive approach in terms of youth economic empowerment to meet new sustainable development targets.

For Plan International, the Post 2015 Agenda must be grounded on human rights and reflect the principles of universality, non-discrimination, indivisibility, indebtedness and participation. It should take into account structural factors for economic and social inequality and target sustainable development for all⁴².

Within this framework, Plan International supports:

- Setting up a specific target on decent employment and inclusive growth, specifically targeting young people and envisaging a suitable indicator to measure young people's access to education, vocational training and decent employment, particularly for young women and marginalised populations.

- Setting a specific target on gender equality and empowerment of women and girls including all dimensions of empowerment, access to and staying in education, vocational training and decent employment, acknowledgement of unpaid care work carried out by women and access and control of economic and productive resources.

Plan International also backs the inclusion of two intertwined yet different targets:

- A target on abolition of child labour or at least the worst forms of child labour that might be included in a child protection and access to decent work objective.
- Within an education goal, a target that highlights bringing young people and young women into the workplace and access to good quality education and training adapted to the work market's needs, including a second chance for young people who left school too early.

1. Recommendation to governments on drawing up and monitoring vocational training and youth employment policies

Governments hold the greatest responsibility for setting up stable and decent economic working conditions as well as training for young people, including young women, in jobs that lead to empowerment and well-being. Within this framework, governments should fully commit to support young people who chose to be employed to secure a decent job by mobilising the private sector, civil society and young people.

The following recommendations, to the attention of States, provide a strategic framework to fight youth unemployment and sub-employment, in the frame of the implementation of the Post 2015 Agenda:

- Support inclusive economic growth that respects human rights, benefits young people, by setting up work regulations promoting decent jobs and access to social protection for young people, as well as salary and professional equality between men and women and implementing social services for childcare. Support monitoring and control of these obligations among private and public sectors.
- Acknowledge the weight of domestic and care work performed by women and promote task sharing⁴³.
- Draw up policies and implement action plans that target young people by incorporating a gender approach to fight specific discrimination against young women in terms of getting into vocational training and decent jobs. Develop specific measures for the most disadvantaged populations.
- Increase support for young men and women in terms of job-seeking, increase transparency of information on vacancies and strengthen decision-makers (national and local agencies linked to job-policy making) as well as professional networks.
- Set up support mechanisms for young men and women setting up their own business, and specific solutions such as guarantee funds, in high-growth and non-stereotyped sectors.
- Develop education and vocational training policies adapted to market needs and promoting a greater diversity in jobs and the fight against gender stereotypes in high-growth sectors, by bringing in partners from the private sector and by supporting transfer of basic life skills.
- Build partnership with the private sector in order to create sustainable decent jobs and to facilitate youth and particularly young women's access to the workplace.
- Ensure a participative and inclusive approach that implicates civil society, youth networks and most vulnerable young women, in drawing up and monitoring public policies at a national and local level.
- Collect and maintain accurate information on youth access to work by producing data disaggregated by age, gender, location, wealth and disability, as a minimum.





Run research and maintain exact and up-to date information on the job market concerning the possibilities of employment and high-growth sectors in order to identify professional insertion opportunities⁴⁴. Work with all stakeholders from the world of employment in compiling this data collection, particularly targeting the private sector and civil society.

One commitment to be followed up: commitment from G7 Heads of State and governments in favour of economic empowerment for women and girls in developing countries

Acknowledging that encouraging women and girls to do paid work reduces poverty and inequalities, encourages growth and benefits everyone, the G7 members, meeting in Germany on 7th and 8th June 2015, promised a one third increase by 2030 (compared to the current line) in the number of women and girls in developing countries that have received teaching and technical and vocational training thanks to measures taken by the G7 group. Having done this, G7 members are committed to supporting their partners in developing countries «to wipe out discrimination, sexual harassment, violence against women and girls and overcome other economic, social, cultural and legal obstacles to women participating in economic activity.» Plan International hails this commitment and invites all civil society stakeholders to monitor its implementation closely.

2. French cooperation:

French cooperation plays a central role in supporting implementation of public policies and decent employment programmes for young men and women, particularly concerning France's commitments to the field of gender equality, formalised by the adoption of the Ministry of Foreign Affairs and International Development (MAEDI)'s «2013-2017 gender and development» strategy, and the French Development Agency (AFD)'s "Transverse Intervention Framework", plus Youth Commitments by adopting the strategic Guidance Document on France's Youth Action Plan in 2015.

The following recommendations can be formulated for the MAEDI and its operators:

- Encourage and strengthen multi-stakeholder dialogue (NGOs, companies, State) on including gender at all stages of youth economic empowerment programmes in France and internationally particularly by joining and supporting the «Solutions for Youth Employment» (S4YE) coalition, as well as capitalising and sharing their expertise in this field⁴⁵.
- Support initiatives for general public outreach, exchange of experiences, production of expertise and dialogue with political decision-makers carried by civil society in this field, particularly from the French network of the Global Campaign for Education, «Education for All»⁴⁶ and the Gender and Development Platform.
- Mobilize human and financial resources in order to support implementing the «Gender and development» strategy and incorporate gender into all development policies and programmes particularly by training MAEDI, AFD and



cooperation service agents on the topics of economic empowerment for young women and gender equality.

- Incorporate a gender approach in its new strategy for vocational training and access to decent employment and ensure financing and capitalisation of multi-stakeholder, wide-scope programmes in this field.
- Renew the French Development Agency commitment in favour of education and vocational training, at least equivalent to the 2013-2015 period (800 million Euro), for the next three years⁴⁷.
- Support access and keep girls in school from primary to further education, by fighting all discrimination based on gender and particularly early, forced marriages and school-related gender-based violence⁴⁸.
- Support agricultural training adapted to the population's needs and accessible for young women and young men, acknowledge the role of women in agriculture and sustainable development and encourage their access to jobs in rural areas⁴⁹.
- Strengthen the action and expertise of NGOs in the field of youth insertion and the gender approach by means of setting up specific financing tools such as Sector-based Innovation Facilities (FISONG), monitoring them and capitalising on them.

3. The European Commission's Gender Action Plan

When the European Commission brings out its new Gender Action Plan, the following recommendations have been made to implement it:

- Make sure that it incorporates women, young women and girls as beneficiaries, particularly the most marginalised and the poorest among them.
- Support access for young women to make economic, political and social decisions,
- Fight violence against girls, particularly early, forced marriages, supporting their access to rights and sexual and reproductive health, particularly abortion.
- Strengthen targets related to keeping girls in school and their access to a complete, good quality education
- Strengthen female employment by insisting that they can access vocational training with high added value, mixed genders in trades and professions, decent employment and social protection.
- Set ambitious targets for social change, question gender inequalities
- and allocate human and specific financial resources to implement the action plan.

ABBREVIATIONS

AFD:	French development agency
BIAAG:	Because I Am A Girl
CSO:	Civil Society Organisation
ILO:	International Labour Organisation
INGO:	International Non Governmental Organisation
MAEDI:	French Ministry of Foreign affairs and International Development
NEET:	Not in education, employment, or training
NGO:	Non Governmental Organisation
S4YE:	Solutions For Youth Employment
TVET:	Technical and Vocational Education and Training
UN:	United Nations
UNESCO:	United Nations Organisation for Education, Science and Culture
VTEP:	Vocational Training and Education
YEE:	Youth Economic Empowerment



NOTES

Executive summary

¹ Solutions for Youth Employment

² Youth economic empowerment

Context and aims of the report

³ Learning for Life, Plan International Report, 2012.

⁴ The youth economic empowerment approach

I. Youth access to decent work is a worldwide challenge particularly affecting young women living in developing countries

⁵ World Bank, Youth Worldwide Risk Becoming a «Lost Generation», 12th August 2010 <http://www.banquemondiale.org/fr/news/feature/2010/08/12/youth-worldwide-risk-becoming-a-lost-generation>

⁶ ILO, Worldwide youth employment trends, a generation at risk, 2013

⁷ ILO, Worldwide youth employment trends, a generation at risk, 2013

⁸ International Labour Office, The Youth Employment Crisis: Time For Action, International Labour Conference. 101st session, 2012

⁹ NEET: “not in education, employment, or training”

¹⁰ Plan International, Plan and Youth Employment, October 2012

¹¹ Plan International France commissioned by the Ministry of Foreign Affairs and International Development (MAEDI), Report from the «teenagers, young women and development» group work, Étude sur le passage à l'âge adulte des jeunes filles/femmes (10-25 ans) dans les pays en développement, (A Study on girls becoming adults (10-25 years old) in developing countries), December 2012

¹² UNESCO, Education for All Global Monitoring Report, 2014

¹³ UN Women, Progress of the World's Women report, 2011.

¹⁴ Population Reference Bureau, The World's Youth, Data Sheet 2013, 2013

¹⁵ Plan International France, Victims of school: school-related gender-based violence, obstacles for girls' and boys' right to an education, 2014

¹⁶ Plan International France, Breaking Vows: Early and Forced Marriage and Girls' Education, 2013

¹⁷ UNESCO, World atlas of gender equality in education, 2012

¹⁸ UNESCO, World atlas of gender equality in education, 2012

¹⁹ French Development Agency, L'accès et le maintien des femmes à l'emploi décent au Maroc, en Tunisie et en Turquie, (Women's access and support in decent work in Morocco, Tunisia and Turkey), P. Chabbert, G. Gillot, P. de la Cruz and C. Groppo, July 2014

²⁰ Gender gap

²¹ Pew Global Attitudes Project : “Gender Equality universally embraced, but inequalities acknowledged”, 2010

²² ILO, Decent work for domestic workers, 2010

²³ ILO, Domestic workers across the world: global and regional statistics and the extent of legal protection, 2013.

²⁴ International Labour Office, Work for youth, Labour market transitions of young women and men in Sub-Saharan Africa, February 2014.

²⁵ United Nations, Millennium Development Goals, 2014 report, New York, 2014

²⁶ World Bank, Gender at work, A Companion to the World Development Report on Jobs, 2014

²⁷ Worldwide data and study base on entrepreneurship: <http://www.gemconsortium.org/>

²⁸ The «glass ceiling» is a phenomenon identified by Gay Bryant in the 80s, showing the under-representation of women and minorities in the higher echelons of firms and organisations. In other terms, some people talk about an «invisible barrier» preventing them from reaching the higher positions and roles, regardless of their skills.

²⁹ Plan International, The state of the world's girls 2014-: Pathways to power: creating sustainable change for adolescents, BIAAG Report, 2014

³⁰ World Bank, Gender at work, A Companion to the World Development Report on Jobs, 2014

II. Multi-stakeholder partnerships are core success factors at national and international level

³¹ World Bank, Youth Worldwide Risk Becoming A «Lost Generation», 12th August 2010

³² Plan International France would like to thank the MAEDI General Management of globalisation, development and partnerships for this contribution.

³³ This report was made by Caroline Vautrin, in charge of monitoring the project within Plan International France plus Jean-Baptiste Matray, in charge of private partnerships for Plan International France

³⁴ CIA World Factbook, 2014

III. Working towards a gender-integrated model in youth economic empowerment programmes and policies

³⁵ Youth economic empowerment

³⁶ The projects in Togo and Egypt are supported by the AFD, the projects in Colombia and India by companies, foundations and private donations.

³⁷ Gender-based market scan

³⁸ The community development facilitators participate in improving the standard of living for girls and boys in the areas where Plan is working, through a process of continuous dialogue with the continuities, the girls, the boys and the partners.

³⁹ Education and vocational and technical training

⁴⁰ Programmes for education and vocational training

⁴¹ For more information on the project in El Salvador: www.planfrance.org/YEE-Salvador

IV. Recommendations

⁴² Plan, Putting children and young people rights at the heart of the Post 2015 Agenda, briefing paper, August 2013

⁴³ UN Women, Progress of the World's Women, Transforming economies, realising rights, 2015-2016

⁴⁴ ILO, Resource guide on gender issues and employment and labour market policies, 2014

⁴⁵ Linked in to axis 2 from the DOS on youth «Mobilising the stakeholders»

⁴⁶ This network brings together the French NGOs specialising in education such as Solidarité Laïque, Aide et action, Handicap International and Plan International France as well as trade union representatives, in the field of supporting decent work for young people and empowerment of women and girls

Website: <http://www.educationpourtous.com/>

⁴⁷ Linked to section 3 of the strategic guidance document on youth «Developing skills and talents for citizen life and decent work»

⁴⁸ Particularly see the recommendations from reports by Plan International France Early and forced marriage and girls' education (2013) and Victims of school, school-related gender-based violence, barriers for girls' and boys' rights to an education (2014).

⁴⁹ Linked in to section 5 of the strategic guidance document on youth «Developing youth opportunities in the countryside»

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Young, woman and unemployed: the triple challenge is the third report of a series dedicated to barriers and success factors in the field of education and empowerment of girls and young women. It highlights stakes and necessary conditions for young women and men to equally access good quality training and a decent job in emerging and developing countries.

Whilst sharing its youth economic empowerment approach, this report demonstrates how gender can be mainstreamed at all stages of a programme tackling this problem issue. Best practices from field programmes implemented by Plan International and its partners in different intervention countries, particularly in Asia, back up and illustrate the analysis.

Finally, the analysis is concluded with technical and political recommendations for institutional decision-makers and all international cooperation actors.

International NGO founded in 1937, Plan International works in 51 developing countries to give the most marginalised children and young people the means to build their future.