

Shattering Stereotypes

Nontraditional Job Paths for Young Women



Shattering Stereotypes Resource Kit Construction Crew

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EMpower – The Emerging Markets Foundation makes strategic investments in local organizations in 15 emerging market countries to provide ladders of opportunity for at-risk youth. In addition to EMpower’s focus on education and health and well-being, our work includes a special interest in innovative initiatives that create opportunities for young women and adolescent girls, taking them off of the sidelines and opening up opportunities. www.empowerweb.org

A graphic at the top of the page features a dark blue, irregular shape on the left. To its right, three stylized stars in white, yellow, and blue are depicted as if they are exploding or shooting out from behind the shape. The background is a light blue with a speckled, textured appearance.

resource kit introduction

This resource kit was put together to provide references and easy-to-use tools and resources for participants in the “Shattering Stereotypes Learning Exchange on Nontraditional Jobs for Young Women”. This learning exchange, which took place in January 2015, brought together select EMpower grantee partners and other experts working to position and prepare girls and young women for jobs usually reserved for males. There is not a perfect term for this concept (some use “occupational segregation” or “nonstandard”); we chose to use “nontraditional income generation” for young women, recognizing that what is traditional for males and females varies by culture and context, and that many people earn income through self-employment or entrepreneurship, rather than paid jobs in the formal sector.

Such jobs and micro-business opportunities often pay better, offer more job security and other benefits, and widen the range of options for young women to earn income and develop their potential. Nontraditional jobs can change her view of what she can do, as well as the perceptions of those around her (family, partner, children), including employers and clients. In this way, increasing the number of young women in nontraditional jobs also shapes norms about what is possible for females, leading to more role models and pathways for younger girls.

However, working in new areas such as this also poses challenges to the young woman daring to do what is uncommon in her context as well as for the organizations seeking to train, empower, and support her. Just as there are few defined pathways for the young woman seeking a job outside the “gender-normative”, so too are there few resources for organizations seeking to create such pathways and preparing to walk alongside women on such journeys. This resource kit is intended to address this gap and provide a medley of resources and ideas, so that organizations taking on such path-breaking work do not have to go it alone and can benefit from the wisdom and ideas of others.

As an emergent field, currently much of the documented work is coming from the Global North. We scouted a range of materials to uncover tools and resources that could be useful for programs in low resource settings in the Global South, with a priority on practical, applicable resources. Permissions were sought and citations given for all materials in this resource kit, as we want to credit the original sources. In some cases, where allowable, materials were adapted, especially to make them more relevant to emerging market country contexts.

Please cite EMpower—The Emerging Markets Foundation if materials are adapted from this resource kit.

acknowledgements

This resource kit has benefited from multiple contributors and the support of the Nike Foundation. EMpower sought to gather best-in-class resources and a number of these are included herein, with citations (or referenced in the resource list on page 68). We are grateful to the original authors for their permissions to use or adapt these materials to benefit other programs worldwide. Through two learning exchanges—one in Delhi, India in April 2014 and one in New York in January 2015—we were able to gather the wisdom of our grantee partners with experience in nontraditional income generation, as well as other experts who participated; they are listed below.

EMpower Grantee Partners

ASOCIACIÓN AURORA VIVAR – Lima, Perú: Works with vocational training institutes and public high schools to promote and support women in trades including electricity, appliance repair, and refrigeration. *Contributor: Ms. Mimi Miyagi*

ASOCIACIÓN KALLPA – Cusco, Perú: Supports youth at its Youth Employment Centre in finding livelihood options such as taxi driving and garden maintenance. *Contributor: Ms. Belen Arroniz*

ACTION CENTER FOR CITY DEVELOPMENT (ACTION FOR THE CITY) – HA NOI / HOI AN, VIETNAM: Trains rural youth to enter employment in organic agriculture and eco-tourism, and works to challenge negative attitudes toward farming as an occupation. *Contributor: Mr. Dang Quang Minh*

AZAD FOUNDATION – NEW DELHI, INDIA: Their signature initiative, Women on Wheels, enables women to obtain a driver's license and gain employment as commercial drivers. *Contributor: Mr. Shrinivas Rao*

CENTRO DE EDUCACIÓN E INVESTIGACIÓN PARA EL DESARROLLO COMUNITARIO URBANO Y RURAL – CALI, COLOMBIA: Runs the program “Providing Opportunities” to train youth in motorcycle repair and maintenance occupations. *Contributor: Ms. Laura Uribe*

FUNDACIÓN CRUZADA PATAGÓNICA – JUNIN, ARGENTINA: At its agro-technical school, students learn livestock management, eco-friendly agricultural practices, and agricultural technologies. *Contributor: Ms. Silvia Scheel*

JABALA ACTION RESEARCH ORGANISATION – KOLKATA, INDIA: Provides work-readiness training to women who are survivors of violence, HIV positive, and/or vulnerable to being trafficked into sex work; their job paths include nontraditional ones such as police and security guard. *Contributor: Mrs. Baitali Ganguly*

LEND A HAND INDIA – MUMBAI, INDIA: Operates within the government school system and promotes nontraditional roles such as boys learning to cook and clean, and girls learning electrical work and carpentry. *Contributor: Ms. Sunanda Mane*

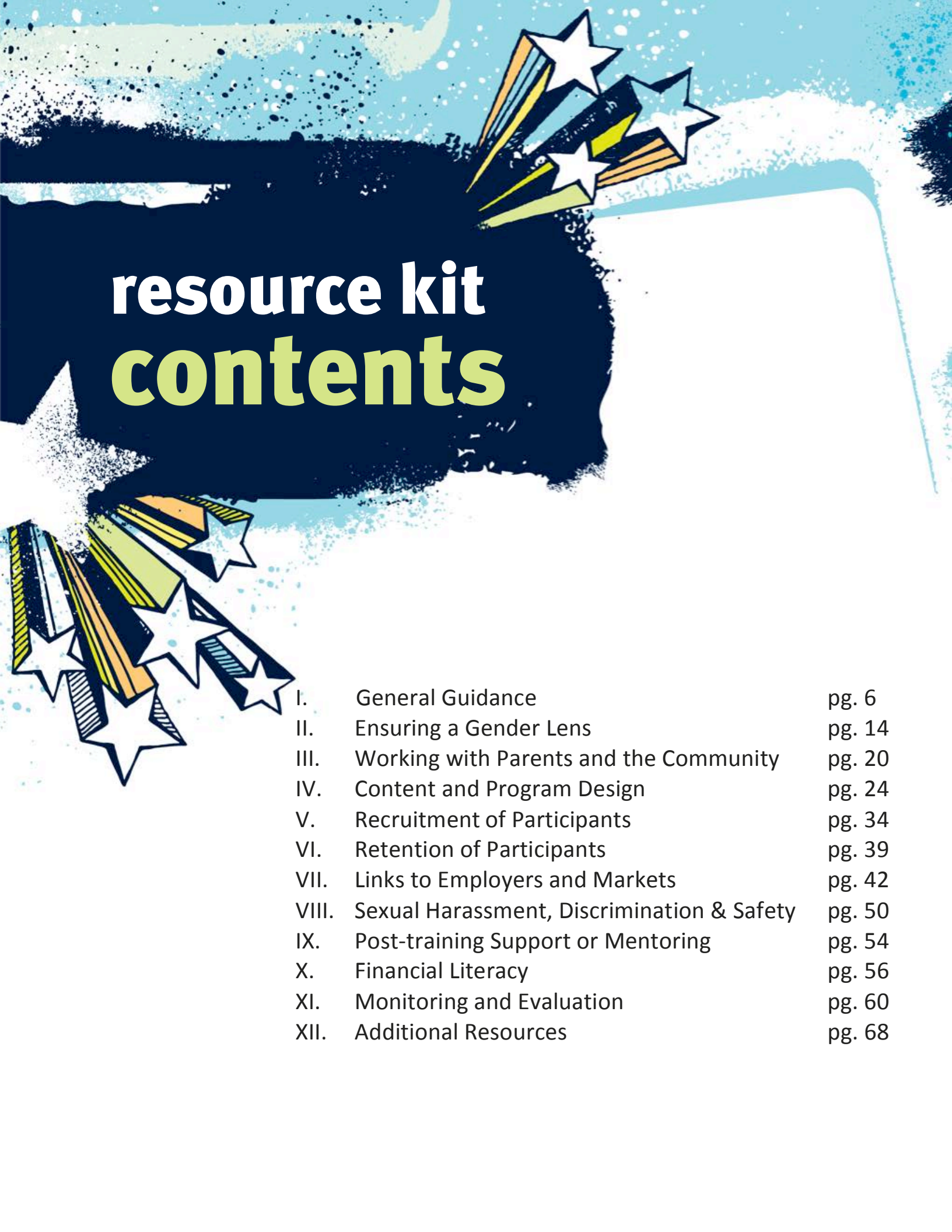
SAATH CHARITABLE TRUST – AHMEDABAD, INDIA: Enables young women to learn masonry, electrical work, painting, and tiling; and to increase their income through partnerships with microfinance and bank institutions. *Contributor: Ms. Keren Nazareth*

US Experts

OREGON TRADESWOMEN, INC. – PORTLAND, USA: Provides education, leadership, and mentorship so that women can attain economic self-sufficiency through careers in the building, mechanical, electrical, and utility trades while helping and encouraging the trades industry build up a diverse workforce. *Contributor: Ms. Katie Yablonsky*

VERMONT WORKS FOR WOMEN – WINOOSKI, USA: Exposes women and girls to careers where females are underrepresented to move women into employment success, invest in the next generation of girls and advocate for large-scale culture change for women and girls. *Contributor: Ms. Rachel Jolly*

WOMEN IN NON TRADITIONAL EMPLOYMENT ROLES – LOS ANGELES, USA: Their “Rosie the Riveter Youth Program” helps “at-risk” and out-of-school youth turn their lives around to achieve high school graduation and success in registered apprenticeships in the construction and building trades. *Contributor: Mr. Jesse Duran*



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I. General Guidance

When considering implementation of nontraditional income generation programs for young women, there are a host of tools to help nonprofits survey the field, assess feasibility, and start planning. This chapter provides a brief overview of program planning with concrete steps and strategies for promoting nontraditional careers, and potential outcomes and impacts of nontraditional careers for young women and their communities.

Tools in this chapter:

- A matrix outlining specific actions for those entering or already working in the area of nontraditional income generation for young women, with possible sequencing of activities and factors to consider
- Intended inputs and outcomes for nontraditional income generation programs
- A matrix of early intervention strategies for promoting nontraditional income generation to girls in school

TOOL: STRENGTHENING NONTRADITIONAL INCOME GENERATION PROGRAMMING FOR YOUNG WOMEN

This matrix is intended for practitioners working on livelihoods for adolescent girls and young women in low resource settings. It outlines specific actions for those entering as well as those already established in this line of work, with possible sequencing of activities and factors to consider. These suggestions are drawn from practitioners interviewed during a mapping of work in nontraditional livelihoods and are not intended to be comprehensive.

Build on your strengths and relationships with girls and parents. Foster understanding and “buy in” with girls and their families about the benefits of girls’ participation in nontraditional income generation activities. Solicit their input on possible activities, challenges, and resistance.	
Follow these key steps Begin by clarifying for yourselves which girls you are trying to reach and why—this will shape all subsequent decisions, how you present the project, and the questions to ask. You may want to start with a small group of girls. Outline the pathway from your planned program activities to the impacts you expect for these young women. This will help you explain the proposed work to the community and provide a framework for evaluation, so you can select which “steps” of the pathway you will measure. Solicit specific information on the time and mobility constraints girls face in participating in such programs and get family and community suggestions to address these.	Consider these factors and/or approaches Draw a picture describing all the ways in which this will help the girls, their families, and the broader community (in providing a service they need). Ask group members to help identify the key elements. For example, ask girls and their families about what would be the best timing, frequency, distance, access of program activities; childcare, support for household responsibilities, transport to facilitate girls’ full participation. Address how other family members see themselves relating to the proposed work—girls need to maintain control, but their relationships also need to be addressed.
Build on your strengths and relationships with communities. Bring other stakeholders into the picture to position the work for success and help overcome opposition since the project is going to challenge norms and expectations.	
Follow these key steps Develop relationships with key community members who can serve as intermediaries, particularly with potential resisters. Prioritize key stakeholders and hold small discussions (for example, girls’ mothers in one group, religious leaders in another) for them to raise questions and help identify who else should be involved. Share stories of similar projects including profiles of girls who were successful, and invite such role models if possible. Hold discussions with men and boys to explain the project and address questions. Discuss with those responsible for public services in the community any plans to improve services that might: • reduce girls’ burdens (such as new water sources) • expand opportunities for girls’ economic activities (such as new sites for rotating markets) • offer educational activities (opening up classrooms for older girls) Learn about professional market or business associations, or unions that might serve as sources of information and support for training and integration of girls into new sectors.	

Learn more about the girls. “Get to know” which group of girls you would be working with—their skills, capacities, motivations, interests, and potential. Hold separate discussions with girls who are already economically active, and those not yet active.	
Follow these key steps Include basic questions about girls’ sources and uses of income; how they do and wish to spend their time; their personal relationships and social networks, and their access to information (people, media, school). Talk about their vision for the future for themselves, their children (if any) and any others. Explore girls’ interests: their needs, pressures, and plans.	Consider these factors and/or approaches The diverse priorities and needs of adolescent girls (such as continuing their education, immediate income, saving towards a home or other) will influence their choices of activities. Older adolescent girls may have difficult histories, such as experiences with violence and marginalization, and may have children who can both be a motivation and constraint on their participation.
Find out how economic activities fit into girls’ lives, and involve their families and others. Information gathering will help develop rapport and provide messages for introducing this work to the community. It may show if a more modest, step-wise approach is called for, and also provide useful information to inform program development regarding markets, economic linkages, and girls’ skill levels.	
Follow these key steps Undertake an inventory of girls’ current economic activities as well as their other non-paid work; how they came to do those activities; what they like and don’t like about them; and how they balance them with limitations on their time/mobility/capital resources. Understand the range of girls’ activities and responsibilities, their scope (local or broader), family involvement, and what they reveal about girls’ preferences, potential, and constraints. Using girls’ and other key stakeholders input, identify accessible and reliable markets for expanded production through girls’ existing activities: Can girls either reach buyers directly or work together to get buyers to increase their uptake? Using girls’ and other key stakeholder input, investigate the nature, relationships, return, and market potential of current activities including larger “production chains” they may be in (for example, girls may produce embroidery sold to dressmakers, who sell dresses to exporters, who earn the most). Discuss how girls’ involvement in such activities could further their educational opportunities—formal, internship, mentoring—to make clear it is a priority. Also, make sure that the intervention does not produce any unintended consequences for girls who are out of school, but who have an option of returning to school.	Consider these factors and/or approaches Talk with girls about how they: • spend their day and focus in on any activity that produces (or might produce) income • develop the skills for their economic activities and what more they might like to do with them • use their profits and if they have an interest in “growing” their business or are more focused on investing profits in their family, education, or something else: This will inform other support you may provide (such as savings, rather than credit) • for girls who make products/services already, what support they need to expand, such as skills, markets, additional labor Think broadly about how girls’ existing work could be adapted or a basis for a “nontraditional” activity (for example, could the skills for handicrafts be adapted to produce crafts for a different product/market). In exploring markets and production chains: • focus on where (other) adolescent girls are already in the chain—often in exploitative (unpaid) roles • probe how relationships influence the decisions of suppliers/buyers. Girls are vulnerable to exploitation and as they engage in activities/sectors controlled by men, sexual favors could be an “expectation” for their access to markets (more on safety below)

Identify the most viable types of work, and anticipate training and resources requirements. Work with key stakeholders and others knowledgeable about markets to identify a range of nontraditional options that would be of interest and be viable for girls, respond to the market and use available natural and human resources.	
Follow these key steps In dialogue with stakeholders, draw on your early discussions of girls' interests, as well as past experience of adult producers or existing skills that are not being used for income generation. Consider limitations of the local market. (For example, how many auto shops can a community support?) Look at activities and markets in surrounding communities, not only the community where your population is based. Help girls to identify what others' need and also how they will reach them.	Consider these factors and/or approaches Do not just focus on "male" activities, but consider sectors or types of work that are showing high growth (thus with room for entry) or which are not yet "gendered". Based on your early discussions, consider whether an economic activity would be considered unusual or off-limits for a young woman by the community—and what challenges this may present. Understanding potential market and business opportunities includes visible economic relationships and sometimes invisible rules about who controls particular natural resources, lines of production, and markets. Consider how expanding girls' access to new technologies might be used to support sales or marketing for local products (for example, texting and mobile phones for marketing). Assess the reliability and any risks of using these, and include ongoing costs for their use into any business plan.
Develop the best structure for your training and support of girls' activities. Bring together and balance the demands of the girls, families, community, markets, production realities, and your organizational capacity to develop the program strategies: recruiting and selecting participants; determining the appropriate balance among technical, entrepreneurship and life skills training based on girls' existing skills.	
Follow these key steps Determine whether your focus will be growing and transforming existing businesses or introducing new nontraditional endeavors. Decide whether there will be basic entry requirements for participants in terms of skill levels or whether you can address all training needs. Assess what technical skills you have in-house and what needs to come from additional staff training, partnerships or collaborative arrangements. Technical skills include production-related skills and also business and marketing, group formation and management, and mentoring skills.	Consider these factors and/or approaches Consider a phased program: first, supporting existing businesses with girls, then introducing nontraditional elements into those businesses, and last, introducing nontraditional endeavors, informed by market demand. In exploring official age or gender-based restrictions on girls' ability to undertake certain activities, register businesses or hold savings, also consider "traditional expectations" and what kinds of challenges present. Be realistic about the intensity and duration of training required, whether girls are able to meet the demands (for example, vocational training programs are often too inflexible for girls' circumstances).
Motivating and retaining girls Help bring girls into your program; address girls' other needs or interests with "add-ons" or linkages/referrals.	
Follow these key steps Include services or training opportunities beyond technical and business skills: transferable skills (basic literacy/numeracy, international language or computer, life skills, health education); social networking; other types of financial support such as insurance, loans to continue their education or for emergencies. Foster group activities: for many girls, meeting with peers regularly through a village bank or other program activities may be the most attractive element.	Consider these factors and/or approaches Identifying motivational factors should be part of the early assessment efforts—including defining the subgroups of girls you are trying to reach. Explore the kinds of motivational tools/offerings that other groups in the area have tried (such as helping girls build their own house, providing child health check-ups or even childcare, access to favorable loans, etc.).

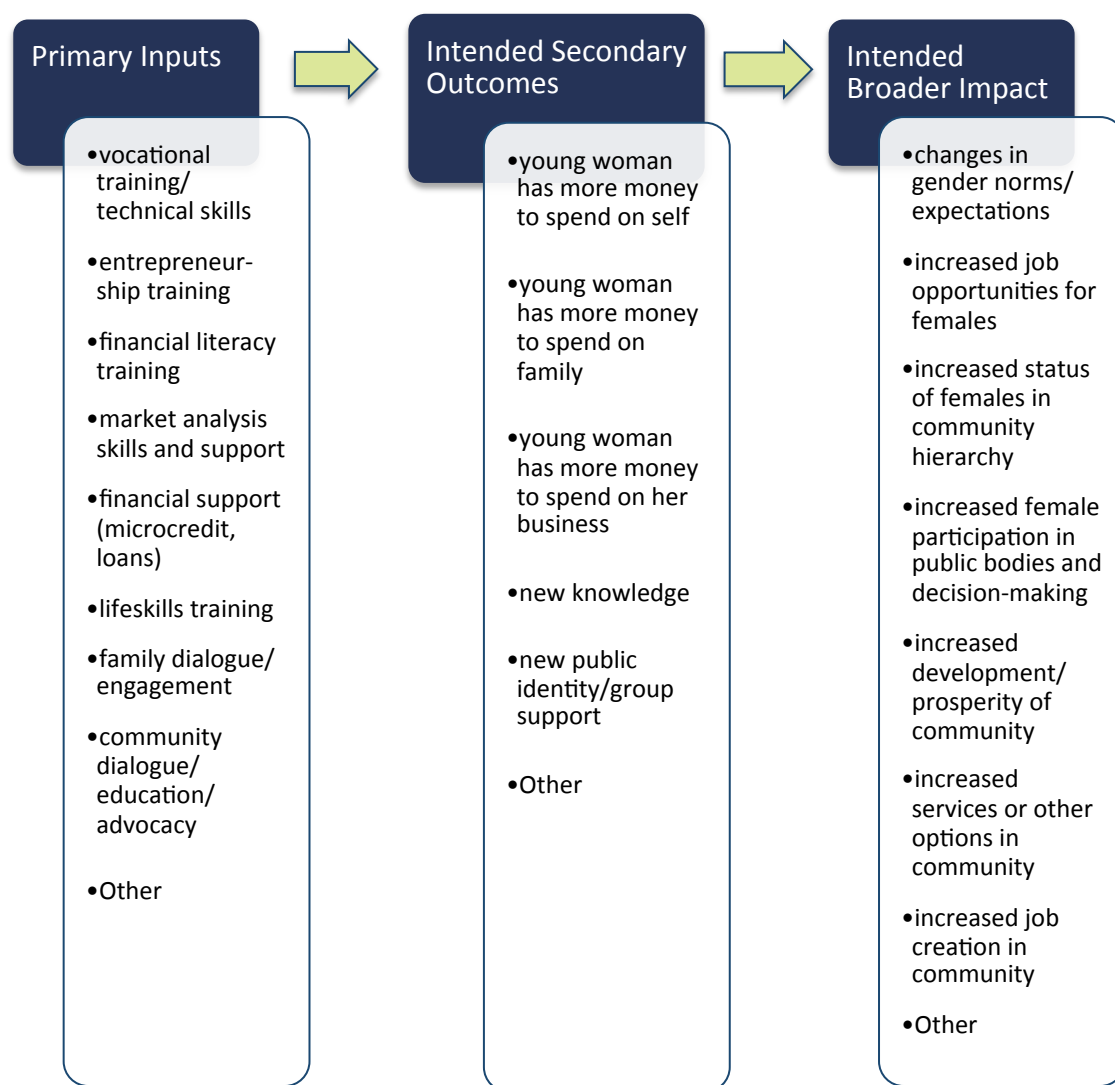
Address how family relationships could support girls' endeavors.	
If you are integrating a "daughter-focused" component into an adult women's program, clarify with girls and mothers their shared and potentially competing objectives and the impact of girls' business pursuits on their mother-daughter roles, allocation of household responsibilities, and schooling if the girl is still in school.	Since adolescent girls usually are "embedded" within their families, consider regular communications with the family or involving the family in program implementation.
Help girls address challenges in the community and foster a sense of solidarity among girls. Girls will need support from you and their peers when walking a new path "outside" the project.	
Follow these key steps	Consider these factors and/or approaches
Have regular "check-ins" with girls regarding their experiences and community reactions; ask girls about the likely resistance identified in your early discussions (such as men, older women, vested economic interests, etc.). These also provide an opportunity for analysis and awareness-raising about gender discrimination in the workplace. Facilitate group discussions and link girls with women entrepreneurs as mentors, teachers, and sources of support.	Be sure your field staff is trained to manage these kinds of discussions and to be formal or informal mentors. If early discussions suggest that challenges to such a new role present substantial risk to girls (in terms of everything from failure of business to violence), consider "entering" the community through a different type of intervention (such as health education) and later adding on any nontraditional economic activities. Help girls understand that "resistance" includes non-cooperation (such as not buying from or supplying inputs to their businesses). Think through relationships among young women and their businesses so that "bringing girls together" is constructive, not competitive: Help them understand the power of acting together. Clarify relationships, responsibilities, and representation in negotiations with suppliers and buyers.
Support girls to be successful in their economic activities and in taking on the social and economic challenges/risk of engaging in nontraditional activities	
Follow these key steps	Consider these factors and/or approaches
Anticipate other support needed by girls. For example, some may have poor health and not be able to manage physical demands of some nontraditional activities—addressing their nutritional and health status may be needed or a factor in selection. Directly address any risks to girls' safety arising from the activity, its location, or timing (such as girls traveling from home to work through spaces which are not safe). Include personal safety skills in the program—how to extract themselves from harassment or any potentially violent situation at work.	Carefully consider what sort of support you are able to provide—this will be a long-term process particularly if you choose an incremental/stepwise approach.

Help overcome gender-based discrimination and address norms limiting girls' efforts. Use every opportunity to create dialogue about gender norms and how they influence what girls and others feel they can do, and to creatively address how to open up boundaries and bring stakeholders along.	
Follow these key steps As you discuss different elements (such as the production process/chain) with stakeholders and girls, foster awareness of how gender discrimination impacts girls' choices and the profits of larger businesses. This can plant seeds of gender equality awareness and its relationship to overall development among a few opinion leaders and the girls. When offering a mix of activities you may find girls and boys tend to choose what would be considered typical for their gender. Address this with them directly using it as a learning opportunity regarding gender differences in life opportunities: Talk about the advantages and disadvantages of these choices and encourage alternative selections. Although not tested or raised by those interviewed, consider requiring girls who choose more standard activities (such as hairdressing) to participate in aspects of training in nontraditional activities to introduce them to these new possibilities. Be sure that within your own team, you have a clear, shared vision, objectives, work plans, and division of labor and accountability—especially on the issues of changing gender norms!	Consider these factors and/or approaches Work directly with employers to raise their awareness/sensitivity to gender discrimination in their labor practices and its negative impact on profits and efficiency of production. Do ongoing awareness-raising for the community, on the power of girls' new roles and changing gender expectations, to provide a supportive context and more rapid social change to support girls' efforts to forge new paths.
Consider partnering with other local actors with relevant expertise to complement yours.	
Follow these key steps Assess the legal and managerial implications of collaboration with a partner agency to overcome constraints on providing financial services, like savings, which may be of great value to young women. Consider a range of partners such as women's groups with mentoring or gender analysis experience; financial institutions; private businesses who might offer mentors, employment or technical training (such as local auto mechanics); unions or cooperatives with access to other markets. Consider engaging the public sector to support aspects of the program and perhaps adopt elements in the future. When possible, identify and work with programs led by young women, as they provide particular expertise and insights, and also can help develop their capacity, for example in marketing or production analysis.	Consider these factors and/or try these approaches

TOOL: INPUTS & OUTCOMES: NONTRADITIONAL INCOME GENERATION

When females choose careers in nontraditional sectors and are given the skills and support they need to succeed, they not only gain financial independence, but bolster their self-worth and standing in their families and communities. The broader impact may include changed gender norms in communities, which in turn can foster further opportunities for girls and women not only in the workforce, but also in other spheres (such as decision making in their households or the community).

What matters most is for programs to prioritize the outcomes and broader impact that they are trying to achieve, at least initially, to be realistic, focused, and better positioned to measure results.



TOOL: PROMOTING NONTRADITIONAL CAREERS EARLY

CAREER INFORMATION		
Issue	Theory	Strategies
Materials and Practices: Assessment, Marketing, and Recruitment	Traditional awareness-raising recruitment methods such as brochures, talks, or demonstrations are helpful, but insufficient to impact career decision making. Career guidance materials and practices that feature males and females equitably can increase participation in classes that lead to nontraditional careers.	- Educate career counselors about the changing composition of the workforce. - Feature both genders in work and accomplishments. - Practice effective career guidance. - Provide information about high-wage, high-skill jobs for women. - Make societal benefits known. - Interventions such as special programs, courses, and camps were found to increase interest in the activities. - Increase male participation in traditionally female roles by changing the language of recruitment materials from flowery and fluffy to factual and objective, emphasizing the traditionally masculine aspects of the job, advertising in the sports section of the newspaper, and providing more male role models.
Early Intervention	By the time young women start to fully consider a wider range of jobs as attractive options (ages 17-18), crucial decisions about qualifications will already have been made, restricting the actual options available to them. Providing information about nontraditional careers at the ages at which young people are most open to considering them, and prior to their excluding essential preparation, will increase participation in nontraditional careers.	- Conduct interventions for elementary and middle school students, especially for math. - Indicate how gender role socialization can shape interest and constrict choices. - Communicate the possible stress of high-status male traditional careers. - Provide a realistic picture of actual on-the-job activities. - Stress the influence of job security of some nontraditional careers, especially for males from lower socioeconomic backgrounds; stress the higher status and pay of traditionally male jobs to females. - Counselors are urged to keep the following in mind when providing guidance for course selection: - Grades 1-4: Girls this age are testing their independence and are curious about the world. - Grades 5-8: Immediately before and during middle school, girls' self-esteem and self-confidence take a nosedive. - Grades 9-12: More girls than ever are completing upper-level courses in chemistry, biology, and mathematics. The disciplines that still do not draw girls are physics and computer science.
Characteristics of an Occupation: Job Satisfaction; Career-Family Balance; Occupational Perception; Wage Potential	Providing comprehensive information about high-wage, high-skill occupations, especially STEM (science, technology, engineering and math), promotes participation in nontraditional careers. Careers that give back to the community, directly or indirectly, can attract both men and women to nontraditional fields.	- Provide employment counseling that is sensitive to the unique needs of women. - Teach negotiation skills. - Educate both genders about work/life balance. - Assist students in realistically assessing desired work/life balances. - Counselors, coordinators, and administrators need to understand that women's internal, professional, and family needs are all interwoven and affect each other. - Increase occupational choices for women. - Teach money skills to all. - Provide information about high-wage, high-skill jobs for women. - Provide information about workplace policies and practices that support both long- and short-term flexibility, and set an example with on-site childcare, flexible work options, etc.

II. Ensuring a Gender Lens

All programs including or focused on girls and/or young women need to be designed with an eye to addressing their particular needs and learning styles. There are many invisible biases in all of our worlds that skew towards male perspectives. Thinking about what will work well for girls and young women requires explicit attention if programs are to succeed at making girls and young women feel welcome and able to participate, learn, and contribute.

Tools in this chapter:

- A list of female-friendly learning styles for instructors
- How to overcome “stereotype threat” to improve retention of female students/participants
- Information and activities to put a gender lens on training curricula
- Exercise for employers to understand how to use words without bias
- Checklist for reducing unconscious bias in job descriptions

TOOL: FEMALE-FRIENDLY LEARNING STYLES

What is different about preparing women for careers in the skilled trades?

Women tend to prefer learning experiences that:

- They help design
- Are learner centered
- Engage students in groups
- Structure opportunities for feedback on drafts before a final product
- Focus on process
- Deemphasize competition

Women are more likely than men to be affected by a lack of confidence, low self-esteem, and being stereotyped.

ELEMENTS OF EFFECTIVE EDUCATION FOR WOMEN: COMMUNICATION STYLES

As students, women tend to:

- Speak more quietly and briefly than men
- Present statements more hesitantly, indirectly, or “politely”
- Use “I” statements (“I guess . . .”; “I was wondering if . . .”)
- Qualify or apologize for statements (“sort of”; “I may be wrong, but . . .”)
- Add “tag” questions (“Is it?” “Do you think?”)
- Ask questions rather than make statements
- Accompany statements with smiles or averted eyes rather than pointing or making other assertive gestures

Students exhibiting these traits may be perceived to be:

- Less rigorous in their ability to think critically
- Lacking in intellectual sophistication

ASSUMPTIONS

As students, women and others from underrepresented groups have highlighted common experiences for them in the classroom:

- Teachers have low expectations
- Teachers expect them to speak up about racist or sexist behavior, and they believe that behavior is okay if the students don’t protest

Women and others from underrepresented groups remind instructors not to assume that:

- We are all alike
- We can speak for our gender, race, or culture
- We fit a stereotype or will defend one
- Our previous knowledge is not credible

Don’t assume!

TEACHING INCLUSIVELY: CLASSROOM TIPS FOR INSTRUCTORS

- Provide equal attention, instruction, feedback, and praise to students of both sexes.
- Do not overlook quiet but capable students.
- Create opportunities for male and female students to work together, and lead, in small groups.
- Do not ask students of one gender to perform activities you wouldn’t ask of the other gender.
- Monitor classroom dynamics to avoid stereotyping and subtle classroom inequities.
- Use a variety of models for creating or delivering lessons.
- Increase the amount of time allotted for students to formulate answers to classroom questions.
- Be consistent in your expectations around grading, dress, discipline, behavior, and classroom duties.

TOOL: OVERCOMING “STEREOTYPE THREAT” TO IMPROVE RETENTION

Stereotype threat influences choices and aspirations, for example, experiments show that women avoid leadership roles in a project after viewing commercials showing female stereotyped behaviors (such as dreaming about becoming a beauty queen). Women also reduce their intentions to become entrepreneurs after reading a story that describes entrepreneurs in stereotypically masculine ways. In addition, awareness of low expectations for “people like me” prompts us to set harsher standards for our own work and to opt out if we do not meet these high standards. This may explain why women with good grades in computer science are more likely than their male peers to leave the major.

Students often approach education as a search for their inherent talents, rather than development of new abilities, because they believe that intelligence is unchanging. This belief leads students to drop challenging subjects when faced with initial difficulties or stereotype threats. A successful intervention designed to short-circuit this process was studied by Good (2003). The intervention had four steps:

1. College students mentored seventh-graders and taught them that intelligence can be increased.
2. Mentors attributed any learning difficulties to the situation instead of students’ shortcomings.
3. Mentors gave the seventh-graders access to information about how the brain forms new connections over time.
4. The middle-school students communicated what they had learned about the expandable nature of intelligence to others.



This experimental intervention improved test performance and there also was no gender gap in test performance. Other interventions produced similar results when students were encouraged to believe that intelligence increases through practice and effort. Some experiments have shown that in certain situations, it was enough simply to tell students that the test they were about to take had never shown gender differences in outcomes.

One strategy for minimizing the harmful effects of stereotype threat is to avoid using stereotypes. Other suggestions include:

- Foster the belief that intellectual ability—like a muscle—increases with exercise and effort.
- Avoid characterizing a person as a representative of his or her group.
- Foster cooperation over competition to reduce evaluative peer interactions and increase feelings of belonging.
- Provide intentional role models.
- When feasible, mask the identity of the person being assessed.

TOOL: PUTTING A GENDER LENS ON TRAINING CURRICULA & TEACHING

Acknowledging Gender in the Design and Delivery of a Curriculum

This introduces strategies for developing and delivering job training for women with the goal to enable them to compete better in securing apprenticeships and employment in the building trades and other nontraditional fields.

WHAT IS YOUR CURRENT CAPACITY? POSSIBLE GOALS:

- Examples of underrepresented groups are evident in training materials and through the training facility.
- Our staff members have a deep understanding of the impact of gender stereotypes and hidden biases, and they understand the need for gender and culturally sensitive teaching practices.
- We have professional development that builds the capacity of the staff to serve traditionally underrepresented groups.

TEACHERS BRING THEIR OWN EXPERIENCE AND UNDERSTANDING OF MULTICULTURALISM AND DIVERSITY INTO THE CLASSROOM.

Exercises

- Name one privilege that you experience because of your gender, race, language, or sexual orientation.
- Discuss one of these topics in a small group of peers:
 - What messages did you learn about various “minorities” or “majorities” at home when you were a child? In school?
 - How have your views changed and how have they remained the same since then?
 - Recall an experience in which your own difference made you feel uncomfortable. What was that difference? How did it affect you?
 - Rate your level of comfort when you are the only person in the room of your: gender, race or ethnicity, age, religion.

Adapted from: Teaching for inclusion, published by the Center for Teaching and Learning, University of North Carolina at Chapel Hill, 1997

TOOL: CHOICE OF IMAGES & WORDS

Avoid language that stereotypes by gender, race, ethnicity, or religion. Instead, highlight images of women and minorities in posters around the classroom and assigned materials.

Exercise: Identify a gender-neutral replacement for these terms

Businessman	Cleaning Lady	Congressman
Craftsman	Fireman	Foreman
Middleman	Man Hours	Manpower
Salesman	Stewardess	Weatherman

Gender-neutral terms

Business Manager, Executive	Housekeeper, Custodian	Congressperson
Skilled Worker, Artisan	Firefighter	Supervisor, Manager
Liaison, Intermediary	Working Hours	Workforce, Workers
Sales Agent, Associate	Flight Attendant	Weather Forecaster

TOOL: CHECKLIST FOR REDUCING UNCONSCIOUS BIAS IN JOB DESCRIPTIONS



Does the description contain an imbalance of masculine or feminine-associated language (e.g., language such as “high-powered,” “results-driven,” “action-oriented,” “people person”)?



Are all of the criteria listed necessary for doing this job well? For example, do you list as “required” certain skills that could actually be learned on the job? Are some of the criteria really preferred and not required?



Does the description avoid extreme modifiers, such as “world-class,” “unparalleled,” or “rock star?”



Do any of the criteria reflect typical assumptions about the “kind of person” you think usually does this job? For example, physical attributes? If so, ask whether such characteristics or criteria are truly necessary for the job or whether they reflect subtle biases about who traditionally does this job.



Could additional criteria be included that would open up possibilities for a wider range of candidates who might still do an excellent job?



Do you list “perks” about your workplace environment that might subtly indicate this is a male-dominated environment? If so, expand or modify these descriptions to include a range of preferences.



Do you include and value criteria such as “ability to work on a diverse team or with a diverse range of people”?

III. Working with Parents & the Community

It is vital to have the support of young women's parents or guardians (including male family members when possible) and, ideally, the community. These people may need to give young women permission to attend the program and to support them on a pathway that is uncommon. They can also be a barrier to young women's participation or progress, so their buy-in is an important factor to the success of the young women and of the program. In some settings, mothers will be the gatekeepers to their daughters, whereas in other communities or households fathers will be the main decision makers. Similarly, in communities that are socially conservative, brothers can either create obstacles or be allies for their sisters. The vital question is: *"Who are the critical adults in the lives of the young women to be reached?"*

Tools in this chapter:

- Strategies to engage adults in the community, including a sample agenda for a community/parents meeting
- Tips to engage families

TOOL: STRATEGIES FOR ENGAGING ADULTS

The approach to these adults is an important factor in gaining their support. If treated as barriers or obstacles to the program, they may behave as barriers. If approached as important assets to the program, they are more likely to give their approval.

Family Events

Hold events for parents that bring them together at your program. This can be done on a quarterly, semi-annual, or annual basis, although it is probably best to engage them often. These events give you a chance to address the parents, tell them what has been going on in the program, and to hear their questions and concerns. The events also give the girls in the program a chance to show their leadership skills and to facilitate the meeting or share what they have learned.

Home Visits

Visiting the homes of the girls in the program on a one-on-one basis is another way of both building relationships with their parents/critical adults, as well as understanding the girls' home environments. Home visits are some of the best ways to strengthen relationships with parents, but the major drawback is that they are time consuming.

Sending Information Home

For many families, simply receiving a letter informing them of the activities, trainings, field trips, etc. makes them feel involved and that they know when and where their girls will be. If the girl herself forgets to tell her parents where she is going, and then is away for a day-long training, the parent may start to complain about the program.

Giving Ownership of and Responsibilities within the Program

It is important for the parents to see themselves as partners in the program—not beneficiaries. In certain contexts, it can be appropriate to ask the parents or families of the girls in your program to take on responsibilities within the program. For example, you can ask them to prepare a meal during a training; you can ask families with space in their compound to host meetings; you can ask them to spread the word about various family events. This strategy has both its pros and its cons. If successful, this can build a strong sense of ownership and support for the program. The families, and in turn the community, can begin to feel that the program belongs to them. However, if you depend on the families, and they do not follow through, you can be left without food, without a place to meet, etc. This requires continued follow up with the parents. Also, it requires familiarity with the community you are working in—it might not be appropriate to ask for this kind of support in certain circumstances.

Community Contracts

Many programs have found it a successful strategy to enter into a formal agreement or contract—often written—with a certain community before setting up a girls group there. The process of working with communities (usually through community-recognized leaders) to develop these agreements provides the opportunity to establish and build relationships between the program and the community and establish commitment by the community to work with and for girls. “Community contracts” can include documentation of what the community has committed to, both on the value level (e.g. supporting girls’ education) and on the logistical level (e.g. providing girl-only space at certain days/times in the local primary school, village hall, or community center). Agreeing on these terms ahead of time can later smooth the work with the community and other critical adults. Further, these agreements can be updated and modified as the program evolves and the communities become more engaged, increasing the role and support the community provides for the girls’ activities. This strategy has been effective when the initial commitments start small and when the local leaders and community boundaries are clearly defined.

Tools

Sample agenda for a parents’ meeting

- 10:00** – Introduction and welcome from the Program Director
Introduction and welcome by two of the girls on behalf of all the program members
- 10:15** – Welcome and explanation of the program components
- 10:45** – Performances by the girls
- 11:15** – Question and answer period – time for parents to ask general questions about the program
- 12:00** – Sample training session for parents on relevant topic (financial education, HIV prevention, business planning, etc., so that they are exposed to what their girls are learning)
- 1:00** – Closing and refreshments

Sample topic guide for a focus group discussion with parents (before program starts)

Facilitator: *Hello, my name is XXXX, from program XXXXX. We’re in the process of starting a program for adolescent girls ages 10-15 in this community and we wanted to get your thoughts about these girls, how they can be reached, the topics we’d like to address with them, and more.*

1. Just to get started, can you tell me a little bit about the adolescent girls that live in your household? How old are they, do they go to school, what are some of their hobbies?
2. Tell me a bit about the typical day for a girl who lives in this community. Where does she spend her time? What activities does she do? What challenges might she face?
3. Let’s focus specifically on health for now. When it comes specifically to health issues, what would you say are the three biggest challenges that girls face?
Probe – For each challenge, what could a program for adolescent girls do to help address this challenge?
4. Now, let us talk about financial matters for a few minutes. Do adolescent girls in this community have opportunities to make money? If so, how do they make money?
5. Sometimes people can put money aside, or save for the future. Is this realistic for adolescent girls in this community? Tell me a bit about that.
6. Overall, what kind of decisions about her daily life do girls need to get permission for, and which ones can she make on her own.
7. As a parent, what kinds of things would you like to see a girl learn in a community-based program?
Probe – Where do you think is a safe place for the girls to meet for the program?
Probe – How many days a week do you think girls can meet and during what times?
8. Are there any questions that you want to ask us, or final words you like to tell us as we go about planning the program?

TOOL: TOP 4 TIPS TO ENGAGE FAMILIES IN THE COMMUNITY

Partner with local community leaders, like religious leaders, politicians, and the police.

Have local leaders speak to the community about the opportunities the program offers girls. When the program is endorsed by local leaders, it is easier for the community and parents to overcome negative stereotypes.

Invite the families of program participants to a program orientation and any showcases to share what the girls are learning.

Bringing families into the program space helps demystify the program for parents and offers them an opportunity to revel in their daughter's successes.

Engage boys to advocate for their sisters.

Partner with local youth clubs to offer gender trainings for co-ed groups to help brothers better understand how to advocate for and support their sisters.

Consider having at least one man on staff

In some communities fathers will not listen to a female staff member, so it can be important to retain a male staff member (or volunteer) to open a door with a family that a female staff member could not.

IV. Content & Program Design

Program design brings together several components from various sections of this resource kit. It is important to look at these tools alongside gender sensitivity, working with the community, recruitment, and market demand as all of these issues will inform how your program runs. This section focuses on tools that aid in thinking through key elements of program design when working with girls and young women in the nontraditional income generation space.

Tools in this chapter:

- An introduction to “The Girl Path” to identify obstacles in a girl’s life and brainstorm possible strategies and solutions to keep her engaged in the program
- How to expose girls to nontraditional income generation career paths in schools, including conversations and challenges that program leaders may face with various stakeholders
- A checklist of critical skills for job readiness in the construction industry
- A round-up of activities and games to examine gender norms, bolster communication skills, and explore what it means to be a female pursuing a career in a male dominated workplace



TOOL: The Girl Path

The purpose of “The Girl Path” is to identify obstacles that prevent girls from fully participating in youth programs, and then to brainstorm ways that programs can remove, reduce, or otherwise address those barriers.

This tool can be used in different ways. Here is one approach: In four small groups, one for each category below, participants (usually program staff, girls, or a combination) brainstorm and write up the main obstacles and then post these. As a group, they discuss any additional obstacles, reflect on the trends they observe, and then brainstorm solutions that the program can address. For example, the program structure could be modified to schedule trainings during daylight hours, or equip educators/trainers/coaches to address bullying and teasing. Or, the content could be modified so that it includes activities that build solidarity between girls and boys, or better equips girls to develop persuasive arguments for negotiating with resistant parents, allowing girls to practice applying these arguments through role-playing.



Possible uses of “The Girl Path” for an existing program

- To deepen program quality by learning more about girls’ lives and girls’ experiences in the program
- To determine why girls’ participation is lower than desired, or to understand why girls might be dropping out
- To assess the “girl-friendliness” of a co-ed program
- To evaluate how well a program meets the needs of certain girls (for example, pregnant or parenting girls, younger girls, married girls, girls with disabilities, or out-of-school girls)

Possible uses for a new program

- To anticipate obstacles to participation that girls in your community are likely to face, so that you can structure the program to address those obstacles
- To create a baseline for measuring any increases in the girl-friendliness of your program over time, or to track how your program might increase girls’ capacity for participation

Materials needed

- Flip chart paper, tape, cards, markers, post-its or cards of different colors
- A large floor or wall space where cards can be arranged or affixed in four columns

How girls can participate

- “The Girl Path” allows for varying degrees of participation from girls. Girls can be invited to complete it as part of a needs assessment for a new program (to anticipate and address obstacles to their participation before a program begins), or as a monitoring tool if they complete it at the beginning and end of the program to see if modifications to the program reduced or removed identified obstacles.

How to implement “The Girl Path”

“The Girl Path” involves brainstorming obstacles girls face in their efforts to participate in a program, and possible strategies and solutions, in four categories: in her head, at home, in the community, and in the program. Example discussions on these four categories that arise from following “The Girl Path” are found on the following pages.



1. In her head: What self-doubts, fears, or perceptions of herself that come from others keep her from participating or even trying to? What are the voices inside her head saying?

EXAMPLE ISSUES AND POSSIBLE SOLUTIONS

RESISTANCE OR DOUBT FROM WITHIN

- When a girl does not feel listened to in her home or community, her self-worth suffers, making it overwhelming for her to try something new.
- If there is a lack of female role models present, girls may find it difficult to visualize themselves succeeding and do not know where to start their path to a different future.
- Self-confidence building is important before girls can tackle new ideas, especially when families and communities may be resistant.

2. At home: What does she need to do before she can even walk out the door to participate? Whose permission does she need? What responsibilities must she take care of?



EXAMPLE ISSUES AND POSSIBLE SOLUTIONS

CHALLENGES & OBSTACLES	STRATEGIES & SOLUTIONS
• A father fears his daughter will get hurt outside the home, especially in a nontraditional job where she will work with a majority of men. • A mother can have a co-dependent household relationship with her daughter. If the girl leaves for a job outside the home, the burden of household chores falls to the mother alone. • Some mothers complain that nontraditional jobs are not “lady-like.” Mothers may become concerned with what others will say about her daughter’s future marriageability. • Parents may view any failure as the end of the road instead of a normal occurrence or a stepping-stone. At the first sight of obstacles the parents may want their girl to withdraw from the program. • Brothers often do not realize how their words affect their sister’s psychology. Constant negative words may lead the girl to believe she is not good enough. • Her brother may think she is becoming too empowered. The brother feels his power diminishing in the family and as a result may prohibit his sister from going out of the home. • With grandparents and other older relatives, strict traditions and superstitions may reinforce cultural constraints, preferring that girls follow the same trajectory that their grandmothers and mothers did.	• Engage parents by organizing revolving groups of parents to bring girls to the program or offer Best Parent Awards to encourage parents to get involved. • Bring the family in for an orientation and for showcases to share what the girls are learning. • Accommodate her household responsibilities by moving program times to fit the schedule of the girls. • Allow girls to bring younger siblings so they are not bound to the home watching them. Younger girls can participate in easy tasks so they gain an interest in nontraditional jobs for women. • Cultivate sisters as supporters—the older sister can protect and support the younger sisters so they can stay in school and achieve more. • To circumvent home responsibilities, talk to parents about the advantages of the girl doing the training, focusing on the rationale of future financial stability and her earning potential. • Engage boys in the family, so they will learn to support their sisters and act as advocates. • Have both the girl and her family sign a “commitment letter” that clearly states the program rules to bring the family on board and share in her learning. • Hold a graduation ceremony for the girls to celebrate her achievements with her family and community.



3. In the community: How does she get to the program site? Who and what might she meet on her way (is she safe)? How might members of her community react to her participation? Who is the most resistant to nontraditional jobs for young women? Who are the least resistant?

EXAMPLE ISSUES AND POSSIBLE SOLUTIONS

OVERCOMING RESISTANCE FROM THE COMMUNITY

- Have families share their success stories with neighbors: “If my daughter can do it, your daughter can too.”
- Get community leaders and educators to be allies and act as multiplying agents to support the program.
- Identify religious leaders who could be supportive and identify things they might be willing to do (for example, offer space for meetings, ‘test drive’ services or products) so they buy into the program.
- Choose the best point of entry when talking to the community (for example, focus on a financial or health perspective), which cross boundaries: Everyone can see advantages of more money for the family or better health.
- Maintain constant dialogue with resistant groups and be transparent about the programs so they don’t have false suspicions. Find common threads with resistant groups.
- Work with teachers to consider and implement gender equality in the classroom.
- Partner with local youth clubs—conduct workshops so both boys and girls learn the benefits of gender equality.
- Enlist government partners to make the issues affecting girls more visible and how the program will help to overcome these challenges.
- Celebrate International Day of the Girl Child and Women’s Day with fun activities to educate those in the community of the potential of girls and importance of gender equality.
- Create support networks so girls have “co-travelers” in her community when going to and from the program.
- Offer exposure visits at job sites so the girls know what it is like working there before the start of the program; this also offers an opportunity for male workers at the site to interact with the program participants.

4. In the program: Does she feel welcome? Do the hours and location enable her to attend? Is it designed with her in mind—is she getting something valuable from her time/effort?

EXAMPLE ISSUES AND POSSIBLE SOLUTIONS



ENABLING HER TO ATTEND AND FEEL WELCOME

- Build the self-esteem of girls so they can face the challenges ahead. For example, train program participants in life skills before they start the technical skills training to build their capacity. Or, share the success stories of other women who graduated the program so the new girls see that these women overcame obstacles and succeeded, so they can do it too.
- Offer counseling for girls who have experienced trauma or abuse.
- Have alumnae partner with new program participants to act as mentors and role models.
- Hold role-playing exercises to help girls negotiate situations at home or in the community that make it difficult for them to participate in the program.
- Before the program starts, assess what days/hours will enable more girls to attend regularly.



After she leaves

How can you support her once she leaves your program? What are your strategies for keeping in touch to monitor her progress and to offer her support if and when it is needed?

Suggested post-tool reflection questions

- Did “The Girl Path” teach you anything new about the girls in your program or your community?
- Did any obstacles appear in more than one category? What do you make of that?
- Do you think the challenges revealed in “The Girl Path” can be addressed by changing or adding to your program’s structure or content?
- Which of the brainstormed solutions will require additional funds, which are the most urgent, which can be addressed soonest, and which will have to wait?

Advantages of using this tool

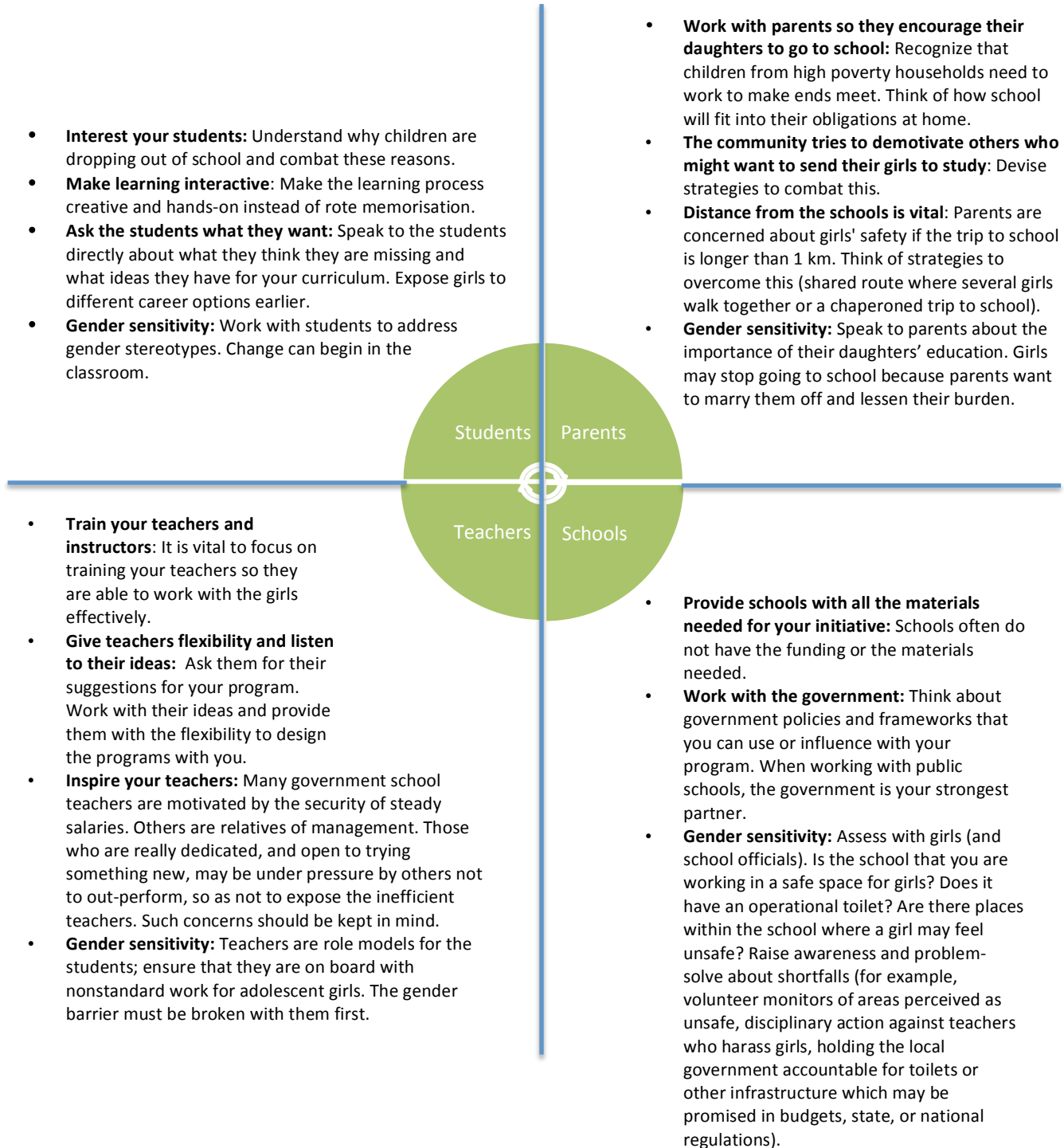
- Easily adaptable for a range of contexts and uses.
- Effective at breaking down the assumption that girls are not participating in a program just because they are not interested.
- Gives insight into girls’ lives at home and in their communities.
- Offers a practical, applied way to identify and address multiple, overlapping obstacles, such as girls’ possible feelings of unworthiness or belief that they don’t deserve to participate in a program because they are girls.

Advice for using this tool

- Obstacles may show up in more than one category. For example, a girl’s parents might resist her participation because there are boys in the program (“at home” realm), a girl might worry about how she will be viewed by the community if she is seen socializing with boys (“in the community/in her head” realm), and then boys might indeed create stress for her in the program itself (“in the program” realm). The facilitator can emphasize that it is important to recognize the multiple dimensions of these challenges to be able to address them fully.
- Another issue that often surfaces is safety. Girls are often kept at home based on fears that bad things will happen to them if they venture outside. Those fears are both based on reality (bad things can and do happen to girls who venture outside—or who stay inside—and programs must be mindful of exposing girls to danger), and also are used to curtail girls’ participation in public life and access to basic rights and services. It is important for the facilitator to draw out a discussion of this contradiction in order to prevent the group from adopting an overly protective attitude toward girls. “The Girl Path” can also be combined with safety mapping and other girl-led community mapping exercises to explore these questions further.
- “The Girl Path” often surfaces complex challenges. It is important to recognize that not all of these challenges can be addressed at once and, instead to use the tool to prioritize, take things one step at a time, and highlight positive aspects of how the program may already be responding to girls’ needs.
- One nice way of closing the session is to have each participant write down on a card one thing that they resolve to do to make the program more accessible to or comfortable for girls. Participants can keep cards to themselves, read them aloud, or share them with a partner.

TOOL: EXPOSING GIRLS TO NONTRADITIONAL CAREERS IN SCHOOLS

Use this checklist to: plan an intervention within schools to expose girls to nontraditional careers



TOOL: CRITICAL SKILLS FOR JOB READINESS

The two checklists in this tool provide an overview of the critical topics in preparing program participants in green jobs training programs to be “work ready” when they graduate. One checklist features general categories of understanding apprenticeships and the construction industry, managing work and family, lifelong learning, and interpersonal skills. The second delves into topics that are particularly important to view through a gender lens: the construction workplace culture, financial literacy, cultural competency, and physical fitness and safety. Use this tip sheet in designing a new program and when evaluating and improving an existing one.

Who Should Use this Tool

case managers; job developers; soft skills instructors; career coaches

CHECKLIST

UNDERSTANDING THE WORLD OF NONTRADITIONAL INCOME GENERATION (NTIG)

Employers and program administrators typically cite soft skills as more important than job-related skills in determining whether a person keeps a job. Ensure that your program incorporates lessons to build participant’s work readiness by covering such topics as:

- Value of the industry in the economy
- How NTIG differs from other jobs
- Apprenticeship and trade awareness
- Job search and apprenticeship application processes
- Orientation to work life
- How to be a competitive candidate
- Important terminology: the language of the construction industry
- Industry policies and practices
- The career pathways in construction
- Entrepreneurship

INTERPERSONAL SKILLS

- Work ethic
- Self-esteem
- Ability to work in teams
- Listening skills
- Communications on a construction site
- Conflict resolution

MANAGING WORK AND FAMILY LIFE

- Managing time effectively
- Managing the schedule and work of study with that of an apprentice
- Balancing family responsibilities
- Managing resources to be prepared for getting to and from work
- Developing support systems
- Coping with stress

LIFELONG LEARNING SKILLS

- Problem solving for the industry
- Critical thinking
- Applied learning
- Independent learning
- Learning styles in the construction industry
- Building a team/organizational behavior
- Managing relationships

CHECKLIST

SURVIVING AND THRIVING IN THE CONSTRUCTION WORKPLACE CULTURE

Gender inequity and gender differences create distinct issues for women in the labor market. The lack of a gender lens can create a disparate impact on women's success in a pre-apprenticeship program. Consider including these gender-related topics in your training program:

- Assertiveness
- Interviewing and application guidance and tips
- Sanitary facilities
- Being a self-advocate
- Health and safety
- Male advocates
- Community mapping
- Self-esteem
- Coping with stress
- Developing support systems
- Balancing work/family
- Gender mainstreaming

FINANCIAL LITERACY

- Managing a budget
- Managing your money
- Planning for layoffs and slow periods
- Building assets

CULTURAL COMPETENCY

- Understanding diversity on the job
- Worker rights and responsibilities
- Recognizing and addressing on-the-job discrimination and harassment
- Equal employment opportunity on the job and under the law
- Promoting an equitable worksite

PHYSICAL FITNESS AND SAFETY

- Maintaining healthy habits
- Ability to work in tight spaces
- Standing or walking for long periods of time
- Strength training
- Endurance
- Working on heights
- Safe material handling
- Nutrition for a physically demanding job
- Working in all weather conditions
- Usage of personal protective equipment and clothing
- Ergonomics of tools and equipment
- Reproductive hazards

IMPORTANT TIPS

- Focus on the expectations of employers by bringing employers into the program to see what is relevant to them and adjust program accordingly.
- Place importance on **work ethic** because it encompasses timeliness and balance of home and work life.
- Remember to address rights, laws, and policies as there may be only one female at a job site so she needs to know what her rights are and how to address discrimination.

TOOL: INTERACTIVE ACTIVITIES TO BUILD GIRLS' SELF-CONFIDENCE, ASSERTIVENESS, AND OTHER SKILLS

ACTIVITY: IMPROMPTU CONVERSATION (presented by Women in Nontraditional Employment Roles)

Purpose: To increase comfort when speaking in front of others

- Choose one participant at a time from the group and invite them into the center of the circle. Give the participant a subject (movies, basketball, etc.) and have them speak continuously for one minute without saying “um,” “uh,” etc.
- It should feel stressful to the participant, like an interview, but participants can make what they are talking about as silly as they want to add fun.
- Encourage participants to lean in when talking and to make eye contact.
- After conducting this activity consistently for a few weeks, the participants are ready to graduate into practicing interview skills. They will be more comfortable talking about themselves and will retain ways to relax and start interviews or other work-related conversations with friendly chatting.

ACTIVITY: NO BODY TALK RULE (presented by Vermont Works for Women)

Purpose: Society often focuses on the physical attributes of females or their dress. Females often begin conversations with other women by complementing their outfit, hair, or jewelry, while men will talk about activities they are doing. To downplay ‘attractiveness’ and refocus on other topics of interest, the No Body Talk Rule is implemented.

- As an experiment, implement the No Body Talk Rule for several weeks of the program. Girls and young women are instructed not to make comments on others’ looks or outfits.
- A code word can be agreed upon at the start to signal when someone does talk about one’s looks or outfit so participants are continuously aware of the content of their conversations.
- Encourage program participants to brainstorm new conversation starters. What other compliments can you use? What other topics work well to start a conversation?
- Speak with the parents of program participants so they know that the purpose is not that complimenting appearance is wrong, but rather this is to raise awareness and alternatives to focusing on a female’s appearance.

ACTIVITY: AWARENESS BUBBLE (presented by Oregon Tradeswomen, Inc.)

Purpose: To teach participants about ownership of space and awareness of one’s surroundings.

- With participants sitting in a circle, ask one girl to volunteer to sit in the center. Have the participant close her eyes, take a deep breath, and focus on her personal space bubble.
- Participants sitting in the circle then try to touch her shoulder without her knowing. It is important that all participants are very quiet.
- If the participant in the center hears anyone approaching or senses anyone coming into her bubble, she will point in that person’s direction.
- NOTE: The participant in the middle will likely feel vulnerable so this activity is best done after the participants have gotten to know each other.

ACTIVITY: PROTECT YOUR BALLOON (presented by Azad Foundation)

Purpose: To foster awareness of group support and how to reorient competitiveness so everyone can win.

- Hand an inflated balloon to each participant along with a pin.
- Tell each participant that for the next 15 minutes she must protect her balloon.
- Often, participants will rush to pop each other's balloons.
- Bring the participants back together in a group and ask what actions everyone took. Participants may report how many balloons they popped.
- Remind the group that the only instruction was to protect your own balloon, so why did many feel the only way to protect your balloon was to pop the balloons of others?
- Often the participant that keeps her balloon the longest didn't pop any other balloons. This lesson is a good jumping off point for a conversation on how the group can work together to protect themselves and support each other in meeting goals.

ACTIVITY: ZEN GARDEN (presented by Women in Nontraditional Employment Roles)

Purpose: To promote stress management, particularly with girls and women in construction and building programs.

- Participants are led through a step-by-step instruction on building a small garden box and small rake. This is a great first project for construction.
- Fill the boxes with sand and with soft music playing, have the girls rake their Zen gardens while practicing deep breathing. Participants can take their Zen gardens home and use them for stress reduction.

ACTIVITY: WALK THIS WAY (presented by Oregon Tradeswomen, Inc.)

Purpose: To demonstrate the impact and importance of body language and how to lessen chances of assault. Girls learn they can use their body language to say, "Stay out of my personal space."

- In pairs, have one partner go to the opposite end of the room.
- Instruct partners to make eye contact with one another. Have one partner walk toward the other using body language to show bad intent (mean faces, stomping, etc.).
- The other partner must practice assertiveness: When the partner with bad intent crosses the threshold of her comfort level she must make the partner with bad intent stop with her assertive body language.
- When the partner with bad intent feels the other person is making clear she is standing up for herself, the partner must stop.
- Bring the group back to discuss.

ACTIVITY: CONSTRUCTION VOICE (presented by Oregon Tradeswomen, Inc.)

Purpose: To show girls and women that it is ok to use an assertive voice (their construction voice) to make themselves heard.

- Have participants pair off and instruct one partner to follow several paces behind the other. The partner following can act menacing.
- The partner being followed should turn around and make eye contact to indicate the partner following should back off, then resume walking, with her partner continuing to follow.
- The next time the partner being followed turns around, she should yell "back off!" with power. Continue practicing until she is convinced of the power of her own voice.

V. Recruitment of Participants

Recruitment encompasses several components including specific strategies and tools for recruiting young women and assessing overall organizational capacity to recruit girls and young women. It is important to look at all of these alongside program design.

Tools in this chapter:

- Practical strategies for getting participants who are the right fit into your program
- How to create a targeted outreach plan
- A self-assessment for students considering a building trade to determine if a nontraditional field (in this case, focused on construction) is a good match for them (interests, working style, logistics)
- Assessment questions and criteria to identify if a candidate is compatible with your training program

TOOL: PRACTICAL STRATEGIES FOR RECRUITING GIRLS

GETTING GIRLS TO THE PROGRAM

- Provide bus tickets for girls to come to the program; offer transportation scholarships for one day events
- Partner with community services to provide daycare for young mothers
- Talk to parents and families about the program and how the whole family will benefit
- Identify government policies and programs for extra assistance, scholarships, and support services for girls
- Create buy-in to program design by engaging girls early on
- Map and target where women and girls congregate
- Gain endorsement of key community members to help open doors—offer site tours, do photo ops, etc.
- Enlist members of the local media to endorse the program
- Partner with teachers to spark their students' interests and explain possible future careers
- Offer free food at informational meetings with parents and the community to get people through the door
- Encourage staff to reach recruitment goals by creating a quota of girl participants

WAS THE TARGET POPULATION REACHED?

- Conduct interviews to filter girls by motivation
- Focus on girls with fewer or limited opportunities
- Conduct a “boot camp” with physical activities or training to see which girls may not be suited for nontraditional jobs that are highly physical
- Carefully cover rules, roles, and expectations before the start of the program

RECRUIT FORMER PARTICIPANTS AS ROLE MODELS AND VOLUNTEERS TO REACH A LARGER POPULATION OF POSSIBLE PARTICIPANTS

- Have consistent criteria for cultivating and training role models and volunteers—they need to represent the values you are teaching participants
- Find and match former participants and new participants who have commonality of background
- Counsel role models to maintain boundaries: they need to learn to maintain objectivity and think of the good of the program (for example, volunteers need to be sensitive to the needs of program participants, but if a girl crosses boundaries the volunteer must be able to set limits or enforce rules)
- Offer perks to former participants, like networking events to broaden their support system, to recruit them as volunteers
- Mentor the mentors: continue to enhance their learning and broaden their skills by encouraging participation in program workshops

TOOL: CREATING A TARGETED OUTREACH PLAN

STRATEGIC PLANNING

1. Does your outreach and recruitment plan include a goal for reaching out to a specific number of women?

☐ Yes

☐ No

If yes, what is it?

2. Does your outreach and recruitment plan include a specific number or percentage of women participating in orientation and information sessions?

☐ Yes

☐ No

If yes, what is it?

3. Does your outreach and recruitment plan include a specific number or percentage of women enrolling in your training program?

☐ Yes

☐ No

If yes, what is it?

CREATING THE MESSAGE

4. Do your current outreach and recruitment materials target women specifically?

☐ Yes

☐ No

Create a headline message for a flyer targeted to women.

Remember: Be relational and specific!

Create a subtitle message (*short and/or bulleted*) that addresses women.

> _____

DELIVERING THE MESSAGE

5. Do you conduct outreach in and through venues that specifically attract women?

☐ Yes

☐ No

Name two or three underutilized media outlets or places that you might use to reach out to women in your community.

6. Who is your best staff member or volunteer to deliver the message?

7. Name two gender-related myths or misconceptions that might make women hesitant to explore green job opportunities and provide facts that redress them.

Myth: _____

Fact: _____

Myth: _____

Fact: _____

NEXT STEPS

8. Outline four steps that you and your team can take to improve your outreach strategies and increase the number of women participating in your program.

TOOL: SELF-ASSESSMENT WHEN CONSIDERING A BUILDING TRADE

Name: _____

Please take the time to honestly rate your ability in the following categories using this scale:

5=excellent **4**=good **3**=fair **2**=needs improvement **1**=poor

- 1.** I can show up every day on time for work or training with no excuses.
- 2.** I always have a back-up work transportation and/or childcare plan.
- 3.** I can work hard at a steady pace without complaining.
- 4.** I can work on a project with people *even* if I do not like them.
- 5.** I can solve puzzles and problems.
- 6.** If my boss is in a hurry and gives me directions in an angry way, I can do my work without getting hurt feelings.
- 7.** I can work in a physically demanding environment for long periods of time.
- 8.** I can work outside in all types of weather—rain, wind, heat, and snow.
- 9.** I can work in small, confined places or at high heights.
- 10.** I can work in places that are noisy, dirty, wet, smelly, and potentially dangerous.
- 11.** I can pass regular drug tests, even those that detect marijuana usage three months after use.
- 12.** I have reliable transportation to get to work on time and to drive to other sites during the day.
- 13.** I can work from a recipe, pattern, or blueprint.
- 14.** I can change the oil in my car and replace a flat tire.
- 15.** I can operate hand and power tools safely
- 16.** I can manage my personal issues (like relationships and credit problems) so that they do not interfere with work.
- 17.** I can keep my cell phone service on consistently.
- 18.** I can picture myself staying in the same career for the next 20 or 30 years.
- 19.** I can fix things in my home when they break, like electronics or furniture.
- 20.** I can work at a place where I am an “only”—for example, the only person of my gender, my race, my age, or who is a parent.

_____ **Total score** (add up all responses from 1-20)

SCORE:

80 – 100 points = Strongly consider a career in the building trades!

60 – 59 points = A career in the building trades *might* be a good fit, but more information is needed.

Fewer than 58 points = Another career path would likely be a better fit

TOOL: ASSESSMENT QUESTIONS & EVALUATION CRITERIA

Use this tool to identify questions and evaluation criteria that assess if a candidate is fit for your training program and case management needs. These sample questions apply a gender lens to assessment in order to get beyond stereotypes, identify transferable skills, and determine how to best serve incoming participants.

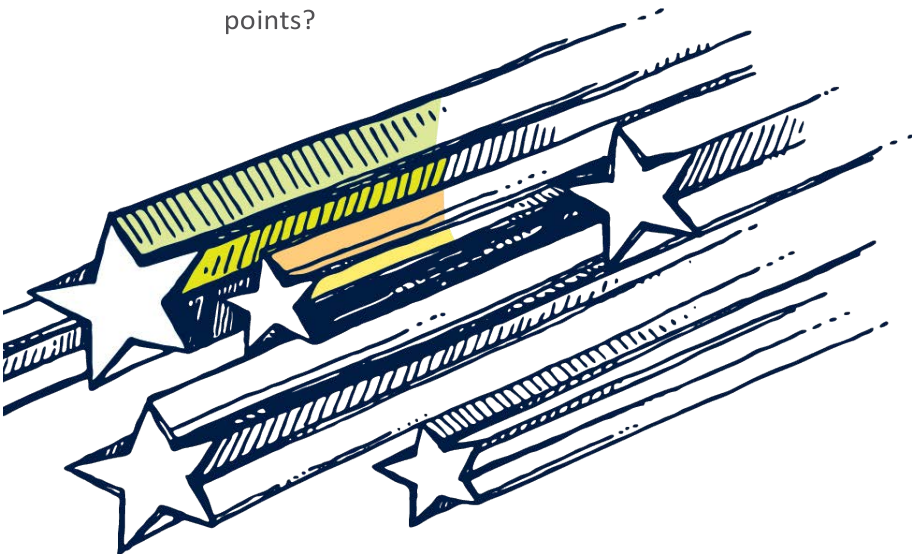
ASSESSMENT QUESTIONS:

Staff can use/adapt/choose from the sample questions during an interview in the intake process or during the first meeting with the participant.

- Why do you want to work in the construction (or other) industry?
- What makes you a good candidate for this type of work?
- Describe a time when you worked with others as a team to build a project.
- Can you work at heights or in confined places?
- Can you work in environments that may be noisy, dirty, hot, cold, wet, smelly, or potentially dangerous?
- What do you do when repairs are needed around your home (e.g., outlets, toilets, or leaks)?
- Do you like to start and end your workday early?
- Do you like solving technical problems and puzzles? Can you give an example?
- Have you worked from a pattern, blueprint, or diagram to construct or make things? Can you give an example?
- Describe a challenge you overcame.

ASSESSMENT EVALUATION CRITERIA:

- Does the applicant understand the nature of the work and the working conditions?
- Does the student have (or can gain) the physical capacity to succeed in a job that requires physical labor?
- How well can the applicant follow directions?
- Does the applicant have a good attitude about entering a male-dominated work environment?
- Has the applicant demonstrated commitment to the program by showing up at various assessment points?



VI. Retention of Participants

Recruiting and training women in nontraditional career programs requires investing both time and money. Therefore, increasing retention in the program and after graduation in her chosen job is a goal for most programs. This chapter looks at ways to increase retention in nontraditional programs and presents some of the most common reasons why women leave apprenticeships, with suggestions on how to address these.

Tools in this chapter:

- Reference guide for retention of nontraditional students
- Retention strategies to keep young women in their apprenticeship or job position

TOOL: QUICK REFERENCE FOR RETENTION OF NONTRADITIONAL STUDENTS

A key for success in the retention of any student is creating challenging, non-stigmatizing learning environments that meet learners' needs. For individuals pursuing nontraditional programs and occupations, retention strategies require dissolving stereotypes for traditional gender roles and implementing proactive outreach measures.

STRATEGIES:

- Send introductory letters to female students in nontraditional programs to welcome them and inform them of the support services available.
- Assist students in identifying one person (relative, friend, instructor) who is supportive of their nontraditional career path.
- Disseminate monthly and quarterly newsletters to all females enrolled in the programs.
- Offer shadowing experience with nontraditional workers in the field.
- Encourage student participation in related professional seminars and state and national technical education organizations.
- Offer tutoring to students in the programs who may need help with a subject or class.
- Establish mentoring by using role models from the business sector.
- Provide student support group activities, including informal networking and sharing opportunities.
- Compile a phone exchange list that encourages peer networking and sharing opportunities.

POLICIES:

- Establish a policy to advise students to meet with an advisor before withdrawing from the program.
- Enforce fair and consistent discipline, dress standards, safety regulations, achievement expectations, and grading procedures for all students.
- Sensitize teachers to the effects of bias, stereotyping, and discrimination on students.
- Eliminate any stereotypical instructional materials from the classroom.
- Provide comprehensive career/educational planning sessions by certified professionals in the area of counseling and guidance.
- Develop and/or enforce rigorous attendance requirements.

TOOL: A GUIDE TO RETENTION IN AN APPRENTICESHIP OR JOB

Before Her Apprenticeship or Nontraditional Career Starts

To increase the chances that a woman will stay in her apprenticeship or nontraditional career and be successful in her trade, look for ways to support her from the start. One strategy is to give them a list of suggestions that might increase their chances of being accepted into an apprenticeship and also give them a leg up once they are in. This list could include: engaging in physical conditioning; enrolling in a pre-apprenticeship program; taking a community college class that teaches the skills needed for the trade; making plans for childcare and transportation; and saving enough money to buy tools.

Support

One of the most common reasons women leave trade and technical careers is a lack of support. Helping women connect with others who support their career decision can help them stick with the program even when difficulties arise. As women begin their new careers, help them identify one person among their family or friends they can rely on for encouragement. A mentoring program, in which women are matched with an experienced tradeswoman or man who answers their questions and shares advice, can be a key element in keeping more women in your program. As much as you are able, try to recruit and mentor women to be instructors and coordinators in your apprenticeship program.

Training

According to a survey of tradeswomen taken by the California Apprenticeship Council, the greatest single reason tradeswomen leave their trade is “a lack of training, work, benefits and income.” Female employees should only be assigned to experienced tradespersons who are willing to train them. Particular attention should be paid to whether the women are assigned disproportionately to the lower-skilled tasks such as flagging or clean-up. Training committees or coordinators should also review classroom materials to ensure they are free of gender-based assumptions.

Discrimination

Apprenticeship programs should also train all instructors and coordinators on discrimination. Female apprentices often report that they are disproportionately assigned the “dirtiest and heaviest assignments,” while skilled work is assigned to male apprentices. Instructors should be made aware of any unconscious stereotypes they hold and should call on apprentices in an equitable manner, both in quantity and tone.

Work/Family Balance

Managing family responsibilities still falls largely to women, even if they are married or have a partner. Anxiety about managing the competing responsibilities of work and family keeps many women from considering the trades as a career and causes others to leave. Helping women and men to discover resources that can help them manage this balance will lead to greater retention of women. Be aware that childcare, health care, caring for elder family members and personal finances are all causes of stress, but community resources are available.

Contract Negotiations

During contract negotiations, help program participants negotiate for parental leave and pay equity provisions.

Exit Interviews

To find out why women leave your program or leave their jobs conduct exit interviews. Gather more data by sending surveys to any women who left your program or job within the last five years. An annual review of the data gleaned from such interviews will tell you where to focus your efforts to make the biggest impact on retention. Consider instituting a policy encouraging students to meet with an instructor before leaving the program to see if the problems can be resolved.

Participation

Participants say they experience greater satisfaction when they take more responsibility for their training. Encourage them to make recommendations and participate in committees. Professional organizations provide another means to become involved in the trade, network with other trades women and men, and learn valuable teamwork and leadership skill.

VII. Links to Employers & Markets

To successfully link young women to opportunities where they can earn an income, livelihoods programs need to connect to potential employers, customers, and clients before young women exit their program. Creating such a bridge is even more important for nontraditional jobs. Establishing linkages with employers requires understanding the employer's current mindset, including barriers women may face and gender-sensitization strategies that employers can undertake. Programs also often play an important role in helping market the products or services of young women to potential clients, customers, or buyers, or in teaching the young women how to do so themselves.

Tools in this chapter:

- A list of strategies for better job placement after graduation
- Tips to identify male advocates in the workforce
- Tips to increase male advocacy in the workforce
- A checklist to help organizations think through how to position and market services and products produced by their graduates

TOOL: LOOKING BEYOND GRADUATION

Strategies for Better Job Placement

- Involve employers in developing the curriculum and ask them to participate as trainers. Stay in touch with employers about participants' progress throughout the training to help identify potential interviewees.
- Work with local government officials to find out about upcoming projects in the area. Once projects are identified, program staff can target those contractors directly and appeal to them to maintain diversity in government contracted projects.
- To get a foothold in a new sector for women, like becoming a taxi driver in India, it is helpful to build interest in the community through fliers. This is not only a way to recruit girls, but to also inform possible clients, such as families looking to hire a driver.
- Connect with women-owned and women-run companies as possible employers.
- Keep consistent contact and open communication channels with employers and potential employers so the old adage “out of sight, out of mind” does not become a reality.
- Empower program graduates to form their own collective and develop their own marketing strategies to broaden their client base.



TOOL: 8 WAYS TO IDENTIFY MALE ADVOCATES IN THE WORKPLACE

TIP #1

Consider speaking with men who have daughters and/or wives who have worked in the workplace.

While not all men who fit this bill will want to become gender advocates, they are often more likely to have had pivotal experiences that predispose them to care about these issues.

"I have a daughter and so you know as I look at the stereotype and she's only 11 but she's very technically astute and as she approaches her career I look at ensuring that I create a better environment as she goes out there." ~male interviewee

TIP #2

Connect with men who have minority experiences of their own.

These experiences can include being a member of a minority group themselves or more "temporary" minority experiences, such as attending women's conferences.

"You know I used to be in college and you walk into a cowboy's bar and somebody like me with my skin color, has my accent, you feel out of place very quickly; it's a similar thing for women. They walk into a room where there is 20 guys, so I sort of understand it." ~male interviewee

TIP #3

Look for male managers who are successful at running productive team environments.

The factors that are important for increasing women's participation are also about "good management" in general. As a result, managers who run productive, highly functional teams often are well positioned to support diversity efforts."

[I try to] make sure that everybody on my team was successful, knowing each person, individually, rather than thinking, 'Well, they are all just engineering units to me.' No! They are people." ~male interviewee

TIP #4

Identify men who are already sponsoring or mentoring female employees.

These men may not think about these efforts in terms of promoting diversity. Provide a clear rationale for diversity efforts, and these men are often interested in joining.

"But the issue of having diversity for diversity's sake ... I don't know if that makes any sense, and I don't mean that in a pejorative way, I just mean that I support women in the workforce just because they are strong contributors." ~male interviewee

TIP #5

Seek out men who are being held accountable for diversity metrics.

These men may be receptive as they need tools to help them accomplish diversity goals.

“At my organization level [on a] quarterly basis, I get a snapshot of diversity, and we measure our results. So we look at every promotion, we look at every hire. And we look across all the levels of leadership all the way up to my level. It’s not a quota-based model, it’s focus-based model.” ~male interviewee

TIP #6

Find men who model and/or encourage their employees to use flexible work arrangements.

While they may not think of this in terms of promoting diversity, they may join diversity efforts if asked.

“I’m probably one of the few Vice Presidents to have 5 children, and so trying to balance work and life for me, it’s a very important thing. I really try to set the example, and stay off of email at nights, on the weekend. And people are very clear in where my values are with respect to my family, I think that then that permeates to the organization.” ~male interviewee

TIP #7

Look for men who highly value fairness and equity.

This predisposes them to care about these issues in the workplace.

“That’s probably at the core of my value system: just treat people the right way, you know in a work setting or otherwise. You learn things like “treat people the way you would want to be treated,” and I have to say that I saw some things growing up, some racial prejudices and gender prejudices. It didn’t feel right, and so somehow for me it became personal.” ~male interviewee

TIP #8

Identify “safe” environments where you can “test the waters.”

Expressing casual comments with male colleagues you trust or who possess some of the characteristics identified above can be a good way to “test the waters” and identify those interested in learning more.

“One man commented on the power of these casual comments, ‘Over time all these little things kept pouring out [such as] ‘Here’s what it’s like to be in this meeting,’ and I was astonished, and that was what really what got me in.” ~male interviewee

TOOL: 8 WAYS TO INCREASE MALE ADVOCACY IN THE WORKPLACE

Once you have identified potential advocates, use these tips to increase their advocacy.

TIP #1

Recreate “temporary” minority experiences for men.

Attending majority female conferences or workshops was one example cited as eye-opening by several men studied.

“I think the [Grace] Hopper Conference was a big, big jolt. When I stood up after an hour of it, I said, you know an hour ago I would have argued very strongly, differently, now I know nothing. I mean that was a revelation! Hopper was a big kick in the pants.” ~male interviewee

TIP #2

Ensure that male employees have experiences with female mentors, bosses, or other female leaders.

Consider setting up formal or informal programs or rotational assignments that might encourage these kinds of pairings.

“I think every man needs to have a woman mentor once. Because that was very impactful on me — walking in to her office to sit down and have a conversation and seeing her there obviously dealing with something [sexist] that was going on, and she would tell me, and I would say, “What?!” ~male interviewee

TIP #3

Invite men to “women in technology” events, workshops on unconscious biases, or diversity trainings.

Being educated about the issues, hearing from experts, and from technical women themselves can change men’s minds.

“We started reading some material in our diversity council, and it’s interesting this subconscious-ness, that you tend to hire people like you. Not because you think the others are inferior or anything; it’s human nature, in a senses.” ~male interviewee

TIP #4

Share “your story” of being a minority in a male-dominated environment with male colleagues you trust.

The National Center for Women & Information Technology study found that listening to women’s stories about their experiences was one of the most influential factors in motivating men to work for increased gender equity.

“When it finally started to hit me about gender diversity, we were in a big meeting and [my boss] made a comment about how difficult it was for her to be a leader in the organization as a woman. So here is someone who I literally was putting on a pedestal saying this. And I thought, “Wow!” So I asked her after the meeting, “I want to go to lunch with you, I want to understand this!” ~male interviewee

TIP #5

Give male colleagues a specific role in gender diversity efforts.

Gender diversity is not a women's issue. Many men would take more action if they knew what to do.

"What have I done? Well, I have joined on as a male advocate for the women's organization at our site. We do have a role in the success of women; having male advocates is very important." ~male interviewee

TIP #6

Provide men with information to raise awareness and make change.

You could share The National Center for Women & Information Technology "Top 10 Ways to be a Male Advocate" brochure, give them the male advocates report, or show them the gender statistics in their department.

"I went to our internal database and looked at male, female. I just counted them. And then I said, 'Well, is that good or bad?' I had no reference point at the time, right? So then I went to a couple other organizations that have web pages for their [employees] and started counting too." ~male interviewee

TIP #7

Provide men with tools to use in gender diversity efforts.

Point to the recruiting, hiring, supervising, or retention practices described on The National Center for Women & Information Technology website. Share accounts of ways other men held their employees accountable for diversity efforts.

"We had goals, like 50% of all our hiring was diverse. We had some very strong, passionate leaders who had deeply held beliefs about how to do things." ~male interviewee

TIP #8

Bring men together who care about the issues.

Having other men to talk to about the issues and challenges can help men make more progress in their own individual efforts.

"I have brought [readings] in and shared them with some of my peer managers, especially ones that need a little help to understand. I'd say, 'Let's talk about the paper. What kinds of things did you learn from reading it?' And now they have come to get used to [these ideas]." ~male interviewee

TOOL: MARKETING YOUR PRODUCT

Use this list when: your organization is involved in marketing the products and services of girls with nontraditional skills

Product or Service

	Your product should be demand driven: Think about your potential clients before launching your training. Work to meet market demand as opposed to thinking about how to sell your product or service once the girls are already trained.
	Quality should be the best judge of your service: Efficiency should not be compromised. The potential employer comes not just for job fare but for the skill fare.
	Ensure fair salaries/rates: Do not undercut the young women's salaries or their rates in order to increase clientele. You are an industry leader; ensure that the young women entering the nontraditional workplace are not exploited by unfair wages under any circumstances. Your wages and pricing should be pushing industry standards (for fair wages) further. Enlighten your clients about fair trade.
	Don't be discouraged to charge a reasonable amount: Your products should be sold at fair market price, not at a discounted rate because your organization is a nonprofit.
	A female should receive the same salary as a male for the same work: Do not price work differently because young women are doing nontraditional work. Paying different salaries would perpetuate the stereotype that men are more skilled.

Tell your story effectively

	The product you are offering should not be positioned as "charity work": Your success should come from the quality of your product.
	Build your story effectively: It is important to use your story to build your brand. Use your organization's work effectively, but the most important thing should be your product (not who the girls are).
	Statistics are important: One cannot sell through emotions. Use data or infographics to tell your story, instead of photographs of disadvantaged youth.
	Break the gender myth: These girls are role models because they are shifting perceptions about work. Use that to build your story.

Communicating with your client

	Manage expectations: Realistically portray what clients are paying for. Tell them exactly what the product or service will be like. Specify the deals/terms and conditions in the contracts.
	Bring your clients on board: Tell them your story and build strong partnerships with your clients. Be extremely open and honest with them.
	Contracts should be binding for both parties: Young women should have a contract with the client to ensure their rights and obligations are spelled out and that they are not exploited by their employers.

BREAK gender stereotypes

	Address stereotypes head on: Customers may think that young women will not be able to do certain types of work (especially if it is technical work or physically demanding work). Young women might lack confidence to face their new career. Make sure you pay special attention to addressing and disproving these stereotypes.
	Equip the young women to navigate their work environment: If young women are working in a public place, ensure that they know how to fend for themselves as they are entering traditionally male spaces; there likely will be pushback from males. Ensure that young women are able to deal with potentially difficult situations in their new workplaces.
	Ensure that participants and alumni have a safe space to come back to: Whether it be at your office or through informal events, ensure that young women can come together to share their experiences, speak about their concerns, raise issues and learn about strategies to effectively manage their careers.
	Be patient: You are making a big change and shifting age old perceptions about women and work, this will take time and sometimes clients will not understand. Do not give up.

You are running a business

	Separate your training from your business: Define each as a different entity or through a different chain of command in your organisation. It will be easier for you to manage and also for young women to relate to when they pass from being 'trainees' to 'employees'.
	Do not compromise on your business sense: First and foremost you are running a business. Ensure that you have thought through your strategies, costs, and business requirements.
	Empowerment is a process and not a goal: If you run your business effectively, the young women will become more confident, receive higher wages, and be an integral part of the workforce. In order for you to grow and work with more girls in nontraditional spaces, your business must be solid—and as your business grows, more young women will become empowered.
	Hire experts: Ensure that you have staff members with the technical aptitude to run your business effectively. If you are creating a product, ensure that it has been designed effectively.
	Keep your finger on the pulse: Be watchful of the strategies of experts in your space. Breaking the gender gap and shifting perceptions of women's work is just the beginning—you now have a business to run!

VIII. Sexual Harassment, Discrimination & Safety

Sectors and jobs that are usually reserved for males can have important advantages: better pay, job security, benefits, and future opportunities. Important potential disadvantages are that being in a primarily male environment can expose young women to more discrimination, harassment, and threats to their safety. Programs therefore need to: 1) prepare young women to deal with, avoid, or confront discrimination and harassment as well as 2) work with employers and other workplace environments to minimize and root out hostile, inappropriate, or unwelcome behavior by males and 3) ensure a safe environment for participants in the program.

Tools in this chapter:

- A role playing exercise to identify, address, and prevent sexual harassment in the workplace
- Suggestions to increase participant safety before, during, and after the program

TOOL: HOW TO IDENTIFY, ADDRESS & PREVENT SEXUAL HARASSMENT

WHO SHOULD USE THIS TOOL

trainers with their students

A Role Playing Exercise for Integrating Women into Nontraditional Jobs

BACKGROUND

An apprentice electrician, Ohma Wattage, has started to feel uncomfortable working around some of the male carpenters on her jobsite. They make constant remarks referring to her personal life, make sexual jokes loudly and purposefully in front of her, and have hung a calendar of scantily clad women, posing suggestively with tools, on the door to their workspace. She has to pass this on the way to the bin where her tools are stored. She is required to work closely with the carpenter crew, even though they work for a different company, to coordinate their work. The pressure is on to finish up quickly as the floor is overdue for completion.

When Ohma asked the carpenters to remove the calendar, they became angry and began hampering her work and schedule in indirect ways: changing the work schedule at the last minute, or insisting they need to work where she is working and moving her out of the way. Because they are being so uncooperative, she cannot get her work done. It has caused Ohma a great deal of stress. Her foreman, Archie Conduit, is angry with her for not being finished on that floor and missing three days of work when she stayed home with the stomach flu. He has implied that if she cannot keep up, he will have to lay her off. When Ohma tried to explain her problem with the carpenters, describing their attitude and the incident with the calendar, Archie insists that she should just learn to “go along to get along” and to “stop making a big deal out of nothing.”

Ohma mentions the problem to her union steward on the jobsite and calls the coordinator of the apprenticeship-training program. Although he says he will try to find her another job, he is not pleased that she has complained. Ohma also calls the organization that trained her, where she discusses the problem with Jenda Justus, the counselor who suggests that she, the coordinator, steward, and Ohma meet to discuss the problem and propose solutions. Jenda also calls the site superintendent to report the problem.

Meanwhile at the weekly jobsite coordination meeting of the subcontractors and the general contractor, the site superintendent, Huntley LeSavage, raises his concern that work on the floor where Ohma and the carpenters are working is not yet finished. He also says he had a phone call from the women’s organization suggesting there might be a problem with sexual harassment and wants to know what is going on. Archie Conduit, the electrical foreman, says that he is going to bring a more experienced male apprentice to work next week and everything should be okay then. Joey Studd says his men just want to be able to work like they used to and that what they put in their workspace is their business. Huntley suggests the two foremen and himself sit down with the general contractor’s Equal Employment Opportunity manager to figure out what to do.

YOUR MISSION

1. Divide into the two groups (Group 1: Ohma, job steward and Jenda the coordinator; Group 2: Huntley, two foremen, and the Equal Employment Opportunity manager) and choose who will represent each role. In each group discuss each person’s point of view on what happened and what can be done to resolve it. Decide whether there is a violation of the law, who is being harmed, and who is responsible. Develop a proposal and strategy for meeting together with the other group. Identify immediate solutions and a longer-term strategy to address what happened.
2. You will have 20 minutes to discuss this in the small group.
3. You will then have 15 minutes with both groups together to identify two immediate steps and one or two long-term changes that can be implemented. Identify who will take what action.

RULES OF THE GAME

1. Play your role at all times during the game itself, from the moment you introduce yourself until the conclusion of the problem solving session.
2. Represent the agenda of your character, even if it does not reflect your own perspective.
3. Do not invent activities, pasts, or agreements about other characters not in the game (conversations, prior agreements, etc.) unless they are written into your role.

NOTES ON CHARACTERS

Archie Conduit, Electrical Foreman

You believe that women should stay home and raise kids like your wife does. You think men need these jobs, women cannot do them and affirmative action lets unqualified people into the trades. This is ruining the profession. You resent complainers and get very upset when people go over your head. You know you have to keep Ohma on because of the regulations, but you wish she could just handle her own conflicts with the others like the rest of your crew. You have better things to do than fight this battle.

Bob Barker, Apprentice Coordinator

Although you are from the old school, you know that your days are numbered and a new era is approaching. A new regime has just been voted in at the union and they courted the “women’s vote,” but you want to keep this job until your retirement in five years. You are truly baffled as to why so many women drop out. You tried to get the new business agent to handle this, but were told to call that women’s group that cost the program a lot of money over that stupid lawsuit about the age limit. (No one official ever told you the law had changed to no longer allow age limits in the programs.)

Huntley LeSauvage, General Contractor Superintendent

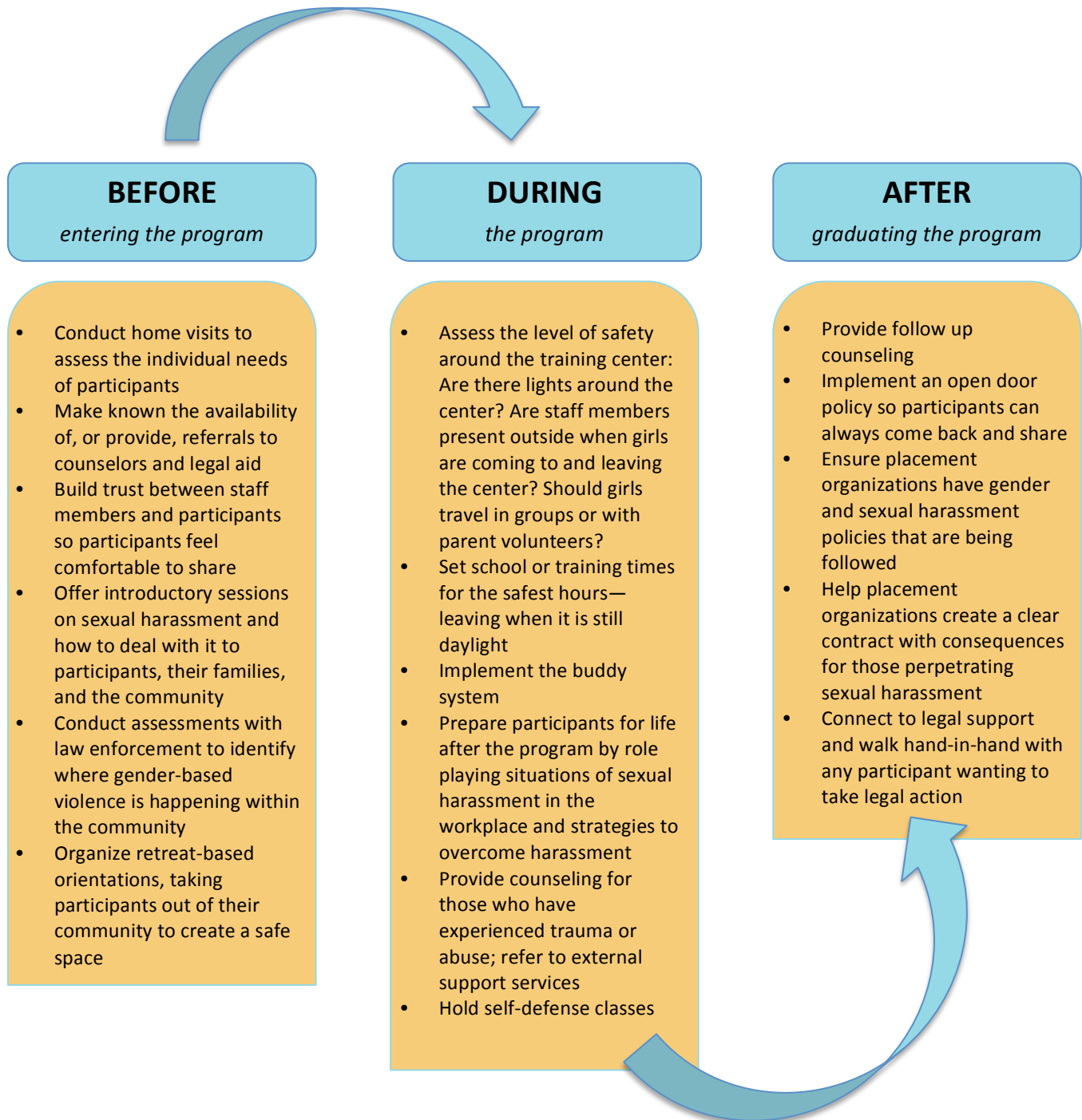
You recognize that running these big jobs is mostly about getting good PR (positive press/media reports) or no PR, meeting the budget, and **finishing** on time. A large part of your job is mediating between work crews. You believe that women should work at any job they are qualified for, but believe that this should be a natural process, like the forces of the free market, not based on government regulation. After all, you voluntarily set up an exemplary safety program that goes way beyond the requirements, because it makes good business sense. You try to let subcontractors work out their own issues, but frequently intervene when things are not moving fast enough or you see a safety issue.

Ohma Wattage, Third-year Electrical Apprentice

This work pays much better than your previous job as a secretary, but you are not sure how much longer you can put up with the attitudes of many of your co-workers and the bosses who sometimes participate in hassling you or often allow it. Nobody has shown any interest in training you or takes you seriously. You love the work, but are beginning to feel that maybe you are just not cut out for it since you have not found an employer who will keep you on; you do not feel that you have learned that much in three years. You waver between feeling angry, exhausted from trying to get along, and frustrated that when you complain you get transferred or laid off. You are worried that you have a reputation as a whiner.

TOOL: IDENTIFYING SAFETY STRATEGIES

Safety of program participants starts before the program begins. Home visits or a mapping/survey of the community should be undertaken to understand the landscape of safety issues for girls and young women. Once in the program, participants need safe passage to their classes and preparation for personal safety in the workforce. After the participants graduate, an open door policy helps young women feel supported for the long-term. See below for strategies to increase safety of program participants before, during, and after her participation in the program.



IX. Post-training Support or Mentoring

This section focuses on staying connected to and providing support networks for the young women who graduate from your program. Once her formal training program ends, there are several ways to ensure that she stays in contact with your organization and to her network of peers. Role models and influential mentors aid participation and facilitate retention of young women in nontraditional jobs.

Tool in this chapter:

- Strategies to reach and engage role models and mentors

TOOL: ROLE MODELS, MENTORING AND OTHER SUPPORT

Issue	Research	Strategies
Support services, such as the provision of career-related role models and mentors, aid participation and completion of education leading to nontraditional careers.	Role models: A study of more than 350 female undergraduates revealed that the influence of role models accounted for a significant variance in career choices. The study shows the influence of role models on career aspirations, career choice, and attitude toward nontraditional careers. Influential mentors: Mentoring benefits the mentee, the mentor, and the organization and has been shown to prevent women from leaving engineering programs.	• Ensure positive role models. Universities can be a resource for elementary and secondary schools to ensure that a positive image of women in science, technology, engineering and math education (STEM) is established early on. • Showcase role models with good work/life balance. Provide young women with opportunities to interact with role models who blend STEM careers and family. • Provide training and support for mentors and mentees as training has been recognized as instrumental for the success of mentoring projects. • Choose the mentoring format that fits the educational setting. Mentoring approaches range from e-mentoring to one-to-one pairs to supported groups. • Provide positive, attainable role models. This methodology has been shown to be effective for college students (little research has been done for pre-college students). Parents are also encouraged to seek opportunities for girls to have positive contact with women working in the fields of math and science. • Conduct nontraditional student support groups and peer counseling. Studies have identified the following retention strategies as effective: access to nontraditional student clubs and team support systems, and participation in math clubs, competitions, and after-school programs.

X. Financial Literacy

Financial literacy is often a core component of youth entrepreneurship programs and, increasingly, is being taught to children and youth in schools as understanding money is recognized as a fundamental life skill. For young, at-risk women, financial literacy may be some of the most relevant education they will receive. For this reason, it is important to consider carefully the starting point for the young women your program serves, and how to tailor the training accordingly, based on their basic literacy and how comfortable they are with simple math.

Tool in this chapter:

- Seven key components to financial literacy for girls and young women, which is especially useful for those who expect to be self-employed or entrepreneurs

TOOL: TALKING ABOUT MONEY

There are many reasons why financial literacy is important both for individuals in their daily lives as well as for potential entrepreneurs. Young women may not be comfortable with managing money, especially if they have had little experience being part of financial decisions in their families. Having this skill is a key element of empowerment more generally. For young women interested in entrepreneurship, financial literacy is critical:

- Entrepreneurship is risky, by definition. In order to help minimize risks, young women need to be smart about how they earn and use money.
- As business owners, young women will be interacting with others who will likely have a lot of knowledge about money and some may try to take advantage of those new to the business world.
- In order not only to launch an enterprise, but keep it going and turn a profit, young women will have to know the essential concepts related to borrowing, earning, saving and spending money, all of which are critical components of basic money management and, ultimately, survival.

Key Components to Financial Literacy

Component 1: Earning

Earning usually refers to **getting money in exchange for work**. Additionally, young women also sometimes get pocket money from their parents, or as gifts from relatives, boyfriends, etc. The money earned is called income, and can be used for two important things: saving or spending. (In the case of the latter, the “spending” can also be in the form of investing or reinvesting in the business venture.)

To focus on earning income, you might suggest that a young woman interested in entrepreneurship ask herself the following questions:

- 1) Why do I need to earn money?
- 2) What is my current total financial need?
- 3) What are my current sources of income?
- 4) What is the regularity of each of these sources? (for example, an occasional small gift of cash versus a steady weekly wage)
- 5) How much of my total financial need do I expect or hope that a new business might cover?

Component 2: Saving

Saving simply refers to **putting money aside** in a safe place rather than spending it. In some places, it is possible to put money in a bank, in other locations, this may not be feasible for a variety of reasons (distance to the bank, young woman’s safety, lack of mobility, lack of required identity documents etc.). Figuring out a safe yet accessible place to store and save money is essential both for a young woman’s personal savings as well as capital for her small business. Saving and protecting cash become even more important when a business begins to make a profit that can be reinvested in future growth. Young women face considerable challenges using many savings options. Formal savings accounts/mechanisms often present conditions which are difficult for young women to meet, such as: a minimum balance, a waiting period before withdrawal can be made, limitations on the frequency of withdrawal without penalty, age requirements with “adult” co-signature to guarantee the account for those not meeting the minimum age, residence requirements. In most communities in the world, traditional communally-monitored savings mechanisms have long existed because banking systems have been limited. They allow members to make weekly or periodic contributions to a fund which will, at some point, be returned to them as a lump sum, so they can use it for a business, housing, school or other major need.

To help a young woman begin to think about saving, you might consider asking her the following questions:

- 1) What do you expect to do with the initial money you earn?
- 2) What percentage of it do you hope to save?
- 3) Where do you think might be a safe place to store the money earned?
- 4) Will there be others who think the money you earn might belong to them? (parents? boyfriend? husband?)

Component 3: Spending

Spending refers to **using money to buy something**. It is helpful for program participants to understand about trade-offs of time and money, especially given how much time it will likely take a young woman to start a small business.

Consider asking a young woman the following questions:

- 1) What will be the opportunity costs of your spending time and money to launch a new business? What will you not be able to do or have because you are concentrating on your new business?
- 2) Are there issues that you need to think about in advance (such as childcare) to help ensure that you have adequate time to do what you need to do?
- 3) Are there ways you can think of to cut costs or save time in other parts of your life in order to conserve time and money for your new business?

Component 4: Borrowing

Borrowing, in this case refers to using funds with the intention of returning them, often with “interest.” In some locations money lenders are the only source of borrowing, and potential borrowers may not realize the potential cost of high interest rates charged, so raising awareness of this issue is critical.

Some foundational questions related to the concept of borrowing could include:

- 1) What amount of money is the minimum you think you need to start your business? Of the borrowing options available to you, what do you think will work best for you? Some factors to consider include:
 - Is the interest rate on the loan fixed (e.g. always the same) or does it vary?
 - How does the rate compare with others available?
 - What are the first and last payment dates?
 - Can you pay off the loan at any time? (If so is there any penalty for doing so?)
 - Are there fees other than interest payments?
 - If I cannot make a payment, what will happen? Are there other penalties?
- 2) What concerns you most about borrowing funds and what kind of contingency plans could lower your risk?

Component 5: Managing

Managing money refers to dealing with finances, in general, and usually starts with creating a plan and following it as an individual or business earns, spends, saves, and borrows money. One of the most important management tools for working with money is a **budget**. It provides a step-by-step guide to help achieve set goals. It is an organized way to look at and understand what money comes in (and when), what money goes out (and when).

Component 6: Capital

Capital refers to money (cash in hand), goods (in kind) or credit (borrowed money) for purchase of inputs that an individual intends to invest in her business. Cash in hand and in-kind goods are generally considered “inputs” for a business while credit—because it must be repaid typically with business profits—becomes first an “input” and then an “expenditure” for a business. Programs can help young women to think through existing and potential sources of cash that could be used as capital to help start or develop a business. Girls and young women (including those not involved in regular, paid work) often receive cash as gifts or even spending money from family or others.

They may have earned small amounts of cash, or may have managed to save small amounts from money given to them to pay for school supplies or other necessities. Young women also may be able to identify supporters within their communities—teachers, leaders, successful small business owners—who are able to provide some small amount of start-up cash with no restrictions or expectations regarding future control over the business or the young woman’s choices. Organizations sometimes provide small grants as capital to help young women test new skills in their first business venture, without incurring financial risk. This is particularly useful for younger women who have less experience running a household budget or business.

Component 7: Credit

Credit is a temporary loan of cash (or a line of credit to enable clients’ buying power), with conditions, that must be repaid with an additional amount called “interest,” or the cost of borrowing the money. Credit may be provided for “productive investments” such as those related to building a business, or for consumer needs, such as building or expanding a house, buying a car, financing an education, or dealing with a household crisis (e.g. a dramatic loss of income due to death, illness or crop failure). In practice, a loan to expand a home or even buy a car may be a “productive investment” if a business is based within a home or relies on a personal vehicle—a common situation for girls and women. However the terms for these loans may be stricter, and girls and women face significant challenges if they do not or will not own or have sole use of the property in question.

Longer-term loans from a bank or other financial institution

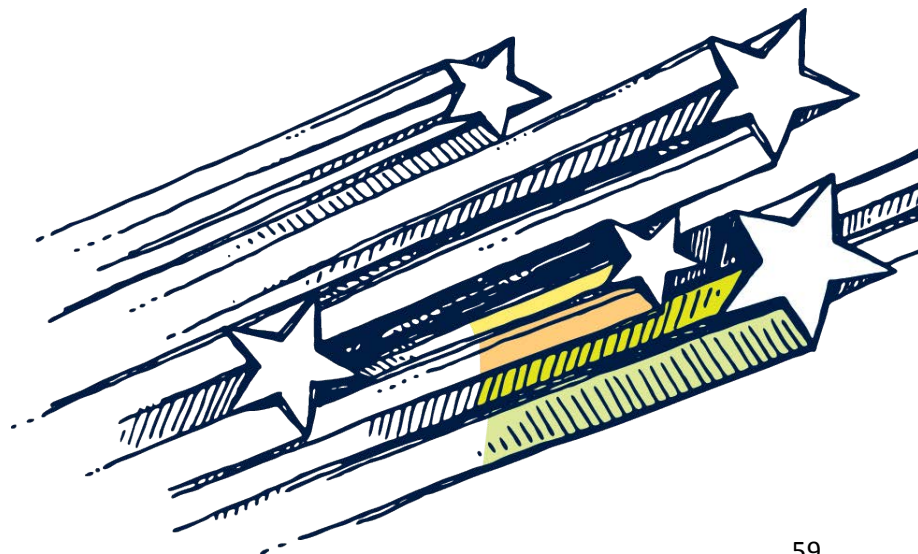
These loans are provided to individuals, households or businesses. The financial institution typically requires that collateral be provided to guarantee repayment and banks typically charge the borrower a percentage interest on the loan base on national standards, or the inflation rate and/or the size or terms (e.g. length of repayment) of the loan.

Shorter term or quick loans with very high interest rates from local money lenders

Such loans are given by individuals who know the community and can gauge the urgency of the need thereby providing “quick credit” but often with exorbitant conditions. This well-established and often unreliable source of credit has long been the only option for those in areas with no access to formal banks or lacking the time or resources needed to use the formal system. In addition to the very negative impact of high interest rates (as high as 300%), the social pressures and power dynamics of such arrangements put young women at particular risk.

Loans (which do not require collateral) commonly offered by a microfinance institution or poverty-focused NGOs

These loans are designed to overcome poor people’s lack of access to formal banks. One of the most popular versions of this approach is the “Solidarity Group” Model, where a group of individuals applies for and receives a loan, and all or part of the loan is provided to one group member in turn. When the first member to receive a loan has reached a minimum level of repayment, a second group member can receive a loan, and so on. If one group member fails to repay, no members may receive a loan until that loan is paid, which requires the remaining members to pay it as they are “responsible” for all of the loans.



XI. Monitoring & Evaluation

The field of evaluation of adolescent girl programming is still new and even less evidence exists about what works and does not work in nontraditional income generation. Because there are not many tested tools and approaches available, and also because many organizations do not have specialized evaluation capacity or dedicated resources, some of the most productive questions organizations can ask are formative: “What works best...?” This section contains tools that relate to adolescent girl programming and are a good basis for adaptation, as they seek to measure changes in the young woman’s assets resulting from her participation in a program.

Tools in this chapter:

- Ideas to initiate implementation of monitoring and evaluation
- Worksheet to capture the Moment of Change for program participants
- Ways to gauge success for young women in your program

TOOL: IDEAS TO START IMPLEMENTING MONITORING & EVALUATION

How to measure increased decision-making:

- On the first day, have participants write a letter to their future self and ask them to write about how they see themselves at the end of the program. After they complete the program, have them open the letter and ask if they achieved their goal. When they read their letters, these should be recorded by the organization. They can also write a letter at that point to their future (working) selves.
- At the beginning of the program, ask participants to create a 'roadmap' about where they are and what they want to achieve. During the program and at the end of the program, measure where they are in relation to their goal.

How to measure increased income:

- Track the assets that they have accumulated over time, using a pre- and post-test.
- Together with participants, set clear benchmarks for the young women's career paths and then measure the number of girls who have reached these (for example, certain salary levels) post-program.
- Set up a bank account and, through a post-test, ask if she has accumulated savings.

Tracking girl participants when they leave your program:

- Keep in touch over the phone—create an up-to-date database of your participants as a phone call goes a long way to help participants stay connected.
- Ask participants to bring proof of employment when they come for alumni meetings.
- Ask participants to let you know when they have a change in employment status.
- Send out a questionnaire to each participant after the program has ended so you can track where they are now; you can send the same questionnaire at various points in time. To incentivize them to respond, you can hold a raffle (all completed questionnaires have the chance of winning a prize). You can also send out the questionnaires in a self-addressed envelope so it is easier for them to mail it back to you.
- At the time of registration, ask for two telephone numbers of individuals who the participants are not related to (friends/neighbors), so in case you lose track of a girl, you have the names and numbers of people who will likely know where she is, but would not have the same address or phone number as her.

Learning from negative outcomes:

- Have one-on-one meetings with participants who drop out of your program and her parents. Try to understand the reasons why she left the program.
- Re-frame her drop out—some participants may come back when their circumstances have improved, and this should be encouraged. Some programs use “walk in, walk out” to change the language of dropping out as being a negative outcome.
- During the training program, ask girls for feedback about what is not going well.
- Identify possible dropouts and assess the reasons that they have a higher probability of dropping out; create contingency strategies for these scenarios.

TOOL: CAPTURING THE MOMENT OF CHANGE

Description: The Moment of Change is a narrative tool that consists of three questions that ask a girl to describe her life before joining the program, what her life is like after joining the program, and what she learned (about herself, her community, or the world). Each participant writes the changes that she observed in herself as a result of participating in the program.

Purpose: The aim of this exercise is to obtain a narrative account of the transformation experienced by each participant.

Who will administer this tool: Mentors/facilitator will administer this tool with program participants.

Materials Required: Copies of the Moment of Change form (found on the following page) and pens.

Questions:

Name:

Age:

Year in School:

Family Members:

Organisation:

Village/City:

Q1. What was my life like (before)?	Q2. What is my life like (after)?	Q3. What did I learn about myself, my community, the world?
<i>Ask the girl to think of what her life was like before joining the program.</i> <i>What challenges was she facing? Did her family support her? How did her community treat her? What are her dreams for herself?</i>	<i>Ask the girl to write down how her life changed after joining the program.</i> <i>Is she still facing the same challenges? Did she overcome some challenges? How? Does her family and community treat her differently? What are her dreams for herself now?</i>	<i>Urge the girl to write down the things she learned about herself that she did not know before.</i> <i>What did she learn from others?</i> <i>What did she learn about her community and society?</i>

Notes:

- 1) This tool provides narrative accounts of the changes felt by the participation.
- 2) The responses can be used for thematic analysis. The recurring themes can be tallied to understand the kinds of transformation felt by a cohort of participants. For example, if you want to measure increased recognition of equality with boys then count the number of girls who mentioned this in their narrative. You can present your findings for the cohort in a bar chart and can also be compared across cohorts.
- 3) The change of the individual participant can also be measured by assessing if there has been a positive, negative, or neutral change in relation to before her moment of change and after. This can be tracked by using a scale of -1 (negative change), 0 (no change), and 1 (positive change).

Moment of Change

Who is she?

Name:

Age:

Village/city:

Year in school:

Family members:

What was her life like? (before)

What is her life like? (after)

When did it happen? Where did it happen? Why & how did it happen?

What did she learn (about herself, her community, her world)?



moment of change
(joining the program)

TOOL: GAUGING SUCCESS FOR THE GIRL

What is success?

As you think about the kind of evaluation that you are planning, one of the first steps is to decide what you want to measure. As we discussed, being able to differentiate between the overall goal and vision that you have for the girls in your program, and the steps along the way that will let you know that they are on the path to reaching that goal, will simplify your evaluation work and allow you to get meaningful information.

First: What is the overall goal and vision of your organization? What is the big, long-term goal that you have for the girls in your program?

Second: What are the assets that you are trying to build within the girls themselves?

Third: What questions will you ask to measure each asset?

Fourth: Think about what tools you will use to gather the information about each of these changes that you would like to measure. Will you use a short survey and include several questions? Will you have some focus groups? Use the next chart to think through the different tools:

TOOL	ASSET/INDICATOR TO BE MEASURED
Eg. Quantitative Survey	Has Savings
Eg. Focus Group Discussion	Understands the Importance of Saving
TOOL	ASSET/INDICATOR TO BE MEASURED



Human assets

(skills and knowledge, ability to work, good health, self-esteem, bargaining power, autonomy, control over decisions)

- **Confidence (agree/disagree)** Please say whether you agree or disagree with each statement, as it applies to you:
 - I feel I am as important as other members of my family.
 - I feel as capable of doing many things as other people.
 - I am not satisfied with the relationships I have with the people around me.
 - I feel like I have a number of good qualities.
 - I am inclined to feel like I am a failure.
 - Many times I feel I am not important.
 - I can express my ideas to others.
 - People like me can make a positive impact in the community.
 - I feel as intelligent as most other people my age.
 - I sometimes feel worthless.
 - I do not have hope for my future.
 - I am optimistic that I will have a better life than my parents.
 - Parents should place more value on children's education.
- **Agency/self-efficacy: life decision-making**
 - Who mostly makes decisions about the following? (Answer Options: I do, I do together with someone else, someone else does)
 - Whether you can socialize outside the home
 - Whether or not you go to school, or study
 - Who you will marry
 - When you will get married
 - Whether or not you should have sex
 - Please say whether you agree or disagree with each statement
 - I need someone's permission before I leave the house.
 - I need someone's permission before I visit a friend.
 - I need someone's permission before I spend money.
 - I need someone's permission before I look for work.
 - If it were your choice, at what age would you like to be married, if ever?
 - What would you like to be doing in two years?
(Probe for work, education, marriage or where she would live)
 - I believe I can negotiate condom use with a partner.
(agree/disagree)
 - I believe I could refuse to have sex even if someone was pressuring me.
(agree/disagree)
 - Are you able to decide on your own whether to keep all your earnings?
 - Who decides how you will use your money?
 - Myself only
 - Myself and my boyfriend/girlfriend
 - Myself and a relative
- **Skills and knowledge: work seeking**
 - If you wanted to start your own income-generating activity/business, what are three things you would need to think about before doing so?
 - Please name three income-generating/business opportunities that exist your community.
 - Please list two kinds of unsafe work.
 - Please list two kinds of safe work.
 - Have you thought about what kind of job you would like to have?
 - Where can you get information about business training?
 - Where can you get information about job training?
 - Have you ever tried to start an income-generating activity?
 - Please name the steps you could take to look for a job.
 - Have you ever received any vocational training (y/n)?
 - Have you ever spoken in public (in front of a crowd)?
- **Skills and knowledge: self**
 - Do you know how to read/write?
 - Do you know how to play traditional games?
 - Do you know how to kick a ball?
 - Is female genital mutilation illegal?
 - What is the legal age of marriage in this country?
 - What is the name of the district where you live?
- **Skills and knowledge: health**
 - What are the main steps in proper hand washing?
(is the answer correct/incorrect)
 - When are two times that it is important to wash your hands?
(is the answer correct/incorrect)
 - What are the signs of diarrhea in a child?
 - When should a child with diarrhea be taken to the clinic?
- **Access knowledge**
 - What is the nearest emergency health service?
(is the answer correct/incorrect)
 - Have you been to an info session on HIV?
 - Do you know where to go if you wanted to get tested?
 - Have you ever had a health check up?
 - Have you had a visual/hearing screening?
 - Is there a youth club in your neighborhood?
 - Have you ever been to the youth club?
- **Skills and knowledge: financial literacy**
 - Do you know where the nearest bank is?
 - Have you ever been inside a bank?
 - Have you kept track of how much money you make?
 - Have you kept track of how much money you spend?
 - What are two reasons why savings is important?
 - What is one informal way to save money?
 - What is one formal way to save money?
 - Do you know where to go if you wanted more information on a financial service?
 - What are two obligations of a loan?
 - How often do you deposit money into your savings?

Financial assets

(cash, savings, loans and gifts, regular remittances or entitlements)

- **Employment and earning**
 - Have you ever spent time actively looking for work? Last 12 months? Last month?
 - Have you ever undertaken any kind of work, whether for yourself or for other people, for which you have earned money? In the last 12 months? Last month?
 - What type of work was this? (have locally relevant categories available)
 - How much money did you earn? (per day, per hour, etc.)
 - Was this work a type you would have chosen? (or something to indicate whether forced/coerced work)
 - What are two characteristics of unsafe work? (is the answer correct/incorrect)
- **Savings/ financial decision-making**
 - I have a financial goal. (yes/no)
 - I am saving money in order to do or buy something specific. (yes/no)
 - When you have money, do you plan ahead for how to spend it?
 - I have savings/ I am saving. (yes/no)
 - I am saving for something specific—or some other indication of having a financial goal. (yes/no)
 - I have some money I keep in case of an emergency. (yes/no)
 - How much money do you have in your savings?
 - Have you ever tried to open a bank account? (if yes, were you successful?)
 - Have you ever borrowed money?

Physical assets

(land, housing, jewelry, shoes, clothing, productive assets, tools and equipment for business activities)

- **Household level**
 - Does your household own any of the following assets? (Could also ask if personally owned, as appropriate. Lists should be tailored for what is relevant in a particular setting. For example, Kenya included: radio, television, kerosene lamp, productive tools (i.e. sewing machine), mobile phone, refrigerator, furniture, bicycle, motorcycle, automobile, house, land, small/large livestock, savings, jewelry.)
- **Personal level**
 - Do you personally own any of the following: (above list tailored for what is relevant in a particular setting)
- **Citizenship**
 - Do you have any of the following identification documents: birth certificate, ID card?
 - Do you have a CV/resume?
 - Do you have any degrees/diplomas/certificates of achievement?

SAMPLE PROGRAM EVALUATION FORM

Member Evaluation Form

Note: This form is designed to be completed by the girls themselves in writing. Please adapt the questions to suit your specific program goals and activities. Feel free to fill in your program's name.

1. What have you learned from (this program)?
2. What more would you like to learn at (this program) that you have not yet learned?
3. What is your favorite activity at (this program)?
4. What is your least favorite activity at (this program)?
5. What would you do to make (this program) better?
6. What would you do to make your life as a young woman better and that of other young woman in this community and (this program)?
7. What do you think is (this program)'s impact on this community?
8. How can (this program) better impact the community?
9. Has (this program) had an effect on your life? If so, how?





xii. additional resources

Ensuring a Gender Lens

- Save the Children, “Engendering Transformational Change: Gender Equality Program Guidance & Toolkit” pp. 66, 68, 93-99, 99-105, 107 http://resourcecentre.savethechildren.se/sites/default/files/documents/gender_equality_program_toolkit_2014.pdf
- National Alliance for Partnerships in Equity, “Checking your School for Sexism” <http://www.napequity.org/nape-content/uploads/10h-CheckingforSexism.pdf>
- Wider Opportunities for Women (WOW), “Building Cultural Competency & Respect for Diversity” (Pink to Green Toolkit) http://www.jff.org/sites/default/files/2.2_PinkToGreen_070912.pdf

Working with Parents and the Community

- Save the Children, “Engendering Transformational Change: Gender Equality Program Guidance & Toolkit” pp. 93-99 http://resourcecentre.savethechildren.se/sites/default/files/documents/gender_equality_program_toolkit_2014.pdf

Content and Program Design

For Organizational Staff

- Girl Effect, “Your Move” pp. 29-30 – checklist for mapping the girl-friendliness of your program on adolescent girls
- World Health Organization (WHO), “Different Needs – Equal Opportunities” (IASC Gender Handbook) http://www.who.int/hac/network/interagency/b5_livelihoods.pdf

For Girls

- EMpower, “Social Network Mapping” – coming soon to the EMpowerweb.org website
- Population Council, “Needs Assessment” (Girl-Centered Program Design Toolkit) pp. 22-34 http://www.popcouncil.org/uploads/pdfs/2010PGY_AdolGirlToolkitComplete.pdf

Recruitment of Participants

- Wider Opportunities for Women (WOW), “Assessment Questions and Evaluation Criteria” (Pink to Green Toolkit) http://www.jff.org/sites/default/files/2.2_PinkToGreen_070912.pdf
- WOW & the US Department of Labor Women’s Bureau, “Seven Reasons for a Green Job” (Why Green is Your Color: A Woman’s Guide to a Sustainable Career) pp. 11-13 <http://www.wowonline.org/wp-content/uploads/2013/05/Green-Jobs-Guide-2011.pdf>
- MAVCC, “Strategies for Increasing Student Interest and Success in Nontraditional Programs” <http://www.mavcc.org/documents/StrategiesRecruitingStudents.doc>
- Girl Scouts, “What girls say about Science, Technology, Engineering, and Math” https://www.girlscouts.org/research/pdf/generation_stem_summary.pdf
- Population Council, “How do you get the girls you want into your program” (Girl-Centered Program Design Toolkit) pp. 52-61 http://www.popcouncil.org/uploads/pdfs/2010PGY_AdolGirlToolkitComplete.pdf
- Wider Opportunities for Women (WOW), “Assessing Organizational Capacity When Recruiting Women” (Pink to Green Toolkit) http://www.jff.org/sites/default/files/2.2_PinkToGreen_070912.pdf

Links to Employers and Markets

- Women’s Refugee Commission, “Market Assessment Toolkit for Vocational Training Providers and Youth: Linking Vocational Training Programs to Market Opportunities” http://womensrefugeecommission.org/joomlatools-files/docman-files/Market_Assessment_Toolkit_rev_2013.pdf
- EMpower, “It’s Her Business: A Handbook for Preparing Young, At-Risk Women to Become Entrepreneurs” English: http://www.empowerweb.org/wp-content/uploads/2013/06/ItsHerBusiness_English.pdf Spanish: http://www.empowerweb.org/wp-content/uploads/2013/06/ItsHerBusiness_Spanish.pdf

- MAVCC, “Apprenticeship Opportunities for Men and Women” www.mavcc.org/Corrections/Apprenticeopportunities.pdf
- Wider Opportunities for Women (WOW), “How Interviewers Assess Attributes” (Pink to Green Toolkit) http://www.jff.org/sites/default/files/2.2_PinkToGreen_070912.pdf

Post-Training Support or Mentoring

- National Alliances for Partners in Equity (NAPE), “Role Models/Mentoring and Other Support” (Nontraditional Career Preparation: Root Causes & Strategies guide) pp. 34 <http://www.napequity.org/nape-content/uploads/Root-Causes-Document.pdf>

Monitoring and Evaluation

- EMpower, “Understanding Self” – coming soon to the EMpowerweb.org website
- EMpower, “Girls’ Voices, Girls’ Priorities: Participatory, Innovative Tools for Capturing Girls’ Realities and Understanding Changes in their Lives” <http://www.empowerweb.org/wp-content/uploads/2013/07/Girls-Voices-Girls-Priorities-toolkit.pdf>

