

SECOND CHANCE EDUCATION PROGRAMME

OVERVIEW

Photos: UN Women/Priya Narain & Anika Kulkarni, Pablo Samuiza, Dulam Méndez, SisterWorks, Real Futures





Photo: UN Women

SECOND CHANCE EDUCATION FOR WOMEN

WHAT'S THE ISSUE?

Article 26 of the Universal Declaration of Human Rights states 'Everyone has the right to education'.¹ Education is a universal right, for all genders, in all countries, at all ages. The Sustainable Development Goal 4 aims to "Ensure **inclusive** and **equitable** quality education and promote **lifelong learning** opportunities for all".² There has been growing recognition of the importance of lifelong learning through the provision of adult learning and education (ALE). However, the enduring challenge for ALE is to **reach those who need it most**.³

In short: Women, especially those affected by crisis, are being left behind.

We live in a time of multiple, overlapping crises, including conflicts, natural disasters, health emergencies and the persistent and intergenerational challenges of racial, gender and economic inequality. Disadvantaged and vulnerable groups such as women in conflict, humanitarian and protracted crisis settings, as well as migrants, Indigenous learners, older citizens and people with disabilities continue to miss out, across life times and generations. Participation in adult education is lowest amongst those who have not had the benefit of education in their childhood. While there has been some progress in the participation of women at the global level, there remains an acute gap in the provision of ALE for women affected by crisis, who have missed out and continue to miss out on an education. Despite the increasing recognition of the value of adult learning and education, investment remains insufficient.⁴

Differentiation for the learning needs of women affected by crisis is largely absent.

Women face socioeconomic and gender-based barriers in accessing training and job opportunities,⁵ including poverty, early marriage and pregnancy, geographic

isolation, harmful social norms, discriminatory laws, unsafe learning environments, as well as poor infrastructure and learning content. These same barriers often side-line women from entering the digital world to learn online. One third of the world's population, 2.7 billion people, are offline. Women are disproportionately affected, and the situation is getting worse. Women now outnumber male non-users by 18 %, up from 11 % in 2019. Among the world's population that are yet to own a mobile phone, women again outnumber men, and this was by 39 % in 2022.⁶

Women who are excluded from the digital world cannot access opportunities for online learning.

The lack of investment to provide access to quality adult learning and education opportunities for women has detrimental knock-on effects like a declining global women's labour force participation rate of less than 47%, compared to men at 72%⁷ and missed opportunities in industry and economic growth. **Only 1 in 3 businesses have female participation** in ownership (33%)⁸. In the last decade, the exclusion of women from the digital world has shaved **\$1 trillion** from the gross domestic product of low- and middle-income countries. Without action, this loss will grow to \$1.5 trillion by 2025.⁹

UN Women is investing in face-to-face, online, and blended adult learning and education to reach those who need it most to **leave no one behind**.

¹ See <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

² See <https://sdgs.un.org/goals>

³ UNESCO. (2022). 5th Global Report on Adult Learning and Education – Citizenship education: Empowering adults for change.

⁴ Ibid.

⁵ ILO and UNICEF. (2018). *GirlForce Skills, Education and Training for Girls Now*. Geneva, ILO and New York, UNICEF, p. 7.

⁶ ITU. (2022). Measuring digital development: Facts and Figures 2022.

⁷ ILO. (2022).

See <https://www.ilo.org/infostories/en-GB/Stories/Employment/barriers-women#global-gap>.

⁸ The World Bank. (2022). See <https://genderdata.worldbank.org/topics/entrepreneurship>.

⁹ UN Women. (2022). Progress on the sustainable development goals: The gender snapshot 2022.



OUR SOLUTION

UN Women’s SCE programme was created to fill sociocultural, economic, systemic and structural learning and support gaps for adult education for women who have missed out. The SCE pilot phase rolled out in Australia, Cameroon, Chile, India, Jordan, and Mexico.



Second chance education is targeted at women who:

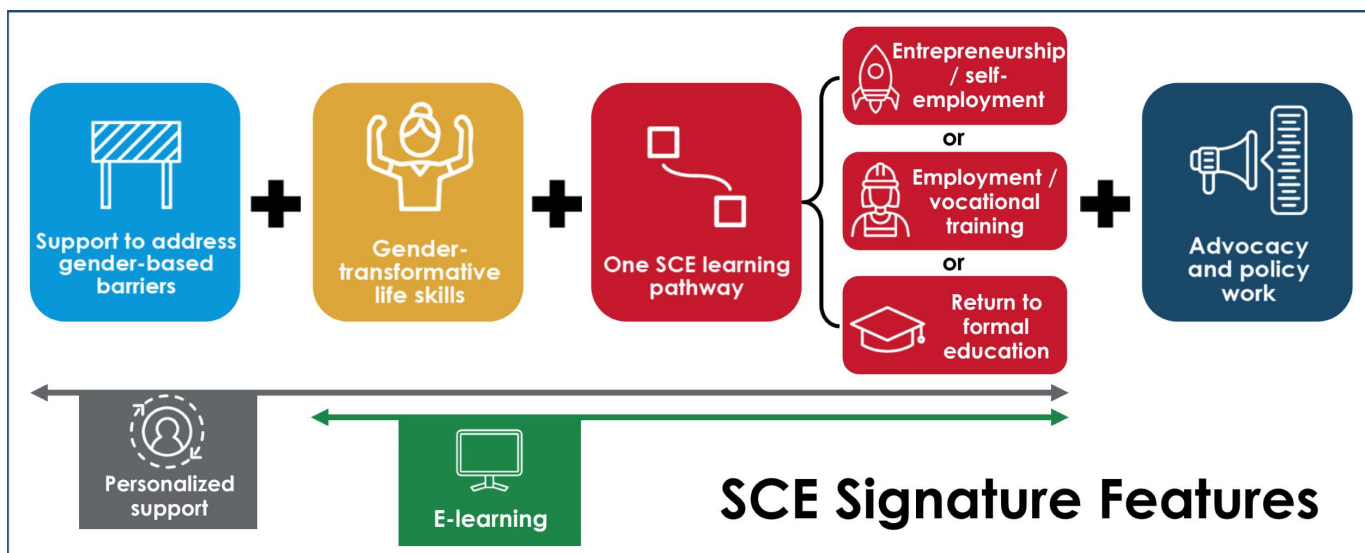
- Left school before completion or are unable to secure income generation opportunities to pursue self-determination, often due to poverty and/or discriminatory and harmful social norms.
- Live in a humanitarian or crisis-affected situation, including conflict and disasters, where schooling is disrupted regularly.
- Have various levels of education, including in some cases a complete education, but have been internally displaced or forced to move countries due to conflict, persecution or disaster. In their new home, they often need to begin again, including learning a new language and navigating life in a new location.

Overall, we are working with women affected by crisis. This includes women who face a combination of key barriers and vulnerabilities that prevent access to relevant educational programmes due to the crisis contexts in which they live.

These target populations include women and young women from the following groups:

- Indigenous women and young women, with a lack of access due to geographic and cultural barriers
- Survivors of gender-based violence
- Poor/ low income
- Early married and childhood pregnancy
- Conflict affected
- Immigrants
- Refugees, internally displaced groups and host communities.

UN Women spent the last four years focusing on evidence-informed adult education interventions that empower women to walk pathways that improve their self-determination, by leveraging vocational and life skill training to secure economic security through job opportunities and entrepreneurship, and to contribute to advocacy and policy reform to improve opportunities for second chance education for women. SCE leveraged strategic partnerships, holistic and multi-sector approaches, and innovative technologies to assist women in pilot countries to access high quality educational content, material, and learning opportunities.



OUR APPROACH

The SCE approach comprises four signature features underpinned by personalized support and e-learning to bridge the intersectional adult education and digital divide and leave no women behind.

Support to address gender-based barriers. Support is provided to remove the constraints to women's participation in SCE. Such support can include access to care services to alleviate the care burden placed on women, such as child, disability and elder care, safe and affordable transport to the hubs, and engaging with men in families and communities to build their support. It can also include referrals to complementary social services to access professional support for gender-based violence, housing, personal finances, health or other issues.

Gender-transformative life skills. Training and support in this area enable women to develop self-confidence, a sense of agency, and aspirations aligned with their interests, skills and circumstances. It is centred on an awareness of participants' strengths and the potential of all individuals, and the part that gendered roles, stereotypes and discriminatory norms play in everyone's lives. Gender-transformative life skills are context-specific and attempt to address intersecting inequalities. This training may provide the opportunity for participants to revisit, adapt or change established attitudes, behaviours and practices at individual, household and community level, often resulting in participants assuming new roles and responsibilities which may differ from socially expected gender roles. (UN Women, 2020) It is an essential foundation for subsequent training and for ensuring sustainable change to women's lives and community resilience.

One SCE learning pathway. Women usually participate in one of three pathways: entrepreneurship/self-employment, employment/vocational training or return to formal education. entrepreneurship/self-employment, employment/vocational training or return to formal education. Each pathway is a progression of courses based on a globally standardized curriculum with locally relevant content tailored to participants in language, imagery and type of media. Industry and government connections are provided to link participants to jobs or business development opportunities during and after training.

Advocacy and policy work draws on SCE's experience on the ground to advocate for removal of the structural constraints to women's participation in education, training and the workforce. It also advocates for reforms of laws, policies and financial frameworks and the introduction of government programming to enhance women's economic participation.

E-learning is offered in some form to all participants, whether SCE is delivered through physical hubs or entirely online. E-learning allows flexibility in the delivery of learning with in-person, online, and hybrid approaches used according to circumstances, making it easier for women to participate.

In addition, personalized support underpins women's participation throughout their SCE journey. It includes social and instructional support and can be provided through a range of approaches including mentoring, tutoring, peer networks and advisors.

SCE RESULTS AT A GLANCE

as of 31 December 2022

SCE APPROACH

A holistic global model with local solutions



learning

SCE participants have access to high-quality, customized courses across three learning pathways



earning

SCE participants improve their livelihoods by earning an income



social norms

Local communities, including men, support the empowerment and transformation of SCE participants



policy

SCE solutions are adopted into policy and funding mechanisms

PROGRESS



103 722

women enrolled



622

courses curated



39 202

registrants for online learning



50 611

graduates



3 034

graduates mentoring other learners



33 484

graduates earning an income



14 061

employed graduates earning an income



19 423

self-employed graduates earning an income



85

learning hubs



181

peer networks for SCE women



102

policy dialogues on women's right to education and vocational learning



69

national awareness campaigns on the importance of women's right to education and vocational learning

SCE LEARNERS are distributed among the following pathways



6 757

in return to formal education



23 089

in self-employment/entrepreneurship



22 702

in employment/vocational skills



72 602

in gender transformative life skills



SCE E-LEARNING

E-LEARNING

E-learning is an increasingly important SCE component in all contexts. Digital learning has been a key SCE offering since the start of the programme and since then, thousands of women have been introduced to e-learning for the first time. Local partners have been able to implement creative and innovative solutions to the barriers facing women learning online, which include the lack of digital devices, connectivity and skills, lack of confidence, and lack of relevant, relatable and contextualized content.

The result is an evidence base that suggests that well-designed e-learning – with personalized support, contextualized content and strategies for getting around the hardware and connectivity constraints built into programme design – offers a unique opportunity to reach women who have always been at greatest risk of exclusion. The 100% online SCE programme in Chile has been characterized by remarkably low dropout rates (10% in January 2023), while the blended learning approach in Mexico has seen an overall dropout rate of only 13% over 2019-2022.

The blended learning offered by many SCE programmes shows how e-learning can be adapted to meet the needs of women facing multiple challenges. Computers and connectivity are available in SCE hubs, often with on-site childcare, with face-to-face digital training that gives women the skills to participate in e-learning independently in the future.

E-learning gives them greater flexibility to study at their own pace, at a time and location of their choosing, with access to a safe virtual space for instructional support and social interaction and the option of asynchronous interaction by text. When accessible on smartphones, it means women without access to a computer can participate.

DIGITAL INCLUSION

For many SCE participants, e-learning has been a gateway into the wider digital world. It has proved transformational in those terms alone, as digital inclusion provides unique opportunities beyond education, in employment, entrepreneurship, citizenship and leadership. SCE's digital skills offering aims not just to equip participants for e-learning but to increase their digital literacy more widely. As with e-learning, strategies to get around the gender-based barriers faced by participants are built into the design.

SCE is seeking to extend and standardize its digital skill offering based on the framework used by UNESCO, which has five areas of competence: Information and data literacy; Communication and collaboration; Digital content creation; Safety; and Problem solving.^[1] The aim is to strengthen SCE participants' digital inclusion and enable them to participate in an ever more digitally connected world.



Photo: UN Women/Sonali Hedditch

PARTNERSHIPS

A vital component of SCE's model has been the diverse partners that have come together to offer a holistic second chance for women participants.

UN Women works with community-embedded local organizations who have the experience and community relationships to ensure effective grassroots implementation of the SCE programme and its signature features.

We offer a global model, and our partners localize our solutions.

We also work with governments to foster enabling legislative and policy environments to support women to pursue second chance education, and partner with governments to introduce second chance education programming for women and accompanying financial frameworks to ensure sustainable, high impact implementation. We can explore innovative financing solutions, such as Outcomes Based Approaches.

In addition, UN Women partners with the private sector to ensure workplaces are equipped to employ and retain women who are pursuing a second chance. Private sector stakeholders that champion digital skill acquisition and e-learning for women are also critical to our success, as are stakeholders that seek to procure goods and services from women entrepreneurs.

BHP Foundation has provided UN Women with the financial resources and technical support to deliver the Second Chance Education pilot. We are now pursuing partnerships with private sector organizations and philanthropic funds that would like to support UN Women to take this model to scale.

Our partnership model ensures a structural approach which is necessary to complement the holistic approach offered to each woman at the individual level. This model is essential to the sustainability and scalability of the SCE programme.

The chart below visually illustrates SCE's current global partners and by country. During the period 2024 – 2028, we are seeking partners that will enable us to double the number of countries in which SCE is implemented.



Photo: UN Women

— SCE PARTNERS —



AUSTRALIA

- SisterWorks
- City of Yarra
- Office for Women, Department of Premier and Cabinet
- City of Greater Dandenong
- Yarra City Council
- Melbourne Women's Fund
- Inner North Community Foundation
- Newman's Own Foundation
- Suez
- Tucker Foundation
- Victorian Women's Trust Ltd
- The Jack Brockhoff Foundation Ltd
- The Ian Potter Foundation
- Evans5fund
- Westpac Foundation
- Fouress Foundation
- 5point Foundation
- CCI Giving
- Australian Communities Foundation
- FRRR – FRRR ANZ Seeds of Renewal
- Merlyn Myers Fund
- Telematics Course Development Fund
- Scanlon Foundation
- Evans5fund
- Spotlight Foundation
- Ecstra Foundation
- Edward Wilson Estate
- Brotherhood of St Lawrence
- Department of Education, Skills and Employment
- Yarra Council (libraries-Richmond, Fitzroy)
- Belgium Neighbourhood House
- Collingwood Neighbourhood House
- Lynbrook Community Centre
- Coburg Uniting Church
- Melbourne Polytech
- Box Hill Institute
- Springvale Learning Centre
- St. Dominic Community Learning Centre
- Springvale Community Centre
- St. Dominic Community Learning Centre
- Springvale Community Centre
- The Global Consulting Group (GCG)
- Bendigo Council (Yo Bendigo venue)
- Girton Grammar School
- LEK Consulting
- Real Futures
- TAFE
- National Indigenous Australians Agency
- Angus Knight
- Wirrigan Group Pty Ltd
- Licence4Work
- Australian Catholic University via the Yalbalinga Higher Education Unit
- Traffic Operations Training and Management (TOTAM)
- Learning Sphere
- Yourtown
- Octec
- Allara
- Serco
- UST Global
- Muru Mittigar
- Many Rivers
- Salvation Army
- Civil Training Australia
- National College of Vocational Education
- Support The Girls Australia
- Bombshell Beauty Academy



CHILE

- Ministry of Art, culture and Patrimony – Programme Biblioredes
- PRODEMU
- INJUV
- Ministry of Women
- Ministry of Education
- Municipality of La Pintana
- Municipality of Puente Alto
- Municipality of Temuco
- Municipality of Antofagasta
- CLARO Chile
- Microsoft
- INFOCAP
- Veomás
- Acción Emprendedora
- AIEP
- Fundación Emplea
- UNHRC
- IOM
- ESO



MEXICO

- Ministry of Substantive Equality between Women and Men (SISEMH) of the Government of Jalisco
- Ministry of Women (SEM) of the Government of State of Mexico
- Municipality of Zapopan
- Municipality of Tehuacan
- Municipality of Zinacatepec
- Municipality of Lerma
- Municipality of Huixquilucan
- HP
- Intel
- CEMEX
- Megacable
- ProSociedad
- ProMexico
- SEPICJ
- UNICC
- UNDP



INDIA

- Ministry of Skill Development and Entrepreneurship, Government of India
- National Skill Development Corporation (NSDC)
- National Institute of Open Schooling (NIOS)
- Odisha Skill Development Authority (OSDA), Government of Odisha
- Skill Development, Employment and Entrepreneurship Department (SDEED), Government of Maharashtra
- Head Held High (HHH)
- Julaha
- UNAIDS
- Collective Goods foundation
- World Bank
- State Bank of India
- Professional Assistance for Development Action (PRADAN)
- Pratham Foundation
- Aga Khan Rural Support Programme (AKRSP- I)
- Shrishti
- Chaitanya Foundation
- Manjari Foundation (MF)
- Preservation and Proliferation of Rural Resources and Nature (PRAN)
- Aaina
- B Able
- Development Alternative
- National Human Resources Development Network (NHRDN)
- TATA Strive
- Ashoka Livelihoods for All
- PNB Housing and Finance
- Larsen & Turbo Infratech



CAMEROON

- Ministry of Women's Empowerment and the Family (MINPROFF)
- Orange Foundation
- BONET
- CAYSTI
- Positive Planet
- UNFPA
- UNHCR



JORDAN

- Ministry of Social Development (MoSD)
- UNHCR
- Arab Women Organization (AWO)



GLOBAL PARTNERS

- Learning Equality
- The Open University / Cobra Collective
- UNITAR
- ILO
- HP
- Tinkr
- RAND
- Brookings Institute
- Teach For All
- Global Business Coalition for Education
- Education Endowment Foundation
- Researchers and scholars



SCE CASE STUDIES

SCE AUSTRALIA

A PARTICIPANT'S JOURNEY

Photo: Real Futures



Shania is Aboriginal Australian. Age 21. Completed high school. Lives and cares for Aunty and family. Does not have driver's license. Would like a job and her own home to become independent



Photo: SisterWorks



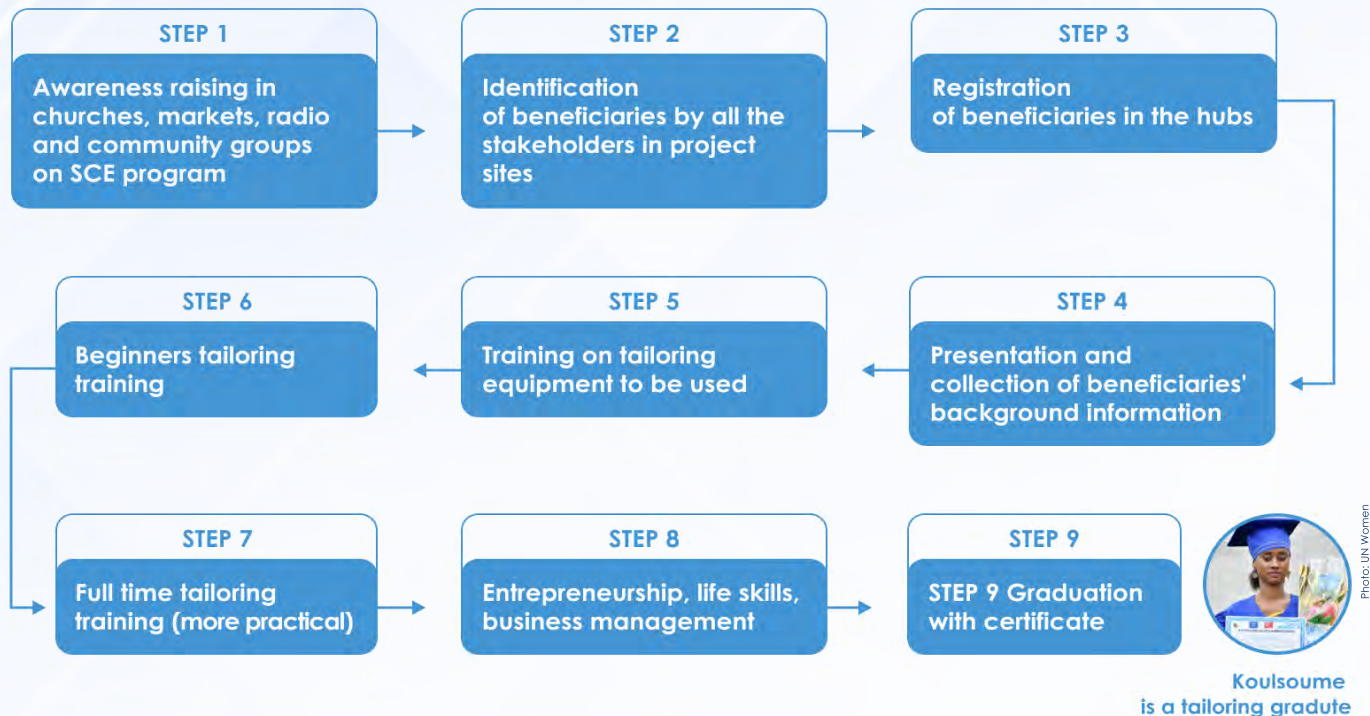
CHANTCRISTY'S STORY

Sister Chantcristy arrived in Australia in 2012 with her father, following a civil war in her home country. Shortly after, her father's health deteriorated, and she found herself having to be the sole caretaker of her father. She soon realized that issues such as cultural differences, language barriers, unfamiliarity with the way things were conducted in Australia etc. were compounded because of her background, religion and migration status. With her father unable to work, she also experienced helplessness, social isolation, depression. She was introduced to SisterWorks, and she enrolled in free classes, where she met women in similar situations. SisterWorks also gave her a chance to gain Australian work

experience by putting her on a paid contract on site to produce SisterWorks' products. She developed confidence, her English skills improved, she felt part of a community, and was able to contribute economically. The next step was to find more sustainable employment, and for her to garner enough courage and confidence to venture out of SisterWorks' safe space. With 19 other Sisters and accompanied by SisterWorks' staff, she went to the Accor Recruitment fair. The Employment Support team had created a resume for her, advised her on professional attire, and had assisted her, with an intersectional lens, on how to succeed in finding sustainable employment. She was assisted by the SisterWorks' staff to approach Chadstone Hotel, and she was given a position on the spot. The level of service provided by SisterWorks, tailored to the intersectional and individual needs of the Sister, helped her gain her first paid employment (outside of SisterWorks) in Australia.

SCE CAMEROON

A PARTICIPANT'S JOURNEY



MAÏRAMOU'S STORY

Maïramou is a 'small business' beneficiary in the UN Women's Second Chance Education program in Cameroon. She has 13 siblings. Her older brother is a motorcycle taxi driver, and the rest of her younger siblings go to school. Maïramou used to go to school too, but she left because she was always sick. In the neighborhood, Maïramou heard about the SCE program and its meetings in the neighborhood's administration office. Maïramou registered and trained to run a small business. After helping her parents with the daily housework, she sets her table stall at the market. Maïramou is happy that the trade is going well. "Sometimes I can sell 3500 to 5000 (4-7 USD) a day. It allows me to meet my small needs. I even manage to save a little. Customers even come to the house to buy things. And I was able to add a few items that I didn't have because customers were asking for them."

LEADER A'S STORY

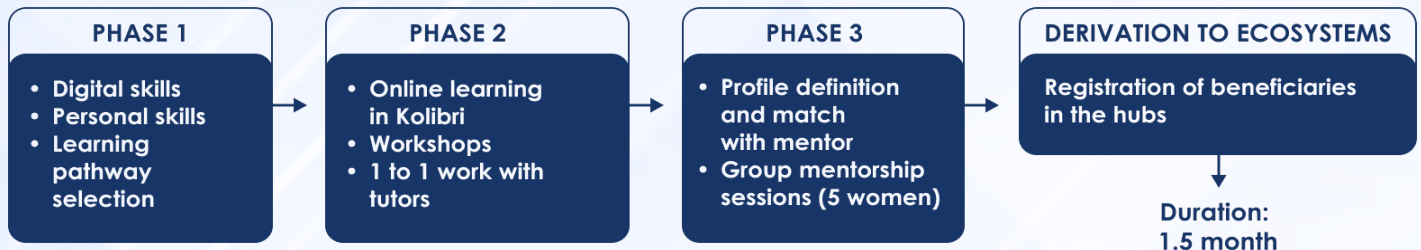
When the SCE project started in 2019, leader A in the Ngdam Refugee Camp area had no intention of encouraging her children to register as SCE participants. After watching the graduation ceremony of the first group of beneficiaries and realizing the increased level of economic empowerment in the communities, she changed her way of thinking. She registered her 16-year-old daughter to do tailoring in the Women's Cohesion Space instead of sending her to get married. After nearly one year of training, her daughter graduated and started sewing at home and earning an income. Leader A was proud to say that her daughter married as an economically empowered and self-reliant woman. She will be capable of supporting her husband financially in the upbringing of their children.



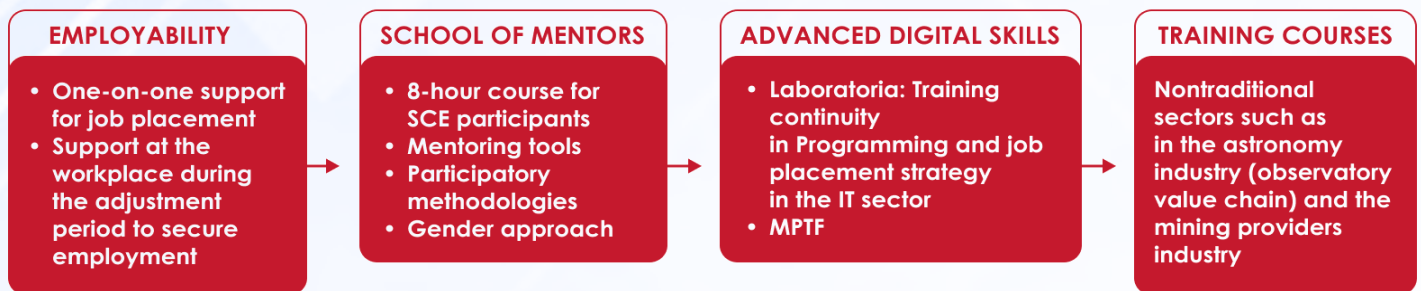
SCE CHILE

A PARTICIPANT'S JOURNEY

Methodology



Optional training/Training continuity



ALEJANDRA AND ISAMALENE'S STORY

Supporting women to find employment in the formal sector is a key component of SCE Chile. This is the story of Alejandra, a young professional who re-entered the labor market thanks to the Second Chance Education Program. After two years of an intense search, in July of 2021, after participating in SCE Chile, she began working in an area where she had always longed to perform, now she oversees the Gender Office of the Municipality of Cerrillos.

One of the target populations of the program are migrant women who face the greatest barriers to their economic empowerment in Chile. One of the Haitian women who participated and who saw her life positively impacted thanks to the program is 27-year-old Isamalene, who has been living in Chile for two years in Hornopirén, a rural area of southern Chile and whose objective is to install a beauty center.

The biggest learning barrier was the language, and she was thankful to the mentors for the accompaniment. Another challenge for Isamalene was to complement her studies with the care of her one-year-old daughter, Aisha. Both participated in all the sessions where topics such as the strengthening of personal confidence were addressed, through the recognition of their talents and abilities, activation and expression of their power, leadership, and the importance of networking.



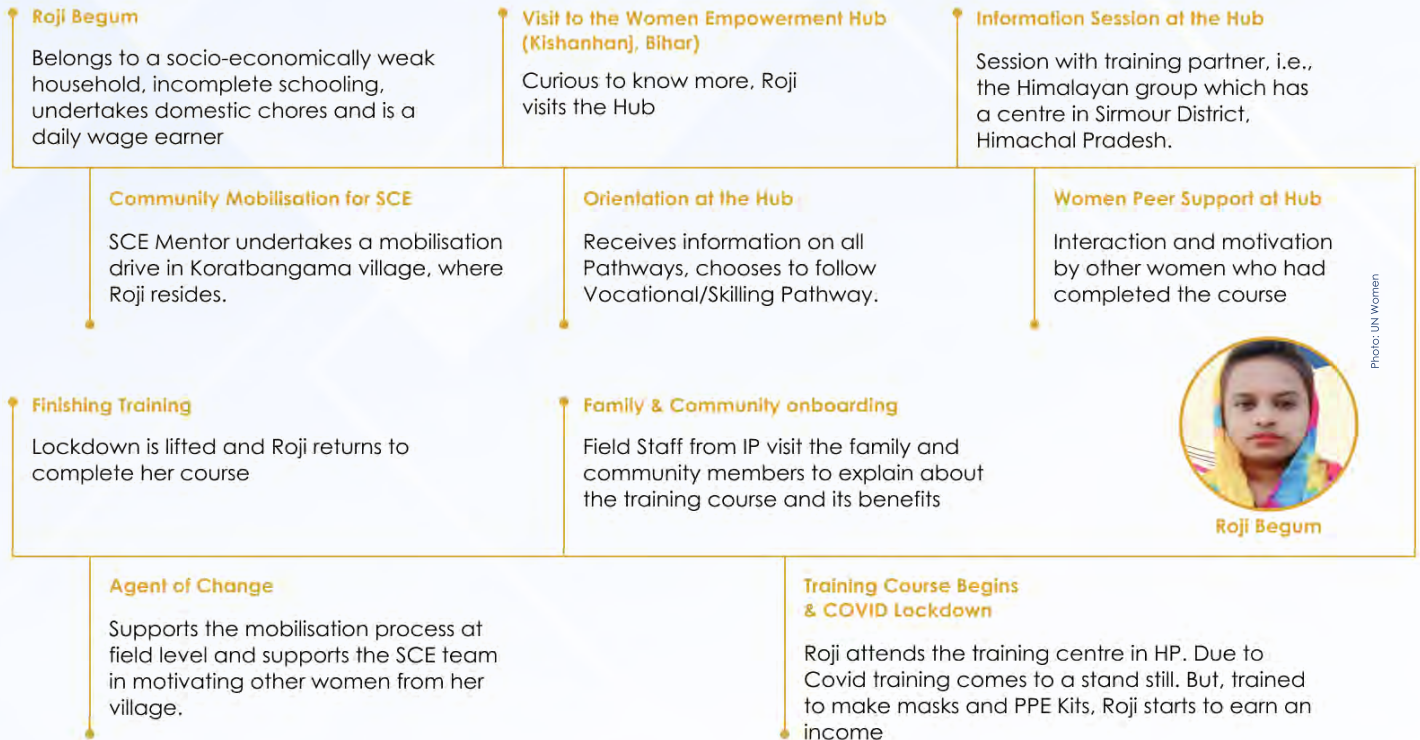
Photo: UN Women



Photo: UN Women

SCE INDIA

A PARTICIPANT'S JOURNEY



RASHMI'S STORY

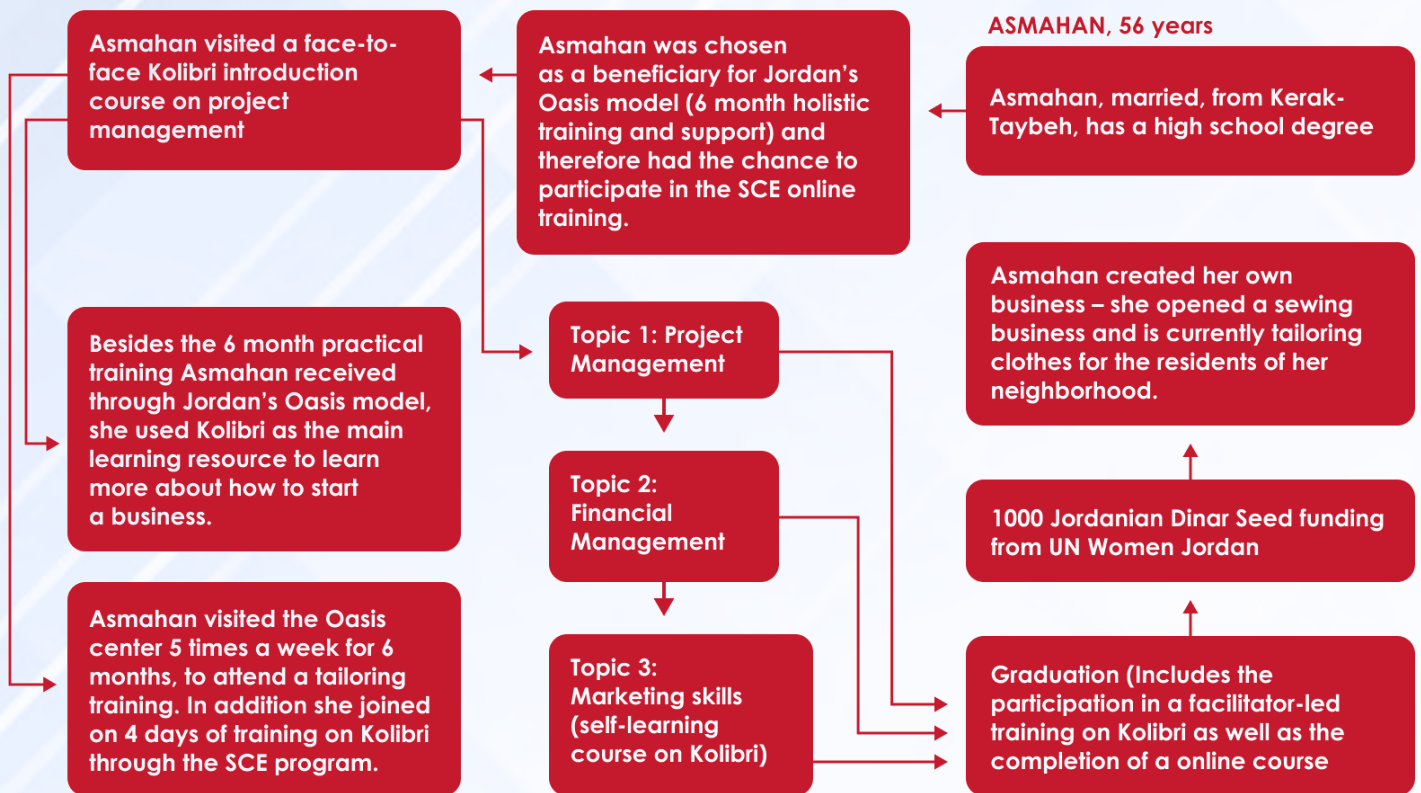
Many months ago, at the SCE introduction meeting, Magani Bai expressed her desire to cultivate vegetables in the multilayer farming system. From here, Magani Bai's journey started with the SCE program. When Magani Bai talked to her husband, Dev Kishan, about this multilayer farming idea, he refused. Here, SCE Cadar, Yashodta, intervened. Yashodta took the couple to Tara Didi's farm at Panchdevla village to demonstrate the benefits of multilayer farming. After the visit, Dev Kishan agreed to go forward with the idea. She started her journey with a loan of 8,000 INR (approx. 102 USD) from her Self-Help Group and technical support provided by SCE.

Although Magani Bai was a new farmer, she did a fantastic job with her cultivation. She cultivated cabbage with bitter gourd,

brinjal, chili, and bottle gourd. After harvesting gourd, they planted tomatoes. In this four-month cropping system, Magani Bai has earned 38,000 INR (486 USD) from two plots. The remaining plot, which is currently in the tomato harvesting stage, is expected to earn an estimated 10,000 INR (128 USD). Through this project in these four months, Magani Bai earned more than her husband, Dev Kishan. Looking at Magani's success, 12 additional sites are being prepared in Dhanet Kala village to promote multilayer farming - all thanks to Magani Bai's will and determination to try her hand at something new!

SCE JORDAN

A PARTICIPANT'S JOURNEY



ASMAHAN'S STORY

Asmahan is 56 years old, married and has a secondary education. She lives in Kerak-Taybeh. Asmahan started her journey with the Second Chance Education program in Jordan during the COVID-19 pandemic. She joined an online project management course explaining how to manage financial matters for family income or small projects.

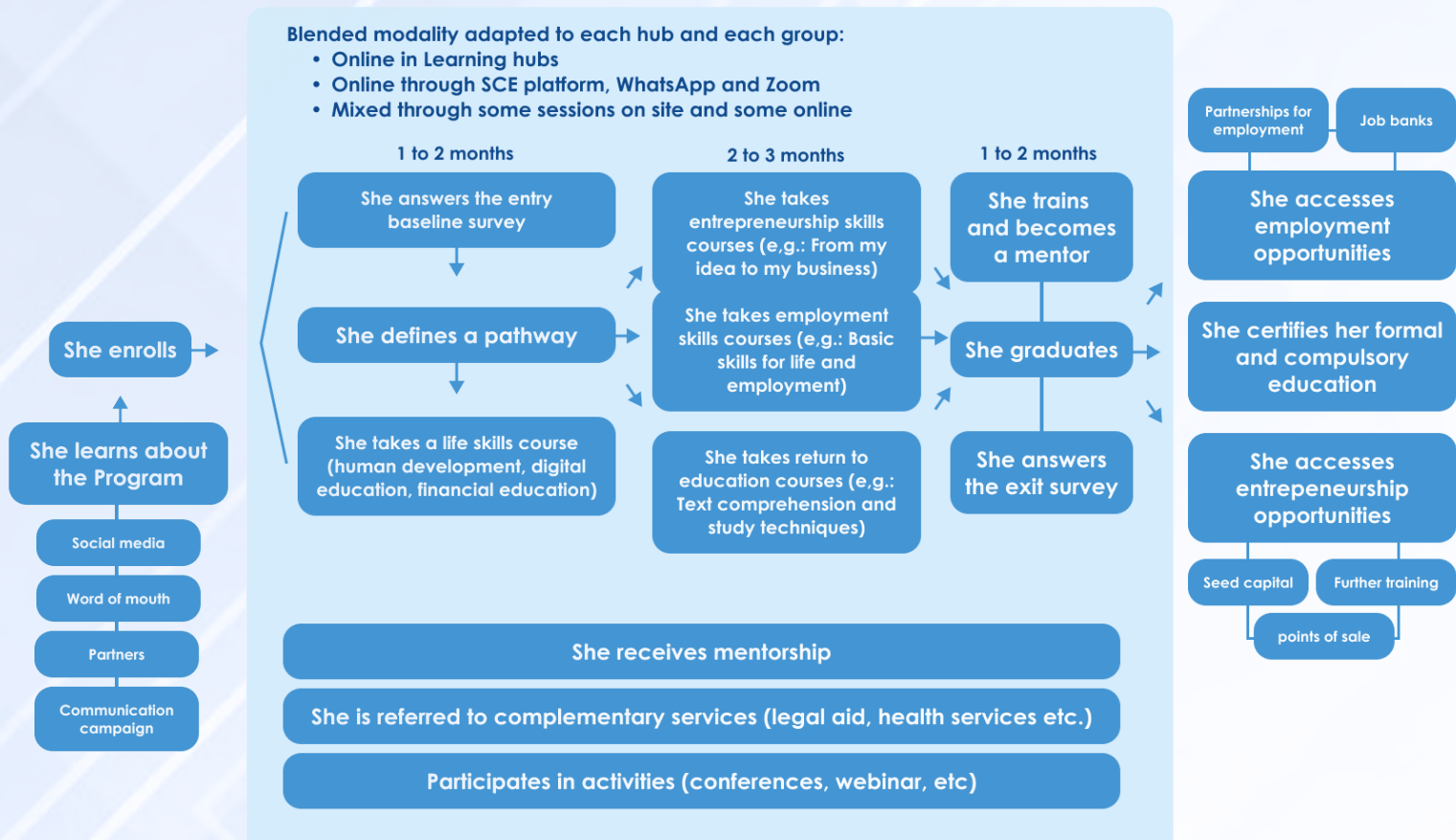
Since she gained practical skills in sewing through UN Women's Oasis model, where Asmahan participated for 6 months in tailoring training, she used her knowledge and the online training to submit a project proposal to UN Women to receive 1000 Jordanian Dinar seed funding. After receiving the seed funding, she started a small business. The grant was reflected on the family so that her daughter (Eram), who also joined

Second Chance Education courses and had previously joined an introductory course in tailoring and design, is a partner in this project. Asmahan and her daughter Eram were financed with two sewing machines, threads, and fabrics that helped them start implementing their project. Now Asmahan and her daughter sew clothes, bed sheets, and do repair work (e.g., shortening) for the neighborhood residents in her town using a small home sewing machine. She aspires to expand it further and increase marketing and production.



SCE MEXICO

A PARTICIPANT'S JOURNEY



ARELI'S STORY

Areli (25 years old, married with two children) is from Zinacatepec, Puebla. Areli had to drop out of high school when she was 16, because she was pregnant. In 2019, she found out about the SCE Program and was in its first generation. She started in the entrepreneurship pathway. She learnt how to manage a farming unit and now she has her own, which contributes to the family restaurant. Little by little, she became more confident and was able to graduate from high school with the support of the SCE. She has become a leader among the other graduates and participants.

Now, she manages her time between working in the farming unit and at the municipality where she became employed. She is a mentor and has inspired others to join the program.



Photo: AMO/Dziam Méndez