



**SCE HUB HANDBOOK**  
**A SAFE SPACE TO LEARN,**  
**CONNECT AND THRIVE**



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SCE HUB HANDBOOK  
A SAFE SPACE TO  
LEARN, CONNECT  
AND THRIVE



**SECOND CHANCE EDUCATION AND VOCATIONAL  
LEARNING PROGRAMME**

**UN WOMEN**

Geneva, 2023

Second  
**Chance**



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# ACKNOWLEDGEMENTS

Special thanks go to all those individuals who were extremely generous with their time and shared their experiences with the SCE global team by participating in either the production of the virtual hub tours or in the many online discussions and interviews.

# ACRONYMS

<b>CO</b>	Country Office
<b>GBV</b>	gender-based violence
<b>IP</b>	implementing partner
<b>IDPs</b>	internally displaced persons
<b>LEAP</b>	UN Women's signature intervention approach on Leadership, Empowerment, Access and Protection
<b>NIOS</b>	National Institute of Open Learning
<b>PSEA</b>	protection against sexual exploitation and abuse
<b>RP</b>	responsible party
<b>SCE</b>	Second Chance Education and Vocational Learning Programme
<b>SHG</b>	self-help groups
<b>TAFE</b>	technical and further education
<b>UNW</b>	United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)
<b>UNHCR</b>	United Nations Refugee Agency
<b>VHT</b>	Virtual Hub Tour
<b>WEC</b>	Women's Empowerment Centre
<b>WEH</b>	Women Empowerment Hub

# GLOSSARY

<b>Asynchronous</b>	Not occurring at the same time. Asynchronous learning means learners can study whenever they want and not according to a similar schedule as their peers.
<b>Blended learning</b>	Learning occurs through a mix of approaches involving use of digital resources. It is usually a blend of two or more of in-person training sessions, online self-guided learning, offline self-guided learning, live online sessions, and the use of individual digital resources during in-person sessions.
<b>Digital learning</b>	Learning grounded in digital resources or courses that may be online or offline. Digital learning can occur through the use of computers, phones and tablets.
<b>Face-to-face</b>	Sessions where participants and teachers/trainers meet in 'real time'. Often used to mean when people meet in person but can also refer to live online sessions where people meet in digital 'face to face' format.
<b>Facilitator</b>	Someone who acts in ways to make an activity easier. For the purpose of this guide it refers to anyone who supports SCE participants in achieving their goals.
<b>Hub</b>	The physical building or part of a building where SCE activities take place. Hubs may be referred to as SCE centres, women's centres, women empowerment hubs, learning centres, or other localized terms.
<b>In-person</b>	Training/learning where the participants and facilitator are in a particular location at the same time. It often includes a digital element like the viewing of a video.
<b>Kolibri</b>	An offline-first learning management system, managed by not-for-profit Learning Equality, used by SCE in Phase 1 of the programme (2018–2022).
<b>Mentor</b>	Someone who offers individualized, tailored support to an SCE participant. Support may be personal, technical and/or professional. In SCE, mentors are usually volunteers.
<b>Self-guided learning</b>	An approach where the learner chooses what to study and engages with the learning materials at their own pace and at times that suit them. They are not dependent on a trainer or facilitator for learning, although the latter may provide support. The learner sets learning goals and manages learning. Also known as 'self-directed learning'.
<b>Supported learning</b>	An approach that provides dedicated human support to learners, usually as they work through online learning resources. An example is a system where learners study online with online learning materials but are allocated a tutor who provides scheduled, regular, personalized support.
<b>Synchronous</b>	Study or learning that occurs at the same time. It usually refers to live sessions with a teacher, trainer or facilitator, which may be online or in-person.
<b>Tutor</b>	Someone who provides support focused mainly on students' learning, rather than (or sometimes as well as) on social or personal issues.

# 1. INTRODUCTION

## 1.1 About the SCE Programme

The Second Chance Education and Vocational Learning (SCE) programme was created in partnership with BHP Foundation in order to fill the gap in support for women who are often marginalized and left behind. As the name of the programme indicates, it provides them with a second chance to access learning and training opportunities and find pathways to economic empowerment. The SCE programme is now in its fifth year of the innovative pilot Phase I (2018–2022), which has been implemented across six very different contexts in order to create a broader evidence base for prototyping and model development for scale up. The country typology has included: a) Low and middle-income countries with high poverty pockets, Indigenous groups, exclusion and marginalization: Chile, India, Mexico; b) Fragile and crisis countries with mass displacement/refugees: Jordan and Cameroon; c) A developed context with Indigenous and marginalized groups: Australia.

Throughout the pilot phase, SCE has leveraged partnerships, using holistic approaches and innovative technology to provide comprehensive solutions for SCE participants in the shape of three learning pathways which are tailored not only to their needs as learners, but also to their future as earners. These may be offered in-person, online or through blended learning:

- entrepreneurship/self-employment
- vocational training/employment
- return to formal education.

In addition to these pathways, the participants are provided with gender-transformative life skills, which are tailored to their local contexts and specific needs. Participants are also supported through mentorship and peer support networks and are referred to any specialized social services they require. All these components constitute SCE's signature features as shown in Figure 1.

The goal of the programme has been to ensure that marginalized and displaced women and young women have access to and achieve high quality learning and employment outcomes. The programme has contributed to the following outcomes:

1. More marginalized women and young women access and benefit from high quality educational content, material and learning pathways.
2. More marginalized women and young women benefit from increased employment, livelihood and entrepreneurial opportunities.
3. Fewer marginalized women and young women are disadvantaged and denied education opportunities due to harmful and discriminatory social norms.
4. More marginalized women and young women have improved access to education and employment pathways through enhanced multi-sectoral policy and financing frameworks that enable scaling of successful SCE solutions.



Photo: UN Women

### SCE's signature features

These components, shown in Figure 1, give SCE its added value as a unique, innovative and holistic gender-transformative intervention. They create an environment that enables participants to not simply enroll in training but develop a sense of agency and tackle the practical, social and psychological constraints to participation and economic activity. This holistic approach means that women are more likely to complete the programme and sustain the benefits of SCE after graduation.



Figure 1. SCE's signature features



**Support to address gender-based barriers.** In addition to establishing the SCE Hub as a safe space for women, additional 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 for children, older people and people with disabilities, 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 plays 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 that may differ from socially expected gender roles. It is an essential foundation for subsequent training and ensuring sustainable change to women's lives and community resilience.

**One SCE learning pathway.** Women participate in one of three pathways: **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.

**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.

**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. It also builds digital skills for an increasingly digitalized world.

**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.

By 30 September 2022, the SCE programme had impacted the lives of 101,179 women who had enrolled in the programme through 529 curated courses across 83 learning hubs. Over 38,164 women had registered for online learning and 50,099 participants had graduated from the programme with 32,884 starting to earn an income, through either self-employment/entrepreneurship (19,015 women) or employment/vocational skills (13,869 women). SCE participants had taken part in the following learning pathways:

- 6,201 in return to formal education
- 22,441 in self-employment/entrepreneurship
- 22,326 in employment/vocational skills
- 67,859 in gender-transformative life skills



Photo: UN Women

## 1.2 What is an SCE learning hub?

The SCE programme is implemented in both physical and virtual learning spaces, depending on the country. This handbook predominantly focuses its attention on the physical learning spaces where SCE participants

are able to attend in-person activities. However, it also showcases best practices from implementing the programme in a 100% online modality in Chile. For more details on online learning in SCE, please refer to the publication "Our Space is Your Space – Experiences from the pilot phase of the Second Chance Education and Vocational Learning Programme SCE in Australia, Cameroon, Chile, India, Jordan and Mexico".

For the purposes of this handbook, an SCE learning hub should be understood as:

*A women-centred physical space wherein implementing actors and/or UN Women carry out learning and training activities connected to the SCE programme and the completion of the three learning pathways: entrepreneurship/self-employment, vocational training/employment, and return to formal education, in addition to gender-transformative life skills (including digital skills). However, in practice, the SCE learning hubs are much more than the physical spaces where the SCE programme is implemented. They become safe spaces where the women gather to share their experiences, socialize and access tools that enhance their self-esteem, promote their agency, and empower themselves as individuals and collectively.*

SCE learning hubs may be spaces that were exclusively created for the implementation of the SCE programme, or they may serve additional purposes as will be shown in the next chapters. Typically, the learning hubs are entirely run by experienced local implementing partners or responsible parties, but they may as well be operated by UN Women, such as is the case in the humanitarian settings where UN Women's signature Women Empowerment Centres (WECs) are utilized as learning hubs. For specific guidance on the WECs, please refer to the Humanitarian WECs Guidance Note.



Photo: UN Women

## Overview of SCE Learning Hubs

- Hubs are the **physical spaces** where **women participate in in-person activities**. Depending on locale, they may be called Women's Centres, Women's Empowerment Centres, Learning Centres, Oasis Centres, or other context-specific terms.
- Hubs should be **easy to reach and accessible** by public transport or on foot. They should be in well-lit, safe areas that pose no risk to women. If they are close to other services, it will be easier for women to attend. Sometimes an implementing partner (IP) or a responsible party (RP) can arrange transport to and from the hub (e.g., minibus) to help women who have difficulties with transportation.
- Hubs should be **accessible to women living with disabilities**.
- Providing a **space and activities for children** allows women with babies or small children to attend. Locating the hub near to childcare facilities is another solution.
- Hubs should be places of **safety and trust**, particularly for women who have suffered abuse or violence. Some hubs allow men by invitation only.
- Providing a **safe, private space** for women who have suffered **abuse or violence** can help them feel safe, talk to trusted staff, allow staff to arrange confidential referrals, and outfit rooms with beds to provide survivors of gender-based violence with a safe space to stay overnight.
- Hubs should be '**culturally safe**', so women feel comfortable expressing their cultural values, beliefs and identities. This can be encouraged by staffing hubs with women from the same culture, displaying (and commissioning) culturally resonant art and handicrafts, and working with culturally appropriate providers.
- Hub layout should make it **easy for women to socialize**, containing social spaces and **rooms for training and meetings**. Where possible, a garden or green area outside can work well as a social space.
- The layout and atmosphere should promote a sense of **ownership and belonging**: "This space is your space."
- **Partnerships** with organizations that provide **public spaces nationwide** offer great potential to be scaled-up, like public libraries in Chile where women can access computers and the Chilean online programme for free.
- Delivering the SCE programme in particular hubs along with **mobile outreach** for those living in isolated areas, or through an **online component**, makes it possible for more women to benefit from SCE opportunities.



Photo: UN Women

**Table 1. Location of the 83 SCE learning hubs across contexts in 2022**

Country	Number of learning hubs
Australia	19 including mobile hubs
Cameroon	22 including WECs
Chile	5 plus multiple virtual hubs
India	14 hubs
Jordan	8 including WECs/Oasis centres
Mexico	15 including hubs ran by government and private sector partners
<b>TOTAL</b>	<b>83 SCE learning hubs</b>



Photo: UN Women

### 1.3 Purpose, scope and methodology

Throughout Phase I of implementation, building the evidence base for what works and the local adaptations required to effectively implement the programme across the six pilot countries has been crucial in order to support scale-up efforts for Phase II.

This handbook provides guidance to implementing partners or responsible parties as well as UN Women staff and other interested stakeholders involved in the daily operations of the SCE learning hubs to ensure as much consistency across different contexts as possible.

The handbook walks readers through the most important areas of work that are required to run an SCE learning hub and highlights the specific approaches followed by diverse implementing partners or responsible parties and the characteristics that make their learning hubs unique. Some of the key areas covered by this handbook include location of the hubs, the equipment needed to carry out programme activities, the staff roles that are required to operate the hubs and the typical areas that hubs are comprised of in connection to the learning and training opportunities offered.

Given COVID-19 restrictions, the data collection for the elaboration of this handbook took place virtually through a two-prong approach: the recording of virtual hub tours (VHTs) and the completion of in-depth key interviews with individuals/teams running the hubs across the different contexts. A series of consultations and feedback rounds ensued. The VHTs are referenced across the document to allow readers to fully immerse themselves into the diverse SCE contexts and be “toured” around the hubs, listening firsthand from the individuals/teams running the hubs. A complete playlist of all the VHTs and written summaries of some of them can be found in the following section.

In an effort to reflect up-to-date best practices, this document is expected to be constantly updated through a consultative approach between the SCE global and country teams and IPs or RPs on an as-needed basis throughout the implementation of Phase II of the SCE programme. A live-version of this handbook will be accessible through SharePoint (for internal UN Women users) and Dropbox (for all other users) and a finalized, PDF version will be available on the SCE e-portal as well as in UN Women’s publications e-library.

For questions about how to use this handbook, support for developing plans for future SCE hubs and ongoing training opportunities connected to this handbook, please contact the global SCE Knowledge Management and Research Analyst. At the time of writing, this is María Fernanda Novelo Duarte [maria.novelo@unwomen.org](mailto:maria.novelo@unwomen.org).

### 1.4 SCE Virtual hub tours

In the midst of the COVID-19 restrictions of early 2021, many of the SCE IPs or RPs across the six pilot countries set out to film virtual tours of their learning hubs in order to showcase their facilities, equipment and the way in which they implement the SCE programme in their contexts.

As previously mentioned, there will be many opportunities to engage with the content of these virtual tours throughout this handbook. However, watching the full set of tours is highly recommended particularly for any readers interested in setting up a new SCE learning hub. These tours can be watched in their original languages or with English subtitles. Written transcripts and storylines for these tours may also be available upon request.

Click on or copy and paste in your favorite browser the following links to watch the tours or read some of the summaries below:

#### SCE Global

- [Entire playlist of tours](#)
- [COVID-19 adaptations video clip with English subtitles](#)
- [COVID-19 adaptations video clip with Spanish subtitles](#)

#### SCE Australia

- [SisterWorks virtual hub tour in English](#)
- [Real Futures virtual hub tour in English](#)

#### SCE Cameroon

- [Multiple-sites virtual hub tour in French](#)
- [Multiple-sites virtual hub tour with English subtitles](#)

#### SCE Chile

- [INFOCAP virtual hub tour in Spanish](#)
- [INFOCAP virtual hub tour with English subtitles](#)
- [AIEP Virtual hub tour in Spanish](#)
- [AIEP Virtual hub tour with English subtitles](#)
- [Acción Emprendedora Virtual hub tour in Spanish](#)

- [Acción Emprendedora Virtual hub tour with English subtitles](#)
- [Veomás Virtual hub tour in Spanish](#)
- [Veomás Virtual hub tour with English subtitles](#)

#### SCE India

- [The Manjari Foundation virtual hub tour in English](#)

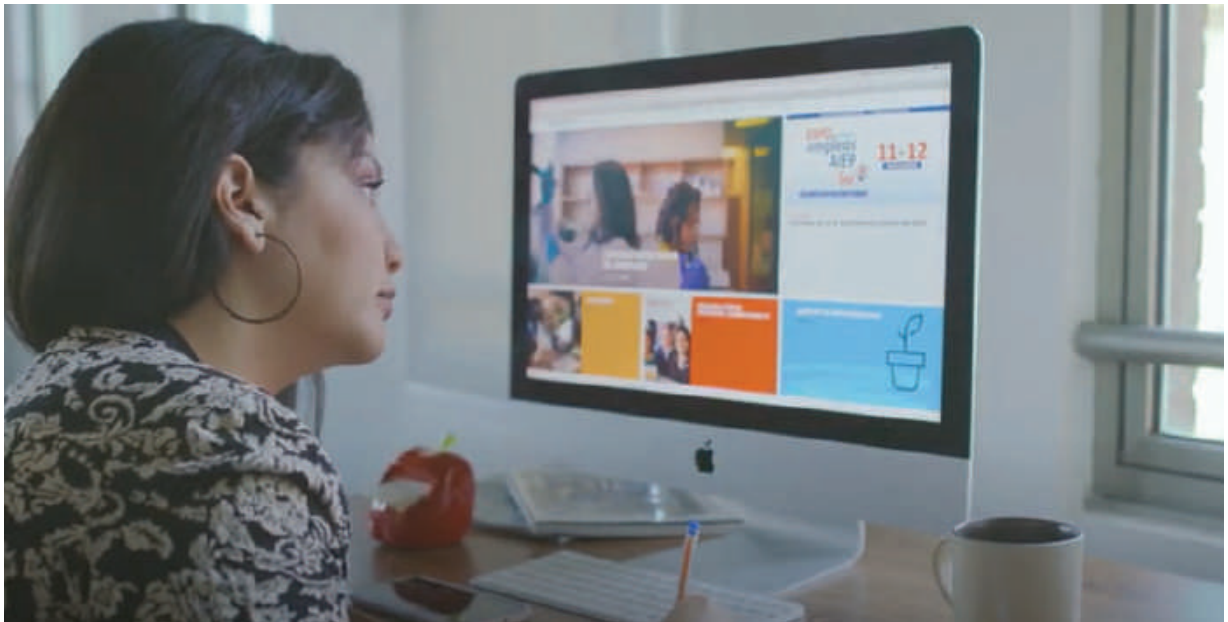
#### SCE Jordan

- [Arab Women’s Organization / Oasis virtual hub tour in Arabic](#)

- [Arab Women’s Organization / Oasis virtual hub tour with English subtitles](#)

#### SCE Mexico

- [ProSociedad / ProMéxico / CEMEX / local government virtual hub tour in Spanish](#)
- [ProSociedad / ProMéxico / CEMEX / local government virtual hub tour with English subtitles](#)
- [SEPICJ Puebla virtual hub tour with English subtitles](#)
- [SEPICJ Puebla virtual hub tour in Spanish](#)



Photos: UN Women

## I. Real Futures' Virtual Hub Tour in Australia

### Touring the hub

This hub tour was recorded when the COVID-19 pandemic was still at its peak in many parts of Australia. The tour begins by highlighting the facilities on the premises and the location of the Women's Business Second Chance Hub, which is not far from public transport routes. Wendy Yarnold, Founder and Chair of Real Futures, says she understands that women might be apprehensive stepping out, given the COVID-19 situation. She also adds that Real Futures has a minibus available to facilitate transport for women to the hub.

Debra Toseni, the Site Coordinator of the hub, gives us a brief overview of the entrance to the hub and the reception area, where women are welcomed and all relevant information is provided to them. Toseni then takes us through the training and staff rooms at the hub. She highlights the digital training facilities for participants and a common planning board on the wall that provides a meticulous schedule of all activities for the week. She then motions towards the kitchen space at the hub, open to all SCE participants and staff.

The hub provides sanitary items for aspirants (SCE participants), alongside shower rooms and toilets. There is space available at the hub for young children, who accompany their mothers. Wendy Yarnold believes it was necessary to provide a digital experience to the women in order to offer opportunities and prevent them from getting left behind in the digital world. In order to achieve this, women are provided with access to laptops, mobile phones and various learning apps.

Oneeva Tuuhetoka, Reach Out Officer at the hub, talks about the various courses on offer, on business administration, resume writing and community services, among others. She also takes us to the recreational playground and learning area for young children accompanying their mothers.

### Implementing the SCE programme

Wendy Yarnold says that as a space the hub is always evolving and believes in being organic and reacting to what women want, alongside following industry-specific indicators. Factors such as training/skilling or providing guidance on how to start small businesses and finding employment, among others, have therefore all played a part while designing the hub. It was important to communicate with women and learn

what they want, in a safe and trusted environment, says Wendy Yarnold.

### The participants' journey

An SCE participant's journey would start with them being invited to the hub, followed by in-depth conversation with Oneeva Tuuhetoka. Oneeva would then provide an overview of the training programmes, workshops and other opportunities. Women are systematically taken through each step of the membership/registration form, after which they are also given a tour of the facilities at the hub. The idea is to make them embrace the environment and feel safe. It is really important to build a special relationship with the SCE participant from the very first meeting onwards, says Oneeva.



Photo: UN Women

### Life-transforming opportunities

Teliah Edwards, Reach Out Officer, VTEC, St. Mary's Real Futures and Mackenzie Stone, Reach Out Officer, Second Chance Hub, Real Futures, assist and guide women with SCE pathways such as education and skill-based training, alongside providing employment guidance and support (before and after an aspirant

begins formal employment). They also believe that the location of the hub is vital as it caters to Aboriginal communities that reside nearby. All courses and workshops are specifically tailored to the needs of individual aspirants, says Mackenzie.



Photos: UN Women



## II. SisterWorks' Virtual Hub Tour in Australia

### Our journey

This hub tour takes us through the Richmond shop and hub, which is managed by SisterWorks, an SCE IP in Australia. Maria Chindris, Mentor and Community Relations Lead at SisterWorks begins the tour of the hub. The entrance leads to the store full of products, including those displaying SisterWorks labels. The store has sustainable and natural products such as organic soy candles and a whole range of reusable products such as foldable lunch bags which are all environmentally friendly. The store also has jewellery and toys on display – all made by the Sisters (SCE participants).

### Touring the hub

Behind the shop is an office space for the sales team. The hub also includes a social enterprise production space, where sewing activities were being undertaken; different production activities are planned on different days. There are additional office and training spaces upstairs. Volunteer training sessions also take place here.



Photo: UN Women

### Touring mobile hubs

On that particular day, SisterWorks mobile hub was at the Belgium Avenue neighbourhood house, where a sewing session was underway. The mobile hub then moved to Broad Meadows at the St. Dominic's Community Learning Centre. The crafts activities were being undertaken in partnership with Migrant Resource Centre. Another SisterWorks hub is located at the Yo Bendigo Youth Facility, which houses various organic and sustainable products ready to be sent to markets. There is also additional space for sewing production and training.



Photo: UN Women

### Transforming women's lives through learning pathways

We are then introduced to women working in different capacities at SisterWorks and what their work entails – be it finance, project management, coordinating with all the Sisters, managerial aspects, outreach and engagement activities. The hub also conducts workshops for upcycling old products and reusing old material, alongside the production of facemasks and bags. Women are seen sorting through handmade jewellery products before listing them for sale, and participating in the production of various products

and classes in sewing, computers, learning apps, crocheting, cooking, English and other skills.

### Participants

SCE participants (like Dinithi and Lakmini) owe their success as entrepreneurs who are just starting out to SisterWorks and the SCE programme. They have learnt vital skills such as marketing their products and talking to customers. Karen Williams, Head of Partnerships, speaks about the pre-employment work-ready age care workshops that were organized over eight weeks with 13 women to prepare them for working in the age care sector, in Australia. Queenmary, a Sister at the hub, participated in community work classes alongside completing a food handling certification course. Devaki, another Sister at the hub, wants to pursue a career with the police or in nursing, and therefore feels that the age care course will be useful for her.



Photos: UN Women

### III. Virtual Hub Tour of several locations in Cameroon

In Cameroon, the SCE programme is implemented in partnership with the Ministry of Women Empowerment and Family in conflict-affected areas, serving refugees, internally displaced persons (IDPs) and the host communities. At the time of the hub tour, this was in the following regions: the Adamawa Region, which hosts refugees from the Central African Republic; the East Region which hosts refugees from the Central African Republic and IDPs from the Northwest and Southwest Regions; and the Far North Region, which hosts refugees from Nigeria who have been victims of the Boko Haram crisis.

#### Touring learning hubs

Josephine Awounfac gives a tour of the Family and Women's Empowerment Centre in Bertoua (Bertoua Hub). This hub is known for being called a call centre or a safe space. It is now a safe space where cases of gender-based violence (GBV) are handled. The psychological aspects are taken care of and where necessary, cases are referred to the gendarmerie. The goal is to make sure that the survivor's rights are respected and safe-guarded at all times.



Photo: UN Women

The Bertoua Hub hosts the SCE programme. There is a conference room that is used for workshops, seminars and oral exams that take place at the end of the training. Sewing workshops are also held at the hub. As a

part of the SCE programme, solar panels have been installed, which supply energy to the centre. The panels directly charge the batteries which have a capacity of 48 volts direct current.

We are then taken to farming land (peanut farming), where host and refugee women are seen attending to the field; they are all working as a part of the SCE programme. Yollande is an IDP from the Northwest Region who came to the Bertoua Hub because there was no school and she had difficulties in finding food and other challenges that forced her to escape the region. Even in Bertoua, life has been extremely challenging. However, through SCE, she had the opportunity to go to school, alongside learning other skills like sewing and helping her family. After eight months of training, Yollande received sewing equipment and was encouraged to start something of her own. She is able to take care of her child and her family because of SCE. She hopes that the programme will help more women IDPs like her, who have no opportunities in life.



Photo: UN Women

The Ngam Women's Empowerment Centre has been set up in a refugee camp, which came into being in 2014. It is a camp for refugees from the Central African Republic. It houses around 6,500 people. The buildings within the premises include rooms for awareness-raising initiatives and meetings, a vocational training room where beneficiaries are taught sewing and a trainer's office to manage the sewing machines for the participants (there are 25 machines in use). There is also a play area for children, solar panels which

power the IT room and computers for ICT training. UN Women has installed internet facilities and the participants can access the Kolibri platform. The safe space at the hub is used to house survivors of violence including gender-based violence.

Cha Nyincho Jevis, an Education Expert with SCE, takes us through the Women Empowerment Centre at Mokolo. At the Mokolo hub, the banquet hall also doubles up as a venue for workshops and meetings, a training space for beneficiaries doing tailoring, and the ICT centre. The facilities here are similar to the Ngam hub. In the IT room, beneficiaries learn basic computer skills alongside channelling their knowledge in vernacular art. Soulaïmanou Moussa, Centre Coordinator for SCE, then takes us through the hub facilities at the Minawao village. The hub includes training for sewing and tailoring, and ICT, among others.

### **SCE learning pathways at the hubs**

The SCE programme in Cameroon intervenes in four domains – tailoring, agriculture, animal husbandry and small businesses. Participants are trained using training manuals and videos developed and produced by UN Women. The trainings are conducted both through theoretical and practical sessions.



Photo: UN Women

### **Farming**

Chantal, Naffisatou and other beneficiaries are seen tending to and clearing a land for farming. Through SCE, beneficiaries are also involved in Cassava plantation.

### **Tailoring**

Mairamou Hamadou is a refugee from the Central African Republic who fled war and resides near the Ngam hub. She has successfully completed the sewing training/course at the hub and has opened her own sewing workshop. This allows her to earn her livelihood and buy all necessary cooking supplies and other household items. Aumainatou is also a refugee from the Central African Republic, living in Ngam, who has also benefitted from the tailoring and sewing classes at the hub. There are multiple other beneficiaries who have turned over a new chapter in their lives through SCE.

### **Animal husbandry**

Diza Jacqueline, a Cameroonian from Ngam itself, is an SCE beneficiary and part of a group involved in goat rearing. Their work has been developing and growing steadily.

### **Small businesses**

As part of the support system in place for SCE participants, some of the staff conducted in-person visits to women running small businesses. The women expressed satisfaction with the skills they had learned through the programme, because the income from their work allowed them to meet their everyday needs. Tasamarie's shop is doing well and she has gradually added more items for sale. Another SCE beneficiary in Bawa, has been making and selling wheat-flour donuts.

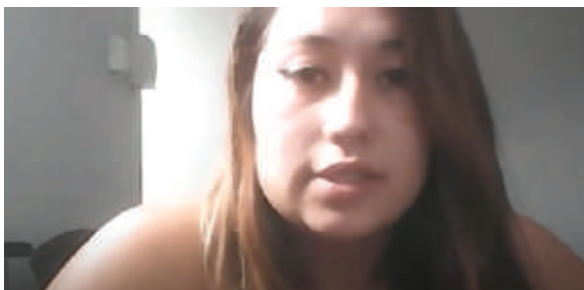
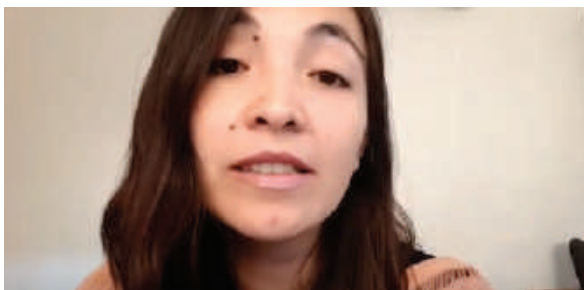
### **Life skills including digital skills**

Many women and girls have completed and/or enrolled in IT training at the Ngam hub. Many of them have moved beyond learning just IT tools and are now enrolled in online courses.

## IV. INFOCAP Foundation Virtual Hub Tour in Chile

### Our journey

INFOCAP is a foundation that has been offering training in professional and cross-cutting skills to the most vulnerable women and men in the country for the past 35 years. The goal is to provide them with knowledge so that they can open doors to greater opportunities for work and entrepreneurship. INFOCAP is particularly focused on offering the SCE programme to the central region of the country. During the COVID-19 pandemic, they operated fully online, which meant they were able to increase the scope of the programme and later operate in other parts of the country. They are located in the central region of Valparaíso and have since expanded to the regions of O'Higgins and Moule, enabling them to reach more and more women. INFOCAP creates content and uploads it to the e-learning platform for SCE participants.



Photos: UN Women

### Programme implementation

The SCE programme uses training tools to boost participants' autonomy and financial empowerment through the development of personal skills that increase their employability and help them build their own business. The course is both synchronous with live sessions and asynchronous and has been offered fully online given the onset of the pandemic. It is flexible and self-paced and women have access to everything online 24/7, says Sofía Guzmán, Virtual Campus Coordinator. INFOCAP also offers women a personalized support service whenever they need assistance while completing the courses. In order to make-up for the lack of in-person activities, INFOCAP has organized tutorial groups of 25 people, from the moment they are accepted into the course, until they pass on to the next phase.

### The support of tutors

The team of tutors is mainly made up of volunteers – mostly students enrolled in various degree programmes in one of the local institutions. The role of the tutor includes various tasks and duties which centre around accompanying the women through the learning process. It is important to remember that each group of women is diverse and that every individual has her own pace of learning, schedule, life story and personality. The tutors maintain online spreadsheets which are updated every week with information about the progress made by the participants.

### Online learning

Each participant can track their progress through the Kolibri learning platform. The tutors review this and then have separate discussions with their students on what works and what doesn't, says Sofía Guzmán, Virtual Campus Coordinator.

### Employment pathway and entrepreneurship pathway

If they choose the employment pathway, participants are registered for seven classes which include classes on work in the 21st Century, the global job market, employment legislation in Chile, and employment competencies and interests, where women identify their employment interests. The classes also guide them through the job search process, job interviews, work habits and conflict management.

If students are interested in setting up their own business, they can opt for the entrepreneurship pathway. Here, they will find classes on what it means to be an entrepreneur, business ideas, clients and value

proposition. This also includes classes on business finances, which also teaches them how to use Excel, and on profitability and setting prices, sources of financing and social media and advertising.

**Participants**

Karina Stormezan, Project Advisor, conveys the feedback shared by women who have benefitted immensely from the courses and how things have changed for the better in their lives.

They felt more capable and confident as the course went on and were well-supported. An SCE participant with INFOCAP, Florence Allsaint, loves the flexibility that is offered by the online learning, which allows her to log in to the Kolibri platform from anywhere.



Photos: UN Women

## V. AIEP Virtual Hub Tour in Chile

### Our journey

AIEP is a professional institute with over 55 years of experience that has worked relentlessly to reduce the gender gap. They therefore wanted to play their part within UN Women's SCE programme. They offer a range of training courses to over 4,000 women across the country.

### Programme implementation

It was challenging to operate during the COVID-19 pandemic, says Luz Hun Romero Guía, Executive Director, AIEP, Antofagasta – although the SCE programme has been an opportunity to increase the coverage and impact of their work, she adds. Camila Cornejo Riffo, Tutor, then takes us through the course structure online, spread over a few weeks.

### Recommendations for online implementation

Camila Cornejo, Tutor, then explains in detail that in order to implement and create the programme, it has been essential to be well coordinated and to collaborate with other organizations that are also running SCE.

Patricia Torruela Alegria, also a tutor, says that as a platform Zoom works well for conducting synchronous activities.

### Participants

Verónica Mamani Quispe, an SCE participant, believes that migrant women are resilient and strong as they are accustomed to facing many challenges. They are always on the lookout to find ways to better their lives and circumstances, and they want to work hard for the well-being and future of their children. Verónica wants to set up her own food truck one day. Another participant, María Jaqueline Opazo, already runs her own business by selling breakfast for parties and anniversaries. However, due to the pandemic, she has learnt to successfully transition some of her services online. She also wants to diversify and offer other services.

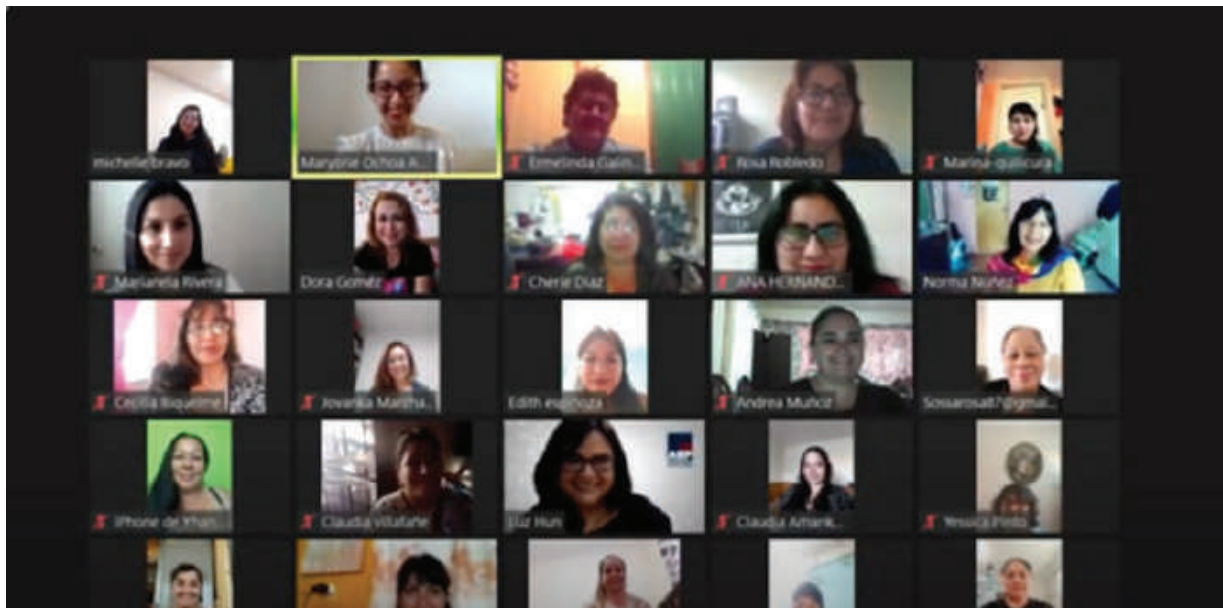


Photo: UN Women

## VI. Manjari Foundation Virtual Hub Tour in India

### Our journey

The India hub tour takes you through the Women Empowerment Hub (WEH) in Chittorgarh in the state of Rajasthan. This hub is managed by Manjari Foundation, one of SCE's IPs in India.

Manjari Foundation's core agenda is that of institutional building with a women-centric strategy. They work towards creating self-help groups (SHGs), federations, etc., at the grassroots level in order to contribute towards women's empowerment.

In the state of Rajasthan, SCE has been implemented in three districts: Baran, Chittorgarh and Jaisalmer. As part of the SCE programme mandate in India, the Manjari Foundation has been working on core themes such as education, micro enterprise, skill development, livelihood and gender.



Photo: UN Women

### SCE learning pathways

Within the purview of the education pathway, those women who have dropped out or discontinued formal studies have been mobilized through outreach activities at the hub. These women are largely within the age bracket of 18 to 35 years. The underlying goal is to reintegrate them back into the education system. The concept of 'Learn and Earn' has also been introduced at the hub, through which women are encouraged to develop their expertise in a particular skill that allows them to become self-employed or earn their own livelihood.

Under the livelihood theme, farmers from each of the three districts in Rajasthan are working on various

farming models and prototypes, such as multilayer, monocropping and intercropping.

### SCE learning hub

The WEH at Chittorgarh has a digital room where women and girls learn basic computer skills. The hub also has a reading corner where women prepare for their exams and read for other purposes. There is a television room along with a projector, where women are able to attend virtual classes alongside accessing pictorial material for their studies. This is also where the staff conduct their review and planning meetings. There is a 'Champion Gallery', where all the SCE programmatic themes have been highlighted alongside photographs capturing various activities organized by the hub and successful participants. The National Institute of Open Learning (NIOS) room is where learners register their training activities; all data pertaining to other activities at the hub is stored here.

### SCE participants

Narayan Kanwar, a resident of Putholi, Chittorgarh who had to quit her studies owing to an early marriage, believes that this is her second chance to complete her high school education. She has recently completed her senior year qualifying exams and is grateful to the teachers and educators at the hub who supported her at every step. The educators at the hub also undertake personal visits to villages and individual students for additional classes.

Sonia Gadri, another SCE participant, became an inspiration to the rest of the women in her neighbourhood after she decided to resume her studies after 8th grade.

Sangeetha Meghwal from Devdi village has been working as an agricultural worker and in the animal husbandry sector with other women. She learns farming techniques at the hub and provides training to farmers in her village.

### SCE educators

Jyothi Panwar is an SHG member who learned about SCE, interviewed for a cadre position and was selected as an educator at the hub. She faced several challenges during her field visits. On occasions, when women were hesitant to participate, she would converse with them at length and try to convince them. Her training as an educator has helped her immensely to teach adult learners with confidence.





Photos: UN Women

## VII. Oasis Virtual Hub Tour with Arab Women Organization in Jordan

### Our journey

Suhaib Khamaiseh, Programme Coordinator with the IP Arab Women Organization (AWO) and Director for the SCE programme in Jordan, gives us a brief overview of AWO's activities.

AWO was established in 1970 with the view to supporting gender equality and women's empowerment. The organization works on three major programmes: the first one is concerned with economic participation, the second with political participation and the third with social protection.

### Programme implementation in Jordan

Through the partnership with UN Women, the objective is to achieve gender equality and women empowerment through the SCE programme. This is achieved through the implementation of SCE activities in UN Women's Oasis centres (or Women Empowerment Centres, WECs), offering technical support to the programme team. The programme is implemented through the learning platform Kolibri. Many trainings on the platform were carried out online and the live trainings were completed at the Oasis centres in the targeted areas. The first pillar in the training is health and the second pillar is economics. The third and fourth pillars are education and information technology. The target group are women who have never had any educational or training opportunities in their life.

SCE is being undertaken in partnership with stakeholders at the national and local levels. The Oasis centres in the targeted provinces have contributed towards creating opportunities that reach marginalized women. What makes the SCE programme unique is the availability of a number of local female facilitators, from selected areas, through whom community requirements were met and successful interventions were made.

### Online learning

Suhaib goes on to explain that after the onset of the COVID-19 pandemic, targeted categories were reached through online interventions. The importance of this programme is reflected through creating online, sustainable educational opportunities that meet the immediate and future needs of local communities.

The SCE programme faces a number of challenges, the most significant being weak internet connectivity in some of the targeted areas. Some of these challenges are overcome by providing blended learning in the Oasis centres.

### Transforming women's lives

Through SCE, there has been significant promotion of women's economic participation in local communities, by strengthening their capabilities in areas such as e-marketing and project management.



Photos: UN Women

## VIII. ProSociedad and ProMéxico Virtual Hub Tour in Jalisco, Mexico

### Our journey

The collaboration with UN Women began in October 2019, says Sarahí Romo, coordinator of operations for SCE implementation in Jalisco. Their work focuses on collective impact. There are five SCE hubs in Jalisco, with three partners who are involved in field work. One of the hubs is run by the NGO ProMéxico, another is at the CEMEX community centre, which is managed by the social responsibility department of SCE's private sector partner CEMEX. Three of the five hubs are coordinated in partnership with the Zapopan City local government. Three organizations from different areas of the public, private and social sectors have joined forces to work towards the common goal of furthering the economic empowerment of women.

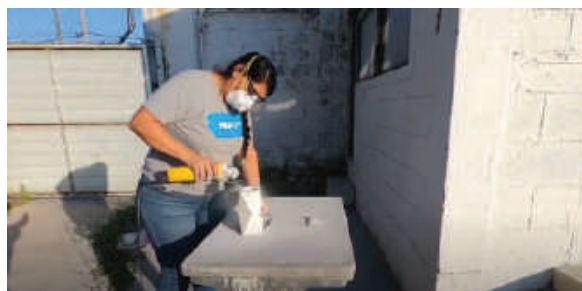
### SCE learning pathways at the hub

The comprehensive framework centres around three main aspects – capacity building, mentorship and link-up. Courses are offered on life projects, finances, entrepreneurship and careers, all of which can be completed either online or in person. All women have mentors who they meet once a fortnight, to discuss topics they learn about in capacity building sessions and personal issues. This mentorship initiative has proven to be very effective. The link-up service has two main purposes – to break barriers and to increase opportunities.

### Learning hubs

The SCE hub at San Juan Cosalá is managed by ProMéxico, a female-led association which implements educational processes that foster self-management and mutual support among women “sororidad” for women and young people. The hub has a screening area where women are registered, their temperatures taken (in line with COVID-19 guidelines), and hand sanitiser provided. The reception area is where interviews are conducted and women are assisted with whatever information they require. Courses are offered in three areas: regional cuisine, dehydrated foods and preserves, and care for the elderly. The courses also prioritize the financing side of business, from entrepreneurship to the sale of products that the women themselves have made. The hub also has a digital centre. The cooking classes are offered in the kitchen. The garden area is also used for working and meeting with participants. María Elena

Rameño is an SCE participant who enrolled in a course on dehydrated foods and as a result has created her own product, a vegetable seasoner. The digital centre has allowed her to attend classes online during the COVID-19 pandemic.



Photos: UN Women

The SCE hub at the CEMEX Community Centre in Guadalajara focuses on four topics/areas: human development, productive development, digital inclusion and financial inclusion. The hub has an IT/computer room and a kitchen where healthy cooking and baking classes are conducted. The garden area is a place where aromatic herbs are grown for tea and other medicinal purposes. At this community centre, the key is to create a space where people work in cooperation, solidarity among women “sororidad” and with a gender perspective. Cinthya Ayala, an SCE participant, attended a workshop on macramé, through which she was able to make products on her own for the first time. Cinthya is also comfortable taking classes online and that allows her to manage her time better. Another SCE participant, Ramona Godínez, was a part of the

advanced baking workshop, after which she became a mentor.

At the hub managed by the Zapopan government, all SCE participants learn about the professions in which they are being trained. The goal is to enable women to succeed in setting up their own businesses or develop opportunities for personal and financial growth for themselves and their families.

To help sell the products made by women, the hub has ties with different business associations, chambers of commerce and people and associations in the commercial sector who help them develop and sell their products in the most effective manner. Classes in floristry, baking and beauty (like.g. hair and make-up) are also conducted at the hub. There is an IT classroom for digital literacy classes and the participants also undergo training via online platforms like Kolibri.



Photo: UN Women

## IX. SEPICJ Virtual Hub Tour in Puebla, Mexico

### Journey

The SCE programme has different spaces and education centres where women come to develop their skills and abilities. These include the IMJUVE centre in the Municipal Youth Institute, the SEPICJ organization's facilities, the Zinacatepec education centre and the auxiliary council of San Pedro Acoquiaco (San Pedro hub). At the SEPICJ centre, the situation in Tehuacán was first assessed and the needs of the women were identified. The IP SEPICJ believes that the SCE programme has become a real alternative for women.

### Touring the learning hubs

The SEPICJ centre is located inside its facilities, as SEPICJ has been working for 35 years in the communities and urban areas. Participants rely on the services/training programmes at this hub. The courses offered include Excel for job productivity, online entrepreneurship and sales.

A range of courses are offered at the IMJUVE centre, one of which is called 'Digital Mother', which introduces different tools and applications like Zoom and Google Meet. Teresa Beristain Maldonado, an SCE participant, says that she has been inspired to continue studying certain specialized subjects.

The San Pedro hub is run by SEPICJ in one of the 12 auxiliary councils of the city of Tehuacán. This forms part of the strategy to help all the women who live in the east of the city, by reducing the costs of getting to the other hubs of the city. The hub has a multidisciplinary team which includes experts in human development, digital skills, and the three learning pathways – employment, entrepreneurship and return to formal education. At the time of the hub tour, 263 participants were registered in total.

### SCE learning pathways at the hubs

In the context of the return to formal education pathway, there is a collaboration between the hub centres and the State Institute for Adult Education. Women who have not been able to complete their primary or secondary education or who have missed out certain exams have the opportunity to obtain their certificates and keep growing academically and open doors for themselves in their careers.

In the context of the employment pathway, six courses are currently being taught at the hubs. In the first one, the women either work on the human development

aspect to discover the skills necessary for furthering their career, or receive training in skills that are sought by companies. The second course is focused on the job search. The third course is focused on understanding the rights of female workers. The next three courses are more specialized, on setting up contact networks through online platforms and employing strategies to ensure success in receiving call backs for job interviews. There also exist tie-ups with local chambers of commerce to give women a helping hand with all aspects of employment.

In the context of the entrepreneurship pathway, training courses are offered that combine all the work, initiatives and ideas that the women have and want to develop. Women are offered training in making a range of products such as marmalades, pickled chillies, traditional sweets, bread and bakery items. The SCE programme considers all aspects of the business like creating a space for selling products, setting up markets and exhibiting the products. Mónica Tecua Valencia, an SCE participant, believes that her experience at the plant nursery has been very rewarding. She is happy to present her harvest to everyone.



Photo: UN Women



Photos: UN Women

# 2. SETTING UP AND RUNNING AN SCE LEARNING HUB

## 2.1 Needs assessments

*'I think that of all the experiences I have had in the learning hubs, the most fulfilling has been discovering the fortitude that women have, how they use it to tackle difficult situations and how they only need opportunities to take advantage of it. They just need to find these opportunities to excel in any sector. I think that women can flourish in any sector provided that there are spaces like this one that help them achieve it.'*

*Jessica Cárdenas, SCE hub leader,  
Jalisco, Mexico<sup>1</sup>*

Before a hub can be properly set up, IPs or RPs need to fully understand the specific needs of the hub's target users, i.e. the SCE participants in that locality, including the main barriers and challenges that they face. A deep understanding of what is needed can lead to an effective programme and hub design that truly responds to the aspirations and profiles of the participants.

A feminist-informed gender perspective with an intersectional approach (that takes into consideration socioeconomic backgrounds, disabilities, race, ethnicity, age and diverse sexual orientations, gender identities and expressions, and sex characteristics, etc.) should guide any needs assessments that are developed. Ideally, needs assessments should aim to integrate both primary data (from key informant interviews, direct observation and focus group discussions with the women themselves and other community members including men and boys and other key stakeholders) and secondary data (existing contextual analyses such as national/local indicators,

databases, or reports) to get as full a picture as possible of the context and the experiences of the future SCE participants.

The main objectives of said needs assessments are to identify and analyze key points such as:

- Economic sectors which offer gainful economic opportunities for women
- Women's skills, interests and aspirations and the way they connect with labour market opportunities
- Barriers faced by women to access education, learning and economic opportunities
- Key stakeholders and potential partners who could provide additional services to fill in gaps and to prevent overlap and ensure adequate referrals.



Photo: UN Women

<sup>1</sup> SCE Virtual Hub Tour, Jalisco, Mexico, [https://youtu.be/nzv\\_oUPhkoM](https://youtu.be/nzv_oUPhkoM), 8 November 2021

Typically, even before IPs or RPs are involved, the relevant UN Women's Country Office (CO) would need to conduct a full-fledged assessment in the areas where the programme is to be developed. During Phase I of the SCE programme, these needs assessments were completed with the support of a consultancy firm, Ove Arup & Partners International Limited (ARUP), which assured a unified needs assessment across

the six pilot countries, which was a fundamental step in informing the country plans and building a solid global programme. These assessments took the shape of education and labour market assessments, to enable programmes to tailor educational opportunities to the needs of the labour market and facilitate the transition of targeted women and young women to gainful employment.

### ARUP's needs assessment methodology

The cost of the assessments conducted for the SCE pilot countries by ARUP was approximately 40K USD per country (2018 prices). Costs could vary if local consultants are hired instead. The proposed team for an assessment covering two locations comprises a Lead Researcher and two Country Researchers. The timeline for this exercise is estimated at 14 weeks including 4 weeks of fieldwork. Local partners can be engaged to: identify and select groups of women to consult during the assessment; establish logistics such as venues and transport for interactions with the women; facilitate the face-to-face interactions with the women; identify key stakeholders in government, the private sector or civil society who should be interviewed; and establish contact and set up interviews with these.

Past SCE needs assessments have had the following specific objectives:

1. To identify and recommend economic sectors where gainful employment opportunities exist for the women and young women who are the focus of the SCE programme.
2. To identify the interests and aspirations of the women and young women with regard to employment, vocational training and returning to formal education.
3. To identify the barriers that prevent women and young women from accessing employment, vocational training, and education opportunities.
4. To identify potential support that could be provided to overcome these barriers.
5. To identify potential education and skill development service providers, who could be involved in implementing recommendations.



Photos: UN Women



## 2.2 Locating an SCE learning hub

Choosing the right location for a SCE learning hub is supremely important and should always reflect the findings of the assessments. The success of the hubs as actively used spaces depends on how easy it will be for the participants to access them.

By the end of Phase I of the programme, 83 SCE learning hubs had been established across the six pilot countries. Although they are located in diverse places, a few common characteristics have determined their locations:

1. **Centrality.** If the learning hubs are located in well-known areas of the cities/towns or in areas central to the target demographic, it will make it easier for participants to identify them.
2. **Public transportation/access by foot.** Accessibility is one of the most important elements; travelling long distances and having to use multiple means of transportation often hinders women's use of the centres. Special attention is required to ensure that women living with disabilities are equally able to access the hubs and make proper use of them.
3. **Safety.** The safety of the participants as they come and leave the hubs is paramount. They should feel comfortable in the area, which requires it to be well-lit, populated and as safe as possible.
4. **Close distance to other key services.** If there are other important services that the participants or their family members use which are located in the vicinity of the learning hub, it will be easier for women to attend as they can use the trip for several things at once or can leave their children/dependents in facilities nearby while they focus on themselves in the hubs.
5. **Space.** A spacious area with enough room for the expected number of participants, especially during COVID-19 times, can be extremely important. Access to open spaces and good ventilation are also useful.

### UN Women's Women Empowerment Centres as SCE learning hubs in humanitarian settings

As part of UN Women's work on humanitarian action and crisis response, safe spaces for women known as Women Empowerment Centres (WECs) are often established to implement diverse gender equality programming in crisis-affected settings, particularly those emanating from the Leadership, Empowerment, Access and Protection (LEAP) approach. These centres may be used by other humanitarian actors or solely by UN Women, depending on the context. The SCE programme has utilised such spaces as learning hubs in Cameroon and Jordan, particularly in refugee camp settings as well as in host-community areas. In Jordan, the SCE programme was conceived as an add-on to the services already provided in UN Women's Oasis centres. Where UN Women's WECs are used as SCE learning hubs, UN Women's direct engagement in programming tends to be greater even if IPs or IPs are able to run the SCE learning activities in the centres. **The most significant advantage of utilizing WECs to implement SCE is the possibility of integrating SCE learning signature features into the array of services already provided by UN Women.**



Photo: UN Women/Maria Fernanda Novelo Duarte

### Popular community spaces adapted for SCE

Through its RPs, SCE Mexico has successfully managed the adaptation of *casas de la cultura* (community spaces focused on culture) and similar spaces that offer services to the wider community, for SCE implementation. Piggybacking on this kind of space can foster women's trust in SCE and facilitate access. At the same time, establishing SCE learning hubs near local government services can be beneficial for participants and their families.



Photo: UN Women

### BiblioRedes: huge scale-up potential

In Chile, the SCE programme has convened a partnership with BiblioRedes, the National System of Public Libraries whereby SCE participants could make use of computers and internet in their local public library to access SCE's online offering. These public libraries are numerous and located throughout the country which holds huge scale-up potential for SCE, as anyone accessing these spaces could become a SCE participant.

### Getting the participants to the hubs and getting the hubs to the participants

In Australia, the SCE programme through Real Futures has successfully offered a transportation service for participants to be able to come to the learning hub, thus bridging one of the biggest barriers that women face in reaching learning spaces. At the same time, SisterWorks has effectively reached women in diverse areas through their mobile learning hubs, whereby they have leveraged local community spaces to bring learning activities directly to participants in different locations on certain days of the week. Both approaches are considered best practices across the SCE programme to ensure women's access to and continuous engagement in learning opportunities.



Photo: UN Women



Photo: UN Women

## 2.3 Women-centred design and facilities

Once a physical area has been selected, the most crucial elements to take into consideration during the design of the space are women's needs and aspirations, and the challenges they face. A women-centred design that reflects the assessment findings will ensure that the hub becomes a comfortable and joyous place for the participants to spend their time.

- Some of the needs and aspirations commonly expressed by participants include:
- Connecting with peers and finding solidarity and other women to accompany them on their SCE journey
- Learning specific skills
- Improving their self-esteem and overall well-being
- Accessing a space they can call their own
- Having increased information about and access to certain services.

Some of the most common challenges that participants face include:

- Lack of available time due to heavy workloads including care responsibilities
- No childcare
- Mobility/transportation barriers
- Limited access to electronic devices including computers, tablets, phones, and internet connection
- Overall lack of focus on themselves as individuals.

Typically, an SCE learning hub has the following areas:

- Administrative offices
- Meeting rooms or spaces for gathering
- Digital learning classroom
- Theme-specific training areas such as rooms with sewing machines in Cameroon, Jordan and Australia; kitchens for food-related trainings in cooking, baking and barista in Mexico and Australia; a training area for hotel management and event planning in Cameroon; and outside spaces for cement pottery and plumbing training in Mexico.
- Bathroom facilities
- Storage facilities
- Children's play area and playground.

However, the areas in the hubs will be determined not only by the activities held in the space but also by the history of the hub and whether it is a shared space for other purposes.

Accessibility for women living with disabilities is paramount.



Photo: UN Women

### Ambience and decoration

Paying particular attention to the ambience and decoration of the learning hubs can be key to make participants feel welcomed and safe. For example, Real Futures in Australia has commissioned a specific piece of art from an indigenous artist to decorate one of its hubs.

In India, Manjari Foundation has a Champions' Gallery which is a wall with photos of successful SCE participants, illustrating the goals of the programme, serving as a strong source of inspiration and providing participants with a sense of familiarity.

Photos of SCE participants are commonly used in banners in Cameroon to advertise the programme.



Photo: UN Women

### Children's playgrounds and childcare spaces

One of the most successful features of the Oasis centres in Jordan are their playgrounds for children and separate spaces for childcare categorized by ages. Not only SCE participants but all UN Women beneficiaries can bring their children and they will be cared for by other women and have a safe space to play and learn.

In Australia, Real Futures provides ample spaces for children to play and learn while their mothers or carers take part in the SCE learning activities. They offer a big outside playground with swings, slides and other fun areas in addition to a specific room with books, games and toys.



Photos: UN Women/ Maria Fernanda Novelo Duarte

### Provision of basic items

A best practice that has emerged in Australia through Real Futures is the provision of basic items such as toiletries including menstrual health and hygiene products, baby diapers and toilet paper, as well as safe access to a shower and toilets. The provision of such items can greatly facilitate women's engagement with the programme and will make them feel safer and welcomed in the learning spaces.

## 2.4 Equipment and supplies

Each SCE hub is equipped with all the furniture, training tools and working materials needed for the learning activities. A fully equipped hub is key for the successful implementation of the SCE programme and contributes to the empowerment experience of the participants.

The equipment that is needed depends on the learning pathways and courses and workshops on offer. Basic services such as water, electricity and internet connection must be ensured from the beginning. Wherever possible, procurement of equipment and supplies should be done locally, prioritizing local women-led vendors.



Photo: UN Women

### General equipment checklist

- Desks and tables
- Chairs
- Fans
- Desktop computers (including keyboard, mouse, headphones)
- Laptops
- Tablets
- Printer
- Projector
- Blackboard/whiteboard/flipcharts
- Generator
- Solar energy system
- Internet connection
- Hard drives
- Camera, tripod, memory cards, light reflector, batteries
- First aid kit
- Fire extinguisher
- Child-friendly equipment: beds, cribs, toys, learning materials

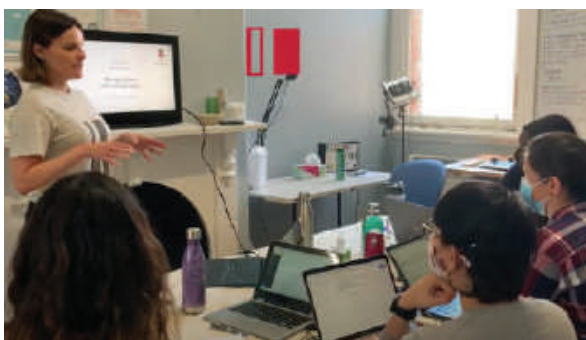


Photo: UN Women

## 2.5 Staffing: roles and capacities

The composition of the team working in the premises depends on who runs the hub. Most SCE hubs have a person who is in charge of the space in general terms and a team of other individuals supporting implementation of specific areas of the programme.

### Proposed roles and key functions

#### Hub Coordinator/Manager

This individual is usually in charge of running the learning hub. Their specific tasks include the following:

- Provide overall supervision of and support to staff and SCE participants
- Liaise with UN Women and other IPs or RPs as needed
- Monitor activities in the hub as per approved work-plan, budget and quality standards
- Consolidate monitoring data and ensure quality standards of reporting systems.

#### Operations/Financial Manager

This role covers the more practical operations of the hub. Their specific tasks include the following:

- Look after all the financial expenditure, financial reporting, procurement, audits etc.
- Liaise with UN Women and other IPs or RPs as needed, particularly around reporting
- Be responsible for fundraising, seeking donations and pro-bono support
- Provide administrative support for the establishment of partnerships.

#### ICT Manager

Their specific tasks include the following:

- Be responsible for hardware and software in the hubs
- Lead or support (depending on context) content curation and development of courses
- Liaise with e-learning partners and UN Women on the use of digital learning platforms.

#### Facilitators

A 'facilitator' is anyone involved in SCE implementation in the hubs or online components and has direct contact with women in the programme. As such, 'facilitator' roles may include:

- Welcoming and registering women
- Providing culturally safe spaces where participants can express their cultural values, beliefs, and identities
- Supporting participants in solving practical issues related to transport, housing, childcare, violence in the home, and more
- Supporting participants to select the most appropriate pathway based on their interests, background, and circumstances
- Signing up participants for relevant training, workshops, or online courses
- Helping women build confidence and adjust to the demands of the programme, particularly in terms of possibly being a 'learner' for the first time in years

- Speaking with male members of a family or community about the programme and encouraging them to see the benefits of women’s participation
- Planning and organizing courses and activities
- Conducting in-person training or facilitating online training and support sessions, assisting participants through phone, WhatsApp, SMS, email, etc.
- Tutoring, mentoring, or organizing and supporting the tutoring/mentoring system
- Identifying potential mentors across a cohort of participants
- Commissioning or creating learning materials used in the programme
- Supporting women on the entrepreneurship pathway in creating and growing their business through material support, guidance, and networks or communities for peer-to-peer support
- Supporting women on the employment pathway to search and apply for jobs, attend, and perform well in interviews, and transition smoothly into a new job
- Supporting women in returning to education by applying to relevant institutions, handling financial and administrative matters, and returning to classes
- Promoting the initiative and disseminating programme-specific information.



Photo: UN Women

### Other thematic focal points

Depending on the resources available and the number of staff working in the learning hub, the individuals listed above may also fulfill the following roles or there could be separate individuals in charge of some of the below:

- Communications and promotion focal point
- Partnerships and referrals focal point
- Mentorship focal point
- Gender focal point
- Psychosocial/psychologist focal point
- Monitoring, reporting and learning focal point
- Focal points by learning pathways:
  - Basic life skills, including digital skills
  - Entrepreneurship
  - Employment/vocational training
  - Return to formal education.

### Mentors

They offer close and personalized assistance to women who request the service. Mentors check in regularly to see how things are going, detect concerns or problems, and offer support and advice. Mentors may be members of the local community, SCE graduates who continue involvement in the programme after completion and stay on to mentor new participants, volunteers from the private sector, or technical experts offering their advice and support.

For more details about the roles of facilitators and mentors, please refer to “Our Space is Your Space – Experiences from the pilot phase of the Second Chance Education and Vocational Learning Programme (SCE) in Australia, Cameroon, Chile, India, Jordan and Mexico”.

### Other important roles

Security guards and cleaning and maintenance personnel are essential for the proper running of an SCE learning hub. Such roles must be filled by individuals who have been properly trained, particularly on protection against sexual exploitation and abuse (PSEA) and other protection issues.

## 2.6 Implementing SCE in the hubs

SCE is a complex programme that requires the establishment of a workplan at the learning hub level and management of a budget. Specific guidance on these areas of work, including tracking expenditure, documenting and monitoring indicators, and participants' registration systems including the application of entrance, graduate and post-graduate surveys, can be found in the SCE Programme Manual.

### SCE implementation in a learning hub

The main activities that are carried out in any SCE learning hub usually comprise:

- Recruitment and promotion
- Completion of learning pathways through in-person, blended or online modalities
- Provision of mentorship and tutorship
- Gathering and connecting with peers.

More information on the above-mentioned elements of programme implementation, particularly around the learning pathways and the support offered to participants, can be found in the publication "Our Space is Your Space – Experiences from the pilot phase of the Second Chance Education and Vocational Learning Programme (SCE) in Australia, Cameroon, Chile, India, Jordan and Mexico".

## 2.7 SCE hubs as safe spaces (building trust, accompanying growth and transformation)

Feedback from SCE participants across all pilot countries indicates the vital role of SCE learning hubs, whether physical or virtual, as safe spaces for women to experience growth and transformation while learning and coming one step closer to the achievement of their specific goals. Ensuring that a learning hub becomes a space that is perceived as safe by participants requires deliberate planning and careful monitoring to guarantee that the space fosters trust and solidarity among women "*sororidad*".

### Best practices to ensure a safe space for SCE participants

- Foster ownership of the space among participants, discouraging hierarchies and inviting participants to connect with each other and use the facilities as they see fit.
- Organize dynamic activities that help the participants get to know themselves and each other.
- Cultivate solidarity among participants by discussing common aspirations and/or challenges.
- Engage with men and boys who are part of the participants' communities, including relatives, friends and other peers, to work towards the transformation of gender norms and positive masculinities.
- Conduct awareness raising about gender norms and stereotypes, gender roles and the SCE programme overall in the local communities where the learning hubs are located.
- Provide options for participants to remain engaged with SCE after they graduate.

Women's needs and priorities can be so diverse that it is impossible for any learning hub to offer everything that a participant might need during their transformative journey. For this reason, the appropriate and safe referral to external complementary services offered by partners is paramount.

### Referring participants to other complementary services and social support

While more information about partnerships can be found in the next chapter, some key areas to consider regarding safe and successful referrals of SCE participants include ensuring that:

- Partners know about the programme and are able to promote it
- A list of partners and their areas of expertise/services is updated regularly
- There is some follow-up or accompaniment of participants Once they are referred to ensure they are not mistreated or revictimized, or face gender-stereotypes or discrimination.



Photos: UN Women



# 3. PARTNERSHIPS

*'We work on entrepreneurship in collaboration with providers, lots of whom work in educational institutions. To help sell the products made by the women, we have excellent ties with different business associations, chambers of commerce, and people and associations in the commercial sector who help us develop the products that the women make and sell them in the most effective manner.'*

*Andrea Blanco, Government of Zapopan, Zapopan centre, Mexico<sup>2</sup>*

*'The partners are all like-minded organisations who understand the need and see the gap SCE is filling.'*

*SisterWorks, 2021*

## 3.1 The importance of partnerships for SCE

Partnerships are pivotal to the success and sustainability of the SCE programme in all countries. Over SCE's pilot phase they have been established with government agencies, local, state and national government, civil society organizations, NGOs, local women's organizations, refugee and migrant organizations, universities and academic institutions, business associations, and the private sector.

The importance of partnerships for SCE lies in the numerous doors they may open to improve and scale-up the programme, thus better serving SCE participants. In particular partnerships:

- Enable **funding of SCE's infrastructure**, such as the hubs, equipment and staff
- Enable participants to **more easily access support** for housing, childcare, ID documents, financial hardship, mental and physical health or other referral services

- Open up **training and job opportunities**, resources, contacts and networks for beneficiaries
- Enable SCE to be **promoted beyond the direct reach** of the local programme, as partners disseminate information on SCE and encourage women who use their services to register
- Give IPs or RPs **opportunities to influence government and large organizations** and to introduce a gender perspective to training of trainers in other institutions. Can ensure very **practical help** is on offer, such as in Chile with spectacles or health fairs where women can access medical tests.

### Partnering with universities and education institutions

Partnerships with universities and particularly public universities can lead to sharing of knowledge which is then passed on within the SCE programme. For example, in 2021 Universidad Autónoma Metropolitana (UAM) in Mexico offered five spaces to SCE for a workshop on psychological first aid, targeted at family members of disappeared people. Ten women joined, were trained, and then organized a workshop for SCE facilitators and others to share the knowledge they had gained. SEPICJ has agreements with universities such as UAM in the State of Mexico and Universidad Nacional Autónoma de México (UNAM) and Universidad Autónoma de Puebla (UAP) in Puebla.

SCE can also benefit from university partnerships through students who are required to do community service as part of their degree and who do it as a volunteer SCE mentor or facilitator, as in Mexico. This is mutually beneficial as students do their required number of hours and obtain their certificate of participation, and SCE receives a set of mentors for a defined period of time.

### Partnering with governments

Partnerships with local, state and national governments are important for the sustainability of the SCE programme as this is where activities need to be embedded and funded to continue in the long term.

<sup>2</sup> SCE Virtual Hub Tour, Jalisco, Mexico, [https://youtu.be/nzv\\_oUPhkoM](https://youtu.be/nzv_oUPhkoM), 8 November 2021

They are also important as they make it easier for SCE women to access government services in social and food security, gender-based violence, health and legal services, career counselling services and employment service programs.

### Ensuring sustainability through the transfer of the SCE methodology

In Jalisco, Mexico, the IPs effectively transferred the SCE methodology to the state government by providing a capacity building strategy and access to learning and training materials and strengthening the connections between complementary programmes. The goal is for the government to provide the hub and facilitators and to implement the activities, while the IPs and UN Women together provide quality assurance and support in monitoring and evaluation and communications.

## 3.2 Supporting hubs

Partnerships with organizations that can provide or fund the physical space for hubs and contribute to their equipment needs can be beneficial in freeing up SCE funds for other purposes.

### Physical space

During SCE's pilot phase, partners' support has included providing:

- A physical space at reduced cost, such as through SisterWorks' partnership with the city council and community health services
- A physical space at no cost, such as in Mexico with CEMEX and/or the local governments
- Access to public spaces, such as through SisterWorks' partnership with Public Housing estates that enabled access to spaces such as community halls in public housing towers
- Funding for a mobile hub rollout, such as for SisterWorks' mobile hubs which received funding from the Victorian Office of Women.

### Equipment

Partnerships with the private sector can provide IT equipment and connectivity within the hubs.

### Equipment support in Mexico

- HP Inc. has donated equipment to three learning centres.
- Intel have provided computer equipment to some hubs.
- The international construction materials and services company CEMEX supports a learning centre in Jalisco and has shown interest in expanding the SCE programme in Jalisco and other states.
- In the State of Mexico, at the municipal level in Huixquilucan and Lerma, government provides the infrastructure for the learning centres, and supports the call for participation and linking to complementary services.

### Equipment support in Cameroon

HP donated solar panels and other equipment such as computers and cameras to learning centres and the Orange Foundation has provided internet in seven project sites.



Photo: UN Women

## 3.3 Referral services

Partnerships with housing organizations, government agencies and community organizations enable participants to be referred more easily for support in meeting their basic physical and mental needs.

For example, Real Futures in Australia works with a range of organizations to help participants get support with childcare, ID documents, financial hardship, and mental and physical health.

Many IPs have strong connections with organizations specializing in gender-based violence so that the process of referral is as quick and supportive as possible.

Conversely, partners who work with marginalized women can refer them to the SCE programme. Thus refugee women in Mexico and Chile are channeled to SCE by other UN partners such as UNHCR.

### 3.4 Outreach in new areas

Partnerships with community organizations who operate outside of SCE's area of direct influence are critical for introducing SCE in new locations. For example, Real Futures' partnerships with Aboriginal community organizations and service providers in Western Sydney have been instrumental in increasing their reach. SisterWorks' efforts to bring on board women in a new location tend not to be successful without the involvement of organizations already working there.

In Chile, SCE has partnerships with many organizations that disseminate information on SCE to their own target group. This includes UNHCR, the Ministry of Women, the National Service of Women, the Ministry of Labour, NGOs working with migrants, local governments and universities.

### 3.5 Training institutions

Partnerships with training institutions can open up a range of learning opportunities beyond those that SCE staff can offer directly. Partner organizations can carry out training specifically for SCE participants or can give preferential access to SCE participants to their scheduled training programs. Partnerships can also contribute to the development of training and learning materials, such as in Mexico through cost sharing.

Partnerships with workforce development companies that provide training for apprentices and trainees can be fruitful. SisterWorks' partnership with the employment and training services provider AGA has led to information sessions for SCE participants on how to apply for paid apprenticeships and training.

Real Futures has a partnership with Australia's leading provider of vocational and further education, TAFE (Technical and Further Education), to deliver in-person and blended training. The latter makes the training more accessible to women with children. Partnerships with other business and community organizations

also provide training and employment opportunities for Aboriginal and Torres Strait Islander women.

#### Examples of SCE partnerships with training institutions in Chile

- **Leadership and empowerment training** organized especially for SCE women by the IP Acción Emprendedora, the Arturo Pratt University, and the UN Women SCE team. It aimed to promote conversation and exchange of experiences among women in relation to empowerment and leadership.
- **Training for indigenous entrepreneurs** offered by an indigenous business centre, the Sercotec Inakeyu Business Center. It gives SCE participants preferential access to free workshops on social networking strategies, cooperatives, product photography and cost management for entrepreneurs.
- **A multisectoral workshop on the role of women** in building a sustainable economy and environment.
- SCE Chile also has longstanding partnerships with Laboratoria, which supports training in coding for young women, and Barefoot College.



Photo: UN Women

### Training partnerships in India

SCE India has partnerships with 16 training institutions, such as the Skills and Entrepreneurship Department of Maharashtra and Odisha Skill Development Authority. The IPs work closely with these training partners to mobilize and enroll women in training in home nursing, hospitality, retail, sewing, sanitary napkin production, packaging of food items and candle making.

SCE in India has partnered with the following, having built relationships with them over time:

- national institutions and agencies with virtual platforms like National Institute of Open Schooling (NIOS), State Boards and Learnet Skills Limited.
- NGOs, the private sector and government agencies to train women in digital literacy
- X Billion Skills Lab (XBSL), on a pilot to provide '21st century skills' to 22 women and girls in Mumbai. The women take self-paced modules, including on digital literacy, and after they complete eight modules, they are assigned mentors. Following the completion of training, XBSL will source paid internships and/or jobs for those who qualify, based on an assessment and interview. The trainees will receive a personal mentor based on their interest and skills, and a certificate upon completion of the programme.

## 3.6 Partnerships to strengthen the outcomes of SCE's learning pathways

### Employment opportunities

*'We also have ties to local chambers of commerce to give women a helping hand with all aspects of employment. Thanks to these strategic alliances, whenever new jobs or vacancies open up, they have the capability of applying for them and we can help connect them.'*

*SEPICI, San Pedro hub, Puebla, Mexico<sup>3</sup>*

Partnerships with industry and government have proved to be crucial in helping SCE women to secure training and employment in their preferred sector.

### Industry partnerships

Real Futures' partnership with a company focused on health insurance and aged care has led to SCE participants working in the aged care sector. Other partnerships have led to women finding work with the government and in warehousing, retail, health and hospitality. A collaboration with a Caterpillar firm in Chile led to training in warehouse logistics.

At SisterWorks, industry partnerships have been made in a wide range of sectors, built on the values of diversity and inclusion to ensure that the women secure employment that is suitable for them and sustainable. One partnership is with AGA and information sessions are conducted for women to apply for paid apprenticeships and training.

The partnership with the telecoms company CLARO in Chile has led to training in basic and advanced digital skills for hundreds of mostly vulnerable women.

### Opening up training opportunities in non-traditional sectors in Chile

A partnership between SCE Chile and the intergovernmental research organization European Southern Observatory (ESO) in Antofagasta, led to a 14-week technical training in 2021 on the optical coating process for telescopes for selected SCE participants. This led to employment at the ESO. SCE identified seven women who had no higher qualification than a high school diploma but had an interest in science, technology, maths and engineering. They were trained by staff from ESO together with one of the IPs and a private company, through a mix of in-person classes, on-site sessions, and distance learning. On completion, the women received a certificate as evidence of their employability in large astronomical observatories and in companies that are part of the value chain.

This partnership came about through an initial collaboration with the Universidad de Chile who supported SCE in designing a strategy for including SCE women.

<sup>3</sup> SCE Virtual Hub Tour, Puebla, Mexico, <https://youtu.be/KJxXVCzXYHQ>, 8 November 2021

### Increasing access to training in more advanced skills for women with a higher education background

In Chile, partnerships and collaborations have led to training for SCE women in:

- Programming and advanced digital skills with partner Laboratoria
- Warehouse logistics, useful for jobs in the mining sector, through a collaboration with Finning Training Center; the trained women were subsequently supported by the IP Fundación Emplea in finding employment in mining and related industries
- Digital skills through MPTF COVID-19 recovery courses, which promote the incorporation of women into work and support women entrepreneurs who are economically inactive or who have seen their income decline due to COVID-19.

### Entrepreneurship training

As in other pathways, partnering with an experienced training organization can produce good outcomes in entrepreneurship. In India, SCE partnered with the non-profit Head Held High Foundation, who have expertise in youth transformation, women empowerment and livelihood development. Through this partnership, SCE established a training and production centre for handicrafts in Odisha, with market linkages identified to facilitate sales.

Also in India, SCE undertook a pilot training of 45 women, about four from each programme district, in digital entrepreneurship. The plan is to use the hubs as business centres for income generation activities. The women will also act as lead trainers of digital literacy in the districts. 'Mini-Labs' have been set up at seven out of the twelve hubs for facilitating training of women. To be sustainable, the mini labs operate on a revenue model. Each woman agrees to pay Rs.3000 for the entire training phase to help cover the remuneration of the trainer and the raw material cost.

In Chile, SCE's partnership with the state institution PRODEMU (which carries out women's development

initiatives throughout Chile) enables it to reach more women across the whole country.

In Mexico, SCE participants are included in government programmes for small business credits.

It may also be possible to harness interest and investment from outside the country where SCE is implemented. In 2021, a small business in the Netherlands called Julaha funded training in handicraft production for SCE women in India. It showed interest in selling the products through its website to an international market.

### Return to education

*'For this program, we have collaborated with the State Institute for Adult Education so that women who haven't finished their primary or secondary education, or those who are just missing one exam, can obtain their certificates and keep growing as people, keep growing academically and open doors for themselves to better opportunities. When they finish their courses and finally obtain their secondary education certificate – sometimes they stopped studying 10, 12 or even 20 years ago – thanks to this second opportunity they are able to take the initiative and transform their lives.'*

*Valentín Alejandro Torres López, Director, SEPIC/ Hub, Puebla, Mexico<sup>34</sup>*



Photo: UN Women

Many SCE programs have partnerships with the national bodies that provide the main route for people wishing to complete their secondary/high school education. Such partnerships benefit SCE participants by establishing reduced fees for sitting exams and obtaining the certificate.

- In India, this is the National Institute for Open Schooling (NIOS), an autonomous agency under the Government of India and the largest open schooling network in the world. NIOS has its own study centre where they conduct classes, but these study centres are often at the district headquarters to which travel for many women is difficult. So, SCE conducts regular classes (at least two every week) at the village level and in the hubs through its 54 education facilitators across the 12 districts where SCE operates. By linking up with NIOS, SCE makes examination and certification processes much easier for SCE participants.
- In Puebla, Mexico, the return to formal education pathway is managed by the State Institution for Adult Education.
- At the end of 2021, SCE Chile were working with partner BiblioRedes to support women who want to finish high school. The aim was to develop a joint strategy to include tutorship, gender-oriented content and digital skills training to women who have dropped out of school, to prepare them for examinations for high school validation. The strategy focuses particularly on younger women who left school early during the pandemic and whose personal situation does not allow them to return in the traditional way. The scheme has the potential to reach over 40,000 young women.



Photo: UN Women

### UN Women's added value: strengthening partners' gender focus

Partnerships between SCE and training institutions can also lead to impact at scale by supporting the capacity building of trainers at those institutions. Organizations who are otherwise a good fit as partners with the SCE programme may lack a gender perspective in their work. They may need guidance or training from SCE on the need for gender-focused programming and the changes to operations that that might entail. Such input is likely to have impact at scale if the organization operates nationally or over a wide area and leverages UN Women's technical expertise. Some examples where SCE/UN Women has built gender capacity for partners include:

Real Futures in Australia fed their SCE experience into the development of the new Indigenous Skills and Employment Program (ISEP), due to replace Vocational Training and Employment Centres (VTECs) from July 2022. Real Futures highlighted the need for a gender lens when connecting Indigenous Australians to jobs, training and career advancement opportunities. The National Indigenous Australian Agency (NIAA) reported that it had grown its understanding of the importance of a gender focus as a result of SCE.

In India, SCE's partnership with the national body on skilling, the National Skill Development Corporation (NSDC), has led to the integration of gender in the training of trainers, who will in turn incorporate a gender perspective in their vocational trainings across India. The aim is for trainers to integrate a sensitivity to gender at each stage of training and create a vocational training system that encourages more women to participate and go on to find work.

On a smaller scale, a collaboration between SCE and the Women's Institute of Zapopan in Mexico in 2021 led to a training of police officers which raised their awareness of gender and masculinity issues.

# SOURCES

## Internal SCE documents

SCE Annual Reports

Narrative inputs from IPs into SCE quarterly reports

SCE Mid-term review 2020

Interviews with IPs including focus group discussions in October 2021

## SCE IP conferences

IP roundtable on COVID-19 (Spanish interpretation), June 2021, <https://youtu.be/l3C67LT747g>

IP roundtable on COVID-19 (English interpretation), June 2021, <https://youtu.be/Y8GAR98VpZU>

Spotlight on Chile's COVID-19 response (English interpretation), June 2021, <https://youtu.be/UflmTfM9jfU>

Digital Divide conference, SCE Mexico, 28 October 2021

## Virtual hub tours

SCE Virtual Hub Tour, Real Futures, Australia, <https://youtu.be/fNHpAAfgkJo>, 8 November 2021

SCE Virtual Hub Tour, SisterWorks, Australia, <https://youtu.be/-yTaSmOTQsM>, 25 October 2021

SCE Virtual Hub Tour, Cameroon, <https://youtu.be/mxG7H3hM3ll>, 25 October 2021

SCE Virtual Hub Tour, Acción Emprendedora, Chile, <https://youtu.be/ZjmYcgCCJeg>, 8 November 2021

SCE Virtual Hub Tour, AIEP, Chile, <https://youtu.be/8HHHfh-Q31Y>, 8 November 2021

SCE Virtual Hub Tour, Infocap, Chile, <https://youtu.be/oZjGKv2fas>, 8 November 2021

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SCE Virtual Hub Tour, India, <https://youtu.be/1YSaUcxfdOo>, 4 October 2021

SCE Virtual Hub Tour, Jordan, <https://youtu.be/TUgSZOasca8>, 8 November 2021

SCE Virtual Hub Tour, State of Mexico, Mexico, [https://youtu.be/V9oz\\_mY\\_JeQ](https://youtu.be/V9oz_mY_JeQ), 8 November 2021

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SCE Virtual Hub Tour, Puebla, Mexico, <https://youtu.be/KJxXVCzXYHQ>, 8 November 2021

COVID-19 Adaptation, <https://youtu.be/m1xWB7l-eqbc>, 8 November 2021

## SCE Knowledge Products

UN Women, 2023 Our spaces is your space – Experiences from the pilot phase of the Second Chance Education and Vocational Learning Programme (SCE) in Australia, Cameroon, Chile, India, Jordan and Mexico.

UN Women, 2023 SCE Programme Implementation Manual

UN Women, 2021 Tu Oportunidad – Second Chance Education Programme: Lessons Learned

and Recommendations in Online Learning for Women (Spanish and English) <https://lac.un-women.org/es/digiteca/publicaciones/2021/09/programa-tu-oportunidad>

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UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide. It works globally to make the vision of the Sustainable Development Goals a reality for women and girls and stands behind women's equal participation in all aspects of life, focusing on four strategic priorities: Women lead, participate in and benefit equally from governance systems; Women have income security, decent work and economic autonomy; All women and girls live a life free from all forms of violence; Women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from the prevention of natural disasters and conflicts and humanitarian action. UN Women also coordinates and promotes the UN system's work in advancing gender equality.



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