



EXECUTIVE SUMMARY

SKILLS FOR PROSPERITY (S4P)

Connecting Young Women and Girls to Jobs:
Skilling Marginalized Women and Girls
and Transitioning them into Jobs

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(ACWICT)



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01. PROJECT CONTEXT

Connecting Young Women and Girls to Jobs: Skilling Marginalized Women and Girls and Transitioning them into Jobs,' aims to support marginalized women and girls in Turkana following the closure of the UK-funded Girls Education Challenge (GEC), which aided over 330,000 girls in Kenya.

This initiative focuses on providing technical skills and tertiary education, particularly in ICT and Solar Installation, to help these women transition into sustainable jobs, especially those who may not pursue further education.

400 Targeted marginalized women & girls
(transitioning from high school to work.
in the three (3) months leading up to June 2020

200 Job Placements

120 Girls Supported in Starting
Businesses

OVERVIEW

- Support helped girls re-enroll in school and transition to secondary education.
- The project aligns with UK strategies to reduce inequality and promote economic opportunities in arid regions.
- Targets 400 marginalized women and girls, primarily GEC beneficiaries, in the transition from high school to work.
- Gender disparities in digital access and clean energy roles are significant, with women facing barriers in these sectors.

A mixed-methods approach was used to evaluate interventions that empower marginalized women and girls in Turkana County with digital and green economy skills. This involved both quantitative and qualitative data through a quasi-experimental design. Data was gathered from participants using structured questionnaires at various project stages, focusing on skill levels, employment status, income, access to digital tools, and earnings.

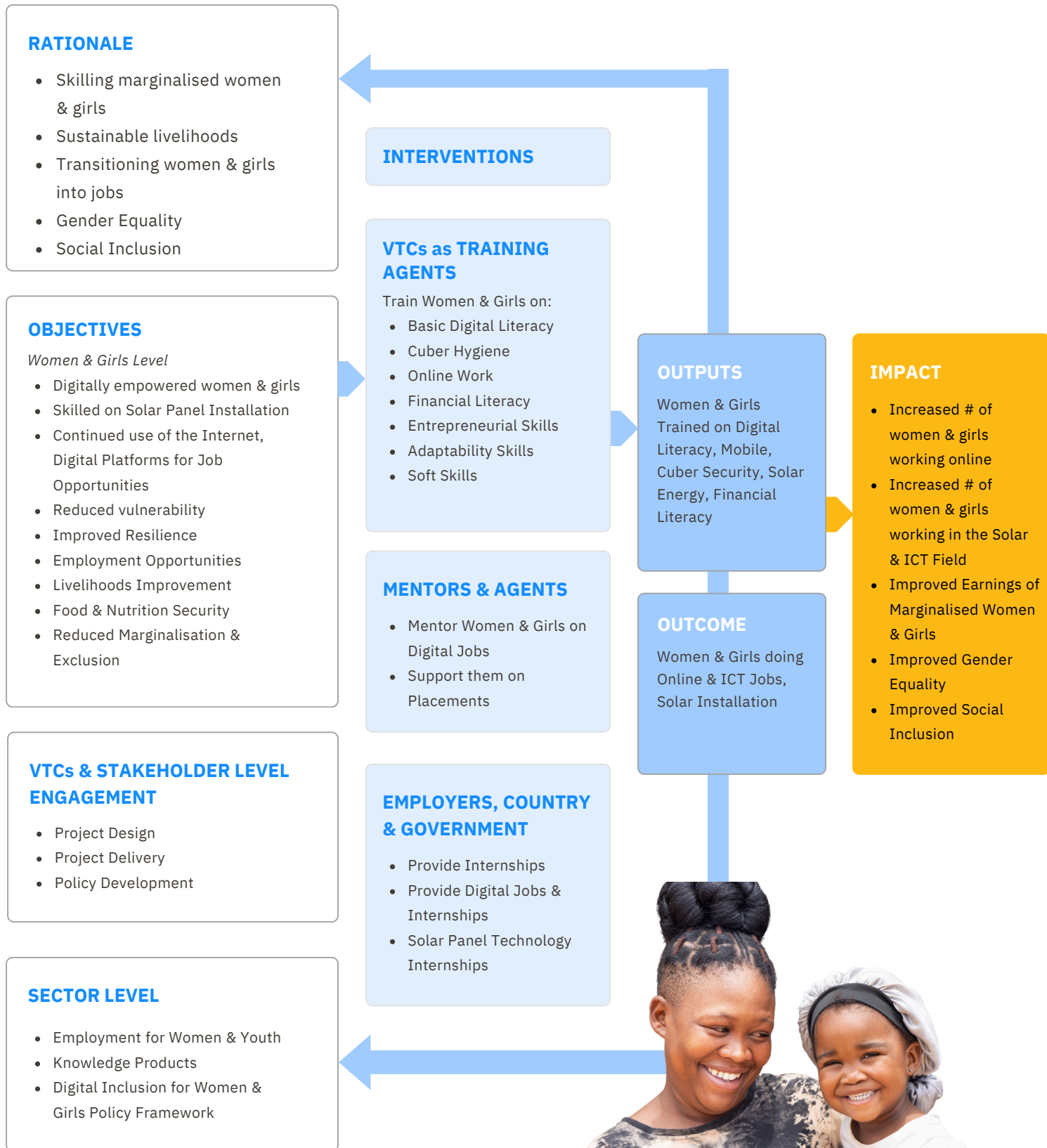
2.0 METHODOLOGY

The project's impact evaluation employed a comprehensive, mixed-methods approach to assess the effectiveness of interventions aimed at empowering marginalized women and girls in Turkana County through digital and green economy skills. It collected and collated quantitative and qualitative data to provide a holistic view of the project outcomes.

The evaluation utilized a quasi-experimental design, where data was collected on the intervention group (project participants) and relied on the baseline survey approach to allow for comparability of the outcomes at conception and ending to assess the impact of the project interventions. Structured questionnaires were administered as part of the project appraisal (before the intervention), at the beginning and end of the project, and after the project was complete.

These surveys collected data on various indicators, including Skill levels, employment status, income levels, access to digital tools, and earnings from digital microwork/jobs. A representative sample was selected to ensure inclusivity and diversity within the target population, ensuring representation of various thematic groups within Turkana County. Both quantitative and qualitative data was analyzed to identify significant differences in key indicators before and after the intervention to extract prevalent themes and narratives about the project's impact.

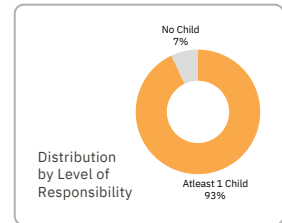
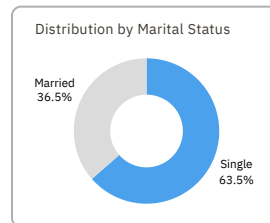
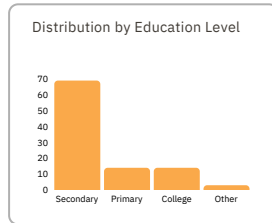
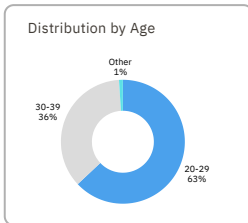
S4P CONCEPTUAL FRAMEWORK



2.1 SAMPLE PROFILE

Participants: 329 out of 503 trained women and girls (65.4% response rate)

Target Audience: Youthful women and girls with basic education and some responsibilities, indicating a need for livelihood support.



3.0 SUMMARY OF KEY FINDINGS

3.1 Relevance

Target Group	Marginalized women and girls in underserved regions of Kenya
Objective	Address gaps in technical education and economic opportunities
Engagement	Participants connected with mentors and local businesses
Outcomes	<ul style="list-style-type: none"> - Immediate job placements. - Sustainable economic empowerment model
Impact on Participants	<ul style="list-style-type: none"> - Increased confidence - Improved skills proficiency - Strong community support.
Social Change	Transition into male-dominated roles, challenging gender norms and promoting inclusivity in Turkana's economy.

3.2 Effectiveness

3.2.1 Digital Skills

400

Targeted

503

Trained

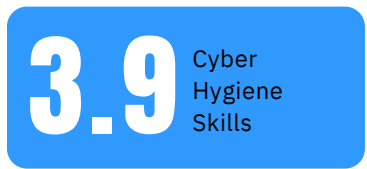
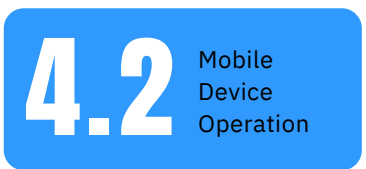
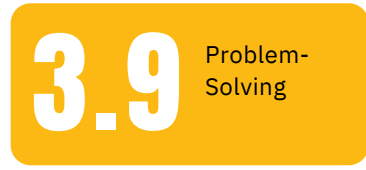
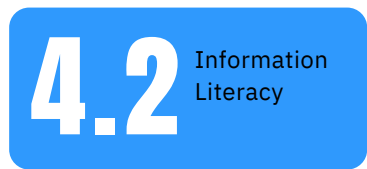
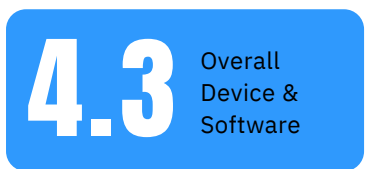
125%

Achievement Rate



Improved digital literacy and employability, highlighting the need for targeted support for marginalized women and girls in Turkana County, Kenya.

PROFICIENCY MEAN SCORES OUT OF A POSSIBLE FIVE (5)



- Above-average scores indicate effective training interventions.
- Significant positive correlations between digital literacy skills and employability.
- The strongest correlations with employability were for cyber hygiene, online work skills, communication, and digital content creation.

3.2.2 Psychosocial Support

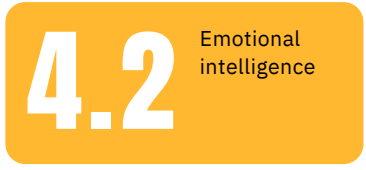
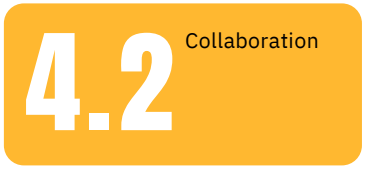
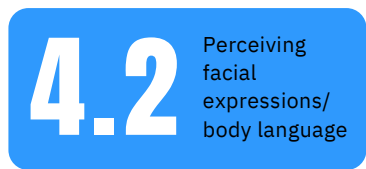
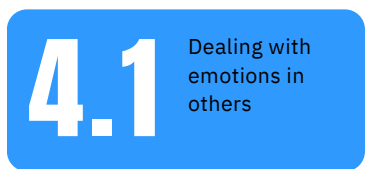
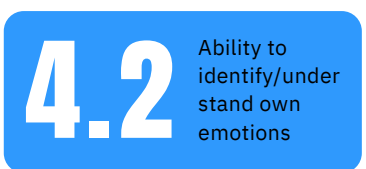
Evaluation Focus: Examined the impact of psychosocial support on employability for women and girls.

Key Skills Assessed: Emotional intelligence, communication, critical thinking, and collaboration.

Correlation Findings: Strong positive correlation between psychosocial support variables and employability.

Conclusion: Higher psychosocial support is linked to improved employability for marginalized women and girls in Turkana County.

PROFICIENCY MEAN SCORES OUT OF A POSSIBLE FIVE (5)



3.2.3 Mentorship Support

The programme connected mentors with women and girls to share ideas

- Mentees showed a readiness level of 4.1 for engaging with mentors.
- Mentors were viewed as moderately effective in providing support.
- A statistically significant correlation exists between mentor effectiveness and employability for marginalized women and girls.
- A strong positive correlation was found between mentee readiness and mentor effectiveness: higher readiness relates to higher perceived mentor effectiveness.

3.2.4 Financial Literacy

Financial Literacy Training: Improved understanding of budgeting, savings, investment strategies, and financial decision-making, enabling informed choices and financial independence.

Correlation with Employability:

- Investing Skills: Moderate positive correlation; understanding investment principles enhances employability.
- Purchasing Behavior: Responsible spending (e.g., comparing prices) is linked to higher employability.
- Timely Bill Payment: Reflects organizational skills and reliability, valued in the workforce.
- Long-Term Financial Goals: Setting goals shows foresight and motivation, positively impacting employability.
- Debt Management: Responsible debt handling can still correlate positively with employability.

Impact on Women and Girls: Enhancing financial literacy skills can improve job market prospects and overall financial well-being.

3.2.5 Entrepreneurship Skills

Participants trained in entrepreneurship skills: business planning, marketing, financial management, and sustainability.

- Training aimed to empower marginalized women and girls in Turkana County.
- Average skill levels scored above 3.00, indicating high proficiency.
- Moderate positive correlations found between:
 - Employability and proactiveness
 - Employability and autonomy, competitiveness, achievement orientation, and learning orientation.

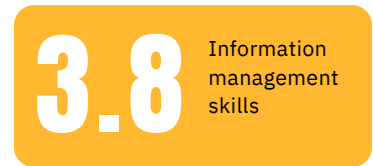
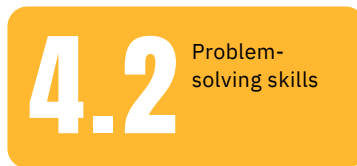


3.2.6 Solar Installation Skills

Participants received training in solar installation skills, enhancing their employability in the renewable energy sector and supporting sustainable energy solutions.

- Mean scores for skills and knowledge (Scores range: 1-5)
 - PV System Installation Skills: Mean = 3.1, SD = 1.58
 - Solar Panel Systems Knowledge: Mean = 3.1, SD = 1.6
 - Solar Panel Safety: Mean = 3.0, SD = 1.7
- Variability in scores indicates differences in proficiency and understanding among participants.
- Employability is positively correlated with PV system installation skills, solar panel systems knowledge, and safety adherence, all statistically significant.

PROFICIENCY MEAN SCORES OUT OF A POSSIBLE FIVE (5)



Overall, higher proficiency in these skills is linked to increased employability.

3.2.8 Employability Skills Assessment

A mean score of 4.2 indicates a tendency to adopt strategies for employment protection.

Moderate willingness to take risks for career growth, with higher variability (standard deviation of 1.3).

Job-seeking behaviour has a lower mean score of 2.9, reflecting moderate engagement in proactive search activities.

Correlation results show that higher employability is linked to:

- Employment protective behavior
- Employment risk-taking behaviour
- Job-seeking behaviour
- Self-control
- Self-learning



3.2.9 Adaptability Soft Skills

Life Skills Training: Focused on adaptability, resilience, and emotional intelligence, enhancing socio-emotional well-being and personal development.

- Employability Perception: Mean score of 3.5 indicates moderate self-perception of employability.
- Dealing with Uncertainty: Mean score of 3.6 shows trainees feel capable, but variability (SD 1.2) exists in individual confidence.
- Crisis Management: High confidence with a mean score of 4.1 in handling emergencies.
- Problem Solving: Strong proficiency indicated with a score of 4.2 for creative problem-solving skills.
- Cultural Adaptability: Trainees demonstrated high levels of cultural adaptability.
- Correlation Results: Strong links found between employability and adaptability skills.

3.2.10 Resilience Soft Skills

Personal Strength: Average score of 4.3.

- Personal Competence: Mean score of 4.1 (SD = 0.8), slightly lower than personal strength.
- Social Resources: Mean score of 4.0, indicating relatively high access but lower than personal strength and competence.
- Social Competence: Average score of 4.3.

Key Correlations:

- Higher personal strength correlates with greater perceived employability.
- Greater personal competence is linked to higher employability perceptions.
- Access to social resources positively influences employability perception.
- Higher social competence is associated with increased employability perception.



3.2.11 Partnerships and Collaborations

The project involved partnerships with the County Government of Turkana, vocational training institutes, the private sector, community-based organizations, and industry players to provide high-quality, market-driven training in ICT and solar technology installation.

3.2.12 MONITORING AND EVALUATION

A strong monitoring and evaluation framework was established to assess the training models' performance and impact, collecting information from trainees before, during, and after the training.

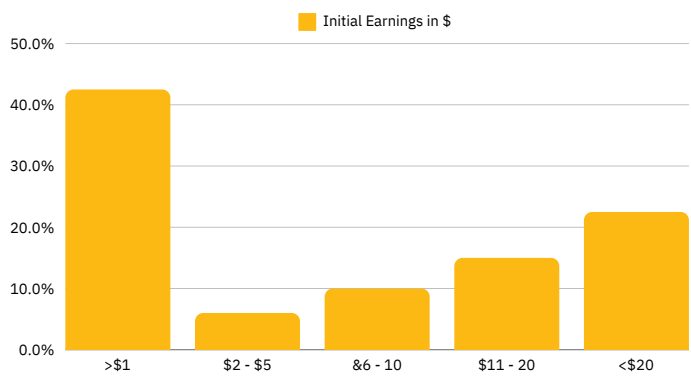


3.3 IMPACT

503
Girls Trained

200
Transitioned into Jobs/Business

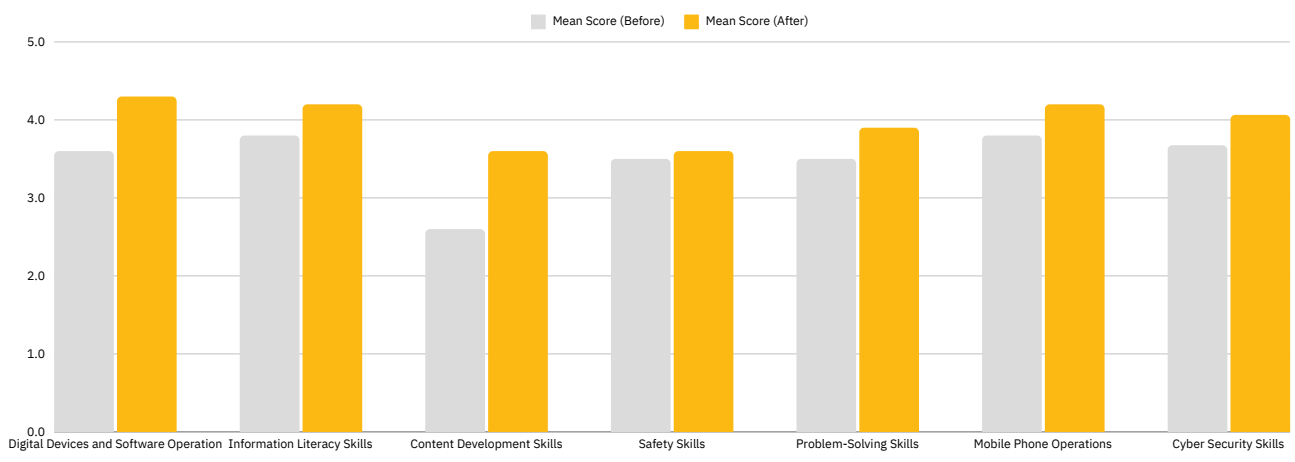
KES 1,170 p/h
Average earnings (range: Kes. 75 - 3,250)



Trainees earned from four streams:

- Digital Freelancing
- Digital Marketing
- Digital Office Software
- Search Engine Marketing (SEM)

General Improvement in Employability Skills: Trainees showed overall enhancement in skill



3.5 SUSTAINABILITY

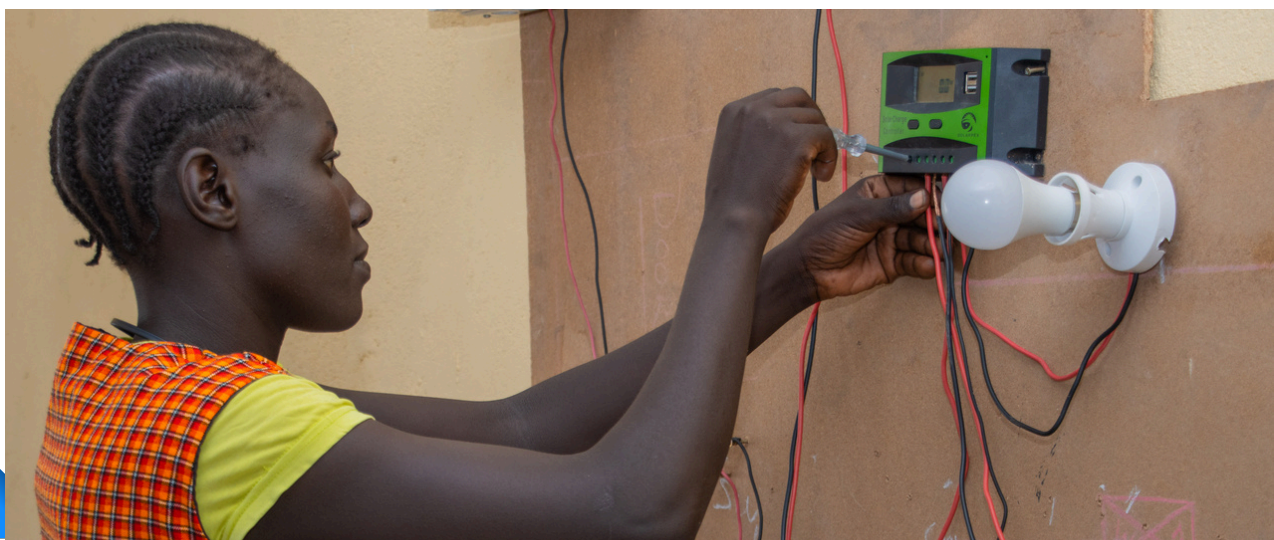
The project engaged local stakeholders for mobilization, training, mentorship, and business development, aiming to support women and girls in the county. Established linkages in ICT and Solar Technologies at Vocational Training Institutes (VTIs) will be utilized for improved outcomes, while a virtual learning ecosystem will enhance accessibility.

4.0 LESSONS LEARNT

- Flexibility and adaptability are crucial in dynamic, low-resource project settings.
- Engaging community leaders and stakeholders early supports smoother implementation and acceptance.
- Digital tools can supplement physical training, addressing distance and resource challenges.
- Regular monitoring of project outcomes allows for strategic adaptations.
- Tackle challenges related to budget constraints and external factors impacting implementation.

5.0 RECOMMENDATIONS

- Focus on enhancing remote learning in Turkana County by improving internet access, providing devices, and developing a robust e-learning platform for flexible schedules.
- Strengthen community engagement to foster support for the programme.
- Extend training duration for more comprehensive coverage of complex topics.
- Seek partnerships with local and international firms to boost job placement.
- Utilize technology to scale the digital learning platform for more women and girls in remote areas, investing in digital skills training and partnerships to expand beyond Turkana County.
- Advocate for policies supporting women’s economic empowerment and education by engaging relevant stakeholders for long-term sustainability.





Skills
for prosperity



Thank you

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