GENDER ANALYSIS
SKILLS TO SUCCEED BANGLADESH: RANDOMIZED CONTROL TRIAL

Save the Children®

Report

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Acknowledgements

Acronyms

FGD	Focus group discussion
GBD	Government of Bangladesh
GBV	Gender-based violence
ICT	Information communication technology
KII	Key informant interview
Lunn RCT	Skills to Succeed Teitelbaum-Lunn randomized control trial
RCT	Randomized control trial
SC	Save the Children
SCUS	Save the Children United States
S2S	Skills to Succeed program

Program Background

Save the Children's flagship youth employment program, Skills to Succeed (S2S), is designed to equip out-of-school and at-risk youth, ages 15-24, with the right combination of market-relevant skills, networks, and opportunities to get decent jobs or build their own businesses. S2S works on two levels: it supports the transition from school to work and it ensures that out-of-school youth find skilled, safe, and secure jobs that qualify as "decent work" according to the definition by the International Labour Organization.

In 2017, with funding from Accenture, S2S was expanded under the existing Education for Youth Empowerment Program in Bangladesh. S2S focuses on transitioning youth to formal employment in the information communication technology (ICT) and business process outsourcing sectors. By 2020, the program will reach 13,500 youth (8,100 males, 5,400 females).

With the generous contribution from Drs. Anthony Lunn and Phyllis Teitelbaum, S2S is conducting research to answer two key research questions:
1) What impact does participating in S2S have on youth's employment outcomes?
2) How can S2S empower and boost the employment outcomes of young women?

Save the Children will answer these questions in two phases, a formative research phase that includes this gender analysis, and an impact evaluation phase. The formative research phase will allow for further refinement of the impact evaluation phase so that S2S can design a randomized control trial (RCT) study that will contribute to existing evidence base for youth programming in international development. The S2S RCT is funded by Drs. Anthony Lunn and Phyllis Teitelbaum, therefore, it is referred to as the S2S Teitelbaum-Lunn RCT (Lunn RCT) throughout this report.

Purpose and Objectives

The **purpose** of this gender analysis report is to:
1) Deepen S2S staff understanding of the gender and youth inequities that may inhibit greater project impact in the communities around Dhaka, Bangladesh where it works; and

2) Inform the design of the Lunn RCT that will seek to measure increased empowerment and employment outcomes for young women participating in S2S.

The **objectives** of the gender analysis include:
- Identify gender-based barriers and opportunities to young women and men participating in S2S, and that affect their employment outcomes; and
- Recommend specific design elements for the Lunn RCT so that S2S can test ways to increase young women's employment outcomes.

Methodology

The gender analysis included primary and secondary sources of information. A desk review was completed and included Government of Bangladesh (GBD) national policies and strategies, recent

demographic data on employment and labor, S2S project evaluations and reports, USAID gender analyses and country strategies, third-party gender assessments and other reports, and peer-reviewed research to substantiate recommendations. Information from the desk review informed the gender analysis methodology, data collection instruments, and participant stakeholder groups. Qualitative data was collected in three communities near Dhaka, Bangladesh where S2S implements its programing, including Mirpur, Mogbazar, and Mohammadpur. The data was collected through key informant interviews (KIIs) and focus group discussions (FGDs) with young female and male graduates of S2S; male and female caregivers of S2S graduates; project employers, partners, and staff; and ICT experts from government and private sector. The research questions, data collection, sampling, and analysis strategies are described below.

Research Questions

The gender analysis **research questions** included:
1) What impact does participating in S2S have on young women and young men's employment outcomes?
2) How can S2S empower and boost the employment outcomes of young women and young men?

The gender analysis seeks to examine five **areas of inquiry** in order to contribute to the research questions above, as follows:
1) What are the gender-related barriers that young women and young men face to employment?
2) What are the challenges that young women and young men experience in their efforts to enter jobs specific to the ICT and business process outsourcing sectors?
3) What are the gender-related factors that influence decision-making processes when young women and young men seek employment?
4) What are the existing assets and opportunities young women and young men can build on to seek jobs in ICT and business process outsourcing?
5) What are the job expectations and goals of young women and young men? Are these influenced by gender-related social norms? If so, then do these expectations differ between young women and young men, and how so?

Data Collection

The KII and FGD data collection tools were based on industry standards for gender analyses. The focus group discussion tool for female and male youth included a participatory activity from the Save the Children *Engendering Transformational Change: Gender Equality Program Guidance & Toolkit.* The participatory approaches were tested in the field and revised. The research consultants translated the data collection tools into Bangla. The S2S Research and MEAL Manager and Save the Children Bangladesh Gender Advisor validated all final tools before data collection commenced.

The research consultants conducted the primary data collection in Mirpur, Mogbazar, and Mohammadpur. They captured the primary data via hand-written and typed notes and on recording devices. KIIs and FGDs were conducted in Bangla. The research consultants transcribed their notes and audio recordings, and a translator transferred the transcripts to English at the end of the data collection period.

Geographic Locations
The data collection took place in the following locations where S2S Bangladesh currently operates. The upcoming Lunn RCT will likely take place in one or all of these locations as well.
1) Dhaka – Interviews with government officials, private sector and local partner organizations
2) Mogbazar – Interviews and FGDs with young women, young men, family members, employers, partner and project staff
3) Mirpur – Interviews and FGDs with young women, young men, family members, employers, partner and project staff
4) Mohammadpur – Interviews and FGDs with young women, young men, family members, employers, partner and project staff

Sampling Plan
Participant groups were selected based on the gender analysis scope of work provided by S2S staff, in consultation with the Lunn RCT research team, and based on the desk review findings. The stakeholders who participated in the data collection compose a key constituency for S2S. The interviews and focus group discussions were held with individuals chosen based on experience relevant to project activities.

Key Informant Interviews
Interviews consisted of semi-structured questions.
- 1 interview with Government of Bangladesh official
- 1 interview with Youth Training in ICT Skills Expert
- 4 interviews with employees from 3 local partner organizations
- 4 interviews with Skills to Succeed employers (one interview included 3 individuals from the same company for a total of 6 individuals interviewed in this category)
TOTAL: 10 key informant interviews with 12 individuals

Focus Group Discussions
Data collectors held single-sex focus groups separately with male and female respondents, except in the case of project staff discussions. A female data collector facilitated focus groups with female respondents, and a male data collector facilitated focus groups with male respondents. Data collectors conducted one focus group of each type in Mirpur, Mogbazar, and Mohammadpur, so that each community had seven focus group discussions.

Project partner organizations chose participants based on experience relevant to program activities. Focus groups with youth used a blend of discussion and participatory activities; focus groups with parents/caregivers and project staff consisted of semi-structured questions.

- 3 focus groups with female youth who are employed and S2S alumnae, ages 18+
- 3 focus groups with female youth who are unemployed and S2S alumnae, ages 18+
- 3 focus groups with male youth who are employed and S2S alumnae, ages 18+
- 3 focus groups with male youth who are unemployed and S2S alumnae, ages 18
- 3 focus groups with female parents/caregivers of children alumni of S2S, ages 18+
- 3 focus groups with male parents/caregivers of children alumni of S2S, ages 18+
- 3 focus groups with mixed male and female S2S project staff

TOTAL: 21 focus group discussions with 150 individuals

Analysis

The Gender Advisor from Save the Children US (SCUS) developed a coding scheme based on the research questions and areas of inquiry being considered for this gender analysis. The transcripts were then coded using Excel. During analysis, emerging themes were noted and new codes were created accordingly. Once coding was completed, the research team drafted a set of preliminary findings that related to each area of inquiry (listed above). Those findings were presented at a Validation Meeting on October 15, 2019 with project and partner staff, the research consultants, and the SC Bangladesh and SCUS Gender Advisors. Following the Validation Meeting, further analysis was conducted to follow-up on the feedback and comments from meeting participants. The findings were triangulated with information collected through the desk review to identify and resolve any disparities and finalize the findings for this report.

Ethical Considerations

This gender analysis anticipated risks to participants and took necessary measures to safeguard against and minimize these risks. In line with ethical standards for research, no names were collected for any participants, only their sex and respondent type (as in youth S2S alumnae, parent/caregiver, government official, etc.). To guard against coercion to participate in the study, all participants were volunteers and oral consent was obtained from each participant. It was determined that the overall risk of this research is low since we did not ask questions that would be considered sensitive by an ethics review committee. Enumerators received basic training in the procedures associated with research ethics for this analysis. All participants were 18 years and older.

Limitations to the Research

By its nature, qualitative research is not generalizable to the larger population – instead, it is meant to shed light on and gain insight into complex social issues and patterns. A limitation to qualitative gender analysis is the risk that selected institutions, communities, and respondents are not actually representative of the larger project population, which may bias the findings in some ways. Another limitation is that the perspectives of the data collectors, translator, and lead investigator may influence the findings so they are not fully objective.

To mitigate these limitations, the research team employed techniques meant to improve the validity and reliability of the qualitative findings. First, we triangulated the findings among numerous sources of data and insight – from different stakeholders on the project through the Validation Meeting and in the desk review of secondary literature and data. Second, the research team sought clear patterns in the data, noting repetitions and highly charged words that reoccurred across the primary data. These techniques help ensure that the recommendations in this report are practical, evidence-based, and responsive to the research questions.

A participant at the Validation Meeting suggested that the data collection may have included non-S2S alumnae respondents in the data collection to compare any differences in knowledge, attitudes, behaviors, and employment opportunities and outcomes. The research team acknowledges that not including respondents who did not participate in the S2S program was a limitation of the analysis. Again, the research team sought to triangulate the findings with secondary literature and data to ensure that the data set was aligning with trends in third-party research and programing.

Desk Review

Bangladesh is widely recognized as a Millennium Development success story, with a strong record of economic development growth. The country is also making progress on gender equality, evidenced by the increased numbers of females in national parliament, an increase in female labor participation (from 26% in 2003 to 36% in 2016),[1] and decreased rates of child marriage and female under-5 mortality.[2] On the other hand, female participation in the labor market is still 44% the rate of male participation.[3]

Females in Bangladesh face structural, cultural, and gender-based barriers to accessing and retaining employment, especially employment outside of the home. Occupational sex segregation of women into lower-paid, lower-quality jobs means that women are not able to move into higher-paid, higher-quality jobs at the same rates as men.[4] This limits women's income-earning ability exponentially over their lifetimes. Specifically in the ICT and business process outsourcing sectors, men dominate the workforce though female participation is growing. Despite growth in female employment in the IT sector, as of 2015, only 13% of the workforce was female and only 1% of ICT companies in Bangladesh were led by women.[5]

The discriminatory practice of *purdah* restricts women's and girls' mobility outside the home. Families practice *purdah* to protect women and girls and because they want to uphold the honor of the family and it is considered unseemly for a woman or girl to venture from her home. Only one-quarter of women leave their neighborhood once per month, and one in 10 never leave their community.[6] Many Bangladeshi women work around *purdah* by starting home-based businesses to earn additional income for their families. The majority of working women in Bangladesh work from home (62%) while almost all men work outside the home.[7] Outside of the home, the societally acceptable employment options for females include informal wage labor and paid domestic work, both of which have poor working conditions and low pay. For these reasons as well as negative health effects, women reported these employment options as unfavorable.[8]

Bangladesh is a patriarchal society in which the male head-of-household retains the power of decision-making. Males in low-income households view female labor force participation as a "necessary evil" for economic survival, while simultaneously upholding patriarchal beliefs that women

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[1] Solotaroff, Jennifer L., Aphichoke Kotikula, Tara Lonnberg, Snigdha Ali, Rohini P. Pande, and Ferdous Jahan. 2019. Voices to Choices: Bangladesh's Journey in Women's Economic Empowerment. International Development in Focus. Washington, DC: World Bank.
[2] Solotaroff, Jennifer L., Aphichoke Kotikula, Tara Lonnberg, Snigdha Ali, Rohini P. Pande, and Ferdous Jahan. 2019. Voices to Choices: Bangladesh's Journey in Women's Economic Empowerment. International Development in Focus. Washington, DC: World Bank.
[3] Solotaroff, Jennifer L., Aphichoke Kotikula, Tara Lonnberg, Snigdha Ali, Rohini P. Pande, and Ferdous Jahan. 2019. Voices to Choices: Bangladesh's Journey in Women's Economic Empowerment. International Development in Focus. Washington, DC: World Bank.
[4] Solotaroff, Jennifer L., Aphichoke Kotikula, Tara Lonnberg, Snigdha Ali, Rohini P. Pande, and Ferdous Jahan. 2019. Voices to Choices: Bangladesh's Journey in Women's Economic Empowerment. International Development in Focus. Washington, DC: World Bank.
[5] Redondo, Jesus Serrano. 2015. Women in IT in Bangladesh face challenges to get connected. Forum. Issue 1.
[6] Aphichoke Kotikula, Ruth Hill and Wameq Azfar Raza. 2019. What works for working women? Understanding female labor force participation in urban Bangladesh. Washington, DC: World Bank.
[7] Aphichoke Kotikula, Ruth Hill and Wameq Azfar Raza. 2019. What works for working women? Understanding female labor force participation in urban Bangladesh. Washington, DC: World Bank.
[8] James Heintz, Naila Kabeer & Simeen Mahmud (2018) Cultural norms, economic incentives and women's labour market behaviour: empirical insights from Bangladesh, Oxford Development Studies, 46:2, 266-289

working harms the family's honor and reputation.[9] Women and girls are also expected to do the majority of domestic chores and childcare. Lack of childcare for children under the age of 5 is a critical factor that prohibits women from working.[10] Urban women spent an average of 6 hours per day on household domestic tasks and unpaid care work, compared to only 1 hour per day for men.[11]

In Bangladesh, female labor force participation has a U-shape correlated with educational attainment. Females with no education and those with higher education levels (e.g. tertiary education) have higher levels of labor force participation than those with only primary or secondary education.[12] Labor force participation is also higher for women in low-income/slum communities and those who are young and unmarried. Additionally, women with TVET education are 23.1% more likely to work, suggesting TVET education is undertaken with specific employment opportunities in mind.[13]

Underpinning the barriers that Bangladeshi women and young women face to accessing and retaining employment are persistent gender norms. To address such barriers, programs should work across levels of society, including at the institutional, community, and family level, to build support for increased women's economic empowerment, while also supporting individuals with skills strengthening and opportunities for employment.

Findings

This section presents findings from the gender analysis, organized by the areas of inquiry.

Area of Inquiry 1: What are the gender-related barriers that young women and young men face to employment?

1.1.   **Respondents spoke of several forms of gender-based violence that they said served as barriers to young women's ability to gain employment; as well as her ability to remain in employment without threats to her safety.** Many of the commonly discussed gender-based barriers are discussed in more detail below.

"Girls learn that we can't work late nights nor leave the house. [It is like] women are held captive in the home." –Female Youth, Unemployed

A. Restriction on Mobility: Young women and some young men relayed that parents attempt to safeguard their daughters from verbal harassment, eve-teasing, and other forms of gender-based violence (GBV) by placing restrictions on young women's movements outside the home. This includes expectations to be home before dark, not

[9] Banks, Nicola. 2013. Female employment in Dhaka, Bangladesh: participation, perceptions and pressures. Environment & Urbanization. Vol 25(1): 95-109.
[10] Asian Development Bank. 2016. Women at Work Brief. No. 68.
[11] Aphichoke Kotikula, Ruth Hill and Wameq Azfar Raza. 2019. What works for working women? Understanding female labor force participation in urban Bangladesh. Washington, DC: World Bank.
[12] Asian Development Bank. 2016. Women at Work Brief. No. 68.
[13] Aphichoke Kotikula, Ruth Hill and Wameq Azfar Raza. 2019. What works for working women? Understanding female labor force participation in urban Bangladesh. Washington, DC: World Bank.

travel far distances from home, and sometimes strictly limiting their ability to leave the home and community. This significantly narrows young women's opportunities for decent work in S2S communities. Experts interviewed mentioned that, to a much lesser extent, mobility can be an issue for young men since youth in Bangladesh typically remain close to their community.

B. Security and Safety: Young women do not feel comfortable with, and are discouraged from, applying to jobs that may require them to work until late or on a night shift. This is because after dark, transportation becomes a serious security concern for young women and their families due to the risk of harassment and other forms of GBV from men and boys.

C. Threat of Harassment: Young women acknowledged that men and boys assault and verbal harass women and girls in public and on public transportation. Young women also said that such assault and harassment sometimes also occurs in the workplace committed by male colleagues and supervisors. The deep-seated gender norms that contribute to assault and harassment in public and in the workplace thwarts young women's ability and desire to apply to workplaces when they very often deem it unsafe to commute to work or labor in such a work environment.

D. Community Gossip: Young women, and some young men, parents, and employers, often referred to gossip within their communities committed by extended family (including in-laws), neighbors, and other community members. The community gossip discussed by respondents revolved around a young woman's employment status, with gossip suggesting disreputable behavior if she is outside of the home all day or returns home after dusk. The young women said the gossip is hurtful to young women, and often convinces them not to pursue employment that takes them outside the home and community. Employers and parents said that married adolescent girls and women in particular face backlash from their in-laws and neighbors if they work outside the home.

E. Transportation and Cost: Young women, though not young men, said that transportation costs can be prohibitive to retaining decent work, especially when their low wages are only minimally more than the transportation costs to get to work. The average cost of a daily round-trip commute in the areas around Dhaka where Skills to Succeed operates is about USD 2.00 (~BDT 165), or USD 40.00 per month (~BDT 3,300).

Area of Inquiry 2: What are the challenges that young women and young men experience in their efforts to enter jobs specific to the ICT and business process outsourcing sectors?

2.1 Night shift work: Social norms and security issues prevent young women from working night shifts, which negatively affects their employment options in the ICT and business process outsourcing sectors. Young men, young women, parents, and employers agree that boys are able to work until after dark and into the night without risking their safety or being the center of harmful community gossip as young women are prone to be if they work after dark (see finding 1.1.E).

2.2   <u>Lack of Access to Technology</u>: Young women and young men are impacted by lack of access to technology in the home and the near community. When there is a lag in securing employment after the training, young people lose their skills unless they can access computers to practice. Young women are affected more than young men because of restrictions on their mobility outside the community (see finding 1.1.A), which prevents them from accessing a computer in a cybercafé or lab. If technology is present in the home, it is usually the assumption in the household that men have priority use.

2.3.   <u>Lack of Secondary or Higher Education and Academic Qualifications</u>: Young women more than young men say that they lack the secondary or higher education requirements to find decent work opportunities and that it as a significant barrier to successfully obtaining employment. Experts and ICT employers said that employers in ICT do not want to hire drop-outs from grades 8-12, regardless of sex. The national-level gap in young women's and girls' education compared to young men and boys' education levels is influenced by deep-seated gender norms on girls' and young women's value in the family, the perception that there are few to no viable employment opportunities for women, and household financial insecurity. Both young women and young men said that they also lack the academic qualifications, most typically a college degree, that ICT employers are seeking in a job candidate. The young women and men said that even when they have the computer skills and training for the position, employers will pass them up for a candidate with higher academic credentials.

> **Questions Employers Ask Young Women in Interviews:**
>
> "Do you plan to become pregnant within one year?"
>
> "When was the day of your last menstrual cycle?"
>
> "Will you be able to hold a job with a young child at home?"

2.4   <u>More English Language Instruction Asked for by Young Men</u>: Only young men requested additional English language instruction be included in the Skills to Succeed program. They said that the majority of jobs they interview for often require answering questions in English. On the other hand, young women did not mention that they would like more English language instruction. Stakeholders at the Validation Meeting discussed that this gap is likely because the type of position young women would be considered for are not one in which they would need to speak to foreign clients. Mostly men occupy the ICT and business outsourcing roles that require speaking with foreign clients. Such sex-based division in the jobs types perceived as appropriate for either sex reinforces gender norms around traditional roles for females and males in society. Finding 2.5 below further discuss employer discrimination based on such gender norms.

2.5   <u>Employer Discrimination</u>: Employers and partner organization staff shared that young women's families or **Figure 1** husbands sometimes pressure them to leave jobs for marriage, childbearing, and/or caretaking duties that their families and communities consider to be young women's societal obligation. This gendered attitude dissuades employers from hiring young women, or when employers do hire young women, they are encouraged to hire her into an entry-level role or a role that does not require much training, such as a receptionist or store clerk. These roles tend to pay less, have little opportunity for career progression, and require fewer skills than other types of ICT

and business outsourcing roles that men typically occupy. Instead, young men and men are hired into higher-level, more technical roles with opportunities for advancement. While employers in the study perceive young women as more efficient than young men, IT firms generally prefer hiring males to females for open positions.

Stakeholders at the Validation Meeting shared that employers often ask young women deeply personal questions about their plans to start a family (see Figure 1). If employers' can ascertain that the young woman is pregnant or intending to become pregnant, then they will withhold the job offer. Employers usually withhold jobs from such female candidates on the premise that she will not be with the business for long if she intends to have children, as she will take up the traditional female role in Bangladeshi society as the home-based caretaker. Employers and parents said that such reproductive responsibilities are the innate duty of young women in Bangladesh society, and believe that women cannot also maintain employment when raising and caring for a family.

> *"Marriage is everything. Our society would not be in the place it is today [without marriage]."*
> *—Female Employer*

2.6   Lack of Job Information: Young women do not have access to information on potential jobs nor the ability to go job seeking at the same level as young men do. Young women's social, academic, and job networks are fewer than young men's networks due to factors including restrictions on their movements and household responsibilities that dominate their time during the day. More male youth than female youth in S2S seek and apply for jobs.

2.7   Lack of Job References: Both young women and young men find that they have few options for good job references. The lack of references limits their ability to gain access to companies that are hiring and therefore be considered for job openings. In many cases, the S2S graduates do not have enough prior work experience where they could have cultivated references. The young women and men said that in many hiring situations, good job references are critical to gaining access to an interview.

2.8   Lack of ICT Jobs Near Community: Young women and young men relayed that ICT jobs are still not easily available near their communities, nor do those that are available match their level of competency. Young women and young men noted that reputable and large ICT companies are based far from their communities. This particularly hinders young women's ability to gain access to and be hired at such companies due the restrictions on their mobility (see finding 1.1.A).

2.10   Self-confidence: Young women struggle with self-esteem and self-confidence. This can inhibit them from applying to jobs for which they might be qualified. Experts and stakeholders interviewed agreed that both young women and young men are less exposed to "the outside world" beyond their family unit and community, and sometimes

> *"We want to create an environment where young women can be more confident and fearless, and where parents and society are [more aware] so that men and boys can learn to respect women." —Female, S2S partner*

they do not have the confidence to apply for jobs that will take them away from the community they know.

Area of Inquiry 3: What are the gender-related factors that influence decision-making processes when young women and young men seek employment?

3.1 <u>Decision-making on Behalf of Young Women</u>: All of the focus groups with youth and many of the focus groups with mothers and fathers responded that young women are not allowed to make decisions about employment on their own. Instead, young women need to consult with their parents, brother, elder sister, husband, and/or in-laws before they make a decision on her behalf. On the other hand, young men are allowed to make decisions about employment for themselves and then inform their families.

3.2 <u>Career Objectives Influence Young Men's Employment Decision-making</u>: Young men responded that their employment expectations are influenced by their career motivations and objectives. The main objectives young men discussed included salary amount, opportunities for career progression, and the motivation to work for large, reputable companies.

"It is expected that the son will do better than his father in life and look after his mother and sisters." –Father of S2S participant

3.3 <u>Intra-household Power Dynamics Deter Married Young Women</u>: Experts and stakeholders said that parents counsel their daughters to obey their future in-laws once they are married. Respondents noted that in keeping with this expectation, and coupled with low self-esteem and lack of exposure outside of her community, a married young woman might not seek consent from in-laws to gain employment at all because she fears a negative reaction that may compromise her standing in the household. A married young woman would not enter the workforce without explicit consent from her husband and/or in-laws.

Area of Inquiry 4: What are the existing assets and opportunities young women and young men can build on to seek jobs in ICT and business process outsourcing?

4.1 <u>Government and Third-Party Training Programs</u>: Government, non-governmental organizations (NGOs), and private companies offer subsidized and free ICT training programs for youth, and a few programs specifically focus on women. However, the government programs that exist do not target underprivileged groups despite an emphasis on inclusion. Also, few of the government and NGO trainings include for food or transportation stipends, which deters youth of lower socio-economic status from participating. The gender analysis learned of the available training programs included in Figure 2, below.

Table 1: List of Identified Youth Training Programs

Stakeholder Responsible	Program Name	Target Population	Brief Description
GBD, Ministry of Post, Telecommunications,	She Power Project: Sustainable Development for	10,500 women to be trained	Implemented across the country, the program provides 3 progressive levels of training and internships. Skills training areas include ICT service provision, call center agent, and

& Information Technology	Women through ICT		entrepreneurship. Participants receive a stipend during participation.
GBD, ICT Division and UNDP	Access to Information (a2i)	43,000 apprentices; 35,000+ minority ethnic people trained	Multiple initiatives to increase skills development among youth and women. For example, partnering with Microsoft Bangladesh to train 3,500+ rural women as hardware and ICT support technicians.
CodersTrust Bangladesh	Women's Skill Development for Freelancing Marketplaces	200 women trained	Free courses in data entry, digital marketing, and graphics design are developed to cater to market demands for skills. Training targets women 18-34 years old with at least a secondary school education. CodersTrust also offers courses without a fee for underprivileged youth, and with a fee for other individuals.
GBD and World Bank	Leveraging ICT for Governance, Growth, and Employment Project	10,450 women trained; 33,564 total individuals trained	This project was implemented from January 2013-June 2019. It provided skills development training for the IT and Information Technology-Enabled Services industries.
GBD, ICT Division, and Bangladesh High-Tech Park Authority	Sheikh Kamal IT Training & Incubation Centers Hi-Tech Park Authority	Youth with secondary, higher secondary, and university education	Implemented from January 2016-December 2019. Offers courses on web application development, graphic design, and digital marketing.

4.2   <u>Existing Information Gap</u>: Despite the availability of subsidized or free ICT trainings for continuing education, none of the youth who participated in the gender analysis data collection mentioned any opportunities for continuing their skills building outside of the S2S program. This may be because S2S youth participants are unaware that these outside training programs exist.

4.3   <u>S2S Program Offerings an Asset for Participants</u>: Young women and young men respondents said that the following aspects of their participation in the S2S program positively contributed to their employment outcomes, or their work toward becoming employed:

"Before this program, I did not say anything. Now, I freely talk with anyone with the courage I gained from participating. … We learned … how a girl can become self-sufficient.." –Female Youth, Unemployed

- Improved self-confidence
- Improved soft skills in communication, leadership, and ability to manage stress
- Improved tangible job application skills, such as job interviewing and writing a resume
- Increased computer skills and free computer training
- Increased basic English skills
- Increased job networks – especially discussed by young women participants
- Supportive program partners that directly contact employers, disseminate resumes, and hold job fairs on behalf of S2S participants

- Supportive instructors who are patient, sincere, and act as mentors to S2S participants

Area of Inquiry 5: What are the job expectations and goals of young women and young men? Are these influenced by gender-related social norms? If so, then do these expectations differ between young women and young men, and how so?

5.1   <u>Gender Norms Influence Young Women's Employment Expectations</u>: Young women's expectations for their own employment are influenced by entrenched gender norms related to their expected roles and responsibilities within the family and household, limited decision-making ability, and unequal status in society.

Young women are concerned about gender-related factors when setting expectations for their employment. The risk of verbal and physical harassment on the way to work and at the workplace is at the heart of their worries about distance from home to the workplace, time of day for work shifts, and workplace culture and colleague's attitudes toward them. Young women also factor in parent's opinions and permissions to take a job, and want to mitigate and avoid harmful community gossip by taking jobs close to home with daytime work shifts. The prevailing attitude among parents, community members, and employers is that young women will soon marry and start having children if they have not already. This hinders young women's ability to make long-term decisions about employment, and having a child usually ends her employment status prematurely.

5.2   <u>Gender Norms Influence Young Men's Employment Expectations</u>: Young men frequently spoke about their expectation to find an ICT sector job after the training, and to earn a healthy monthly wage between BDT 10,000-15,000, or about USD 120-180 (the average monthly income in Bangladesh in 2018 was about USD 142 for comparison[14]). Parents spoke about the expectations of young men by their families, including that young men are expected to contribute to the household income and financially take care of their parents and younger siblings. Such expectations place pressure on young men to secure employment and earn money quickly subsequent to completing their S2S training. Yet, they also need to take up employment that earns more than their transportation expenses to and from work, which can be difficult to achieve given type of jobs available and distance to them from their communities.

5.3   <u>Gendered Roles and Responsibilities Influence Individual and Family Job Expectations</u>: Young women's families and communities expect them to do domestic work and take care of the household either instead of or in addition to paid work. Parents prefer their daughters to stay at home rather than travel to a job, mainly due to safety concerns. Young men's families, and to a lesser extent their communities, expect them to earn a wage to contribute to or support the household. Young men spend their time socializing, attending school, studying, playing sports. Young women attend school, care for younger siblings, do household chores before and after school, help their mothers cook for meals, and study. In Bangladesh, males are the

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prime earning member of the family. There is pressure from the family for male members to apply to many jobs.

Despite these family expectations that are shaped by unequal gender norms, many parents and caregivers in S2S communities allow their daughters and sons to participate in the S2S training program. Some parents allow and agree to their daughters seeking employment after the training concludes. Experts and parents/caregivers said that parents are motivated by several factors to allow their daughters to participate in S2S, such as:

- **Family pride.** Young women who know how to operate a computer are a source of pride to the family.
- **Value-add for early marriage**. Parents feel that their daughter's marriage prospects might improve if she is has computer skills.
- **Proximity and safety**. Parents often agree to let their daughters participate in S2S after visiting the youth club and seeing that it is a safe environment near to home that offers their children learning opportunities.

Recommendations

The gender analysis developed recommendations below in two parts. The first set of recommendations are suitable for testing in the S2S Teitelbaum-Lunn RCT. The second set of recommendations are to inform future iterations of S2S or other youth employability programming for Save the Children Bangladesh.

> **Program Support Most Requested by Graduates:**
>
> - Extend hours for computer lab practice
> - Lengthen computer training to 6 months
> - Add supplementary English instruction
> - Provide financial support to buy a computer

Recommendations for Teitelbaum-Lunn RCT

Small Doable Actions to Boost Job Skills and Networks:

1. Offer the following job skill and network strengthening activities to both female and male youth students. Ensure that the cohort includes individuals from the community that are some of the most marginalized, assessing socio-economic levels, education levels, family education levels, length of time unemployed, marriage status for young women, and other factors to be decided by S2S. Focus on engaging married young women to the extent possible. Once the cohort participants have been identified, work to:
   a. Assess their goals and career aspirations.
   b. Connect them with a same-sex mentor who aligns with their career aspirations and will work them for the length of the program.
      i. Recruit more female mentors so that young women can have a same-sex mentor.
   c. Provide participants with increased computer lab hours for practice, support with CV writing and interview skills, and more basic English lessons. Consider conducting some of these activities during the lunch hour by hosting "Lunch and Learn" events that students can bring their lunch to. This will help ensure that students do not need to stay late and travel home past dark.

d. Refer youth and graduates to existing training programs for refresher training or further training, especially those programs that are free (refer to Table 1 above).

Financial Support:

2. Offer post-graduation "starter kits." These could include financial support for graduates to purchase a computer or mobile phone; training materials and books for self-teaching and practice; transportation vouchers; one session of career coaching or continuing vocational training; subscription to an online or in-person career service; or other financial support to help graduates seek and find decent employment.

Job Information and Networking:

3. Make connections with and invite members of the Bangladesh Women Chamber of Commerce and Industry (BWCCI) and the Women Entrepreneurs Association of Bangladesh (WEAB) to S2S youth clubs to expand job networking opportunities for young women in S2S.
    a. Invite members of the BWCCI and WEAB to speak to students about various topics, like considerations for starting a home business, marketing, e-commerce, licensing rules and regulations, etc.
    b. Invite businesses that belong to these associations to participate in S2S job fairs.
    c. Draw mentors, women leaders, and other role models from these associations to participate in S2S events and mentoring program.

4. Engage with women and youth role models or mentors. Having a support network that can provide advice and contacts can help young women see a different pathway for their future. Ways to expose young women and young men to role models include:
    a. Sponsor trips or exchange visits to places where S2S students (and alumni as appropriate) – both young women and young men – can see other women and youth working in leadership roles (e.g. job fairs, office visits, and other networking events). S2S should ensure participants have the skills and tools needed to participate effectively in these events.
        i. Create learning opportunities for youth – These trips can be educational, such as learning about new industries and companies that value ICT skills, or making connections with female leaders and professionals.
        ii. Invite fathers and husbands on visits – This can be an effective way to change men's perceptions about what women can and cannot do by exposing them to women who are succeeding in non-traditional roles.
    b. Provide opportunities for role models of promoted behaviors to share their experiences at key events, such as the job fairs, office visits, or during community events such as on International Women's Day. It can be done through speeches, dramas, or presentation of awards.
    c. Recruit young male champions for women's empowerment, gender equality, and/or youth engagement who have seen positive changes in their own households. Look within the S2S network or through other youth project networks. Invite the male champions to speak with female champions at youth club or community events.

5. Strengthen the ability of S2S to provide more information to S2S participants, especially female youth, on job opportunities in sectors outside ICT and business process outsourcing.

Link participants to jobs in the non-profit sector or the community and civil society space, and continue linking students to job opportunities in hospitals. Seek to links students to mentors and role models in other sectors that need employees with good computer skills. Ensure that the non-ICT sector jobs align with S2S graduates' qualifications (e.g. the jobs do not require higher education or strong English skills).

    a. Hold Lunch and Learn sessions or panel discussions especially for female youth to provide them with information on decent work opportunities in other sectors and link them to female business leaders and role models (see Recommendation #3a).

        i. Invite parents and siblings to panel discussions so they are also exposed to successful, employed female role models.

6. Provide strengthened job support to S2S students before they graduate. This might include:

    d. Linkages to ICT business information centers to provide information on available jobs.

    e. Continue monthly information sessions, even after graduation, such as how and where to search jobs online. These can also be a space for increasing the engagement of women and youth leader/mentors as role models to the students.

Recommendations for Future Youth Employability Programming

7. <u>Engage community</u>: Engage parents, husbands, in-laws, local leaders, and the general community continuously throughout the project on gender norms change. Refer to and adapt SC's USAID DREAMS program approaches under "Opening Doors to Dignified Work," which was implemented with success at increasing adolescent girls' and young women's (AGYW) employment and self-employment outcomes in Malawi.

    a. Use fora like community dialogue sessions, radio dramas, and community theater events to discuss gender norms, prevention of early marriage, and to encourage household members to support AGYWs so they can attend skills training or job interviews, such as helping with childcare, cooking, and other domestic duties that are traditionally considered the domain of women and girls.

    b. Consider working with parents and husbands in the beginning of the program to sign memoranda of understanding to support AGYWs participation in the project.

    a. Identify and train local leaders who can be champions for AGYWs employment and the prevention of early marriage, and who can encourage and mobilize community members to buy products and services from AGYWs involved in the program.

    b. Invite mothers, fathers, caregivers, and husbands of young women to the youth centers on a monthly basis to showcase success stories.

8. <u>Engage husbands of married AGYWs</u>: Target husbands of married young female graduates who are unemployed to invite their wives to participate. In order to draw married young women into the program, S2S community mobilizers will need to engage husbands and potentially in-laws in constructive dialogues about the benefits of additional training for the young woman, increased household income, and other benefits.

    c. Invite husbands and in-laws to the youth club and to events at the youth club, such as career information meetings (see Recommendations #3a, 4a, and 5a) where women leaders speak. This can be an effective way to change married young female's husband's perceptions about what women can and cannot do by exposing them to women who are succeeding in nontraditional roles. Take into account the schedules of

participants and make some events available on weekends outside of work hours so that men can attend. Consider providing (paid) childcare at the club so that all members of the household can attend.

9. <u>Engage employers</u>: Engage employers in dialogues and trainings to help them accept AGYWs in male-dominated fields and roles, and support them in facilitating processes (like instituting anti-harassment policies or a pay gap review) to support the employment of AGYWs in their company.

10. <u>Expand the project curriculum</u>: Consider expanding the curriculum as appropriate and feasible in future project iterations. Suggestions for ways to expand the curriculum that arose from the gender analysis findings include the following:
    a. Extend computer training to six months instead of three months. Consider reducing club activities to two months to make the timeframe manageable. Increased computer training would help participants gain more extensive skills that are demanded by the employers.
        i. Provide expanded opportunities during the daytime hours for participants and alumnae of the program to come use computers for employment-related work and vocational practice during open hours.
    b. Adapt the soft skills (club) curriculum to include content on sexual, reproductive health and rights (SRHR), sexual and workplace harassment, GBV, gender awareness, cyber-crime, early and child marriage, critical reasoning, and negotiation skills. Content should be gender transformative and rights-based.
    c. Add more English language instruction. Consider engaging students through dramas, plays, or music to improve their English skills.
    d. Reassess job descriptions from ICT and business outsourcing industries to look at the changing skill sets or qualifications required, and update the curriculum to reflect these trends.
    e. Include training on self-employment/entrepreneurship: Provide participants with specialized training on entrepreneurship skills (i.e. financial literacy, market analysis, business plan development) specific to the ICT sector so that they can be better positioned to start self-employment post-graduation from the project. This is especially relevant for AGYWs and disable youth in the project who face limited mobility outside the home.
        i. Consider selecting 3-4 promising participants (female and male) who are enthusiastic to start small enterprises after the training, and provide them with small capital to pilot small businesses. Assess the gaps and lessons learned so that better outcomes can be achieved for the next cohort of entrepreneurship trainees.

11. <u>Strengthen job placement activities</u>: Consider strengthening job placement activities as appropriate and feasible in future project iterations. Suggestions for ways to strengthen job placement for graduates that arose from the gender analysis findings include the following:
    a. <u>Link S2S graduates to employer-created internships</u>: Where possible, work with employers to develop two internships that can be filled by one female and one male. Ensure the job descriptions and workload will be equitable, and monitor progress during internship. Provide a small stipend – either through the project or through the

employer or both – to support interns with transportation costs and meals. The small stipend will allow interns to gain work experience when they may not otherwise be able to get a paying job in a relevant sector.

b. Offer graduates who struggle finding employment short-term jobs in the training center, such as teacher's assistants or computer room monitors, with an emphasis on young women. Provide a small remuneration. Such a short-term job could build experience and confidence in the recent graduates for them to better succeed in job searching and interviewing.

c. Create MOUs with reputable private sector companies, such as CodersTrust Bangladesh, to work together to transition graduates into continuing education programs or employment. Private sector companies could also provide laptops to graduates to support them in their continuing education and/or in starting a homebased enterprise.

d. Collaborate/advocate to GBD to focus on and be more inclusive of marginalized, underprivileged youth in free and subsidized government training programs.

e. Research and provide participants with up-to-date information on continuing education training opportunities, especially those that are free or subsidized, as well as on job seeking considerations (where to look, tips for networking, etc.).

12. <u>Create alumni groups for networking and savings</u>: Create processes for graduates to form alumni groups for mutual support and ongoing learning. These alumni groups may also launch Village Savings and Loan (VSL) groups or help link young women to already existing VSL groups. The project could also organize an annual conference or "meet and greet" session for program graduates, which could build their networks and motivate and encourage youth, especially those who remain unemployed.

13. <u>Offer transportation stipends</u>: Contingent on funding, offer transportation stipends to recent female graduates who are seeking or have secured employment that requires them to use a form of transportation other than walking. Provide enough stipend to cover the cost of the safest mode of transportation for female graduates, such as using a rickshaw to get to and from work. Guarantee the transportation stipend for the first 3-6 months of their paid employment. Set-up the expectation for and help advise female youth to save enough within the period of the stipend to plan for their transportation expenses when it ends.

a. Link female graduates receiving the transportation stipend to financial literacy training and resources.

b. Require that they use their Bikash or join a community savings group, financial institution, or some other method of creating a savings account within the first 1-3 months of receiving the transportation stipend in order to continue receiving it.

c. Engage and sensitize rickshaw drivers to transport young women graduates to their internships or work safely and compensate them directly.

d. Advocate to and collaborate with GBD on national strategies and initiatives to make improvements for women and girls in accessing safe and affordable public transportation.

14. <u>Train project facilitators in unconscious bias</u>: The project should train facilitators of the soft and hard skills training in unconscious bias so they are not inadvertently perpetuating gender stereotypes in teaching the material.

15. <u>Link to gender-based violence prevention and response service providers</u>: Mitigate GBV as an unintended outcome of the project by linking to GBV prevention and response service providers. Map GBV stakeholders and providers with whom the project can link to in order to provide referrals.

    a. Assign a member of the project team to research and reach out to GBV service providers (medical, psychosocial, legal) in each area where the project is implemented, and assess if the identified service providers are appropriate potential referrals for project use (e.g. does the service provider meet SC's standards for child safeguarding? Do they offer emergency services or counter-referrals for survivors? Is the location safe and accessible especially for women, adolescents, individuals with physical disabilities, etc.?).

    b. Engage a GBV consultant who can support the development of a GBV referral procedure for the project and its partners. This can remain simple and will address the following:
- How project staff and partners can safely and confidentially disseminate GBV referral information
- How to provide a confidential reporting mechanism, like a hotline (some may already exist that the project could link to)
- How to ensure the right of disclosure remains the decision of the person reporting

Annexes

ANNEX 1: Gender Analysis Protocol

Teitelbaum-Lunn Randomized Control Trials for Skills to Succeed Bangladesh: Gender Analysis Research Protocol

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I.   BACKGROUND

Save the Children's flagship youth employment program, Skills to Succeed (S2S), is designed to equip deprived and at-risk youth, ages 15-24, with the right combination of market-relevant skills, networks and opportunities to get decent jobs or build their own businesses. S2S works on two levels: it supports the transition from school to work and it ensures that out-of-school youth find skilled, safe, and secure jobs that qualify as "decent work" according to the definition by the International Labour Organization.

In 2017, with funding from Accenture, the Skills to Succeed program was expanded under the existing Education for Youth Empowerment (EYE) Program in Bangladesh. The S2S focuses on transitioning youth to formal employment in the information communication technology (ICT) and business process outsourcing sectors. By 2020, the program will reach 13,500 youth (8,100 M, 5,400 F).

With the generous contribution from Drs. Anthony Lunn and Phyllis Teitelbaum, S2S will be conducting research to answer two key research questions:
  3) What impact does participating in S2S have on youth's employment outcomes?
  4) How can S2S empower and boost the employment outcomes of young girls?

Save the Children will answer these questions in two phases, a formative research phase that includes this gender analysis, and an impact evaluation phase. The formative research phase will allow for further refinement of the impact evaluation phase so that S2S can create a study that will contribute to existing evidence base for youth programming in international development.

II.   PURPOSE AND OBJECTIVES

The intent of the gender analysis is to help S2S identify and understand factors of inequality that are inhibiting greater project impact; and to inform the design of a randomized control trial (RCT) that will seek to measure increased empowerment and employment outcomes for young women participating in S2S.

The objectives of the gender analysis include:

- Identify gender-based barriers and opportunities to young women and men participating in S2S, and that affect their employment outcomes
- Recommend activities and gender considerations for the RCT so that S2S can test ways to increase young women's employment outcomes through S2S

The primary research questions the gender analysis seeks to contribute to are as follows:
3) What impact does participating in S2S have on young women and young men's employment outcomes?
4) How can S2S empower and boost the employment outcomes of young women/men?

The gender analysis seeks to examine:
- Gendered barriers young women and young men face to employment
- Gendered factors that influence decision-making process when young women and young men seek employment
- Challenges young women and young men experience in their efforts to enter jobs in ICT and business process outsourcing (focus on job opportunities, wage gap, enabling environment, and gender-based violence)
- Existing assets and opportunities young women and young men could build on to seek jobs in ICT and business process outsourcing
- Job expectations and goals of young women and young men and their underlying gendered causes

III.   METHODS

The research team will use six key domains of change[15] to analyze the primary and secondary data, and potentially other categories will be used for analysis as well, such as media or technology. The six domains examine differential impacts for women, girls, men, and boys to access, participate in, and benefit from program activities. These areas include:
1. Laws, policies, regulations, and institutional practices;
2. Cultural norms and beliefs;
3. Roles, responsibilities, and time use;
4. Patterns of power and decision-making;
5. Access to and control over assets and resources; and
6. Personal safety and security.

The gender analysis design includes participants at multiple levels of society (individual, family, community, institutional, government) in primary data collection. In this way, the gender analysis will be able to develop recommendations for the S2S Teitelbaum-Lunn RCT (Lunn RCT) research team that will target changes in knowledge, attitude, and behavior related to gender equality at each of these levels. Through this approach, the goal is to design the RCT so it contributes to positive changes for young women, young men, their families, and employers that will remain when S2S ends.

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[15] Modified from USAID (2018) Suggested Approaches for Integrating Inclusive Development Across the Program Cycle and in Mission Operations: Additional Help for ADS 201.

Design: The gender analysis will conduct a desk review and collect qualitative data through key informant interviews (KIIs), triad interviews, and focus group discussions (FGDs) to answer a range of questions correlated to the two research questions above. Participants in the primary data collection will include S2S alumnae, both young women and young men, parents of S2S alumnae, employers who participate in S2S, Government of Bangladesh (GBD) officials, youth employment and gender experts, program partners, and key project staff, such as Linkage Officers.

Data collection will take two forms. First, a **desk review** will be conducted to inform the analysis methodology and data collection tools. It will also help the analysis team determine where data gaps exist and where the gender analysis can build on what is already known on gender, youth, and youth employability issues. The desk review relies on secondary sources, including project reports, evaluations, work plans, and other materials, as well as national policies and laws, academic journals, multi-lateral agency reports, and implementing partner reports.

Second, **qualitative data collection** will take place in Bangladesh in the form of KIIs, triad interviews, and FGDs. More information on conducting the qualitative data collection is included below.

Geographic Locations: The data collection will take place in the following locations where S2S Bangladesh currently operates. These locations are of importance since the data collection will include youth alumnae of the program, their families, and employers who participate in S2S. Further, the RCT will likely take place in one or all of these locations. Each location is in or near Dhaka, Bangladesh.
1. Dhaka – KIIs with government officials, experts, partner organizations
2. Mogbazar – Triad interviews and FGDs with family members, employers, young women, young men
3. Mirpur – Triad interviews and FGDs with family members, employers, young women, young men
4. Mohammadpur – Triad interviews and FGDs with family members, employers, young women, young men

Sampling Frame and Sampling Plan: Participant groups were selected based on the gender analysis scope of work provided by S2S staff and in consultation with the Lunn RCT research team. The stakeholders who will participate in the data collection compose a key constituency for S2S.

For KIIs, the sampling frame consists of individuals who work on gender, youth, and/or youth employability in Bangladesh in:
- Government of Bangladesh
- Civil society organizations
- Academic institutions
- Partner organizations
- Skills to Succeed program

The KIIs will be conducted in Dhaka, Bangladesh. Such stakeholders will be essential for eliciting information on gender and inclusion issues impacting Bangladeshi youth seeking productive employment.

For triad interviews, the sampling frame consists of employers and female and male parents/caregivers who participate in S2S. The gender analysis will conduct 3 triad interviews, one with each participant group, in each of the 3 communities outside Dhaka where S2S operates – Mogbazar, Mirpur, and Mohammadpur.

For FGDs, the sampling frame consists of employed and unemployed young women and young men alumnae of S2S. The gender analysis will conduct 4 FGDs (one with each participant group) in each of the 3 communities outside Dhaka where S2S operates – Mogbazar, Mirpur, and Mohammadpur.

There will be approximately 16 key informant interviews (KIIs), 9 triad interviews each with 2-3 individuals, and 12 focus group discussions (FGDs) each with 5-7 individuals for a maximum of 127 individuals. KIIs will last approximately 60 minutes, and triad interviews and FGDs will last approximately 60-90 minutes.

Participants in key informant interviews will include:
- 2 Government of Bangladesh (GBD) officials, such as representatives from the Ministry of Labour and Employment and the Ministry of Women and Children Affairs
- 3 experts in the fields of gender, youth, and/or youth employability, including those working with marginalized populations
- 2 representatives from partner organizations
- 6 S2S and Save the Children project staff (Project Director, MEAL Lead, 3 Linkage Officers and Gender Advisor)

Participants in the triad interviews will include:
- 6-9 female parents/caregivers of children alumni of S2S, ages 18+
- 6-9 male parents/caregivers of children alumni of S2S, ages 18+
- 6-9 employers affiliated with S2S

Participants in the focus group discussions will include:
- 15-21 female youth who are employed and alumnae of S2S, ages 18+
- 15-21 female youth, unemployed in each community and alumnae of S2S, ages 18+
- 15-21 male youth, employed in each community and alumnae of S2S, ages 18+
- 15-21 male youth, unemployed in each community and alumnae of S2S, ages 18+

Participant Recruitment: The eligibility criteria for **key informant interviews** is that the person must be 18 years of age or older, and work on issues relevant to S2S. An initial group of interviewees will be selected purposively based on their eligibility criteria and input from the S2S team and research consultants who are familiar with government officials and experts in Bangladesh. A S2S staff member will make an initial telephone call to explain the objectives of the study and invite the individual to participate in an interview. If the individual confirms, then project staff will set up an interview time. The privacy of the potential participants will be protected throughout the recruitment process as the names of participants will not be shared with any other participant during data collection.

The eligibility criteria for **triad interview** and **focus group discussion** participants must meet the requirements of the triad interview or FGD participant group and be 18 years of age or older. Participants will be identified by S2S staff or a trusted partner.

The analysis team will rely on S2S staff, partners, and Save the Children Bangladesh Gender Advisor to help identify participants for the FGDs. The participants must meet the eligibility criteria above. If interviewees fail to attend the scheduled KII, the assessment team will contact them one additional time to try to reschedule. If it is not possible to reschedule, the assessment team will assess if that presents a gap in knowledge for the data collection and seek another stakeholder who can provide the needed information.

At no time during the activity, from recruitment through participation, will any direct questions be asked about an individual's gender identity, sexual orientation, disability, or marginalization, nor about their individual experiences on sensitive issues like gender-based violence. The questions will focus on an individual's impressions and thoughts about gender norms, attitudes, and behaviors; project impact on youth and communities; barriers and opportunities for young women and young men seeking employment; decision-making, and so on. This analysis will not collect any data related to an individual's gender identity, sexual orientation, or level of marginalization.

IV.   DATA COLLECTION

The KII, triad interview, and FGD data collection instruments are based on industry standards for gender analyses. They will be translated by the analysis consultants and validated by the Save the Children Bangladesh Gender Advisor and S2S MEAL Lead.

Roles and Responsibilities:

Role	Person Responsible
Analysis Lead	SCUS Gender Equality Advisor
Desk Review	Consultants
Protocol	Consultants, SC Bangladesh Gender Advisor, SCUS Gender Equality Advisor
Logistics and Scheduling	TBD, Consultants
Data Collection	Consultants with note-takers
Translation, Transcription	Consultants
Coding	Consultants with support from SCUS Gender Equality Advisor
Data Analysis	Consultants with support from SCUS Gender Equality Advisor
Report	Consultants, with support as needed from SCU Gender Equality Advisor
Report Reviewers	S2S Project Director, MEAL Lead, Research and Evidence Advisor, SC Bangladesh Gender Advisor, SCUS Gender Equality Advisor

Data Transcription: All primary data will be captured via written or typed notes and on audio recorders used by the data collectors. KIIs, triad interviews, and FGDs will be conducted in English or Bangla. The data collectors will review notes following each meeting where possible, and no later than by the end of the same day. This is to compare notes and fill in gaps to ensure accuracy and identify any need for follow-up to clarify key points. For those interviews and FGDs that are

conducted in Bangla, the data collectors will translate their notes and audio recordings to English at the end of the data collection period to ensure accuracy.

Location of Interviews and Focus Groups: All interviews and focus groups will be held in a secure location. KIIs will possibly take place in the project office, in the office of interviewee's affiliated organization, or in another formal office. Triad interviews and FGDs will preferably take place in a S2S center, in a school or training center, or in the space of an affiliated community-based organization.

V.   DATA PROTECTION PLAN

Confidentiality of participants in all documentation must be maintained. As such, research team will securely store and manage the following documents:
- Consent forms
- Notes from interviews and focus groups
- Audio recordings of interviews and focus groups
- Transcripts from primary data collection

Any handwritten notes, signed hard copy consent forms, or audio recordings will be kept with the data collectors until the end of data collection in Bangladesh, at which time they will turn them over to the S2S MEAL Lead to keep in a locked cabinet in the Save the Children Bangladesh Country Office until the end of the project when they will be destroyed as part of closeout activities.

Electronic data will be stored in a secure and password-protected Save the Children shared document drive for the life of the project and will be destroyed at the end of the project as part of closeout activities. None of the documents nor raw information will be shared publicly. Only collated, qualitative findings will be recorded in the gender analysis.

Data Coding: The primary data will be coded using Excel. The coding process will begin in Dhaka, Bangladesh and be completed as needed in Washington, DC. The Excel document will be password-protected and kept on a Save the Children shared document drive and backed up to a secure Save the Children server. All coded data will be reviewed by at least one additional analyst to ensure high-quality and comprehensive coding.

Participant Anonymity Protocol: During triad interviews and FGDs, participants will be given a code number (P1, P2, and so on) to ensure anonymity of participants. Only the location, participant group, and date will be recorded in notes and consent forms, as follows:

Community – Participant Group – Date
Example: Mogbazar_Female Parents_2Sep19

Regarding KIIs, all identifying names or features of participants that may be recorded in the transcripts will be excluded from presentations of findings and the report to ensure the anonymity of participants involved in the information collection. When the data collectors conduct KIIs, only the title and organization of the individual and the date and location (e.g. Dhaka) of the interview will be noted in the transcript.

VI. DATA ANALYSIS PLAN

To analyze the information collected for the gender analysis, the analysis lead and analysis consultants will develop a coding scheme based on the research questions and a review of the transcripts. The data itself will be coded using Excel. During analysis, emerging themes will be noted, and new codes may be created accordingly. Once coding has been completed, the analysis team will collaboratively draft preliminary findings related to each of the research questions and triangulate them with the information collected through the document review.

The analysis team will present preliminary findings at a consultation with S2S project staff and stakeholders, including implementing partners, S2S employers, government officials, and/or experts – some of whom may have participated in data collection themselves. The consultation will take place in Dhaka, Bangladesh. This consultation will allow for discussion and further triangulation of the preliminary findings to help inform the final report analysis and recommendations.

VII. ETHICAL CONSIDERATIONS

The following section details possible ethical considerations, including anticipated risks to participants and proposed measures to safeguard against these risks. This research protocol and attached tools will be submitted to the Save the Children Ethics Review Committee (ERC) for approval.

Protecting Confidentiality: All steps possible will be taken to protect the confidentiality of the participants in this study. Names of participants in KIIs will not be recorded nor shared with any other participant. Names of participants in triad interviews and FGDs will not be recorded. Instead, triad participants and FGD participants will receive a designation of "P1," "P2," and so on. Documents will be kept secure and in locked cabinets at the project office.

First, to maintain confidentiality, all participants in the study will be verbally read an informed consent script that adheres to global standards. Second, confidentiality will be addressed during data cleaning. Investigators will create a "clean" data set that does not contain information that identifies respondents, such as a name (identifying information might be stored elsewhere, in separate, protected files as discussed above in the Data Protection Plan).

Informed Consent: All individuals who participate in primary data collection will be oriented on the purpose and content of the study. As part of the consent process, participants will be asked if they have questions or concerns about the analysis or confidentiality. All participants will received the following information prior to commencing their engagement:
- Aim of the study and methods
- Time needed for interview
- Rights to refuse participation
- Confidentiality of information provided
- No information will be divulged to third parties

Procedure for KIIs: The data collector conducting the interview will read an oral consent script in English or Bangla to the interviewee. The data collector will obtain a verbal affirmation to confirm understanding of the informed consent from the interviewee. The verbal affirmation by the interviewee will be recorded by the note-taker in the transcript and on the audio recorder.

<u>Procedure for Triad Interviews and FGDs</u>: The data collector conducting the interview or focus group discussion will read an oral consent script in Bangla to prospective participants. A verbal affirmation to confirm understanding of the informed consent will be sought from each participant in turn, and will be recorded by the note-taker in the transcript and on the audio recorder.

Coercion to Participate in the Analysis: All participation in this analysis is voluntary. Participants will be informed that they can end the interview or leave the focus group discussion at their discretion if they do not wish to continue, and that they will face no consequence if they decide to do so.

Loss of Confidentiality: It is possible that a breach of confidentiality could take place if someone outside the analysis team gained access to a) handwritten notes or b) electronic notes. See the Data Protection Plan section above for methods the analysis team will undertake to ensure to the extent possible that this information remains protected.

Further, none of the participants will be identified by name in any notes nor consent forms. The nature of the interviews and focus groups will not be personal nor sensitive since the questions will seek to broadly understand gender and youth employment issues within the context of the Bangladesh ICT and business process outsourcing sectors.

It is also possible that triad interview/FGD participants may risk having others who are participating in the triad interview/FGD learn something about them. The oral consent script that will be read aloud by the data collector contains language asking the groups to lessen that risk by respecting the privacy of others present and to not discuss what was said in the group with anyone who did not participate in the triad interview/FGD.

Do No Harm and Child Safeguarding: The questions in the research are not sensitive but they can yield sensitive responses related to gender-based violence, abuse/harassment, exploitation, psycho-social issues, etc. To mitigate this risk and ensure that this research complies with the "Do No Harm" mandate and Save the Children's Child Safeguarding policy, the following actions will be taken:
1) Data collectors will receive refresher training in child-safeguarding and review the Save the Children internal process to help them identify and report abuse
2) Data collectors will receive training on gender equality and social inclusion principles so they can use appropriate language to address the possibility of disclosure of violence or abuse
3) Data collectors will provide psychosocial service referrals to youth with identified need
4) Data collectors will state at the outset that participants can end the interview or leave the focus group discussion at any time without consequence

Risks to Participants: The risks of the gender analysis are low. The questions that will be asked are not very sensitive overall and focus on gender and youth employment issues within the context of the Bangladesh ICT and business process outsourcing sectors. We do not anticipate any risks to participants nor the communities that will be visited for the analysis.

Benefits to Participants: This analysis will not likely have any direct benefit to the participants. However, there may be some indirect benefit to the communities through the Lunn RCT or S2S project. Participants will not be compensated for their participation.

Confidentiality Agreements: The SCUS Gender Equality Advisor, SC Bangladesh Gender Advisor, two data collectors (consultants), and note-takers will be present for KIIs, triad interviews, and FGDs. These team members and any other individuals who may participate in data collection will be briefed on the informed consent methodology of this analysis prior to engaging with participants. They will be asked to sign a confidentiality agreement upon her/his acknowledgement that they understand their obligations within the gender analysis.

VIII. DISSEMINATION AND USE OF ANALYSIS FINDINGS

The final report will be used by the Lunn RCT research team to inform the design of the RCT component on gender. The goal of the RCT is to test promising practices that increase employment outcomes for young women and girls. S2S may also use the report to ascertain the impact of participation in S2S on young women and girls, especially, and to inform future iterations of the project in Bangladesh. The report or a summary of the report may also be shared with the S2S and Lunn RCT donors, project partners, youth and gender experts, Ministry officials, or S2S employers who may use the findings to guide their aspects of implementation on S2S and to inform implementation of future projects. S2S might consider presenting a summary of the findings and recommendations in the youth centers in the three communities that will participate in data collection.

IX. TIMELINE

Activity 1: Desk Review	Deadline
Draft Desk Review Emerging Themes	August 22, 2019
Final Desk Review Report (part of final report)	September 19, 2019
Activity 2: Develop Methodology	
Finalize gender analysis protocol	August 27, 2019
Develop data collection tools	August 27, 2019
Submit protocol and materials to ERC	August 27, 2019
Activity 3: Identify Participants	
Identify participants and contact participants	August 25-September 5, 2019
Schedule and confirm meetings	August 25-September 5, 2019
Activity 4: Data Collection	
Translate data collection tools and consent scripts/forms	August 29, 2019
Conduct KIIs, triad interviews, and FGDs	September 1-September 15, 2019
Transcribe and translate primary data; send to SCUS Gender Equality Advisor	September 9-16, 2019
Activity 5: Data Analysis	
Code data	September 17-20, 2019
Analyze data	September 22-23, 2019
Draft preliminary findings	September 24-25, 2019
Activity 6: Validation Activity	
Hold validation meeting with stakeholders	September 26 or 29, 2019
Revise analysis	September 30, 2019
Activity 6: Report Writing	

Finalize report based on feedback	Submit by October 6 open of business; Receive feedback by October 10
Finalize report based on feedback	October 14, 2019

ANNEX 2: Key Informant Interview Guide with Government Officials

Data collector will explain that we are specifically looking at the communities of Mogbazar, Mirpur and Mohammadpur; that we are interested in differences seen between these communities and Dhaka; and that the industries of interest are ICT and business process outsourcing.

-Please explain in your own words the work that your office does and your role within the office.

-How do you typically engage with the Skills to Succeed program or other development programs, if at all?

-What are some of the opportunities available to youth, especially to young women, through government programs in and around Dhaka (including in Mogbazar, Mirpur and Mohammadpur) related to employment or starting their own business?
- How do young people access these opportunities?
- What barriers might exist to prevent them from accessing these opportunities?
- What boosters exist to help them access these opportunities?
- Does this differ for young women compared to young men, and if so, how?

-What are some of the challenges that young women and young men face in seeking employment?
- How is the government addressing those challenges?
- How successful have those efforts been?
- What could be improved upon in your opinion?

-What influences young people's decision-making around seeking employment?
- Are they free to make these decisions on their own?
- Does this differ for young women compared to young men, and if so, how?

-What are the challenges that youth face in starting their own businesses?
- How do these challenges differ for young women and young men?
- Are there attitudes or beliefs that affect young people's success in the marketplace?

-What would you say are the biggest successes of your office in supporting young women to gain employment and/or to become self-employed? What do you think the office could do better?

-What type of support or training do young people, especially women, need or request most often?

-How do young people access or use technology to develop their skills or support their own businesses? Does this differ for young women compared to young men?

-If you had three wishes for improving the enabling environment for young women to gain decent work in and around Dhaka, what would they be?

-Do you have any other comments to add as we conclude?

ANNEX 3: Key Informant Interview Guide with Experts

Data collector will explain that we are specifically looking at the communities of Mogbazar, Mirpur and Mohammadpur; that we are interested in differences seen between these communities and Dhaka; and that the industries of interest are ICT and business process outsourcing.

-Please explain in your own words the work that your office does and your role within the office.

-How do you typically engage with the Skills to Succeed program or other development programs, if at all?

-What are some of the opportunities available to youth through programs or initiatives in and around Dhaka (including in Mogbazar, Mirpur and Mohammadpur) related to employment or starting their own business?
- How do young people access these opportunities?
- What barriers might exist to prevent them from accessing these opportunities?
- What boosters exist to help them access these opportunities?
- Does this differ for young women compared to young men, and if so, how?

-What are some of the challenges that young women and young men face in seeking employment?
- What is being done at a government or institutional level to address those challenges?
- How successful have those efforts been?
- What could be improved upon in your opinion?

-Are there differences in employment outcomes for young people in Dhaka compared to the communities of Mogbazar, Mirpur and Mohammadpur? Are there differences for young women compared to young men across those communities? What are these differences?

-What influences young people's decision-making around seeking employment?
- Are they free to make these decisions on their own?
- Does this differ for young women compared to young men, and if so, how?

-What are young women's roles, responsibilities, levels of participation in the family and community? How do they use their time? How does this differ for young men?

-What are the challenges that youth face in starting their own businesses?
- How do these challenges differ for young women and young men?
- Are there attitudes or beliefs that affect those groups' success in the marketplace?

-What type of support or training do young people, especially women, need or request most often?

-How do young people access or use technology to develop their skills or support their own businesses? Does this differ for young women compared to young men?

-If you had three wishes for improving the enabling environment for young women to gain decent work in and around Dhaka, what would they be?
-Do you have any other comments to add as we conclude?

ANNEX 4: Key Informant Interview Guide with Partners

Data collector will explain that we are specifically looking at the communities of Mogbazar, Mirpur and Mohammadpur; that we are interested in differences seen between these communities and Dhaka; and that the industries of interest are ICT and business process outsourcing.

-Please explain in your own words the work that your office does and your role within the office.

-How do you typically engage with the Skills to Succeed program or other development programs, if at all?

-What process and criteria does your organization use to select employers to work with?

-Can you describe some of the challenges working with employers to hire young people? What motivates or hinders employers from hiring young people? From hiring young women?

-What skills do employers most seek when looking to hire young people?

-What experiences/challenges/opportunities do employers talk about most with regards to hiring young people? Does this differ for young women compared to young men, and if so, how?

-What would you say are the biggest successes of your office in supporting young women to gain employment and/or to become self-employed? What do you think the office could do better?

-What are some of the challenges that young women and young men face in seeking employment?
- What is being done at a government or institutional level to address those challenges?
- How successful have those efforts been?
- What could be improved upon in your opinion?

-What are some of the opportunities available to youth through programs or initiatives in and around Dhaka (including in Mogbazar, Mirpur and Mohammadpur) related to employment or starting their own business?
- How do young people access these opportunities?
- What barriers might exist to prevent them from accessing these opportunities?
- What boosters exist to help them access these opportunities?
- Does this differ for young women compared to young men, and if so, how?

-What influences young people's decision-making around seeking employment?
- Are they free to make these decisions on their own?
- Does this differ for young women compared to young men, and if so, how?

-What type of support or training do young people, especially women, need or request most often?

-If you had three wishes for improving the enabling environment for young women to gain decent work in and around Dhaka, what would they be?

-Do you have any other comments to add as we conclude?

ANNEX 5: Triad Interview Guide with Employers

-Generally speaking, what is the male to female ratio of employees in your business? Ratio of young people (less than 28 years old) does your business employ? Of the young people, about what ratio are young women?
- *If significant difference, probe:* What would you say are the main factors that drive the difference in rates of male to female workers (or youth workers) in your company?

-What motivates or hinders your business to hire young people? To hire young women, in particular?

-What skills does your business most seek when looking to hire young people?
- Do you see that young people have these skills in the hiring process?
- If so, then do you see a difference between young men and young women bringing those skills?

-What experiences/challenges/opportunities does your business, or other businesses like yours, have in hiring and employing young people? Does this differ for young women compared to young men, and if so, how?

-What type of questions does your business ask young people during an interview? Does this differ for young women compared to young men, and if so, how?

-Typically, how long do young people remain employed with your business?
- For those who leave, what are some of the reasons why they end their employment?
- Does this differ for young women compared to young men, and if so, how?

-What skills do you think young people need to succeed in your business? Does this differ for young women compared to young men, and if so, how?

-Can you give examples of professional development opportunities for young people in your business?
- How do young people access these opportunities?
- Do you see young women and young men accessing the opportunities at the same levels?
- If there is a difference in access for young women compared to young men, why do you think it exists?

-If you had one wish to improve the enabling environment for young people to gain decent work in and around Dhaka, what would it be?

-Do you have any other comments to add as we conclude?

ANNEX 6: Triad Interview Guide with Parents/Caregivers

-Of your children who are at least 15 years old, are they employed in decent work – that is, skilled, safe, and secure employment – either with a business or self-employed?

-Did or do you have at least one child who participated/participates in the Skills to Succeed program?
- *If so, then probe:* What are 1-2 observations you have about your child's participation in the program? Do you think S2S contributed to your child's ability to find decent work? Are there other activities/opportunities that you wish the program had offered?

-What kind of decent work opportunities are available to young people in your community? Does this differ for young women compared to young men, and if so, how?

-What (or who) influences young people's decision-making around seeking employment?
- Are they free to make these decisions on their own?
- Does this differ for young women compared to young men, and if so, how?

-What are young women's roles, responsibilities, levels of participation in the family and community? How do they use their time? How does this differ for young men?
- How, if at all, do you think this influences job opportunities for young women? For young men?

-What are some examples of opportunities and resources in your community that are available to youth seeking decent work?
- How do young people access these opportunities?
- What, if anything, prevents them from accessing these opportunities?
- Does this differ for young women compared to young men, and if so, how?

-How does your community protect young people from violence or safety threats? Does this differ for young women compared to young men, and if so, how?

-If you had one wish to help young people, especially young women, to gain decent work in and around Dhaka, what would it be?

-Do you have any other comments to add as we conclude?

ANNEX 7: Focus Group Discussion Guide with Female Youth

1. **Informed Consent Process** (~15 minutes)
Facilitator relays the informed consent script (see Annex L) to participants and obtains verbal informed consent from each participant before continuing with the focus group.

2. **Gender Inequality Tree Exercise** (~30 minutes)

Facilitator preparation: Draw two trees – one for young women and one for young men – on flipchart paper prior to the start of the focus group.

Facilitator encourages participants to decide on a topic of gender inequality for the base of the tree, asking "What do you feel are the biggest challenges facing young women seeking decent work?" When a topic has been selected, the facilitator will distribute 2 pieces of paper to each participant and ask them to write down the 2 most important effects of gender inequality which they observe in their community related to the topic. Then, each participant will say the effects they have written down and place it on the top of the tree. When (most) possible effects have been identified, move on to causes. The facilitator will distribute 2 pieces of paper again for participants to write down the 2 most important causes of gender inequality related to the effects and the original topic. Again, participants will post their papers on the roots of the tree. Keep asking why until (most) possible causes have been identified. Conclude by summarizing back to the group the main lessons learned during the data gathering.

3. **Question and Answer** (~45 minutes)
   a. **Employed Females**
-Please share when you were involved with the Skills to Succeed program and for how long.
   ▪ How did S2S support you in seeking decent work, if at all?
   ▪ What are 1-2 observations you have about young women's participation in the program?
   ▪ Do you think S2S contributed to the ability of young women to find decent work?
   ▪ Are there other activities/opportunities that you wish the program had offered?

-What did you think life would be like after completing the S2S program? What did your family, friends and community expect of you after you completed the S2S program?
Probe: Ask about the type of job they thought they would have, the income they would receive etc.

-What kind of decent work opportunities are available to young people in your community? Does this differ for young women compared to young men, and if so, how?

-Do you think that young men are provided more decent work opportunities than young women? Why do you think this may or may not be the case?

-What influences young women's decision-making around seeking decent work?
   ▪ Are young women free to make these decisions on their own?
   ▪ Who do young women frequently consult in making these decisions?
   ▪ Does this differ for young women compared to young men, and if so, how?

-Can you describe a challenge that you had in seeking employment, either in your current placement or a previous one?
   ▪ How did you, if you did, overcome that challenge?
   ▪ What might have helped you overcome that challenge more easily?

-What, if anything, boosted your ability to find and secure decent work?
   ▪ *If it was a program, resource, etc. then probe*: How did you learn about the [program/resource/etc.]? How did you access the [program/resource/etc.]?

-Do you or other young women you know feel less valued or less equal at your workplace in comparison to men or young men?

-What opportunities or resources are available in your community to young women like yourselves to support you in finding decent work or in making a successful career?
- Are there examples of challenges young women experience in trying to access these opportunities/resources, and if so, what is an example?
- What is needed to enable young women to more easily access these opportunities/resources?
- Do the opportunities and resources available differ for young women compared to young men, and if so, how?

-What are the expectations of women in the family? And in the community?
- Do these expectations influence your decision-making around seeking decent work?

- What are the expectations of men in the family? And in the community?

-Where would you like to see yourself in the next few years?

-If you had one wish to help young people, especially young women, gain decent work in and around Dhaka, what would it be?

b. Unemployed Females
-Please share when you were involved with the Skills to Succeed program and for how long.
- How did S2S work with you to find employment, if at all?
- What are 1-2 observations you have about young women's participation in the program?
- Do you think S2S contributed to the ability of young women to find decent work?
- Are there other activities/opportunities that you wish the program had offered?

-What did you think life would be like after completing the S2S program? What did your family, friends and community expect of you after you completed the S2S program?
Probe: Ask about the type of job they thought they would have, the income they would receive etc.

-What kind of decent work opportunities are available to young people in your community? Does this differ for young women compared to young men, and if so, how?

-Do you think that young men are provided more decent work opportunities than young women? Why do you think this may or may not be the case?

-What influences young women's decision-making around seeking decent work?
- Are young women free to make these decisions on their own?
- Who do young women frequently consult in making these decisions?
- Does this differ for young women compared to young men, and if so, how?

-Did you or other young women you know try to seek employment, and if so, can you describe a challenge that they experienced?
- How did you [or friend], overcome that challenge, if at all?
- What might have helped you [or friend] overcome that challenge more easily?

-Do you have plans to try to secure decent work in the future?
  - If so, what, if anything, could boost your ability to find and secure decent work?
  - Are there opportunities or resources available in your community for young women like yourselves to find decent work?
  - Are there challenges to accessing these resources, and if so, what is an example?
  - Do the opportunities and resources available differ for young women compared to young men, and if so, how?

-What are the expectations of women in the family? And in the community?
  - Do these expectations influence your decision-making around seeking decent work?

- What are the expectations of men in the family? And in the community?

-Where would you like to see yourself in the next few years?

-If you had one wish to help young people, especially young women, gain decent work in and around Dhaka, what would it be?

ANNEX 8: Focus Group Discussion Guide with Male Youth

1. **Informed Consent Process** (~15 minutes)
Facilitator relays the informed consent script (see Annex L) to participants and obtains verbal informed consent from each participant before continuing with the focus group.

2. **Gender Inequality Tree Exercise** (~30 minutes)
Facilitator preparation: Draw two trees – one for young women and one for young men – on flipchart paper prior to the start of the focus group.

Facilitator encourages participants to decide on a topic of gender inequality for the base of the tree, asking "What do you feel are the biggest challenges facing young women seeking decent work?" When a topic has been selected, the facilitator will distribute 2 pieces of paper to each participant and ask them to write down the 2 most important effects of gender inequality which they observe in their community related to the topic. Then, each participant will say the effects they have written down and place it on the top of the tree. When (most) possible effects have been identified, move on to causes. The facilitator will distribute 2 pieces of paper again for participants to write down the 2 most important causes of gender inequality related to the effects and the original topic. Again, participants will post their papers on the roots of the tree. Keep asking why until (most) possible causes have been identified. Conclude by summarizing back to the group the main lessons learned during the data gathering.

3. **Question and Answer** (~45 minutes)
   a. **Employed Males**
-Please share when you were involved with the Skills to Succeed program and for how long.
  - How did S2S support you in seeking decent work, if at all?
  - What are 1-2 observations you have about participating in the program?
  - Do you think S2S contributed to the ability of young people to find decent work?

- Are there other activities/opportunities that you wish the program had offered?

-What did you think life would be like after completing the S2S program? What did your family, friends and community expect of you after you completed the S2S program?
Probe: Ask about the type of job they thought they would have, the income they would receive etc.

-What kind of decent work opportunities are available to young people in your community? Does this differ for young women compared to young men, and if so, how?

-Do you think that young men are provided more decent work opportunities than young women? Why do you think this may or may not be the case?

-What influences young men's decision-making around seeking decent work?
- Are young men free to make these decisions on their own?
- Who do young men frequently consult in making these decisions?
- Does this differ for young women compared to young men, and if so, how?

-Can you describe a challenge that you had in seeking employment, either in your current placement or a previous one?
- How did you, if you did, overcome that challenge?
- What might have helped you overcome that challenge more easily?

-What, if anything, boosted your ability to find and secure decent work?
- *If it was a program, resource, etc. then probe*: How did you learn about the [program/resource/etc.]? How did you access the [program/resource/etc.]?

-Do you or other young women you know feel less valued or less equal at your workplace in comparison to men or young men?

-What opportunities or resources are available in your community to young men like yourselves to support you in finding decent work or in making a successful career?
- Are there challenges to accessing these resources, and if so, what is an example?
- What is needed to enable young people to more easily access these opportunities/resources?
- Do the opportunities and resources available differ for young women compared to young men, and if so, how?

-What are the expectations of men in the family? And in the community?
- Do these expectations influence your decision-making around seeking decent work?

-What are the expectations of women in the family? And in the community?

-Where would you like to see yourself in the next few years?

-If you had one wish to help young people, especially young women, gain decent work in and around Dhaka, what would it be?

b. **Unemployed Males**

-Please share when you were involved with the Skills to Succeed program and for how long.
- How did S2S work with you to find employment, if at all?
- What are 1-2 observations you have about participating in the program?
- Do you think S2S contributed to the ability of young people to find decent work?
- Are there other activities/opportunities that you wish the program had offered?

-What did you think life would be like after completing the S2S program? What did your family, friends and community expect of you after you completed the S2S program?
Probe: Ask about the type of job they thought they would have, the income they would receive etc.

-What kind of decent work opportunities are available to young people in your community? Does this differ for young women compared to young men, and if so, how?

-Do you think that young men are provided more decent work opportunities than young women? Why do you think this may or may not be the case?

-What influences young men's decision-making around seeking decent work?
- Are young men free to make these decisions on their own?
- Who do young men frequently consult in making these decisions?
- Does this differ for young women compared to young men, and if so, how?

-Did you or other young men you know try to seek employment, and if so, can you describe a challenge that they experienced?
- How did you [or friend] overcome that challenge, if at all?
- What might have helped you [or friend] overcome that challenge more easily?

-Do you have plans to try to secure decent work in the future?
- If so, what, if anything, could boost your ability to find and secure decent work?
- Are there opportunities or resources available in your community for young men like yourselves to find decent work?
- Are there challenges to accessing these resources, and if so, what is an example?
- Do the opportunities and resources available differ for young women compared to young men, and if so, how?

-What are the expectations of men in the family? And in the community?
- Do these expectations influence your decision-making around seeking decent work?

-What are the expectations of women in the family? And in the community?

-Where would you like to see yourself in the next few years?

-If you had one wish to help young people gain decent work in and around Dhaka, what would it be?

ANNEX 9: Recruitment Script – Key Informant Interviews

This script will be used by data collectors and staff supporting logistics when seeking volunteers by phone to participate in key informant interviews as government officials, experts, or representatives from partner organizations.

Greetings! My name is _____ and I am *[title]* working with Save the Children, an international organization working in Mogbazar, Mirpur and Mohammadpur to prepare 15-24 year olds for employment. The project we are implementing is called Skills to Succeed, which you may already have heard about.

The reason I am calling is to invite [individual's or organization's name] to participate in a qualitative analysis of gender and social norms that will be conducted in Bangladesh between September 1-12. The analysis team is interested in the insights, expertise, and knowledge that you and your organization have of Bangladeshi society and youth employment.

The gender analysis will use information collected from interviews with government officials, experts, and academics, as well as focus group discussions with youth, their parents, and potential employers, to better understand the gender-related barriers and opportunities that young women and young men experience in seeking employment. The findings of the analysis will inform a small study for Skills to Succeed that will seek to boost the employment outcomes of youth, and of young women in particular.

The analysis team would like to invite you or another representative from your organization to participate in an interview. The interview will be completely confidential and the interviewee will not be identified in any way in the analysis report. The interview can take place at your organization's offices, or we can agree to a central location that may be convenient to you.

If you are available and agree to participate in an interview, then kindly let me know which of the following dates and times might work best for you: *[provide dates/times between September 9-12 when the KIIs are scheduled to occur]*. We expect the interview to be 60 minutes in length. Once confirmed, I will follow up with an interview confirmation, a calendar invitation, and introduce you electronically to the analysis team.

If you have any questions about the Skills to Succeed gender analysis or your participation in it, please let me know and I will direct your question to the local coordinator of the analysis, Saiful Islam from Save the Children.

Thank you for your time and consideration of this invitation to participate.

ANNEX 10: Recruitment Script – Triad Interviews and Focus Group Discussions

This script will be used by data collectors and staff supporting logistics when seeking volunteers in person to participate in focus group discussions with youth and triad interviews with employers and parents/caregivers.

Hello! My name is _____ and I am *[title]* working with Save the Children, an international organization working in Mogbazar, Mirpur and Mohammadpur to prepare 15-24 year olds for employment. We are visiting your community/youth center/place of employment [today/on

_____] to as part of a gender analysis on youth employment. This study is part of the Save the Children Skills to Succeed program.

- We would like to ask for volunteers to speak to us about youth employment and the barriers and opportunities youth experience in gaining employment.

Script for focus group discussions only:
- We are looking for 5-7 males and 5-7 females to volunteer. The focus group discussion will take about 90 minutes and will take place in a quiet area, away from other people, in a group setting at _____ date and time. The data collector will ask questions to the group, and you are free to answer them or not, depending on how you feel.
- We are committed to upholding confidentiality and will not ask for names, nor will we include any information in our reports that will make it possible to know who you are. The records of this study will be kept locked so only the core analysis team will see them.
- No one is required to participate, this is only if you want to. There are absolutely no consequences if you do not volunteer.
- Does anyone want to volunteer to participate?
- *For those who volunteer:* Thank you for volunteering. Please meet with me at _____ time in _____ place for the focus group discussion. I look forward to seeing you then.

Script for triad interviews with parents/caregivers:
- We are looking for 2-3 male parents/caregivers and 2-3 female parents/caregivers of youth ages 15-24 years-old to volunteer to talk to us. The discussion will take about 60-90 minutes and will take place in a quiet area, away from other people, at _____ date/time.
- We are committed to upholding confidentiality and will not ask for names, nor will we include any information in our reports that will make it possible to know who you are. The records of this study will be kept locked so only the core research team will see them.
- No one is required to participate, this is only if you want to. There are absolutely no consequences if you do not volunteer.
- Does anyone want to volunteer to participate?

For those who volunteer: Thank you for volunteering. Please meet with me at _____ time in _____ place for the discussion. I look forward to seeing you then.

Script for triad interviews with employers:
- We are looking for 2-3 employers involved in the Skills to Succeed program to volunteer to talk to us. The discussion will take about 60-90 minutes and will take place in a quiet area, away from other people, at _____ date/time.
- We are committed to upholding confidentiality and will not ask for names, nor will we include any information in our reports that will make it possible to know who you are. The records of this study will be kept locked so only the core research team will see them.

- No one is required to participate, this is only if you want to. There are absolutely no consequences if you do not volunteer.
- Does anyone want to volunteer to participate?

For those who volunteer: Thank you for volunteering. Please meet with me at _____ time in _____ place for the discussion. I look forward to seeing you then.

ANNEX 11: Informed Consent Form – Key Informant Interviews

*To be read by the data collector to the interviewee. **Turn on the audio recorder** to capture the informed consent being read and the interviewee agreeing to it.*

Thank you for volunteering to participate in this focus group discussion for an analysis that is exploring the gender barriers and opportunities for young women and young men seeking employment in this community. The analysis is part of the Skills to Succeed program.

My name is _____ and I work with Save the Children. Save the Children is working in Mogbazar, Mirpur and Mohammadpur to prepare 15-24 year olds for employment. Save the Children is an international non-governmental organization that advocates for children's rights in 120 countries.

As a member of the community and as *[a government official **or** an expert **or** a partner of the Skills to Succeed program]*, you have important perspectives we would like hear about. If you agree to take part in this interview, we will have a discussion with you for about 60 minutes. We will talk about issues like:

- Barriers and gender norms that young women and young men face to employment;
- Societal and gender norms that influence decision-making processes when youth seek employment;
- Opportunities young women and young men could build on in their efforts to enter jobs in ICT and business process outsourcing industries; and
- Job expectations and goals of young women and young men; and of employers in hiring youth.

Taking part in this study is completely voluntary. There is no penalty for refusing to take part. Also, you may skip any questions you do not want to answer and you are free to end the interview at any time. Doing so will not affect you in any way. While there are no direct benefits to you for taking part, your experience will be an invaluable contribution toward creating programs that will help youth find work or start their own businesses.

The people from the analysis team commit to keeping your personal information and answers confidential. We will take notes of your statements and opinions during the interview. **We will not record your name.** The information collected as part of this analysis will be shared with the Skills to Succeed program. However, **we will not include any information in our reports that will make it possible to know who you are.** The records of this study will be kept locked so only the core analysis team will see them.

If you agree, I will record the conversation. This is to ensure that all opinions expressed by you get recorded and documented accurately for the analysis since the note-taker may not be able to record everything. Do you all agree?

If no: That is not a problem, we will take notes instead.

Please ask any questions you have now. If you have questions or concerns later, you can contact the local Save the Children coordinator for this analysis, who is Saiful Islam. He can be contacted at akmsaiful.islam@savethechildren.org or by phone at 0-171-404-1708.

I want to take a moment to ask you if you agree to participate.

Statement of Consent: My questions have been answered. I agree to take part in the study.

Check all that apply:
☐ YES ☐ NO
☐ Male
☐ Female
☐ Partner Organization ☐ Government Official
☐ Academic Institution ☐ Expert
☐ Civil Society Organization

Audio recorded? ☐ YES ☐ NO

Name of Data Collector _____

Signature of Data Collector _____

Date _____