

SCE Global Newsletter

1st Issue 2023



WHAT IS SCE?

The UN Women's Second Chance Education and Vocational Learning (SCE) programme was created in partnership with BHP Foundation in order to fill the gap in support for women who are often marginalized and left behind. As the name of the programme indicates, it provides them with a second chance to access learning and training opportunities and find pathways to economic empowerment.

The SCE programme is now in its fifth year of the innovative pilot Phase I (2018–2023), which has been implemented across six very different contexts in order to create a broader evidence base for prototyping and model development for scale up.

Throughout the pilot phase, the programme has developed a series of **signature features** and has leveraged partnerships, using holistic approaches and innovative technology to provide comprehensive solutions for SCE participants in the shape of three learning pathways which are tailored not only to their needs as learners, but also to their future as earners. These may be offered in-person, online or through blended learning: entrepreneurship/self-employment, vocational training/employment and return to formal education.



GLOBAL SCE HIGHLIGHTS



PURSuing SECOND CHANCES: INCLUSIVE E-LEARNING FOR THE WOMEN WHO NEED IT MOST (CSW67 SIDE EVENT) - THURSDAY 9 MARCH 2023

A CSW Side Event co-sponsored by **UN Women, UNESCO, UNITAR, BHP Foundation, AIEP and Mexico's Ministry of Women** was organized to discuss lessons learned around e-learning for women. E-learning underpins SCE delivery. E-learning allows flexibility in the delivery of learning with in-person, online, and hybrid approaches used according to circumstances, making it easier for women to participate. The **SCE E-learning brief** was also launched during this side event. Access the English and Spanish versions of the brief by clicking - [HERE](#).



“E-learning systems make education and learning accessible for those who do not have the same opportunities as the rest – those affected by conflicts, natural disasters, pandemics and similar large-scale events. SCE brings to the forefront the idea of enabling learning and providing opportunities to learn – that are inclusive in terms of age groups and circumstances. Even in the second decade of this century, we are yet to fully harness the power of the internet and digital technology to improve education. At UNESCO, we stand with you today and every day to work towards transformative practices, to expand the access to in-person, online and hybrid educational experiences for women with no or low digital literacy”. - **Begoña Lasagabaster, Director for Gender Equality – DIR/CAB/GE, UNESCO**

“The BHP Foundation is very proud to have been supporting the UN Women’s Second Chance Education (SCE) Programme, over the last five years and that is for a few reasons. One is that it is reaching a population of women that frequently fall between the cracks of the global agenda but disproportionately carry the burden of poverty and crisis. We also see that this programme is deeply contextualized; it is responsive to the needs of women in specific countries and communities, in which it is operating. Third reason and why we are here today – is because of its emphasis on E-learning and a blended learning vision. This is essential to the long-term success of empowering women.” - **Faith Rose, Program Director, Education Equity Program, BHP Foundation**

“The Ministry for Substantive Equality between Women and Men – is a mechanism for the advancement of women in Jalisco, that works under two fundamental mandates – equality between men and women and women’s access to the market and labour environment. The technology gap in Mexico is still a profound one and that is the reason why the Second Chance Education programme is so important for women to really engage their abilities and within the education process and system.” - **Paola Lazo Corvera, Minister for Substantive Equality between Women and Men, State of Jalisco, Mexico**

“At AIEP, for more than 57 years we have been serving young people, but also an important percentage of working adults whose main objective is to progress through education. I think our experience and knowledge about these kinds of students has been instrumental in the success of the programme (SCE) that we are reviewing today.” - **Loreta, Dean of AIEP, Chile**

“In terms of partnering with Ed-App (which provided the micro learning platform), for us at UNITAR the timing couldn’t have been more perfect. When COVID happened, we witnessed a complete shutdown of schools, businesses and borders and that was when we realized that we needed access to our learners. UNITAR has been delivering training in mostly conflict affected countries. The idea was that - learning and education cannot wait.” - **Shamsul Hadi Shams, Specialist and Team Leader for Entrepreneurship and Private Sector Development in the Division for Prosperity, UNITAR**

“The Ed App platform has definitely been instrumental in inspiring and influencing the different ways of learning for our women. Through conducting our mentoring and support course, we are able to gather information on what women want to learn and then create content to help them learn, thrive and grow.” - **Oneeva Tuuhetoka, Women’s Business Second Chance Hub Programme Manager for Real Futures, Australia**

The recorded videos of this side event are available in English and Spanish. Click on the screenshot icons to the right to watch the videos on YouTube.

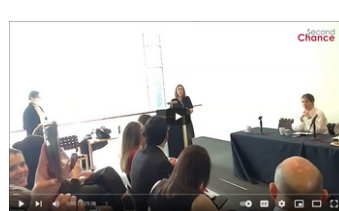
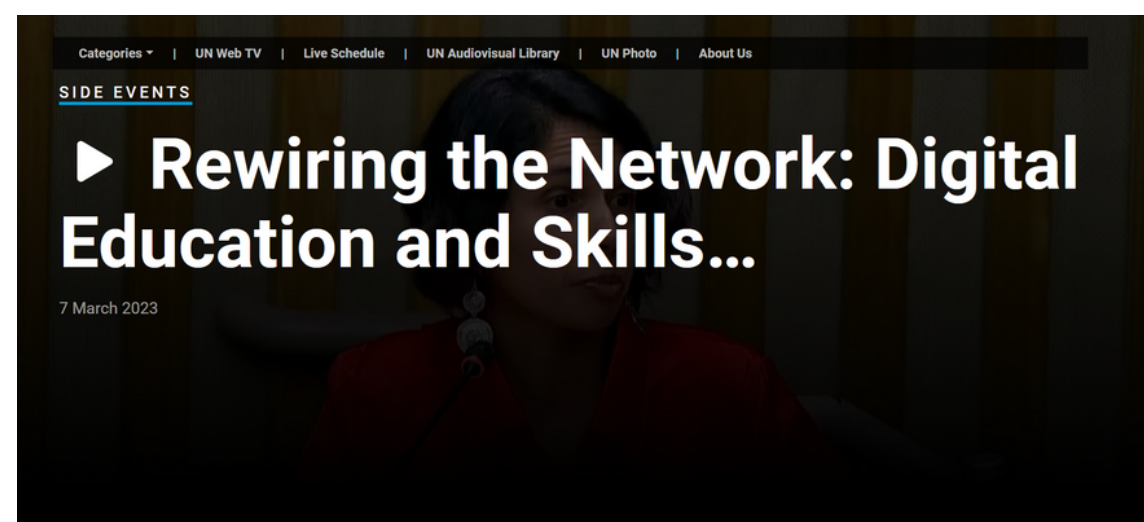


Photo Credits (for both photographs on the top right of this page): SCE programme, UN Women

REWIRING THE NETWORK: DIGITAL EDUCATION AND SKILLS FOR GIRLS' AND WOMEN'S EMPOWERMENT (CSW67 SIDE EVENT) - 7 MARCH 2023

A CSW (Commission on the Status of Women) side event was organized by **Italy, UNESCO, UNICEF and the Group of Friends for Education and Lifelong Learning, in collaboration with UN Women.** The side event addressed the priority theme of the 67th session of CSW, and a key theme for girls' and women's empowerment. Anita Bhatia, UN Women Deputy Executive Director, spoke about the SCE (Second Chance Education) programme. She was followed by Nakoa Pitt, a programme participant and now staff at Real Futures, SCE partner in Australia, who shared her personal experiences with the programme. SCE received a significant level of feedback on the power of Nakoa's testimony during this session. **The recorded video can be accessed by clicking on the screenshot below.**



“UN Women is strongly committed to reducing the digital gap broadly but also specifically in education. At the risk of stating the obvious, I should also say that we do this because we know that investment in girls' education in particular is one of the most important levers for sustainable development as a whole.... The Second Chance Education is a programme that is looking at - how to reach those who have been most marginalized from opportunities, who are either living in humanitarian crisis situations or as a result of discriminatory norms, have never been able to access education.” - Anita Bhatia, Deputy Executive Director for UN Coordination, Partnerships, Resources and Sustainability, UN Women

“I am here to speak about the Second Chance Education Programme and the impact it has had on my life. Two years ago, I was suffering from severe depression and low self-esteem due to bullying in my previous work place. I had no self-confidence and was looking for a culturally safe place to be able to connect with other Aboriginal and Torres Strait Islander women, that would help me to find my way again. Around this time, I found the Real Futures Women's Business Second Chance Hub which is designed and led by First Nations women for First Nations women. This is where my healing journey began. I signed up and attended a resume workshop which turned out to be so much more. As I spent more time at the hub, I became an unofficial mentor as I built a rapport with the other women attending. Last year, I had the honour of completing my first diploma in counselling” - Nakoa Pitt, Reach Out Officer, Women's Business Second Chance Hub, Real Futures, Australia



**DIGITAL EMPOWERMENT OF WOMEN IN CONFLICT SETTINGS: WHY IT MATTERS
8 MARCH 2023**

This event was hosted by the (Organization for Security and Co-operation in Europe) **OSCE Gender Issues Programme, Finland and UN Women,** and is part of the OSCE multiyear project WIN for Women and Men - strengthening comprehensive security through innovating and networking for gender equality. **Paivi Kaarina Kannisto, Chief, Peace, Security and Resilience Unit at UN Women HQ, provided the context and set the stage for the discussion.**

War and armed conflicts have devastating effects on people's lives, and women and girls often bear the brunt of the conflict. Digitalization can offer new opportunities for the economic participation of women from conflict countries. Digital tools are also important for income generation, as well as access to services, information, education and receiving identification documents. But there is no one size fits all: women who fled their homes as a result of conflicts within and between countries of origin range from highly skilled in ICT to those with low digital literacy. Therefore, different types of empowerment is needed.

Based on evidence from women with experiences from war and conflict zones, this side event brought together high-level speakers from international organizations, governments, the private sector and civil society to discuss how digital tools can serve as tools to empower women economically and provide essential income generation opportunities in volatile conflict settings.

DIGITAL LITERACY, A GATEWAY FOR THE JOB PLACEMENT OF MIGRANT AND REFUGEE WOMEN IN CHILE

Within the framework of the SCE Chile initiative for social integration and economic empowerment of migrant and refugee women from Afghanistan, a free digital literacy course was offered by the programme. This was offered in collaboration with Microsoft and the Ministry of Social Development and Family. The course focused on the development of digital skills required for the job search process and subsequent performance at work, in Chile. Participants learned the basic skills for using a computer, using the keyboard in Spanish, using Microsoft Word and Power Point, filling out online forms, sending emails, and navigating websites. Through a practical and personalized methodology, this course allowed participants to learn at their own pace, regardless of their level of Spanish and their previous experience in digital environments. The implementation of this first digital literacy course for migrant and refugee women has served as a pilot. The lessons learned will be helpful, when extending the offer to women from other nationalities, a project that SCE Chile plans to implement this year within the framework of collaboration with the Ministry of the Interior and Public Security.

****The full article is also available on the UN Women website for the Latin America and the Caribbean region; click on the image to the left to access the full article in Spanish.***



INDIA: SCE GIRLS FROM KISHANGANJ IN BIHAR JOIN JET WINGS IN SILIGURI TO BECOME CABIN CREW

Eight girls between the age group of (18 and 25 years) have joined the Cabin Crew Management and Airport Operations course at Jet Wings in Siliguri, West Bengal. These girls have finished grade 12 (senior year of high school) and belong to low-income farming families of Kishanganj in Bihar. The average annual income of their families ranges between INR 50000 to 75000 (USD 611 to 917, approximately).

A common piece of advice that these girls have for other girls and women striving to achieve something for themselves is to “surround oneself with positive people in order to boost one's self-esteem and confidence. This will make one feel empowered and perform and achieve better”. Jayanti Kumari Singh, Tanu Kumari, Manisha Kumari Singh, Rupali Singh, Pooja Kumari, Menuka Kumari, Payal Kumari and Deepika Kumari were selected by the Jet Wings institute based on a virtual interview. After completing the course and the selection process, these girls will be placed with Spice Jet (an India based private airline). In the initial phase, they will earn INR 15000 (USD 183, approximately) per month.



MEXICO: FIRST EDITION OF THE CONFERENCES FOR THE INCLUSION OF WOMEN IN THE LABOR MARKET OF JALISCO

As part of the new phase of SCE in Mexico, in coordination with ProSociedad and the Network of Innovation and Entrepreneurship Centers (REDi) of the Ministry of Innovation, Science, and Technology of Jalisco (SICyT), UN Women is organizing five thematic panels throughout 2023, called "Conferences for the inclusion of women in the labor market of Jalisco". These panels aim to strengthen the gender perspective within the ecosystem of innovation and corporate social responsibility in Jalisco. The gender perspective is also strengthened through the exchange of ideas on the commitment of the invited institutions to gender equality and the economic empowerment of women, and their strategies for labor inclusion of women who work or seek to work in different sectors.

In line with the theme of this year's International Women's Day, the first panel was on "Information technologies and women, how are we doing?" and was held on February 23 at the REDi in Guadalajara. The panel of experts included Nora Martín Galindo, Director of Innovation of the SICyT; Dina Grijalva Varillas, President of the Chamber of the Electronic Industry of Telecommunications and Information Technologies; Mirelle Montes, Deputy President of the Jalisco State Congress; Laura Segura, Research Manager of Movimiento STEM; and Ana Paula Barragán of Wizeline. Anatalia Trujillo, Head of REDi, moderated the panel, and Ana Santellanes, SCE Coordinator in Mexico, was the master of ceremonies.

MEXICO: LAUNCHING AND AGREEMENT OF SURVEYS, WITH DIGITAL LITERACY FOCUS

During the last quarter of 2022, the Mexico team very actively participated in the SCE global task of reconfiguring surveys to characterize participants and making visible the program results in outcomes and outputs, but also related to women's perception of improvement in their quality of life. Through the process, it was possible to integrate the needs and discussions with Responsible Partners working groups and the experience from the results achieved by the finance education courses implemented in collaboration with UNDP in SCE's three states. At the beginning of 2023, Mexico led the global analysis of digital literacy in the scope of both the current curricula carried out by Responsible Partners and UNESCO Digital Competence Framework for Citizens (DigComp 2.2), to target digital inclusion in a better way through the improvement of digital skills courses and through obtaining clearer data in the entrance and exit survey.

SCE-PARTICIPANT'S JOURNEY

Alejandra from Chile, Translator

Alejandra Pizarro is a translator who worked as a bilingual secretary until finding herself unemployed owing to the 2019 social crisis in Chile and the complex work context caused by Covid-19. After being out of work for almost two years, Alejandra participated in the SCE Chile programme aiming to reinvent herself professionally to re-enter the job market. Thanks to the workshops and employment counselling provided by the programme, Alejandra decided to take the risk, create a new profile and decided to pursue her calling i.e. working for gender equality. She is currently in charge of the Gender Office for the Municipality of Cerrillos, in Chile.



Photo Credit: SCE team, UN Women Chile

"There were many occasions when I felt that the programme was contributing much more than just training, it was also personal and work advice. I remember a workshop that was focused on job search, and the course facilitator said that we were agents of change, that we were capable of adapting the environment to our needs. That type of speech and motivation helped me a lot because it really had been very difficult for me to find a job."

In her new job at the Gender Office of the Municipality of Cerrillos, Alejandra is in charge of incorporating the gender approach at the municipal level, internally and with the community. She makes sure that gender equity is incorporated into all activities. For example, for Children's Day she included a component about the empowerment of girls and she always makes sure that the communications generated from the municipality has a holistic gender approach. "I am very happy because the nature of work focuses on eradicating violence and discrimination against women from a very important territorial place, not only for the commune but also for the country."



"The challenges brought by the COVID-19 crisis give us the opportunity to reinvent ourselves"

SCE-PARTICIPANT'S JOURNEY

Mamata from India, Food entrepreneur

Mamata Giri (40) is a food entrepreneur who lives in Chamakpur village of Thakurmunda block of Mayurbhanj district in Odisha with her family. Mamata's journey started some eight years ago when the earnings from her husband's *Paan Shop* (small retail outlet in India) was not enough to sustain the entire family. This was when Mamata pitched the idea of selling *Jhaal Mudhi* (puffed rice - a popular snack in many parts of India) and her husband willingly agreed. Since then, there has been no looking back for the family.



Photo Credits (both photographs on this page): Implementing Partner PRADAN



The income from the sale has been able to support the family, to provide education to their daughters who are now enrolled in school. Initially, Mamata was only selling *Jhaal Mudhi* in the weekly markets and village fairs but with growing necessities she decided to make it a full-time job, and bought a hand-cart to sell the snacks and added six more snack items like *Pampad*, *Masala Matar*, *Jhaal Buta*, *Homemade Mixture* etc. The husband-wife duo has been thinking about expanding their business and establishing a brick-and-mortar shop.

Mamata says that while they were earning a monthly income of INR 6000 to 7000 (USD 73 to 86, approximately) from the *Paan Shop*, by selling snacks they generate INR 10000 to 15000 (USD 123 to 184, approximately) every month which has helped them to have a better lifestyle.

Mamata participated in a competition organized by the SCE India implementing partner PRADAN called *Kaun Banega Business Leader* (Translation: Who will become Business Leader), to promote entrepreneurship among rural communities of Thakurmunda in Odisha.

Mamata was among the top five finalists based on the clarity of her business plan, influence and connectivity in marketing and business networks, willingness and passion to undertake the proposed activity and most importantly communication skills and ability to become a leader.

SCE implementing partner in India, PRADAN organized this competition to co-create ideas, unleash the entrepreneurial energies of women and enable them to set up enterprises. PRADAN has been helping Mamata and her business to reach its true potential by training her for marketing, business networking and working towards improving her communication skills.

PARTNER-IN-FOCUS

SCE India: PRADAN

Meet 36 SCE graduates working at a garment factory in Trichy



In September 2022, SCE India's implementing partner PRADAN visited Color Jerseys, a garment factory in Trichy, Tamil Nadu. There are 36 SCE girls from Gaya in Bihar, working as operators and making garments for the brand Jockey. Out of these 36 candidates, 23 girls have been working at the factory since June 2022 and 13 new candidates have joined the cohort on 18 September 2022, and are going through the onboarding process.

The PRADAN team spoke and interacted with all the candidates in order to understand if they are facing any difficulties. The girls spoke confidently and were happy, and many girls are also planning to study further and apply for General Duty Assistance (GDA) jobs. The manager of the factory has vouched for their hard work. Most of these candidates have passed their 10th grade and have enrolled themselves with NIOS (National Institute for Open Schooling) for further education.

“



"The SCE programme has been one of the turning points in my journey as a development professional. It has demonstrated a sustainable and successful pathway for women's economic empowerment through skilling and entry into workforce, thus transforming their agency and voice." - Madhu Khetan, Integrator, PRADAN



PARTNER-IN-FOCUS

SCE Facilitator in Cameroon: Conversation with Soulaiman



Q: What are your responsibilities/activities on a daily basis as a SCE facilitator working in a learning hub?

I work as a specialist for social education. On a daily basis, I am the one assigning tasks and overseeing everything here. In the case of beneficiaries, I visit the communities in order to conduct sensitization on issues such as gender-based violence (GBV), family planning and also life skills. I am also responsible for identifying women who need the SCE programme (potential SCE candidates) and putting together a list. Even those who are directly coming to our centre, I reach out to them on issues such as GBV, or any other matter that is related to their situation, so that I can really empower them. In short, my role is to mainly oversee and manage the activities within the Minawao site.

Q: What are the requisites for selecting profiles of participants?

In order to be eligible as an SCE beneficiary, the participants must be aged between 15 to 30 years. At first, we started with the range of 15 to 25 years, however, we noticed that many women within the community were really involved or showed a lot of interest. Therefore, we extended the age limit. The second criteria is - socially vulnerable women within the community and lastly women who are school drop outs. These are the three main criteria for selection of participants.

Q: Do you select refugees as well as hosts?

In the early days, the percentage of the host community participants was higher as compared to the refugees. However, in the last batch, we had about 75 percent refugees, for instance the participants who are graduating today, all of them are refugees. We also have a partnership with the UNHCR as a part of the programme, they have also been working with the participants.

Q: A key part of the programme is to offer personalized support because everyone needs different things, so what different kinds of support are you able to provide for women?

A: At our level we try to show them the choices that they have – we enable them in choosing a path for themselves. Some of them face basic issues like the inability to continue with their education within their community, because of financial or other reasons. The project may not have a provision for providing that kind of specific financial assistance or intervention, so we clearly highlight where we will be able to step in. We try to convey clearly what the project has provisions for such as – skilling women from the community who are part of the batches here. We don't promise them what we cannot deliver.

Soulaiman Moussa is a Senior Social Welfare Officer. He is a specialist in social education within the implementation of the Second Chance Education and Vocational Learning (SCE) Programme at Minawao in Cameroon.

***This is an excerpt from a longer interview.*

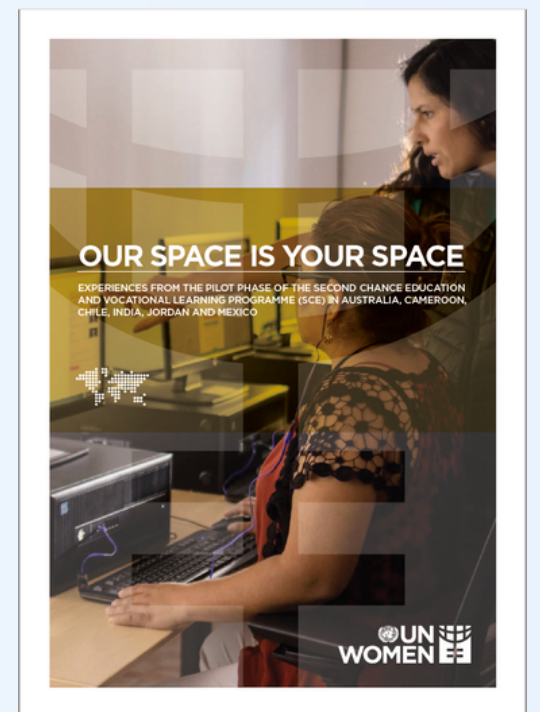
Photo Credit: Soulaiman Moussa

NEWLY LAUNCHED SCE KNOWLEDGE PRODUCTS

A series of knowledge products that seek to expand the evidence-base on (Second Chance Education Programme) SCE, have been recently released. The details are listed below - [in order to access individual knowledge products, click on the respective cover page thumbnails.](#)

Our Space is Your Space: Experiences from the pilot phase of the Second Chance Education and Vocational Learning Programme (SCE) in Australia, Cameroon, Chile, India, Jordan and Mexico

This is an account of the experiences of implementing UN Women’s Second Chance Education (SCE) programme in the six countries in which it was piloted: Australia, Cameroon, Chile, India, Jordan and Mexico. It provides extensive examples of the ways that implementing partners have designed and delivered the components of the programme in different contexts, along with thoughts from staff, volunteers and participants.

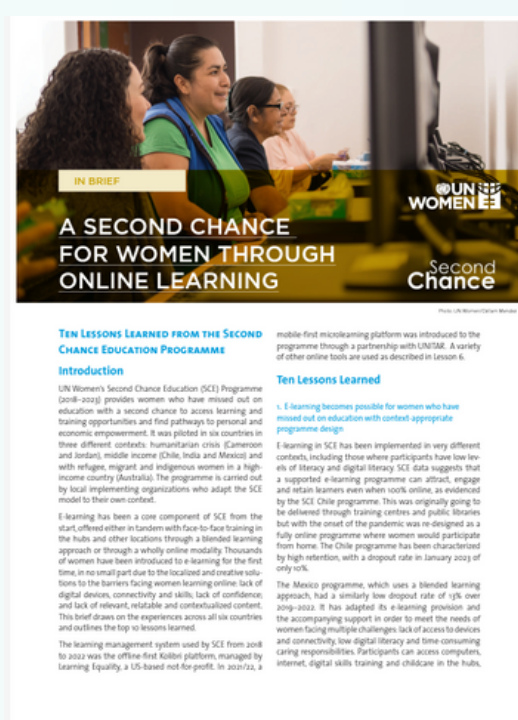
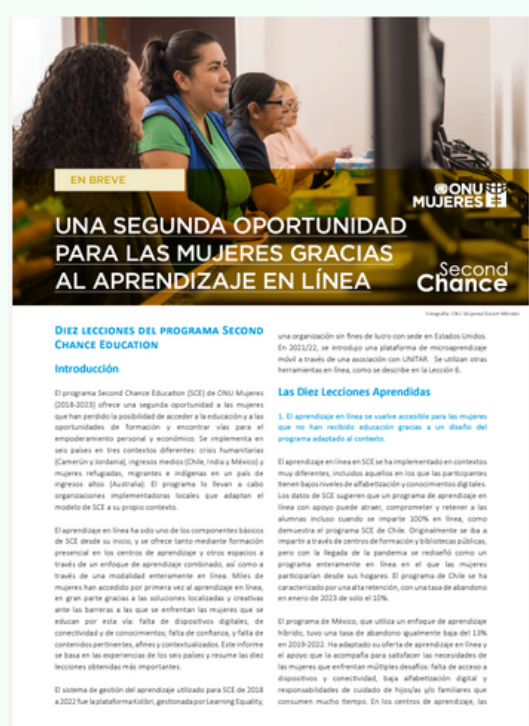


SCE Facilitators' Guide

Drawing on the experiences of UN Women’s Second Chance Education (SCE) programme, this guide offers practical guidance on implementing a gender-transformative second chance education programme for women. It describes SCE’s signature features and gives examples of how they have been implemented in the different contexts of the six pilot SCE countries of Australia, Cameroon, Chile, India, Jordan and Mexico.

SCE Hub Handbook: A Safe Space to Learn, Connect and Thrive

The SCE Hub Handbook: a safe space to learn, connect and thrive - provides an overview of the characteristics of the SCE hubs: physical spaces where women who are part of the Second Chance Education programme participate in in-person learning activities. This publication is underpinned by a series of virtual hub tours that provide a glimpse into the way partners have been carrying out the programme across six different countries.



A Second Chance for Women through Online Learning: Ten Lessons Learned from the Second Chance Education Programme

This E-learning brief delves into the lessons learned through UN Women’s Second Chance Education (SCE) Programme’s online learning initiatives in the six countries in which SCE was piloted: Australia, Cameroon, Chile, India, Jordan and Mexico. Thousands of women have been introduced to e-learning through SCE for the first time. This brief draws on the experiences across all six countries and outlines the top 10 lessons learned. *To access both the English and Spanish versions, click on the thumbnails to the left.*

Second Chance Education (SCE) Signature Features

This brochure captures the underlying features and best practices of UN Women’s Second Chance Education (SCE) programme. This illustrative brochure captures some of the broad transformative approaches such as - support to address gender-based barriers, gender-transformative life skills, SCE learning pathways, advocacy and policy work, personalized support and e-learning. Specific scenarios from different SCE programme geographies are also discussed in the brochure.



GETTING TO KNOW THE SCE TEAM

Penny Holzmann

E-LEARNING SPECIALIST – SCE GLOBAL TEAM

Q: Your journey with UN Women's SCE programme - when and how it started and your responsibilities?

I started with SCE back in December 2019, expecting to be with the programme for 6 months! My work at that time was focused on the e-portal and making it attractive and usable for SCE participants who couldn't make it to a physical learning centre. That became easier as contextualized courses were produced by our wonderful implementing partners. I'm really pleased that the role has widened over the years to include support for e-learning.

Q: Is there anything in particular about the SCE program that has inspired you at a personal level?

For me, it's summed up by the SCE participant who said, 'All I needed was a second chance'. It's such an injustice that women who having missed out on school, then have their lives effectively written off the minute they enter adulthood because they are unable to make good the gaps in their education. I can't imagine what it feels like to face the rest of your life knowing you are stuck, with no chance of developing the skills you need to get a job or build any kind of financial autonomy. However, this is the reality for hundreds of millions of women. SCE has shown beyond any doubt that women who have faced immense hardship achieve incredible things given the right support and minimal material assistance. It's so inspiring.

Q: Something that you have particularly liked working on and why - any project/event/knowledge product, etc or any other example.

I love doing anything that involves engaging with our partners on the ground. It was a real privilege to work on the Facilitators' Guide and pull together the immensely rich and diverse experiences of implementing staff across the six SCE countries. I also love supporting partners who are developing interactive courses for SCE participants as I have a background in online learning design. Content design and development has its own challenges but the bigger question is around programme design for e-learning – how to build in the mentoring and interaction that SCE participants need, while also being scalable! This kind of question makes my job a very interesting one.



Photo Credit: Penny Holzmann

SOCIAL MEDIA HIGHLIGHTS

FEATURED: SCE SOCIAL MEDIA POSTS WITHIN THE LAST QUARTER WITH THE HIGHEST ENGAGEMENT

Top Tweet earned 1,160 impressions

Integrated and inclusive, [#SCEProgram](#) relies on partnerships to bring about transformative change for women affected by crisis and living in crisis-affected settings.

SCE is an e-learning platform that bridges adult education and digital divides to leave no woman behind.

pic.twitter.com/a8qBYz3yyW



3 replies 3 retweets 11 likes

[View Tweet activity](#)

[View all Tweet activity](#)

Top media Tweet earned 983 impressions

Rashmi Mali used to run a beverage & food store, but lost her ownership during the pandemic. Through [@SCEprogram](#) partner Chaitanya and the Self Help Group (SHG), Rashmi enrolled in financial literacy training and procured loans to acquire a new store.

pic.twitter.com/cVcWfkJ8ZP



1 reply 4 retweets 13 likes

[View Tweet activity](#)

[View all Tweet activity](#)

Top Tweet earned 769 impressions

Meet Tapaswini Barik, a 23-year-old [#SCEProgram](#) graduate from Odisha, [#India](#). While studying emergency medicine, nursing, English, and computers with us, she once told the [@unwomenindia](#) representative Susan Ferguson that her dream is to get a job in the hospital one day. pic.twitter.com/HGn60lpT6p



1 reply 6 retweets 13 likes

Top media Tweet earned 479 impressions

An [#SCEProgram](#) participant Srimati Pingua from [#India](#) has been dreaming of completing her high school education for years. She joined [#SecondChance](#) in 2019 and passed her 10th-grade exams in 2021. Now she is working on her high school program at the [@nios_national](#) pic.twitter.com/yncbZ8gSEF



1 reply 4 retweets 7 likes

SCEprogram
7,991 followers
2mo

⋮

EDUCATION IS POWER.

Do you believe it is important to contribute to [#SDG4](#), to ensure inclusive and equitable quality education, and promote lifelong learning opportunities for all?

Investing in people starts with education. Education has transformative power. Many brilliant talents remain untapped potential without access to education.

Since 2018, [#UNWomen](#) has been implementing the [#SCEProgram](#) to give women who have missed out on education a second chance and support them in creating businesses or accessing decent jobs.

On this [#EducationDay](#) we congratulate our recent 100 graduates from [#Buea](#) & [#Douala](#) in Cameroon.

Join us this [#Educationday](#) to create an ecosystem in [#leadingSDG4](#) for a safe, empowered and improved community. Visit www.mylearningpathway.org to witness the journey of empowering women to be, learn, earn, and lead.

[#GenderEquality](#) [#SecondChance](#) [#SCEProgram](#) [#UNWomen](#)

20 · 1 Comment

FOLLOW US ON OUR SOCIAL MEDIA PLATFORMS

