

Gender Equality & ECCE Workforce development

Challenge

Globally we do not have an adequate ECCE workforce. The largely female-led ECCE workforce is underpaid with limited professional development opportunities.

LEAPS solution

In **Pakistan** LEAPS closes the ECCE workforce gap with a youth-led ECCE workforce and creating career pathway in early childhood for young women. In **Colombia** the program targets both young women and men for ECCE workforce development.

Gender Equality in Access to Quality Early Learning Services

Challenge

Access and outcomes in education are not equal for girls and boys. ECCE offers an opportunity to change this narrative by ensuring equal opportunities in access to education to maximize learning opportunities for girls.

LEAPS solution

In **Pakistan** and **Colombia**, LEAPS implements gender-responsive enrollment and delivers equity-oriented classroom practices that support the educational needs of all children.

Gender Equality in Youth Development and Economic Empowerment

Challenge

In many LMICs there are few training, employment, and educational opportunities for youth. Options are even more limited for female youth and youth in rural areas. The COVID-19 pandemic has further diminished the number of youth training and job opportunities available.

LEAPS solution

In **Pakistan & Colombia** LEAPS is training youth to deliver ECCE services while also supporting youth's own needs (i.e., for economic empowerment, autonomy and self-confidence, mental health, and further career development).

LEAPS Support the following SDG Targets to Achieve SDG Goal #4,5 & 8.

Goal 4: Quality Education

Goal 5: Gender Equality

Goal 8: Decent work & Economic Growth

Youth Vocational Training

Gender Equity in the Early Childhood Workforce

ECCE

Target 4.1 & 4.2: Early Childhood Education and Primary and Secondary Education.

Target 4 A & C: Teachers and Education Facilities.

Target 5.5: Full participation and Equal opportunities for Women in the workforce.

Target 8.6: By 2020, Substantially reduce the proportion of youth not in employment, education or training.

Target 4.3: Technical, Vocational Tertiary and Adult Education

How does LEADS contribute to SDG Agenda?