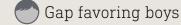
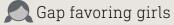
## GENDER GAPS IN ADOLESCENT SKILLS DEVELOPMENT



Gender gaps in skills development are present at different ages, except self-esteem in India and Vietnam, parent relations in Ethiopia, and peer relations in Vietnam.

		Ethi	opia			Inc	dia			Pe	ru		Vietnam				
Age	12	15	19	22	12	15	19	22	12	15	19	22	12	15	19	22	
Self-Efficacy																	
Self-Esteem																	
Parents Relations																	
Peer Relations																	





No Gap



Gender gaps in skills development can vary by place of residence with rural girls most disadvantaged.

		Ethi	opia			Inc	dia			Pe	ru		Vietnam				
Age	12	15	19	22	12	15	19	22	12	15	19	22	12	15	19	22	
Self-Efficacy																	
Self-Esteem																	
Parents Relations																	
Peer Relations																	

Gap favoring boys

Gap favoring girls

Gap in urban residence
Gap in rural residence

No Gap

Gap not conditional on residence

## in Ethiopia, India, Peru, and Vietnam



Gender gaps in skills development can vary by school enrollment and out-of-school girls have consistently lower self-efficacy.

		Ethi	opia			Inc	dia			Pe	ru*		Vietnam				
Age	12	15	19	22	12	15	19	22	12	15	19	22	12	15	19	22	
Self-Efficacy																	
Self-Esteem																	
Parents Relations																	
Peer Relations																	
Gap favoring boy	S		Gap	in out	-of-s	choo	l chil	dren		No (	Gap						

Gap in enrolled children



Gap favoring girls

Adolescents' development, mother's education and family's income play an important role in skills development.

Gap not conditional on enrollment

***************************************	Se	lf-E	ffica	acy	Se	Pä	aren	ıts I	Rela	s	Peer Relations							
Country	ET	IN	PE	VT	ET	IN	PE	VT		ET	IN	PE	VT		ET	IN	PE	VT
Wealth																		
Household size																		
Mother's Education																		
Height-for-age																		
# of Children**																		
		Gap	favo	ring	boys			Gap f	favo	ring	girl	S		No (	Sap			

<sup>\*</sup>At age 12 and age 15, in Peru, there are very few out-of-school children, therefore differences are only noted for the sample of children enrolled.

<sup>\*\*</sup>Number of children born to mother before index child

## **Programs to Support Gender Equity**



Offer
PSYCHOSOCIAL
SKILLS
development
programs



**Support** 

in and outof-school
that provide
opportunities
for girls (girls
clubs/ safe
spaces) using
MENTORS



Create
SUPPORT
GROUPS

for parents of adolescents



Invest in girls **EDUCATION** 



Invest in women and girls
EMPOWERMENT



Provide opportunities for CURRICULUM REDESIGN

and/or
integration of
gender equity
in primary
education



Increase
girls' access to
INFORMATION
COMMUNICATION
TECHNOLOGIES
and
MASS MEDIA.