

GENDER, CHILDREN AND WORK MANUAL — CHILDREN LEAD THE WAY FOR EQUALITY

Key Lessons Learned and
Programming Approaches



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Introduction - Children and Work

Currently, it is estimated that there are over 265 million children¹ who are involved in work, including 168 million boys and girls who are engaged in harmful work – work that is mentally, physically, and/or socially dangerous and interferes with their education and personal development; and almost 97 million who are involved in non-harmful work – work that does not interfere with, and may even support, a child's personal development, health or education.

Save the Children (SC) has worked for decades to protect girls and boys from economic exploitation and harmful work, a key violation of children's rights. The Convention on the Rights of the Child, 'the best interests of the child' principle, and the participation of children themselves are integral to all SC programming in this area. SC addresses the complex issue of children and work through a holistic, child-centred approach that focuses on child protection and participation, economic strengthening, health and education to create opportunities for girls and boys equitably to become healthy, educated and empowered citizens.

Children Lead the Way

Save the Children's five year Children Lead the Way (CLW) program was designed within these parameters, providing access to educational opportunities; arranging spaces for children to learn about their rights and to advocate for improvements in their lives; and equipping children with skills that will enable them to cope with the demands of everyday life and thrive, in the present and as they grow into adults. All told, the CLW program has directly impacted the lives of almost 16,000 children (8,337 boys and 7,574 girls) engaged in work across five countries: Bolivia, Burkina Faso, Kenya, Nicaragua and Peru.

Child Rights Mean Equal Rights

A priority focus on gender equality is at the heart of the CLW program. The program was developed with the following core considerations in mind:

- Gender equality is inextricably linked to a child rights approach;
- Girls and boys face different and critical gender barriers to learn, engage, thrive and live a life free from violence;

- When talking about access to education, protection, dignified work and participation we must prioritize equitable access – this requires identifying and addressing critical gender access barriers for girls and for boys;
- Girls and boys must have equal opportunity to participate meaningfully in interventions, benefit from interventions and act as leaders at all levels of interventions – this requires enabling environments where girls and boys are equally empowered, and equally supported by their families, communities and child-friendly and equitable policies and systems.

With this in mind, CLW strove to mainstream gender equality across all aspects of the program, supported by two essential approaches:

- Gender sensitive: all interventions ensure the different needs, abilities and opportunities of girls, boys, women and men are identified, considered and accounted for.
- Gender transformative: interventions utilize a gender sensitive approach and promote gender equality, while working with key stakeholders to identify, address and positively transform the root causes of gender inequality for girls, boys, women and men.

Scope of this Manual

The literature bodies on gender equality and children and work are vast, and this document is in no means an exhaustive or comprehensive look at the issues. Rather, what we aim to do here is draw learnings from five years of programming across five countries on the critical topic of gender, children and work. To this purpose, this manual aims to showcase:

- Why gender sensitive and transformative approaches are essential for high impact and high quality programs focused on children and work;
- Key gender considerations for children who work which were highlighted within the program via studies, participatory research methodologies and ongoing monitoring and evaluation;
- Approaches applied to support gender sensitive and transformative empowerment programming with and

for children who work; and,

- Important challenges for gender transformative programming on children and work, to be given further focus in projects beyond CLW.

Gender Matters

Setting the stage for gender sensitive and transformative approaches to children and work programming

Children and adolescents are at a pivotal stage in their lives, where they are learning about the world and laying foundations for their futures. This life stage commonly is a time when young people begin developing their skills, knowledge and experience, and a time when investment in these areas can dramatically influence their wellbeing and life opportunities, in the present and for the future.

This is also a life stage, especially between the ages of 9-14, where gender gaps typically widen, and girls often end up disproportionately marginalized and vulnerable. Child, early and forced marriage, sexual and gender based violence and early childbearing all impact girls' fulfilment of their equal rights. As noted in SC's Position Statement on the Protection of Children from Harmful Work, the nature of work, harmful or non-harmful, and its impacts are experienced differently by girls and boys². Girls are more likely than boys to be pulled out of school to prioritize unpaid labour within the home; and concurrently girls are commonly relegated to take on harmful and exploitative forms of work outside their homes (including domestic work and sex work), where they have highly restricted voice and visibility. Many girls are given little or no power over decisions which impact their wellbeing, and are dependent on family members who control their access to resources and services, including those related to learning, protection, livelihoods and participation. Given these critical and extensive gender inequalities, fuelled by discriminatory social norms and systems, girls often have limited opportunities to learn and build skills and assets, and therefore to support themselves, their families and their communities as active and empowered citizens.

While gender barriers for girls are distinct and essential to prioritize, identifying and addressing gender barriers for boys is equally important. Boys within the program noted³ that they were often pushed into risky work settings where they would have to carry heavy materials, work with dangerous tools, inhale toxic substances and work late hours. This was partly due to widespread ideas that men are supposed to be strong and tough, as well as that they are supposed to be the breadwinners for their families.

The evidence is clear – without direct and equitable investments in girls and boys, and the promotion of equal opportunities for girls and boys to learn, participate and be protected, we will perpetuate the cycle of poverty and limit development, health outcomes and standards of living for young populations.



Gender Dimensions of Children and Work within Children Lead the Way (CLW)

The following section highlights some of the key gender considerations which were identified through various studies, participatory research and monitoring and evaluation within the CLW program.

Devaluation of Domestic Work

Domestic (reproductive) work⁴ is predominantly carried out by girls, both children and adolescents. While domestic work is tremendously important at the family and community levels, it is less valued than productive work⁵, including work in the field or self-employment, which are perceived to contribute to skills building and self-development essential for future work. Domestic work, rather, is commonly regarded as 'support' instead of a vital component of family and community mechanisms, and this diminishes the value of girls and women within families and societies.

Adolescence is a key time of change

Girls and boys in Kenya, Bolivia and Nicaragua largely reported having similar roles and responsibilities at home, until adolescence when girls are expected to take on and prioritize increasing levels of domestic work, and boys are no longer expected to support in these roles. This leads to notably less time for leisure, play and sport for girls.

Access Barriers for Learning

Girls and boys face different gender barriers in accessing quality education and training (including vocational training and apprenticeship), both in regards to enrollment and retention. Within the context of the project it was demonstrated that, where resources were limited and school fees were too costly, girls would be the first to be pulled from school, while the education of boys in a family would be prioritized. Further, in Burkina Faso it was noted that girls' education was not seen as a good investment, given that they would marry and leave their families, and therefore not be contributing to the household.

Girls commonly face barriers getting to school or training centres, especially in contexts where centres are far away and transportation options are poor. Fear that girls may

face sexual assault and harassment, or robbery and intimidation, on the way to school or training centres or at them results in heads of household deciding to prevent girls from joining or staying in school – while this is commonly framed as a protection mechanism, it highlights both increased risks of violence for girls, as well as their limited decision making power within families and communities. In Nicaragua, girls reported that they never felt comfortable utilizing the latrines at school, because they are places where sexual violence and harassment occur, spurred by male peers or adults.

In Bolivia, girls noted complex relationships with their environments, and recognized risk and uncertainty in moving between home, school, recreational spaces, health centres, marketplaces and social organizations. For boys, their paths between spaces and their relationship with their environment were described as linear, and without the dimension of fear expressed by girls.

Rooted in ideas about what it means to be a man, it was widely noted that boys were often encouraged to abandon school early, especially at the secondary level, to start acting as breadwinners and provide for themselves and their families. In Nicaragua, according to ETNIA (2005), this trend results in less boys in secondary school than girls (25.6% compared to 31.7%), though this was unique and in most country contexts boys still had significantly higher participation rates in secondary education than girls despite pressures to drop out⁶.

Early pregnancy (see below) commonly forces girls to drop out of school, and a lack of childcare options for young mothers creates key access barriers for girls to participate in school, training, clubs, work and community events.

Early Pregnancy

Early pregnancy was noted as a concern across project contexts. Sometimes 'early pregnancy' was framed as pregnancy in adolescence or childhood, whereas sometimes early pregnancy was framed as pregnancy outside the construct of marriage, with child and early marriage being more common in Kenya and Burkina Faso.



Photo taken by child researcher, as part of CLW's Gender in Focus process.

Female and male caregivers in Bolivia, Peru and Nicaragua noted they felt a responsibility to prevent girls from getting pregnant early, and this was often put forward as a reason to restrict girls' movement, including to work and school⁷. Girls and boys themselves acutely identified pregnancy as a risk, and where girls did become mothers in childhood or adolescence they commonly faced stigma and additional barriers to participation in school, training and work⁸.

Violence and Child Protection Violations

Girls and boys both described the family setting as the primary location of violence, followed by the workplace and then school. Girls in particular noted sexual harassment in their work places, and on the streets moving to and from school/work, and well as common experiences with all forms of gender-based violence.

Within the workplace, girls and boys described verbal and physical punishment as being common related to tardiness, performance or socializing while working. For example, in Burkina Faso the project's midterm evaluation found 33% of boys and 75% of girls noted being punished at work, while 24.3% of children and 7.4% of adolescents reported being beaten as punishment. It would appear that a greater number of children living in rural areas (64.1%) were punished as compared to children living in urban areas (52.6%), where the majority of rural children worked for their families highlighting the importance of giving focus to violence prevention and positive parenting with caregivers and employers alike.

Limited Spaces for Equal Participation

Girls and boys both noted that participating in an organized group was a critical asset for socialization and empowerment. However, while both girls and boys noted barriers where, as children/adolescents, they were not given the power by adults to participate in decision making, they widely recognized that subordination was greater for girls across all contexts. It was also widely noted that girls are commonly taught obedience, and this influences the way they participate and can lead to hesitation to take leadership roles⁹.

Replication of Traditional Gender Roles in Vocational Training and Apprenticeship

Within vocational training programs and apprenticeships, girls and boys face strong pressures to train in areas of work that are considered 'traditional' and acceptable for their sex. For example, in Burkina Faso apprenticeship opportunities for girls were largely limited to sewing and hairdressing. While these can both be valuable trade areas, they are lower paid and less professionalized than options boys were involved in – such as carpentry and auto mechanics. Furthermore, it is important to not assume they are the only fields girls want to or are able to train in, and if all girls are working as dressmakers and hairdressers the market will invariably become flooded as more girls pursue vocational training and apprenticeships¹⁰.

Pay Inequity

For girls and boys carrying out apprenticeships and transitioning into employment, pay inequity is a critical challenge. For example, in Burkina Faso evaluations found that boys were more likely to be paid at all and were paid more than girls, when both were producing quality work for their employers.

Gender Sensitive and Transformative Program Approaches

To address these critical gender barriers facing girls and boys who work, CLW set out to develop strategies and approaches which would support the meaningful mainstreaming of gender equality across all levels and aspects of the program. The following section will highlight some of these actions, including:

- A.** Building the framework for a gender sensitive and transformative project focused on children and work;
- B.** Key approaches for enabling gender sensitive and transformative programming with and for girls and boys who work.

A. Building a framework

For CLW, an important first step to enabling a gender sensitive and transformative program on children and work was ensuring gender was built into the foundations of the program, and supported by systems, budgets and technical capacity. This included the following key components:

Integrating gender in project systems and structures

Within programs, CLW included, it is common for gender considerations to be missed if not explicitly integrated into systems and structures – when working under the umbrella term of ‘children and work’, in the beginning, there was a tendency to look at ‘children’ as a homogenous group. Ensuring gender equality was consistently and explicitly referenced within project mechanisms supported in building focus on gender equality as a core part of the program’s culture and narrative.

Building gender equality explicitly into project systems and structures was critical to ensuring this cross-cutting theme was a core component of project planning, implementation, monitoring, evaluation, accountability and learning. This was accomplished via:

- Including a gender equality section in all narrative reporting templates, to encourage project teams to record, reflect upon and report upon gender activities and outcomes;
- Ensuring all data collected for the project was disaggregated by sex (and age where possible);
- Integrating gender thoroughly within the project’s monitoring and evaluation frameworks, including developing indicators (quantitative and qualitative) and results statements which would track the project’s activities focused around and promoting gender equality, thus supporting accountability;
- Ensuring all monitoring and evaluation processes were gender sensitive;
- Supporting the program’s commitment to gender equality with financial resources, through ensuring explicit budget lines for gender-focused activities;
- Resourcing technical support from gender equality specialists at country, regional and headquarters levels.

For CLW, gender sensitive monitoring and evaluation processes meant:

- Building gender equality into all terms of reference documents;
- Ensuring female and male enumerators; Creating gender safe spaces for data collection wherever necessary (all female with a female facilitator, and vice versa);
- Selecting data tools and approaches which would support the equitable participation of girls, boys, women and men;
- Timing data collection, and selecting locations for data collection, to work for the varying schedules and constraints faced by girls, boys, women and men; and,
- Ensuring key questions around gender equality were included and equitably accessible for all participants;

In addition to these steps, CLW prioritized ensuring the program had ample and robust technical assistance from gender specialists in place. For CLW, this meant technical leadership from a Gender Advisor dedicated to the program and working with teams in the five countries; and subsequently a second Gender Advisor based in Peru to work more closely with the Latin America project teams, recognizing the importance of deep knowledge of the regional context and the tremendous benefit of adapting and translating resources in Spanish. Collaboration also occurred with in-country gender consultants to learn from the tremendous expertise in the field and tailor all materials, trainings and resources to each specific context.

Strengthen capacities & building our toolbox

Strengthening knowledge foundations on gender equality was imperative for enabling project teams and partners to facilitate gender sensitive and transformative children and work programming. While the project teams had excellent knowledge of child protection, child rights promotion and children’s participation in school and work, this knowledge foundation in the program was originally missing a strong and consistent gender lens. To address this challenge, prioritization was given to workshops to build foundational knowledge on gender equality, and how to apply key gender concepts in action through the

Save the Children's Gender Equality Program Guidance and Toolkit supported significant improvements in knowledge and understanding around gender equality, and gender sensitive and transformative approaches for programming on the topic of children and work.

For example, in Bolivia and Kenya there were substantive gains in knowledge as a result of participating in a four-day training workshop based around this resource, with post workshop test scores increasing by 36-48% compared with pre test scores, and 100% of participants noting an intention to improve their approaches within the program to support gender sensitive and transformative program implementation.

program. These workshops were built on principles of cultural relevance and participatory approaches, providing opportunities for the teams to explore pertinent gender considerations within the program and work collectively to identify relevant, transformative solutions.

To support the strengthening of capacities on gender equality, tools were developed to enable knowledge to be translated into action. One such resource is Save the

Children's Gender Equality Program Guidance and Toolkit, which unpacks key gender concepts and offers tangible guidance on mainstreaming gender throughout the program cycle (strategic planning; activity/project design; implementation; monitoring, evaluation, accountability and learning) and across thematic areas of focus in the project (including education, livelihoods, child protection and health). The Toolkit additionally offers simple and accessible gender analysis tools – these tools were critical assets, as they supported teams in exploring gender considerations with participating community members, and collectively identifying solutions to promote gender equality. These exploratory, participatory approaches enabled greater ownership and buy-in for the gender components of the project, and mitigated risks of pushback from community members.

Overall, CLW demonstrated that to ensure gender sensitive and transformative approaches to children and work, project teams must deeply understand gender equality concepts and how these relate to the project's core themes. Additionally, it is essential to have tools for gender analysis which are accessible, participatory, adaptable to various contexts and effective to support building understanding and identifying solutions.

Principles for Gender Equality

Gender sensitive and transformative programming can be approached in a variety of different ways, and be underpinned by different core principles and values. For the CLW program, working across five diverse contexts and a range of thematic areas of focus, it was essential to ensure we had a clear and shared understanding of how we would approach this piece of work.

To meet this need, through CLW, Save the Children established our Principles for Gender Equality. This document not only guided the CLW program, but was developed and adapted to be the primary framing document for the global Save the Children movement. Within this document, six essential principles are highlighted which provided the overarching framing for how gender was mainstreamed within CLW, as follows:



GUIDING PRINCIPLES

Save the Children seeks to advance gender equality in all aspects of our work and across our organization, guided by the following six principles:

1 EQUALITY AS A RIGHT

Gender equality is an essential component of a child rights approach, and of critical importance in the fulfillment of our organizational mandate. This principle is upheld by international standards articulated by the Convention on the Rights of the Child (CRC) and Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

2 ADDRESSING ROOT CAUSES

It is critical to identify and work to transform the root causes of gender inequality; this requires addressing social norms and institutions which reinforce gender inequalities, as well as advocating for and fostering legislation and policies that promote gender equality.

3 HOLISTIC APPROACHES

Acknowledging that gender equality is about relationships, transformative gender approaches require working with whole communities, and at all levels, equally engaging female and male stakeholders in culturally-sensitive gender equality policy and program work.

4 MEANINGFUL PARTICIPATION

Girls and boys are active citizens. They must be equally engaged in dialogue around gender and have equal opportunity to participate and to promote gender equality.

5 INDEPENDENT & CROSS CUTTING

Gender is both an independent area of focus, as well as a critical priority across our thematic areas of focus, global initiatives and breakthroughs. Gender equality must be a central focus across our work, as well as across all parts and levels of our organization.

6 COLLABORATION & LEARNING

Integrating gender analysis in our research and work opens up new insights and innovative solutions to development challenges that would not otherwise be possible without a gender-focused approach. It is essential to foster and participate in communities of practice, collaborate with organizations and stakeholders working on gender, translate what we learn into practice, and to share learnings widely.



B. Approaches for enabling gender sensitive and transformative children and work programming

With core project foundations to support gender sensitive and transformative approaches for children and work in place, CLW set out to additionally identify key approaches which would support girls and boys, women and men, in equitably participating in and benefiting from the program. For CLW, this meant:

- Prioritizing equitable access for participation in program activities;
- Integrating Life Skills Training (LST) as a foundation for learning and leadership;
- Prioritizing meaningful participation for all children;
- Working to foster enabling environments for girls and boys who work, to support the fulfillment of their equal rights and promote gender equality; and,
- Promoting diverse and equitable options for learning and skills building.

The following section briefly highlights these five approaches:

Prioritize equitable access at all levels

CLW recognized that working girls and boys often have very busy schedules, and schedules that are diverse from one another. Times when girls and boys were engaged to be working at home, in the fields, in the markets, or to be in school were quite distinct by gender and context. The project team therefore prioritized identifying and addressing gender access barriers - including to schools, training centres, apprenticeship placements, community centres, after school programs and so forth - at multiple levels, including:

- Physical barriers which may include: distance to services resources and opportunities, recognizing that girls (and women) may have restricted mobility; location of activities/services/resources, working to ensure the spaces and locations chosen would feel safe, comfortable and friendly for use by both girls and boys; infrastructure, noting that the infrastructure surrounding an activity/ service/resource (i.e. open air vs in a building; latrines; in a centre typically only used by women/men) may impact how physically accessible it is.
- Social barriers, which may include: decision making

power and level of personal independence, where girls and women may not have power to earn and control income, choose to enrol in education, choose a vocational training path that does not align with traditional norms, etc.

- Personal barriers, which may include: varying levels of education/literacy, language skills and confidence, where because girls and women have not historically had the same opportunities as boys and men to engage in public spheres they may be hesitant and shy to express their opinions, participate actively and feel confident in their ideas.

Two tools which supported the CLW teams in facilitating gender sensitive planning were as follows¹¹:

- Gender Roles and Responsibilities Timeline: this tool supports participants in exploring the daily routines of girls, boys, women and men. It is an accessible tool because it can be facilitated with groups of varying literacy levels, and is highly participatory – participants are asked to share knowledge they know well: what they do in a typical day.

Tool 1: Gender Roles & Responsibilities Timeline

Timeline Template

	Girls	Boys	Women	Men
4:00				
5:00				
6:00				
7:00				
8:00				
9:00				
10:00				
11:00				
12:00				
1:00				
2:00				
3:00				

Once mapped out, participants are often surprised to see how many more hours in a day girls and women are working, and also how little time they have for leisure and play. To this end, it can be an excellent tool to support reflection which comes from groups of

participants, rather than from outside. It can also be an effective planning tool, to enable teams to plan activities such they optimally compliment the diverse schedules of girls, boys, women and men (i.e. offering learning and mobilization activities in multiple time slots to ensure all stakeholders are able to attend).

- **Access and Control:** this tool supports in identifying who has the opportunity to make use of key resources (access), and who has the power to decide how a resource is used and who has access to it (control). To facilitate the tool, the participating group looks together at a list of key services and resources relevant to the project (i.e. vocational training, primary education, life skills training, access to finance, etc.), and together answer the following questions for each service/resource on the list: Do girls/women typically have access to this service/resource? Do boys/men typically have access to this service/resource? Do girls/women typically have control over this service/resource? Do boys/men typically have control this service/resource?

Tool 2: Access & Control

Access and Control Template

Resources or Services	Access				Control				Explanation
	Girls	Women	Boys	Men	Girls	Women	Boys	Men	

Once the table is complete it shows a clear picture of key access and power considerations which may impact participation in the project. This provides an opportunity to discuss with participants: Why do these differences exist? Who benefits from these differences in access and control, and who loses? What are the implications of these findings on the lives of participants? On participation in the project? Is it desirable and possible to close some of the identified

gaps in access and control? How might we be able to work to close identified gaps?

Through these discussions girls and boys, and/or women and men, are active participants in identifying priority gender gaps and their possible solutions, and this rich information can then support designing project activities which support optimal equitable access and control.

Life skills training as a foundation for learning and engagement

Building upon prioritizing access at all levels, CLW positioned life skills training (LST) as foundational for learning and engagement. With this in mind, each country program facilitated robust and continuous life skills training programs, to support girls and boys in building their 'soft skills', as well as knowledge, confidence and leadership skills. These LST forums, facilitated both within and outside of schools, offered an opportunity to engage young people around gender equality, and to explore key gender considerations for working girls and for working boys. Critically, this priority emphasis on LST supported ensuring girls and boys both felt comfortable and confident to equitably pursue and engage in the program.

Teams across all five countries reported a notable change in the participation levels of girls and boys and, significantly, a closing of the gap in participation between girls and boys, where girls were more confident and vocal in their participation at multiple levels following participation in

94%

of children and adolescents reported that they were doing things differently at school as a consequence of life skills training – including speaking in class more often, sharing information with parents and siblings and joining activities.

88% of boys and **85%** of girls reported they were applying life skills at home.

77% of boys and **73%** of girls reported they were applying life skills at work.



Photo taken by child researcher, as part of
CLW's Gender in Focus process.

LST programs. In the Kenya program, at the project's start, mixed gender groups were formed and girls were much less confident and quieter during sessions than boys - the team noted a big shift in confidence and participation came when introducing gender safe spaces for engagement, where girls and boys participated in separate gender-specific groups for LST forums. Following this approach, when girls and boys were brought back together after

gender safe spaces were utilized for some time, girls were much more comfortable to express themselves, participate and be vocal.

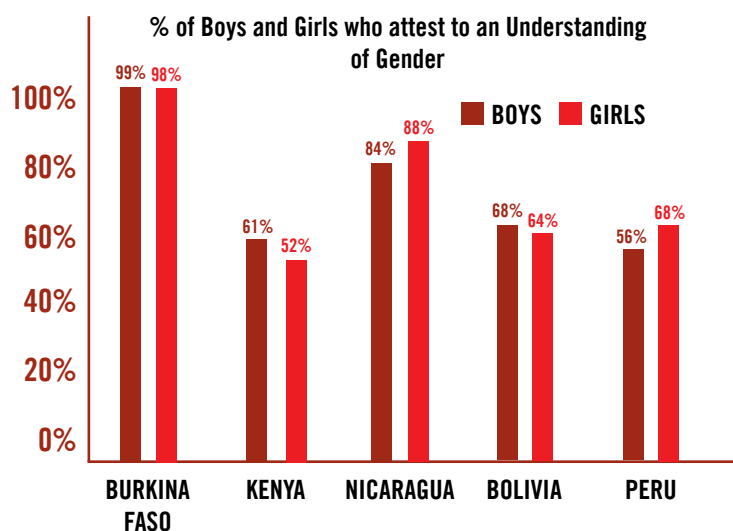
OVERVIEW OF RESULTS AND PERFORMANCE INDICATORS (2014)

INDICATOR	BASELINE	TARGET	ACTUAL	
Change in behaviour of working children re: participating in decisions that impact their lives within the family, school, work and/or community	43.3% of boys and 33.2% of girls feel they have ability to make decisions	Overall 45% Boys 55% Girls 40%	At School: 87.1% boys, 82.1% girls At Home: 80.9% boys, 74.0% girls In the Community: 78.9% boys, 65.9% girls At Work: 72.1% boys, 63.6% girls	Target: Surpassed

In another example, one female student from San Jose del Algodonal school in Bolivia noted, “as a result of the different trainings I received, it has helped my studies, in my school performance. Before I was very shy and now I have overcome that, now I can express myself without fear...”¹³.

Measuring the impact of life skills training on gender equality, the program’s Midterm Evaluation asked children to report on their understanding of gender equality and how gender inequality impacts girls and boys¹².

Findings showed that the majority of children – more than half in all countries and in Burkina Faso, almost all - were able to attest to an understanding of gender equality.



Focus on meaningful participation

CLW stressed the importance of not only having equal/equitable numbers of girls and boys, women and men, participating but the importance of meaningful participation. Within the project meaningful participation was defined as:

- Girls, boys women and men being physically present in equitable representation in all activities, including decision making; and,
- Girls, boys, women and men participating actively in all activities, including decision making – this means that all feel equally comfortable, safe and empowered to share their views and inputs and to ask questions, and that all are heard and valued.

A key entry point to supporting meaningful participation was engaging teachers around gender equality, and building gender in to life skills training curriculums and pedagogical tools developed through the program. This strengthened the knowledge levels of teachers/facilitators on gender sensitive approaches to engaging with working children, and supported them with tools to ensure gender could be integrated in their practices. Key changes resulting from this increased awareness in Peru included productive education projects shifting from strictly following traditional gender roles (girls training in ‘female’ skills, and boys in ‘male’ skills) as had been observed in the program’s midterm evaluation, to all fields being promoted to children of any gender. Also, teachers noted that it led to changes in how space was occupied – for example, in one case it was noted that only boys used the school’s patio leaving girls with minimal space for recreation during breaks, and thus measures were put into place to ensure girls and boys now equitably share the space¹⁴.

In another example, in the Kenya program, gender bylaws were created to establish quotas for leadership in all working children’s groups – this meant that there were equal numbers of girl and boy leaders for each group, and the bylaws offered guidance for ensuring decisions were made equitably and reflected the voices of all leaders. Coupled with gender equality and leadership training through life skills training, these gender bylaws supported groups in ensuring equity in their operations¹⁵.

Other key avenues which supported and fostered meaningful participation included: i) Girls and Boys Clubs, ii) Working Children’s Organizations and iii) Methodologies to promote girls’ and boys’ leadership in exploring and promoting gender equality. Each of these approaches is briefly highlighted below:

i. Establish Girls and Boys Clubs

Clubs and groups for girls and boys proved to be an effective avenue for bringing young people together in gender safe spaces to engage in life skills training, with a focus on leadership and gender equality. In Nicaragua, CLW established networks of both girls’ and boys’ clubs. Both sets of clubs focused on children’s rights and gender

equality, and the boys' clubs gave special focus to enabling positive masculinities and encouraging young men to be allies in supporting gender equality, open and comfortable to express their thoughts and emotions and to promote equality within their families and communities.

ii. Strengthen capacities of Working Children's Organizations and Clubs

As noted above, working children's organizations (WCOs) were identified as a critical, participatory and safe space for learning, personal development and empowerment, where working girls and boys can come together to discuss and address needs and support one another. CLW partnered with WCOs in Peru, Bolivia and Burkina Faso which have been place for decades and were developed by, for and with girls and boys. However, while the groups worked very collaboratively together, gender equality had not been prioritized as a key consideration in group formation or work – in other words, the group members had not been strategically thinking about how girls and boys faced different challenges within the scope of work, and thus prioritization had not been given to operating equitably or explicitly promoting gender equality.

A first step to address this barrier was to facilitate participatory, youth and child-friendly workshops on gender equality, led by Save the Children's Gender Advisor for Latin America. Through these workshops, participating girls and boys were able to explore gender dimensions of children and work, and analyze how to work as an organization to promote gender equality.

For the MOLACNATS in Latin America, this led to the following actions:

- Gender inequalities were identified and addressed within the Group's work plan. This resulted in including sessions on gender equality, sexual and reproductive health and gender based violence for the workshops they carry out with their peers – it was identified that early pregnancy and parenthood was a major challenge for young people, especially girls, to engage in dignified work so the groups prioritized sensitization on preventing early pregnancy and promoting healthy relationships.
- Gender equality messages were developed to be central

within advocacy campaigns, public presentations and radio programs – some radio programs specifically focused on the topic of gender inequalities for working children to raise awareness and promote equality.

- Representation of women in leadership roles was increased, and a quota was put in place to ensure equitable representation of women in leadership roles within the organization.
- Female leaders were selected to act as regional representatives for the coming years, with majority representation by girls to reflect the inequalities girls who work face.

During Save the Children's Midterm Evaluation in 2014:

65% of children identified positive changes in their lives or community as a result of the WCOs, including greater respect & support from the community.

62% of children were actively participating in WCOs and **44.9%** were involved in advocacy activities.

In Kenya, Working Children's Groups (WCGs) had not previously existed but 25 were established and developed via CLW as a support system for working children, enabling girls and boys to meet on a regular basis to share and discuss key issues affecting them. Role models (female and male) in the community act as patrons to the Groups, mentoring participating girls and boys and working closely with the project's partners to ensure that all concerns raised by girls and boys are addressed.

During Save the Children's Midterm Evaluation in 2014:

95% of the children identified changes in their lives or community as a result of activities carried out by the WCG's, including: more support and greater participation¹⁶.

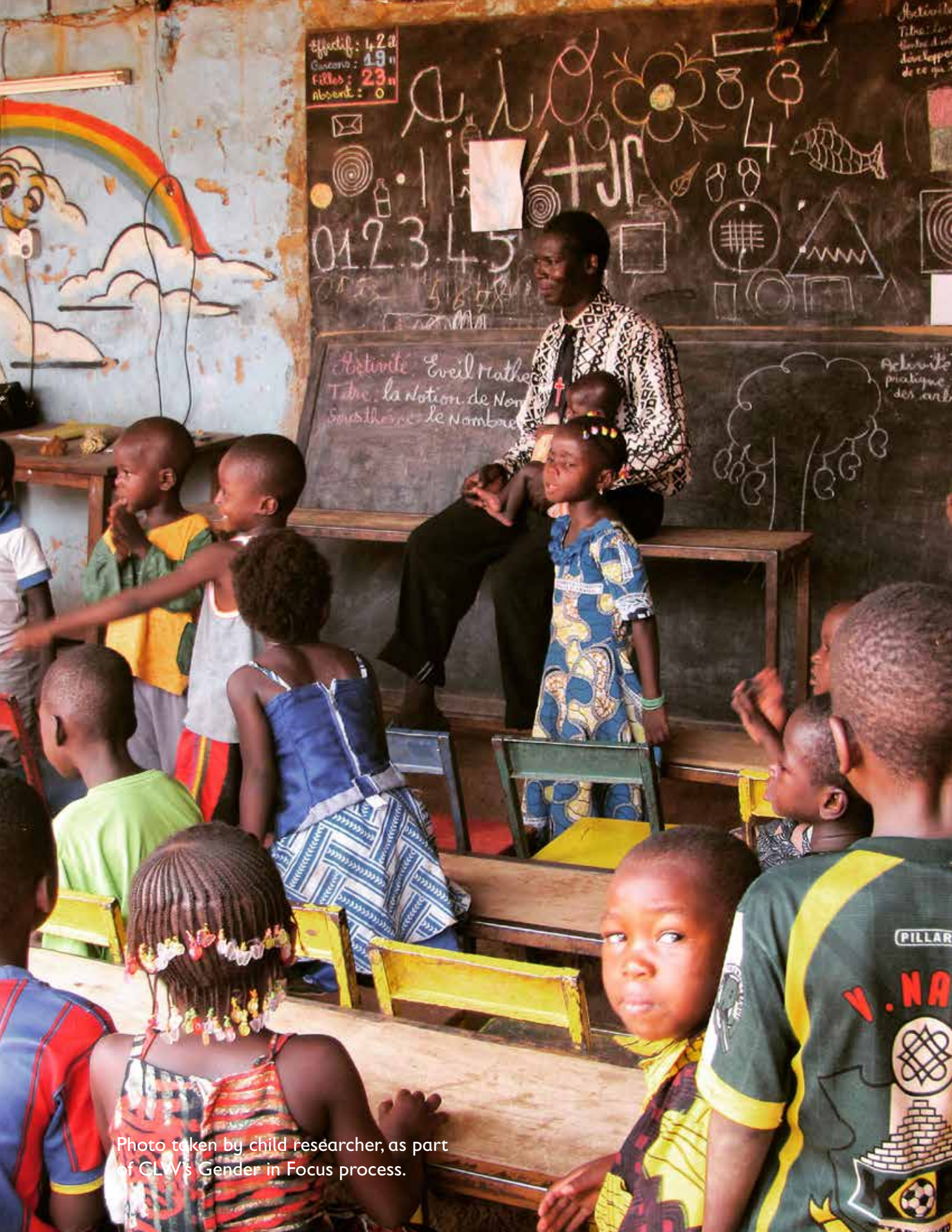


Photo taken by child researcher, as part of CLV's Gender in Focus process.

Photovoice is a powerful participatory tool because it enables participants to share how they see the world, and factors impacting the rights of girls, boys, women and men through their own lens.

The purpose of Gender in Focus was to explore gender equality with working children and adolescents (female and male), to build their understanding of key gender considerations, learn from their perspectives and experiences and support participants in being advocates and agents for positive transformative change to address gender inequalities.

iii. Creative methodologies to promote girls and boys leadership in exploring and promoting gender equality

CLW prioritized utilizing child-friendly and led methodologies to support working girls and boys in being active agents for exploring and promoting gender equality. For example and to this purpose, beginning in 2014, Children Lead the Way launched a Photovoice project titled Gender in Focus in two implementing countries, Bolivia and Kenya.

Participants engaged in a series of learning forums on life skills, with a focus on gender equality. Here, they had the opportunity to learn about gender, and begin discussing and mapping out key gender considerations for girls and women, boys and men, in their communities. Following this, participants received basic photography training and were provided with digital cameras to capture gender equality considerations using photography.

Once photographs were taken, participants came together to discuss what they saw in the pictures, what they felt was happening in the images and why, why they felt images were important and how the considerations being depicted impact their lives as girls and boys, or the lives of their families and communities. From these discussions, participants selected a series of photographs and created messages and stories to accompany them – these photos and stories are currently being exhibited at the community, regional and national levels.

Building a supportive environment - promote gender equality in community mobilization engagement

To support gender transformative approaches, the CLW program found it to be essential to integrate gender equality messages into advocacy campaigns and community mobilization events. Here, it was recognized that changes in conditions/behaviour first requires changes in knowledge, attitudes and perception – with this in mind, gender equality was integrated into program messages to support and foster processes of change. Key stakeholders for this mobilization included: caregivers, employers, teachers/trainers, community/religious leaders and community members (including girls and boys). In integrating key messages on gender equality, focus was given to ensure framing was well aligned with Save the Children's Principles for Gender Equality.

The CLW team in Kenya noted that these principles were central for fostering traction and engagement with the community. For example, many community members had long believed that gender was solely about women and girls, and that there was no role for men and boys to play – following mobilization and training opportunities facilitated by the project team, participants expressed a new understanding and commitment to think about gender equality as a means to support strong and equitable families and communities. Men and boys noted that they felt like stakeholders through coming to understand that they too had a role to play in fostering gender equality.

In Bolivia and Peru, the project regularly facilitated large events including sports tournaments for both girls and boys to promote equitable leisure and provide equitable spaces for girls and boys to play. These events provided an excellent opportunity for the project team and partners to share messages around child rights and gender equality with participating girls and boys, and with the broader community who would come out to attend. Additionally, teams of girl and boy reporters would capture these events, acting as leaders in community mobilization efforts and sharing their outcomes on radio programs and through peer and community meetings.

To support a protective and empowering environment for girls and boys who work, the following are a sample of gender sensitive activities that were carried out via CLW:

- Improving the protective environments of schools for girls and boys who work
- Awareness raising of caregivers (female and male), community leaders/authorities and police on gender equality and children's equal rights
- Strengthening local civil society community protection structures and committees, and working to ensure these structures and committees are gender sensitive and account for the different protection needs for girls and boys (Nicaragua, Kenya, Burkina Faso)
- Putting working children and gender equality on the agenda of municipal governments, and relevant Ministries (Education, Labour, Health)
- Supporting Ministry of Labour (Nicaragua, Burkina Faso) on child rights-focused inspections of work sites
- Removal of girls and boys from harmful and exploitative work (Burkina Faso, Kenya)
- Sensitizing employers to respect the equal rights of girls and boys and prevent exploitation, as well as provide dignified work conditions for adolescent girls and boys (Kenya, Burkina Faso, Nicaragua)

Promote diverse opportunities for learning and skills building

One main barrier to breaking gender stereotypes and norms in the program that was found in all five countries related to the technical and vocational training choices that girls and boys made, which were limited to traditional gender stereotyped vocations; i.e. the majority of girls choosing sewing or hair styling, and the majority of boys choosing mechanics or carpentry, in Kenya and Burkina Faso. Across the program, sensitization of parents, instructors and teachers, partners and the children themselves was facilitated to encourage the changing of mindsets on this issue.

In Nicaragua, Peru and Bolivia girls and boys actively participated in advocacy to promote girls and boys in

participating in non-traditional vocational training and work fields, stressing that all genders can engage in productive and dignified work including in agriculture, carpentry and baking. For example, a result of the project in Nicaragua is that more boys are now studying sewing and more girls are studying agriculture, previously rarely seen, with the support of their families and teachers, as a result of extensive mobilization and capacity strengthening on gender equality.



Areas for Continued Learning, Investment and Growth

CLW was filled with rich and diverse experiences, in large part due to being an integrated thematic program - encompassing child protection and participation, education, livelihoods and health - as well as being implemented across diverse regions with five unique country contexts. The following highlights a few of the important lessons we learned from CLW, which we would recommend being well accounted for in future programming on children and work.

Gender intersects with all other forms of identity and discrimination

In setting out to facilitate gender sensitive and transformative children and work programming, it is essential to keep

front of mind that just as ‘children’ are not a homogenous group, nor are ‘girls’ or ‘boys’. With this, it is critical to include other dimensions of identity (including race, class, ethnicity, ability, religion, gender identity and sexual orientation; amongst others) in gender analysis processes to fully understand what the needs are in each context, and what effective intervention strategies might look like. It is also essential to ensure gender analysis processes are participatory, and equitably engage a diverse sample of girls, boys, women and men. Additionally, it is crucial to guarantee that when adapting tools and resources they are adapted not only to country contexts but to regional and community contexts, as this will support in ensuring programming is optimally relevant and accessible.

Diversifying areas for learning and training

Despite efforts to promote gender equality within CLW, overwhelmingly girls and boys chose to enter into training and work fields that were traditionally male or traditionally female – this largely resulted in girls training and working in sewing, baking/cooking, hairdressing and jewellery making, and boys training and working in electrical, mechanical or wood work.

It is important to note that is not necessarily problematic for girls to choose fields that are traditionally female-dominated, and vice versa for boys. However, emphasis should be given to prioritizing ensuring girls and boys understand the true scope of options available for learning and work, and working to enable supportive environments where girls and boys will be safe and supported across a range of work disciplines and spaces.

Key recommendations to support ensuring diverse, equitable and productive areas for learning and work include:

- Integrate community mobilization on gender equality and work within project advocacy, messages and events. This may support in building an enabling environment for girls and boys to take on a diverse range of work activities, and promote the positive potential of girls and boys sharing equitably in dignified work opportunities.
- Integrate career counseling and mentorship as a core component of life skills training, early in the lifecycle of

the project. This may support girls and boys in exploring their full range of options for learning and employment, and thinking about their futures (i.e. moving beyond thinking about day to day survival). Emphasis within career counseling and mentorship should be on ensuring girls and boys both feel they can engage in a full range of employment options, both traditional and non-traditional.

- Facilitate gender sensitive market mapping, to explore key market and skill entry points for girls and boys with focus on option and pay equity.
- Facilitate gender equality training with teachers and instructors to support gender sensitive learning environments that are equitably accessible, welcoming and inclusive of both girls and boys in the training option of their choosing.
- Integrate mobilization with employers and relevant Ministries to build capacities on gender equality, and advocate for equitable treatment, support, services and resources for working girls and boys.

Sexual and reproductive health and rights components are essential – and should be coupled with positive parenting and quality child care

Early pregnancy was noted to be one of the biggest barriers for girls for continuing education and training, overcoming poverty and engaging in dignified work. With this in mind, it is critical that any gender sensitive or transformative children and work program have a strong component on sexual and reproductive health and rights (SRHR), built into life skills training and with tailored sessions for girls and boys. This should be integrated with sessions on gender equality, consent and career planning. SRHR was integrated into the program in Kenya and Nicaragua, but was identified as a crucial need in CLW in the other countries as one of the lessons learned of the program.

However, it is critical to note that pregnancy prevention is not adequate as a sole response. Gender sensitive and transformative children and work projects must consider access barriers for young mothers, and put appropriate mechanisms into place including affordable, quality childcare options to support school, training and work, as was done by partner AFCIC in Kenya in

response to the large numbers of adolescent mothers in the program who raised lack of childcare as a barrier to their participation in apprenticeship training. Additionally, boys should be engaged around engaging as active fathers, positive parenting and sharing in household and child care responsibilities, and it is essential that broader mobilization on gender equality is widely facilitated to reduce stigma experienced by young mothers.

Prioritize focus on Gender Based Violence

Gender based violence (GBV) creates real and substantive barriers for all children who work, especially girls, to safely and equitably participate in school, training, work, advocacy and community groups/events. With this in mind, it is essential to include GBV as a key topic within life skills and

other training curricula, and include prevention of GBV and promotion of gender equality in mobilization and advocacy efforts and the family, community and policy levels.

Inequality in inequitable market systems

It is critical to note that working children and adolescent girls and boys are economically active in markets which are inherently inequitable and skewed to benefit boys and men with higher pay, more diverse work options and preferred employability. This is a challenge which will require creative solutions moving into the 2016-2030 era, to identify new gender transformative market options and work to promote gender equality in existing systems and structures.

1. Here, 'children' refers to all persons under the age of 18.
2. Zibani, N., Hazards and Gender in Children's Work, Population Council, 2009 referenced in Save the Children's Position Statement on The Protection of Children from Harmful Work, 2013.
3. Save the Children (2015). El trabajo como factor para la construcción de un proyecto de vida de niñas, niños y adolescentes trabajadores. Análisis desde el enfoque del género. Ed. Nova Print SAC. Lima; Gender in Focus gender analysis process, 2015.
4. Reproductive roles are defined as: "Childbearing/rearing responsibilities, and domestic tasks done by women, required to guarantee the maintenance and reproduction of the labour force. It includes not only biological reproduction but also the care and maintenance of the work force (male partner and working children) and the future work force (infants and school-going children)". (<http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/groles.htm>)
5. Productive roles are defined as: "Work done by both men and women for pay in cash or kind. It includes both market production with an exchange-value, and subsistence/home production with actual use-value, and also potential exchange-value". (<http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/groles.htm>)
6. Save the Children (2015). El trabajo como factor para la construcción de un proyecto de vida de niñas, niños y adolescentes trabajadores. Análisis desde el enfoque del género. Ed. Nova Print SAC. Lima.
7. Save the Children (2015). El trabajo como factor para la construcción de un proyecto de vida de niñas, niños y adolescentes trabajadores. Análisis desde el enfoque del género. Ed. Nova Print SAC. Lima; Save the Children (2015), CLW Gender in Focus gender analysis process.
8. Save the Children (2015). El trabajo como factor para la construcción de un proyecto de vida de niñas, niños y adolescentes trabajadores. Análisis desde el enfoque del género. Ed. Nova Print SAC. Lima.
9. Save the Children (2015). El trabajo como factor para la construcción de un proyecto de vida de niñas, niños y adolescentes trabajadores. Análisis desde el enfoque del género. Ed. Nova Print SAC. Lima.
10. ETNIA – Encuesta Nacional de Trabajo Infantil y Adolescente (2005), National Survey on Child and Adolescent Labour.
11. Save the Children (2015). El trabajo como factor para la construcción de un proyecto de vida de niñas, niños y adolescentes trabajadores. Análisis desde el enfoque del género. Ed. Nova Print SAC. Lima.
12. Save the Children (2015). El trabajo como factor para la construcción de un proyecto de vida de niñas, niños y adolescentes trabajadores. Análisis desde el enfoque del género. Ed. Nova Print SAC. Lima.
13. Save the Children (2015). El trabajo como factor para la construcción de un proyecto de vida de niñas, niños y adolescentes trabajadores. Análisis desde el enfoque del género. Ed. Nova Print SAC. Lima; Save the Children (2015), CLW Gender in Focus gender analysis process; Save the Children (2016). Children Lead the Way Program: Year Five Annual Report, Nicaragua.
14. Save the Children (2015). El trabajo como factor para la construcción de un proyecto de vida de niñas, niños y adolescentes trabajadores. Análisis desde el enfoque del género. Ed. Nova Print SAC. Lima.
15. CLW Program Nicaragua Mid-Term Evaluation, Section 3.2, page 15
16. Save the Children (2014). Engendering Transformational Change: Gender Equality Program Guidance and Toolkit.
17. Save the Children (2016). Children Lead the Way Program: Year Five Annual Report, Kenya.
18. Save the Children (2015). CLW Gender in Focus gender analysis process.
19. Save the Children (2015). El trabajo como factor para la construcción de un proyecto de vida de niñas, niños y adolescentes trabajadores. Análisis desde el enfoque del género. Ed. Nova Print SAC. Lima.
20. Save the Children (2016). Children Lead the Way Program: Year Five Annual Report, Kenya.
21. The MOLACNATS are the Latin American and Caribbean Working Children and Adolescents Movement.

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