



International
Labour
Organization



Regional Initiative
Latin America and the Caribbean
Free of Child Labour

GENDER STRATEGY

Regional Initiative
Latin America and the Caribbean
Free of Child Labour



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01.

Introduction

Within the framework of the **Regional Initiative Latin America and the Caribbean Free of Child Labour** (RI or Regional Initiative) and as part of its Phase II 2018-2021 —focused on the national response—, this Gender Strategy of the Regional Initiative (RIGS) shows 1) the commitment of the tripartite platform to contribute to the achievement of equality as a necessary element for the development of the region and 2) the achievement of the objective of ending all forms of child and adolescent labour. As the International Labour Organization (ILO) points out in its gender policy and in its Gender Action Plan, the result of the tripartite agreement, gender equality and the empowerment of women and girls is also part of the principle of “leaving no one behind” of the 2030 Agenda for Sustainable Development and will be essential to achieve the Sustainable Development Goals, including Goal 8 on decent work (ILO, 2018).

To achieve this, it is necessary to develop specific measures that help to alleviate existing inequalities based on gender, which affect all people but are, severely, suffered by women, adolescents and girls. Thus, being born a girl continues to mean, in most countries, having fewer opportunities, more barriers or suffering more violence. These inequalities are not just a matter of women or girls, nor do they concern only them: they are a matter of the whole of society, of its practices and institutions. The region’s progress in the sustained reduction of child labour, and the achievement of the general objective of the Initiative to make Latin America and the Caribbean a child labour-free region, will only be possible if the RI incorporates the gender perspective in its actions. Thus, and in accordance with the commitments assumed by ILO through tripartite consensus¹:



1 ILO: *The Strategic Plan of ILO for 2018-2021* (document GB.328/PFA/1), Geneva, October 7 of 2016



Gender mainstreaming is a strategy to achieve gender equality and the empowerment of women, so that both women and men can influence and participate in, and benefit from, the development process, in equal standing. In the labour world, this type of strategy focuses on structural obstacles, so that transformation leads to more equitable power relations, such as shared decision-making and equal access for women to productive resources and benefits, and to the control over them. The incorporation of the gender perspective and specific interventions to promote equal opportunities and treatment in the labour markets are complementary strategies aimed at ensuring that inequality is not perpetuated or worsened (ILO, 2018, p.7).

RIGS promotes this transformative approach in the specific field of child labour, to adequately protect children and adolescents, address the barriers they face in a different way, and satisfy their needs and strategic interests for their development. This requires the active participation of boys, girls and adolescents, their families, their communities, institutions and societies; that is, of all holders of rights, responsibilities and obligations. Gender-sensitive policies, programs and actions examine and address the set of roles, responsibilities, rights, obligations, and power relationships associated with being a woman or a man, and the dynamics between women, men, girls and boys. This strategy aims to help ensure that the design and implementation of these policies, programs and actions do not contribute to the reinforcement and perpetuation of these inequalities, but rather to transform gender relations to promote and achieve equality.

This document is submitted as a conceptual and methodological resource to facilitate a gradual and constant process in incorporating the gender dimension in the RI, in line with the progress and consolidation of Phases II and III of the same.

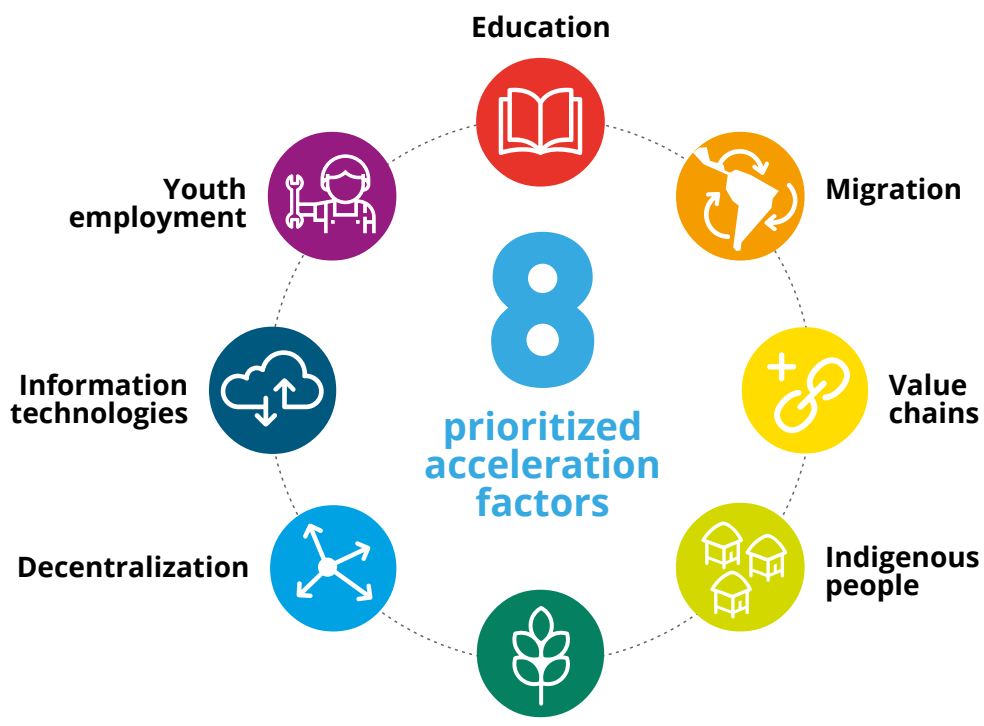
The strategy is aimed at all individuals and parts of the Regional Initiative for Latin America and the Caribbean free of Child Labour.

02.

Justification

The RIGS is the result of the political will of the actors integrated in the RI, of their alignment with the 2030 Agenda, as well as with the gender policy of the ILO, the gender policies of the member countries and organizations, and their strategic partners.

The RI, as an innovative platform supported by ILO, in its struggle to prevent and eradicate child labour, promotes the commitment and collaboration of the governments of 30 countries and of employers' and workers' organizations in Latin America and the Caribbean. It is a tripartite cooperation platform, aligned with the 2030 Agenda², and its hallmarks are innovation, integration, flexibility, its intergovernmental nature, and social dialogue. The RI proposes an Accelerating Policy Framework (APF), focused on intervention in protection and prevention, concentrating its actions on eight prioritized acceleration factors: decentralization, value chains, migration, youth employment, education, information technologies, indigenous people, and agriculture.



² Highlighting the SDG 8 of Decent Work and its target 8.7: unite global efforts to eradicate child labour and forced labour, modern forms of slavery and human trafficking.

To achieve its goal of **contributing to ending child labour in Latin America and the Caribbean by 2025**, it is a *sine qua non* condition to incorporate the gender perspective in the analysis, design and planning and subsequent execution of the actions carried out. By integrating the gender perspective from the beginning of any process, the results will contribute to ending gender inequalities and impacting boys, girls and adolescents in a different way. Thus, it has been evidenced in different documents in which it is recognized that the gender issue is key in the fight against child labour (ILO, 2019, p.43, 70; ILO- IR, 2019; ILO- Regional Office for Latin America and El Caribe, 2018 p.10), and that the analysis and subsequent actions must be oriented towards ensuring that all population groups receive the same protection to guarantee that girls are not being left behind (ILO, 2017a).

Background of the inclusion of the gender perspective in the Regional Initiative

The Final Independent Evaluation³ of the Program Support for the Regional Initiative Latin America and the Caribbean Free of Child Labour was carried out in 2018. Its objective was threefold: to render accounts to the different holders of rights, obligations and responsibilities, obtain relevant information for decision-making binding to the RI, and improve organizational learning processes (ILO-Regional Office for Latin America and the Caribbean, 2018). This is why their findings, conclusions, and recommendations are relevant to this strategy.

When addressing the relevance relative to the differentiated needs that result from gender in terms of child labour, the evaluation states that, although child labour initially affects the group of boys (58%) more than that of girls (42 %), the work of girls occurs in less visible sectors such as domestic work, care services in the home, and reproduction tasks of the family unit (ILO-Regional Office for Latin America and the Caribbean, 2018, p .26). This fact, the evaluation points out, has an impact on the measurements, since this type of work is usually invisible and, in most cases, it is not considered work. The evaluation also points out that, if a gender analysis is applied to the statistics on the reduction of child labour of girls and adolescents, it is observed that it has only been reduced by half compared to children and male adolescents, during the period 2012-2016. This evidence reveals two realities:

- i) that policies against child labour are more successful in those sectors where the workforce of boys is concentrated and less in sectors where girls are found;
- ii) that it is necessary to include the gender perspective in the analysis and subsequent design of actions so that the immediate and strategic needs of girls and adolescents are present.

Boys
in child
labour
58%

Girls
in child
labour
42%



3 https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_711947.pdf

The findings of the evaluation show that, although in general the progress and commitments have been important in the elimination of child labour, it is necessary to apply a gender approach in the planning and execution of the different actions implemented by the RI, and in the definition and allocation of resources and budget items (ILO-Regional Office for Latin America and the Caribbean, 2018, p.10). The RI should help to integrate a transformative gender approach that leads to real changes in gender relations, in policies and in the different issues, as is stated in recommendation No. 8: “The RI should make an effort, facing phase 2, in order to incorporate the gender perspective across its policy, management and action” (ILO- Regional Office for Latin America and the Caribbean, 2018, p.15). In this recommendation it is specifically mentioned, as one of the actions to be carried out, the development of a gender strategy.

Due to their relevance to this strategy, the following conclusions of the evaluation are indicated:

Conclusion 5

The RI has incorporated some criteria used within the gender approach, such as inclusive language and disaggregation of data, and also has a majority of female representatives in leadership and management positions. In any case, it has not incorporated the gender perspective in its planning, programming, or M&E work.

Conclusion 10

The demand for needs expressed by the constituents has limited the capacity of the Regional Initiative to develop a greater number of concrete actions with the vulnerable groups considered in the framework of the evaluation (girls and adolescent female population, indigenous peoples, more impoverished groups, migrant population and Afro-descendant population). The entry into the second phase of the RI offers the possibility of reorienting the strategy to give greater weight to work with these groups in situations of vulnerability.

Conclusion 15

The fact that the budgets do not have specific items to delve deeper into the application of the gender perspective makes it difficult to mainstream it successfully. Likewise, increasing the specialized personnel in sectors of discrimination and/or in groups of greater vulnerability would facilitate work with groups of boys and girls, plus adolescents, in situations of maximum vulnerability.

Conclusion 18

The lack of integration of a defined strategy on gender issues has for the moment prevented a significant impact in this regard (ILO- Regional Office for Latin America and the Caribbean, 2018, p.10-11).

ILO policy and strategy 2018-2021 on gender equality and incorporation of gender considerations



The primary objective of ILO is to promote opportunities for women and men to obtain decent work in conditions of freedom, equity, security and human dignity. The ILO vision on gender equality considers it to be a fundamental human right, essential to achieve the global goal of decent work for all (OIT, 2020).

ILO's concern for gender equality has been present since its constitution in 1919, recognizing equal remuneration for men and women for work of equal value. Subsequently, in the Declaration of Philadelphia (1944), it is established that all human beings, without distinction of race, creed or sex, have the right to pursue their material well-being [...] in conditions of freedom and dignity, of economic security and with equal opportunities (ILO, 2020). Coinciding with the International Year of Women and the first World Conference on Women (Mexico, 1975), ILO approved the *Declaration on Equal Opportunities and Treatment for Women Workers* and, in 1998, it approved the *Declaration on the Principles and Fundamental Rights at Work*. This declaration establishes that all Members must promote and implement the principles of the fundamental ILO conventions⁴.

In the Declaration of Philadelphia (1944), it is established that all human beings, without distinction of race, creed or sex, have the right to pursue their material well-being [...] in conditions of freedom and dignity, of economic security and with equal opportunities (ILO, 2020).

In 2004, a *Resolution regarding the promotion of equality between men and women, equal pay and maternity protection* was approved; in 2008, the cross-cutting nature of gender equality was reflected in the *ILO Declaration on Social Justice for a Fair Globalization* of 2008; and in 2009, a *Resolution on gender equality as the axis of decent work of the International Labour Conference*. It will not be until 2016 that the policy announced in 1999 will be communicated in its updated form.

⁴ Fundamental Conventions linked to this strategy are: **C029**, Forced Labour Convention, 1930 (No. 29); **C100**, Equal Remuneration Convention, 1951 (No. 100); **C105**, Abolition of Forced Labour Convention, 1957 (No. 105); **C111**, Discrimination (Employment and Occupation) Convention, 1958 (No. 111); **C138**, Minimum Age Convention, 1973 (No. 138); **C182**, Worst Forms of Child Labour Convention, 1999 (No. 182).

It includes the concept of “incorporation of gender considerations”, based on the definition of the Economic and Social Council of the United Nations of 1997:



Gender mainstreaming is the process of evaluating the consequences for women and men of any planned activity, including laws, policies or programs, in all sectors and at all levels. It is a strategy aimed at making the concerns and experiences of women, as well as men, an integral element in the development, implementation, monitoring and evaluation of policies and programs in all political, economic and social spheres, so that women and men benefit equally and the perpetuation of inequality is prevented. The ultimate goal is to achieve gender equality (UN, 1997, p.24).

The ILO Policy on Gender Equality and Incorporation of Gender Considerations is articulated around two lines of action: systematically analysing and addressing the specific needs of men and women, and carrying out interventions directed at specific groups with the purpose of achieving the participation of both women and men, and ensuring that they benefit equally from development efforts. The operational instrument to carry out this policy is the action plan and the **2018-2021 Action Plan** is currently in force. This is aligned with the **ILO Strategic Plan on Gender Equality for 2018-2021**—which includes a streamlined policy axis on gender equality and non-discrimination (policy axis)—, with the Action Plan for the Entire United Nations System-wide Action Plan on Gender Equality and the Empowerment of Women (UN-SWAP), as well as the 2030 Agenda and its objectives.



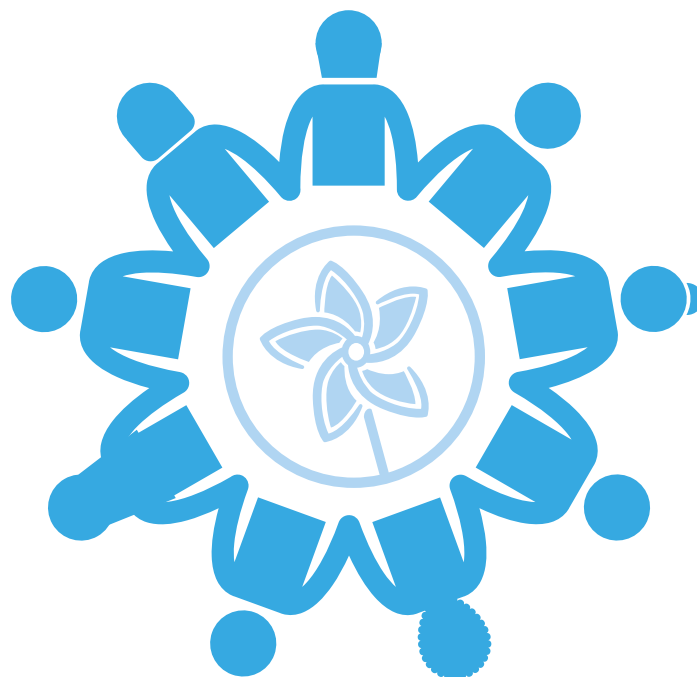
Achieving gender equality and the empowerment of women is vital to achieving the ILO goal of achieving decent work for all women and men, and is a central element of the ILO mandate (ILO, 2018, p.1).

Likewise, this strategy is aligned with the **2019 Centennial Declaration (points vii and viii), which directly addresses the achievement of gender equality in the workplace from a transformative program** that,

- ensures equal opportunities, equitable participation and equal treatment, including equal pay for women and men for work of equal value;
- allows a more balanced distribution of family responsibilities;
- allows a better reconciliation of professional and private life, so that workers and employers agree on solutions, including with regard to working time, that take into account their respective needs and benefits, and
- promotes investment in the care economy;

and with the **Program and Budget 2020-2021**, Result 6 of which is to achieve gender equality at work.

The RI responds to the ILO gender policy and has been aligned with its Action Plans on Gender Equality (2010-2015, 2016-17; 2018-21). In this sense, its structure has been adjusted to it, introducing changes regarding the participation and presence of women in its teams and steering and technical bodies; and some of its actions have been incorporating the gender approach —mainly maps, diagnoses, studies, and data disaggregation—.



COVID-19 and child and adolescent labour

The impact of COVID-19 is increasing poverty levels and deficiencies in labour markets, interrupting manufacturing processes, increasing economic insecurity, etc., which has a direct impact on families and their income. These and other factors influence the increase in child labour since all available human resources are used for household survival (ILO, IR-ECLAC, 2020). Currently, it is estimated that an increase of one percentage point in the poverty level leads to an increase of at least 0.7% in child labour (ILO-UNICEF, 2020).



An analysis that initially covered three countries (Mexico, Peru and Costa Rica), based on the results of the Child Labour Risk Identification Model (CLRISK) and developed by ECLAC and ILO, allows estimating that child labour could increase between 1 and 3 percentage points in the region (ILO, IR-CEPAL, 2020, p.11).

This means that, for the first time, after several decades of advances against child labour in Latin America and the Caribbean, the consequences of COVID-19 can change the trend in reducing this reality.

The prolonged closure of schools also has a direct effect on the increase in child labour, not only in the current context but also in the short and medium-term forecasts, as a substantial number of families have been impoverished. This prolonged cessation also has differentiated impacts on girls and boys: as a result of the pandemic, it has been observed how traditional roles and the allocation of spaces have been reinforced based on gender. This implies a greater development of economic activities in the case of boys and an increase in tasks in the agricultural sector, informal work and care work in the case of girls. Furthermore, virtual and online learning mechanisms require network access, access to and use of digital instruments, and adequate knowledge for their use. Digitization also presents a gender gap as there is a bias in professional orientation and studies, to which is added the inequality of access and use of resources between girls and boys.

03.

Situation diagnosis: gender inequalities in child and adolescent labour

According to ILO, the term “child labour” is defined as all work that deprives children of their childhood, their potential and their dignity, and that is detrimental to their physical and psychological development. Specific mention is made of work that is dangerous and detrimental to the physical, mental or moral well-being of the boy or girl, and interferes with their schooling by depriving them of the possibility of attending classes and forcing them to drop out of school prematurely, and combine their studies with heavy and time-consuming work.

Before the pandemic, it was estimated that there are 152 million children and adolescents in child labour situations (64 million girls and 88 million boys) in the world and about half of these perform hazardous work (ILO- IR, 2020; ILO, 2017a). Although, between 2008 and 2016, the number of girls and boys in child labour fell by 63 million globally, this decrease⁵ has not been able to keep up at a sustained pace and the social and economic consequences derived from crisis situations could slow it down even more (ILO-IR, 2020, p. 2), as is the case with the current COVID-19 pandemic and the effects it may have on CL.

Before the pandemic, it was estimated that there are 152 million children and adolescents in child labour situations.



⁵ The reduction between 2014 and 2016 was 16 million, only a third part of what was achieved in the previous four years (ILO, 2017a).

This global slowdown trend had also occurred in the region before the pandemic, albeit in a milder form. In Latin America and the Caribbean, the highest number of children in child labour is found in agriculture (52%, about 5.5 million children in absolute terms), mainly in livestock care and subsistence and commercial agriculture; this being unpaid and developed within the family unit. The rest of the girls and boys in child labour in the region are found, 35%, in the service sector (3.8 million); and 13%, in industry (1.4 million). Although the available figures show us a greater presence of boys than girls in child labour, and an increased gap of almost five points in the age group from 15 to 17 years old, studies show that the invisible, private nature, non-mercantile character, of a large part of the work — domestic work— that girls and female adolescents perform is not accounted for in these statistics (Céspedes and Robles, 2016; ILO, 2017; ILO Latin America and the Caribbean Regional Office, 2018). Thus, it is also known that girls and female adolescents face a higher risk of being victims of trafficking, commercial sexual exploitation, forced labour or bonded labour. “The very illicit nature of these activities makes them more difficult to identify and quantify” (ILO-IR, 2020).



Girls are more likely to be involved in less visible forms of child labour which are, therefore, not sufficiently communicated, such as domestic service in private homes. In addition, girls are much more likely to perform household chores in their own home, a form of work that is not included in global estimates of child labour (ILO, 2017a, p.44).

Causes and factors that affect child labour due to a matter of gender

The causes that affect child labour due to gender are associated with structural factors that perpetuate inequality in all spheres of public and private life. These structural and structuring factors articulate the involvement of children and adolescents in the economic activities of the countries of Latin America and the Caribbean (Guarcello, Henschel, Lyon, and Rosati, 2006). The factors of gender inequality in the field of child labour are those elements that will produce and reproduce inequalities between women, men, girls, boys and adolescents in access, promotion and exercise of the same conditions in the labour market. They are found at the origin and give an explanation for the inequalities, establishing a direct relationship with them. These inequalities must be considered from the elements that produce, reproduce and perpetuate them. If child labour prevention and eradication policies do not incorporate a gender dimension, they will contribute to reproducing and perpetuating these inequalities (Alonso et al., 2007).

As structural **factors of gender inequality associated with child labour**, are observed:



Gender stereotypes present in the discriminating and violent cultural patterns

Gender stereotypes are ideas, beliefs and generalizations of gender attributes, differences, and the roles of women and men. These are used to justify gender discrimination and can be reflected and reinforced by laws, policies and institutional practices (UN Women, 2020).

The regional reality reflects the existence and prevalence of these stereotypes since childhood, which conditions the lives of girls and boys in the region. Generating factors of these stereotypes would be: the invisibility of girls' opinions and actions, the underestimating skills, the segregating education and training, the subordination and lack of autonomy, the sexist language and sexist content, and the allocation of time and space (Alonso et al., 2007, p.20).



Sexual division of labour and care organization

The sexual division of labour refers to the division and unequal historical distribution of the different responsibilities of paid work and unpaid care that each society establishes according to the gender roles assigned according to sex (Pérez Orozco, 2014). This system of work organization places women and girls in the private, family, domestic and care sphere, and men in the public and productive sphere (work), this being a key aspect when talking about gender and child labour. This division is articulated from the gender roles assigned to women and men and will establish hierarchical power relations between them. Like stereotypes, this division has a cultural component, it is learned and it is modifiable.



Gender roles

Roles are a socially expected behaviour pattern within a specific culture. Thus, the gender roles determine the tasks and responsibilities traditionally assigned to women, men, girls and boys (sexual division of labour). They are usually conditioned by other factors –household structure, access to resources, socioeconomic status, circumstantial/environmental factors, conflicts, various crises, etc.– and they are susceptible to change and transformation. Different roles are identified according to the areas, productive, reproductive (care) and community (Moser, 1989).

Domestic work is situated in the area of caregiving and constitutes one of the most naturalized and invisible forms of child labour. In this sense, girls are at greater risk of performing intensive and/or full-time domestic tasks (ILO-IR, 2019, p.4). The overload of domestic and care responsibilities of girls and female adolescents with respect to their male peers is associated with the roles assigned from childhood and with a series of factors such as poverty, socio-educational level, tolerance with the care workload, lack of equipment and services for the attention to and care of children and the elderly and dependents, inadequacy of the organization of time and services to domestic and family co-responsibility, etc.



Absence of the gender perspective in the child labour eradication policies

Policies for the eradication and prevention of child labour must be designed, developed and evaluated integrating the appropriate elements to promote equality and compensate for gender inequalities (ILO-ECLAC, 2019). The factors that influence the absence of a gender approach in their design, implementation and evaluation are: guidance, training and support systems without a gender perspective; statistical systems and information processing without a gender perspective; deficiencies in the identification of practical and strategic needs for boys, girls and adolescents for the design of child labour prevention and eradication policies; lack of gender impact analysis in the design processes; non-recognition and inclusion of gender units, equality mechanisms, women's organizations, etc. as counterparts in the design and evaluation of policies; lack of awareness and training of the personnel involved, lack of indicators for monitoring and evaluating gender; gender blind budgets; etc. (Alonso et al., 2007, p.31).



The results of the action of all these factors are the inequality situations themselves in which boys, girls and adolescents live⁶.

⁶ Some results of these gender inequality factors would be: unequal use of time, higher unemployment rates, lower rates of labour activity, occupational segregation –vertical and horizontal– based on sex, unequal working conditions (informality, precariousness, temporary employment, wage discrimination), gender biases in the educational system and vocational technical training, etc.

Unpaid domestic work

Unpaid domestic work is part of the reality for millions of girls and adolescents in the world. This is generally omitted from the analyses on child labour as it is not in the public and commercial sphere, it is not counted as an economic activity, and as there is little disaggregated data on the allocation of household chores —water and firewood collection, transportation, food, cleaning, and other activities related to the domestic needs of the family and the community—.



Household chores refer to activities that are performed for and within one’s own household such as caring for siblings or sick, infirm, people with disabilities, or elderly household members; cleaning and carrying out minor household repairs; cooking and serving meals; washing and ironing clothes; and transporting or accompanying family members to and from work and school. Household chores are defined as the production of domestic and personal services by a household member for consumption within their own household (ILO, 2017a, p.45).

Currently there are 54 million girls and boys between the ages of 5 and 14 who perform household chores for at least 21 hours a week, estimating that “63% of people under 15 years-old, who dedicate more than 21 hours a week to care work, are girls” (ILO-IR, 2020, p.4). These data show that domestic work in most countries is assumed to be the work of women and is considered the responsibility of girls, regardless of their age. Women and girls continue to be primarily responsible for unpaid household chores, resulting in an overload of tasks and responsibilities, less free time, and represent a limitation of their education, health, and general development.



04.

Principles of equality and non-discrimination

This strategy is based on the Fundamental Principles and Rights, included in the United Nations Charter (UN, 1945) and in the Universal Declaration of Human Rights (UDHR) (1948). In this sense, the International Human Rights System recognizes the principles of equality and non-discrimination, and considers them as the foundation of all the regulations and instruments of the national and international protection systems (art. 1 and 2 of the UDHR).

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty (UN, 1948).



Despite these principles, gender discrimination and unequal power relations between women and men require the design and adoption of specific instruments referring to women and girls. Within the framework of the World Conference on Human Rights (1993), the Vienna Declaration and Action Program was approved, which universalized human rights and stated that women's rights are human rights. These advances in the matter are complemented by the binding content included in the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW⁷, 1979). The principle of non-discrimination, in addition to discrimination based on sex, refers to the prohibition of any distinction, exclusion or restriction based on gender, gender identity and / or sexual

orientation that has the purpose or result of undermining or annulling the recognition, enjoyment or exercise of human rights and fundamental freedoms in the political, economic, social, cultural and civil spheres of people, regardless of their marital status or any other condition.

Other non-binding international instruments are also worth mentioning when speaking of equality and non-discrimination, such as the Beijing Declaration and Platform for Action (1995). It recognizes the duty to "guarantee the full application of the human rights of women and girls as an inalienable, integral and indivisible part of all human rights and fundamental freedoms" (paragraph 9), and establishes that it is necessary to "guarantee equality and non-discrimination before the law and in practice" (strategic objective).

Gender equality refers to the equal rights, responsibilities and opportunities of women, men, girls and boys and is an essential component for the fulfilment of all human rights.

In addition, gender equality is not limited to the legal sphere, its achievement requires changes in the family, culture, politics, the economy, as well as changes in legislation and its application (UN Women, 2020). The principles of equality and non-discrimination are found in the constitutional frameworks of all IR member countries.

Within the framework of the World Conference on Human Rights (1993), the Vienna Declaration and Action Program was approved, which universalized human rights and stated that women's rights are human rights.

⁷ CEDAW has been integrated into the regulatory framework of all Latin American and Caribbean countries, although there are 18 countries that have not signed or ratified it (Gender Equality Observatory of Latin America and the Caribbean / ECLAC).

05.

Strategy approaches

The approaches of the strategy are the guiding frameworks on which the strategy will study, analyze and plan for the future. The strategy is not articulated exclusively from the gender perspective, but integrates other pertinent approaches to the RI such as the human rights approach, the childhood approach and the intercultural approach. The approaches reinforce each other, interconnecting in the protection, guarantee and promotion of the rights of children and adolescents and establishing the prism from which it is analysed and acted upon, paying attention to the well-being of children and adolescents and the empowerment of their autonomy and participation (VeneKlasen et al., 2004).

The strategy is not articulated exclusively from the gender perspective, but integrates other pertinent approaches to the RI such as the human rights approach, the childhood approach and the intercultural approach.

Childhood approach

This is a methodological approach that incorporates the mainstreaming of children's rights and places it in the foreground, leaving aside approaches focused on needs. The paradigm of needs has been overcome by showing that needs change, as do the perceptions of adults in relation to childhood. Therefore, in addition to meeting needs, interests must be considered, which will vary depending on time, space and context (Gaitán and Liebel, 2011).

This approach arises from the approaches emanating from the Convention on the Rights of the Child (CRC, 1989) that will consider childhood in a broader and more developed way, assuming a change of perspective with regard to the legal and social spheres. This new framework recognizes their social, civil, economic, political and cultural rights, classifying them into three types: rights of provision (to have access to resources and services, to optimal development and well-being), of protection

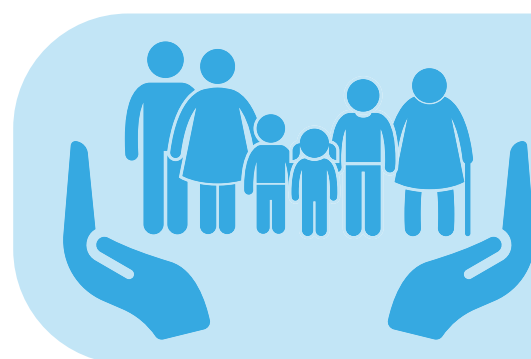
(to guarantee care against any abusive act), and participation (access to information, freedom of expression, decision-making on own or collective matters, right to assembly or association). The CRC (Liebel, 2006) introduces a fundamental concept, the so-called best interests of the child (UN, 1989)⁸ and understands the boy and girl not only as objects of protection and assistance measures but also as holders of their own rights. The aforementioned rights have been established around this concept of what it means to be a girl or a boy. In this approach we also integrate the child protection approach referred to the prevention and response to violence, exploitation and abuse against children, favouring the development of protective environments such as families, the community, development, the existence of adequate legislation, etc.

Those who find themselves in different forms of child labour find their rights violated, interrupting their development, threatening their life and withdrawing them from priority activities as children and adolescents. Therefore, this approach will contribute to the design of policies and specific actions aimed at the prevention, protection and restitution of their rights, taking into account other variables that interact with sex and gender, such as age, ethnicity, origin, culture, disability, family income level, etc.

Human rights approach

This approach establishes a conceptual framework based on international human rights standards, the purpose of which is to respect, guarantee and promote the well-being and dignity of human beings. The approach tries to analyse inequalities and correct discriminatory practices that negatively affect people's development, orienting policies, programs and processes to the rights system and their corresponding duties established in the international framework.

The fulfilment of human rights will be the main objective of policies and actions, identifying different entitlements – holders of rights, duties and obligations–, mechanisms for enforceability of rights and measures aimed at reducing inequalities. This approach applied to boys and girls is committed to empowering them as subjects of rights with the ability to defend, claim and demand their legally recognized rights (the so-called rights of action or agency rights versus welfare rights, or welfare rights, managed by adults) (Brighouse, 2002).



The human rights approach will allow us to restructure the position of childhood and adolescence in society, as well as that of the adult population, contributing to the elimination of stereotypes of this population and recognizing their rights.

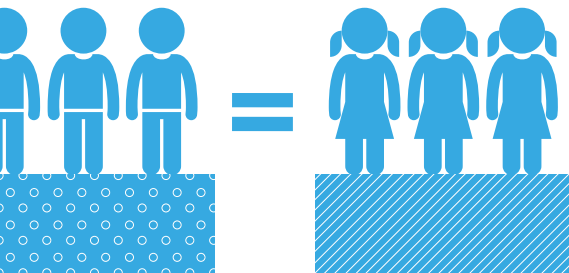
⁸ The principle is thus reflected in the CRC, so it has not been modified to an inclusive language.



The RI and its projects are clearly oriented to contribute to increasing the capacities and frameworks of duty bearers (governments) and to stimulate the participation of responsibility bearers (representatives of workers and employers) to face a shared problem (ILO-Regional Office for Latin America and the Caribbean, 2018, p.34).

Gender approach

The gender approach addresses existing inequalities between women and men, prioritizing people and promoting equal and equitable relationships. This approach considers the differences between the respective positions, conditions and needs of women and men, as well as of girls and boys, which are the product of social construction and culture. The gender approach shows how biological differences turn into social inequalities, placing women and girls at a disadvantage, and points out the need to implement specific measures to achieve real and formal equality. It also incorporates “the gender perspective into the analysis and planning of development processes and proposes a double strategic approach to achieve equality, combining gender *mainstreaming*⁹ and the empowerment of women and girls” (Carballo, López, and Pajarín, 2018, p.17).



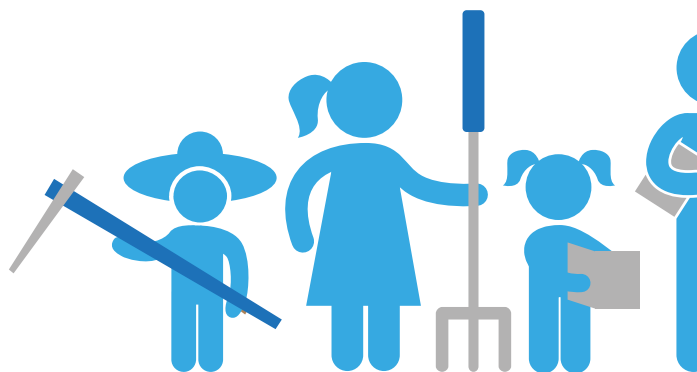
At the same time, the inclusion of the gender perspective in childhood studies has made it possible to analyse and understand the defining characteristics of girls and boys in a specific way, as well as their similarities and differences. The gender approach considers the different conditions, situations, needs and opportunities of boys, girls and adolescents and enables the analysis of the inter-generic and intra-generic social relations, whether private or public, personal, group or collective, and interrelations or institutional (state, civil, formal and informal) (Lagarde, 1996). Along with the aforementioned CRC present in the approach to children's rights, the Convention on the Elimination of all forms of Discrimination against Women (CEDAW) will be key, due to the role it plays in the prevention of gender inequalities during childhood, when referring to women of all ages (UNICEF, 2020a).

9 Gender mainstreaming is the strategy adopted by the United Nations to integrate gender equality into programming. It is a strategy so that the concerns and experiences of men and women are an integral dimension of the design, implementation, supervision and evaluation of policies and programs in all political, economic and social spheres, so that women and men can benefit equally, and inequality is not perpetuated. The ultimate goal is gender equality “(UNEG, 2011, p.14).

The gender approach goes one step further and also integrates a transformative dimension, overcoming the individual and moving towards the transformation of the structures that serve to reinforce gender inequalities. The transformative character of this approach is evidenced by overcoming the symptoms of gender inequality to address the norms, stereotypes, attitudes, behaviours and social systems that underlie them.

Inter-sectional and inter-cultural approach

Gender mainstreaming or gender mainstreaming is not enough to address the different discriminations and inequalities, therefore, it is necessary to incorporate an intersectional approach. Intersectionality occurs when a specific discrimination—for example, gender—interacts with two or more discriminations (multiple discrimination)—for example, race, socioeconomic level, disability, origin, etc—. The intersectional approach¹⁰ is a complementary tool to mainstreaming to overcome the different inequalities, that helps to understand how different systems of discrimination intersect and reinforce each other.



Considering the cultural and multi-ethnic diversity of Latin America and the Caribbean, it is also necessary to include an intercultural approach that addresses the specificities of each context and responds to what is stated in the preamble of the CRC with regard to childhood development. This must attend to the traditions, customs and cultural values of children and adolescents. The intercultural approach recognizes the cultural diversity of each context (rural, urban) and group, and places people at the centre, recognizing the differentiated perceptions that exist about child labour. The intercultural approach is fundamental to fight against discrimination and exclusion in the different spheres – political and socioeconomic– for cultural reasons, and complements the previous approaches in the achievement of the guiding principles of the strategy –equality and non-discrimination–.

Both approaches, intersectionality and interculturality, recognize the diversity of women, girls and adolescents existing in the countries of the region, their specific needs and their different positions (cultural, identity, social, age, ethnic), which produce discrimination and increase inequalities (ECLAC, 2016b, p.22).

¹⁰ This approach is aligned with the gender agenda of the region, in which the intersectionality approach is operationalized by recognizing the need to guarantee all human rights to all the diversity of women and girls in the region (ECLAC, 2016b, p. 24).

06.

Regulatory framework

The GSRI is aligned with the international and regional instruments –treaties, conventions, agreements, etc.– regarding the protection, respect and guarantee of the human rights of children and adolescents, and of women and girls in their diversity, and with the achievement of gender equality, that the international legal framework offers. Similarly, it contemplates those policies and regulations of the International Labour Organization on gender matters that constitute the framework of this strategy.

Alignment with the international instruments

Table 1. International standards

Universal Declaration of Human Rights (1948), International Covenant on Civil and Political Rights (1966), International Covenant on Economic, Social and Cultural Rights (1966), Convention No. 138 and Convention No. 182 of the ILO

Convention on Slavery (1926) and Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery (1956)

Convention on the Elimination of All Forms of Discrimination against Women (1979) and its optional protocol

Convention against torture and other cruel, inhuman or degrading treatment or punishment (1984)

Convention on the Rights of the Child (1989) and its optional protocols

International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (1990)

United Nations Convention against Transnational Organized Crime (Palermo, 2000) and two of its protocols (the Protocol to Prevent, Suppress and Punish Human Trafficking, Especially Women and Children and the Protocol against the Smuggling of Migrants by Land, Sea and Air)

Resolution 1325 on Women, Peace and Security (2000)

Universal Declaration of Human Rights (1948), International Covenant on Civil and Political Rights (1966), International Covenant on Economic, Social and Cultural Rights (1966), Convention No. 138 and Convention No. 182 of the ILO

Convention on the Rights of Persons with Disabilities (2006)

Conventions of the International Labour Organization (ILO), in particular Fundamental Conventions No. 29, 100, 105, 111, 138, 182, Technical Conventions No. 77, 78, 124, 156, 169, 183 and 189

Declaration and Platform for Action of the Fourth World Conference on Women (Beijing, 1995)

Program of Action of the International Conference on Population and Development (Cairo, 1994)

Durban Declaration and Program of Action adopted at the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance (Durban, 2001)

Program of activities for the implementation of the International Decade for People of African Descent 2015-2024

International Conferences on Financing for Development (Monterrey, 2001; Doha, 2008, and Addis Ababa, 2015)

United Nations Declaration on the Rights of Indigenous Peoples (2007) and final documents of the corresponding review processes.

Resolution 69/313, Addis Ababa Action Agenda of the Third International Conference on Financing for Development (2015)

Resolution 70/1, "Transforming our world: the 2030 Agenda for Sustainable Development" and its Sustainable Development Goals (SDG) (2015)

Urban Agenda of the Conference on Housing and Sustainable Urban Development (Habitat III) (2016)

2016 New York Declaration for Refugees and Migrants (Resolution 71/1 and its two subsequent compacts. Global Compact on Refugees and Global Compact on Migration (2018)

Political Declaration of the Summit on the Sustainable Development Goals" (2019)

Political declaration on the occasion of the 25th anniversary of the Fourth World Conference on Women, Document of the 64th session of the CSW of "Follow-up to the Beijing + 25 Platform for Action" (2020)

Regarding this priority international regulatory framework, we particularly highlight, due to its alignment with the RI objectives, the commitments made in the 2030 Agenda. “Leaving no one behind” is the axis of this framework; an inclusive approach, centred on people on the basis of human rights that integrates the different dimensions of sustainable development –environmental, social and economic– with the aim that all people achieve the full realisation of human rights, without discrimination based on gender identity, sexual orientation, race-ethnicity, language, religion, national or social origin, disability, etc. This view is essential to understand the structural nature of gender inequality and its intersection with other inequality matrices that operate in the reality of working children and adolescents. Gender equality and the empowerment of women are part of this principle and are essential to achieve all the Sustainable Development Goals (SDGs), including SDG 8 on decent work.



Gender equality and non-discrimination, together with decent work, occupy a prominent role in the 2030 Agenda and the corresponding SDGs. Special mention should be made of Goal 5 (Achieve gender equality and empower all women and girls), Goal 8 (Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all) and Goal 10 (Reduce inequality within and between countries) (ILO, 2018, p.6).

The 2030 Agenda for Sustainable Development recognizes the importance of gender equality, the rights and empowerment of women for sustainable development, and the central importance of gender mainstreaming in all policies and actions:



The achievement of gender equality and the empowerment of women and girls will contribute decisively to progress towards all goals and targets. It is not possible to fulfil all human potential and achieve sustainable development if half of humanity continues to be denied the full enjoyment of its human rights and opportunities. (...) The systematic incorporation of a gender perspective in the implementation of the Agenda is crucial (UN, 2015a, paragraph. 20).

Related to the achievement of equality and empowerment of women and girls is **Goal 5 (SDG5), “Achieve gender equality and empower all women and girls”**, and its targets, highlighting:



- 5.1. *End all forms of discrimination against all women and girls everywhere.*
- 5.2. *Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual exploitation and other types of exploitation.*
- 5.3. *Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.*

Both ILO and the RI focus their efforts on SDG 8 and also on SDG 5, being aware that, if equality is facilitated for women and girls in access to education, decent work, and representation in political and economic decision-making processes, sustainable economies will be boosted and societies will benefit at the same time. Likewise, ILO understands that the economic empowerment of women and girls is a basic condition for achieving gender equality, and it is recognized that work is the main source of economic independence for them. Therefore, it is essential to reduce gender inequalities in employment and guarantee decent work and equal pay for equal work, for all women in their diversity. To achieve all of the above, ILO considers it necessary to:



- i) *eliminate all forms of violence against women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation;*
- ii) *put an end to any form of discrimination;*
- iii) *recognize and value unpaid care and unpaid domestic work;*
- iv) *ensure the full and effective participation of women and equal opportunities for leadership at all levels of decision-making in political, economic and public life;*
- v) *adopt and strengthen solid policies and enforceable laws to promote gender equality and the empowerment of women and girls at all levels;*
- iv) *implement reforms that give women the right to economic resources under conditions equality (ILO, 2015, p.24).*

Alignment with the regional framework

This international framework converges with the commitments assumed by the governments of the region. In this sense, the effort made in the region during the last four decades to eradicate gender inequalities and discrimination against women, and advance towards the guarantee of human rights through different initiatives, laws, regulations, policies, actions and creation of institutions, is noteworthy. The existence of two regional Conventions to address gender-based violence and discrimination, together with the development of the Gender Agenda, the implementation of the commitments emanating from the Beijing Platform for Action, the Cairo Program of Action, the follow-up of the obligations assumed by the signatory states of the Convention for the elimination of all forms of discrimination against women (CEDAW) and of the Sustainable Development Goals (SDGs), mark the road map of the Region (ECLAC, 2016a, Bidegain, 2017).

- Inter-American Convention to Prevent, Punish, and Eradicate Violence against Women (Convention of Belém do Pará, 1994).
- Inter-American Convention against Racism, Racial Discrimination and Related Forms of Intolerance (2013).

We will highlight the Regional Gender Agenda¹¹ as the result of the Regional Conferences on Women in Latin America and the Caribbean¹². These conferences are the main consensus forum for the Governments of Latin America and the Caribbean in addressing the rights and autonomy of women and gender equality. This regional agenda is the direct result of the articulation and political will of the governments of the region, the contributions of the women's movement and the support of the international system. The Agenda establishes two priority approaches: **the regional approach “Leaving no one behind”** and the **intersectional approach**.



11 For more information read: https://repositorio.cepal.org/bitstream/handle/11362/40333/7/S1700760_es.pdf; https://repositorio.cepal.org/bitstream/handle/11362/40334/4/S1700759_en.pdf; <https://biblioguias.cepal.org/regionalgenderagenda/>

12 The Regional Conference on the Integration of Women in the Economic and Social Development of Latin America is the region's body for the analysis of policies aimed at promoting the integral participation of women in development.

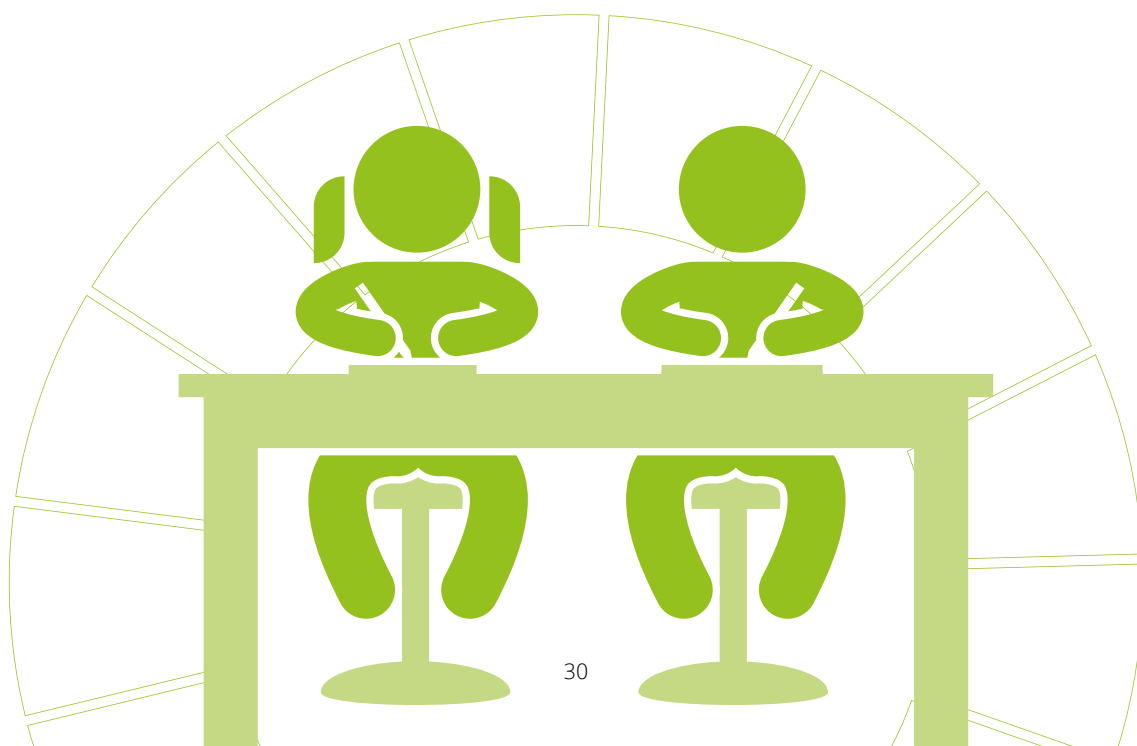
07.

Intervention framework

This intervention framework has been built from a set of secondary sources: i) the priority lines of action of the RI, ii) the recommendations and conclusions of the 2018 evaluation to the RI, iii) commitments ratified by tripartite consensus regarding gender equality existing in ILO frameworks and iv) general coherence with the 2030 agenda itself. It has also been prepared on the basis of primary source information obtained from: semi-structured interviews conducted with the Technical Secretariat team, focal points and sub-regional expert on Gender and non-discrimination from ILO, inputs received in exchange sessions with RI Government, Employer and Worker groups, and inputs provided in writing by the RI Employers Focal Points group.

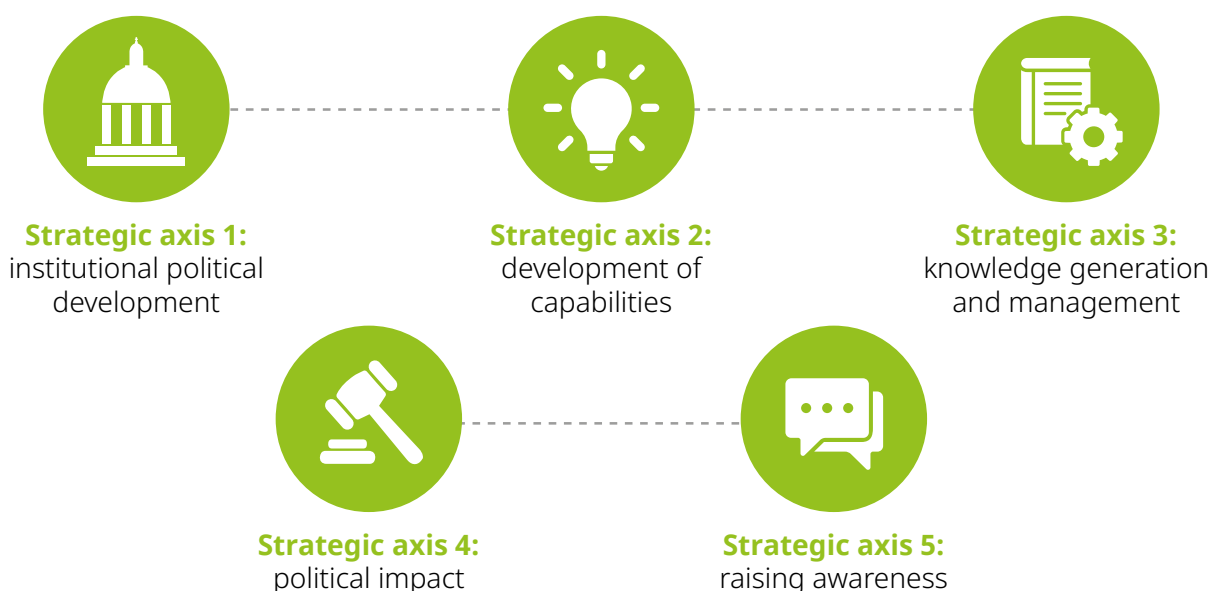
General objective of the strategy

To contribute to improve the conditions so that girls, boys and adolescents have the same opportunities of access and exercise of rights and development of their life project, promoting the visibility and recognition of gender inequalities that affect them in the field of child labour and acting accordingly.



Strategic axes

Aligned with the general objective of the Regional Initiative —*Eradication of child labour in Latin America and the Caribbean by the year 2025*— and with its priority action lines, five strategic axes¹³ have been established:



Strategic axis 1 INSTITUTIONAL POLITICAL DEVELOPMENT

Specific objective 1. Encourage prevention and protection frameworks to address the different needs, interests and capacities of boys, girls and adolescents

To guarantee protection and prevention frameworks that do not reproduce gender inequalities, it is necessary a strong government commitment to comply with the rights of protection and prevention. This includes legislation, social welfare policies, adequate budgets, public recognition and ratification of international instruments, among others.

Measures

- Promote the inclusion of the gender approach in national policies for the prevention and protection of child labour; and a correct approach to the specific protection risks that affect children and adolescents such as trafficking for exploitation, domestic work, etc.

¹³ The RI has defined six priority lines of action: i) development of national policies on child labour; ii) strengthening of direct action capabilities; iii) generation of knowledge; iv) political advocacy; v) legislation and compliance; vi) awareness raising (ILO - RI, 2016).

- Incorporate the gender dimension in the application of the Child Labour Risk Identification Model (CLRISK), adapting the diagnoses, data, national surveys and information to identify gender inequalities. This measure will be aligned with the pertinent indicators of the SDGs agreed at the national level by the states.
- Integrate specific measures in the design and execution of the countries' protection interventions.



Strategic axis 2 DEVELOPMENT OF CAPABILITIES

Specific objective 2. Strengthen the incorporation of the gender approach in the organizations, actions, documents, and products generated by the RI

Include gender issues in the procedures, processes and actions of the institutions and organizations that integrate the RI, from design to execution and evaluation, as well as in the actions undertaken by the RI itself. In this sense, it is necessary not only to have adequate tools, but also to have the necessary knowledge to be able to use them and analyse the information they offer. And to make visible where gender inequalities lie in order to act on them.

Measures

- Support the members of the RI Focal Points Network and the Technical Secretariat through training and gender resources and strengthen their capacity in incorporating the gender perspective.
- Encourage the incorporation of the gender perspective and the development of gender indicators in the collection of data in the countries (for example, in ordinary measurement instruments linked to factors associated with child labour).
- Promote gender analysis¹⁴ on the reality of child labour.
- Include gender mainstreaming in the terms of reference that are requested or prepared by the organizations and member institutions of the RI, as well as from the ILO itself as Technical Secretariat of the RI.
- Incorporate the recommendations on inclusive language and the non-sexist use of both language and images and audio-visual material in all actions and documents produced by the RI.

¹⁴ See section 7.3 Acceleration Factors and ANNEX 1, Glossary



Strategic axis 3

KNOWLEDGE GENERATION AND MANAGEMENT

Specific objective 3. Generate and manage knowledge to disclose the structural causes that define the gender relations, interacting with other dimensions and impacting child and adolescent labour

The generation of knowledge is a differential contribution, a basic asset of the RI, and its use is essential to achieve its objectives. In this sense, the activities of gathering, researching, storing, coding and disseminating knowledge are an effective strategy to be implemented in order to combat inequalities in child labour¹⁵. The RI differentiates between data (facts, figures), information (contextualized and categorized data) and knowledge (understanding the data and information, experiences, perceptions) to influence decision-making on interventions to tackle the causes of gender inequality.



Measures

- Carry out and release studies on the structural causes that define gender relations in the different types of child labour and their interactions with other variables of inequality.
- Create and maintain a repository of information –studies, statistics, diagnoses, tools with a gender perspective– on the interactions between the different dimensions and variables that affect child labour.
- Carry out a mapping of good practices on gender and child labour in the region.
- Incorporate gender issues in the agenda of the virtual meetings of the Focal Points Network and include the exchange of gender experiences.

¹⁵ ILO, 2007, 2017b



Strategic axis 4

POLITICAL IMPACT

Specific objective 4. Integrate the Equality Agenda with the agenda for the prevention and eradication of child labour and the protection of the adolescent workers

Gender inequality and discrimination diminish development opportunities for people and differentiate girls and boys. Advocacy is understood as a set of initiatives that are implemented to generate transformations –political, legal, social–. The potential for advocacy to bring about sociocultural change in societies by the expanded network of RI actors is a powerful tool in itself. Strengthening alliances and creating pacts between the different organizations through different advocacy strategies –lobbying, campaigns, planning, etc.– will contribute to eroding and modifying gender inequalities and discrimination present in society and, specifically, in the child labour field.

Measures

- Create coordination and exchange mechanisms with those international organizations with relevant competencies for RI (UNICEF, OIM, PAHO/WHO, UNHCR), for, for example, the collection and use of data.
- Encourage and strengthen alliances between the gender equality bodies and institutions of the countries and the RI member organizations. For example, through participation in the Meeting of Information Specialists on Time Use and Unpaid Work in Aguascalientes, Mexico.
- Establish alliances with gender specialists, women’s associations and organizations representing children and adolescents in political advocacy activities of the RI.



Strategic axis 5

RAISING AWARENESS

Specific objective 6. Favour sensitive environments to promote and make visible the rights of children and adolescents in programs and projects for the prevention and eradication of child and adolescent labour

Preventing and eradicating child labour and protecting adolescent workers by integrating the gender perspective into their approach requires fundamental changes in thinking about gender relations and their relationship with child labour in a large part of the population. This will only be possible if the behaviours and attitudes that

generate and perpetuate gender inequality are changed. The mobilisation, education and empowerment of people are some of the ways to change human behaviour. Encouraging these changes from childhood and youth is essential to promote social change.

Measures

- Prepare awareness products for the different sectors that explain the intersections between gender and child labour aimed at the different actors involved in the RI –for example, on household chores– in order to influence changes in behaviour at home.
- Encourage the development of conferences and campaigns that help modify the structural causes of inequalities with an approach to changes at various levels: at the individual (awareness), in cultural standards, in the distribution of resources and opportunities, and in the institutions and formal laws.

Acceleration factors

We will call acceleration factors those factors that contribute to the achievement of the final objective of this strategy: to generate the conditions so that children and adolescents have the same opportunities of access and exercise of rights and of development of their life project, promoting visibility and the recognition of gender inequalities that affect them in the field of child labour and acting, therefore, according to the general objective of the Regional Initiative (to end child labour in Latin America and the Caribbean by the year 2025).



Acceleration factor 1:
gender analysis



Acceleration factor 2:
positive and transforming actions



Acceleration factor 3:
institutional change



Acceleration factor 1

GENDER ANALYSIS¹⁴

Gender analysis is an analytical tool that allows examining the social and economic differences related to gender. Is a tool used to identify and understand the differential roles, relationships, resources, benefits, limitations, needs and interests of women, men, girls and boys in a given social context. A good gender analysis will help us to promote changes in policies, programs, projects and actions.

Gender analysis is one of the various instruments recognized as fundamental for ILO in its different documents and gender policy to carry out a correct mainstreaming.

Gender analysis is based on the collection and analysis of data disaggregated by sex, both quantitative (for example, statistical data and information) and qualitative (for example, interviews or testimonies). These data must be analysed and interpreted taking into account other variables that interact with sex and gender, such as age, ethnicity, origin, culture, disability, family income level, etc.

An effective gender analysis involves:

- Gather data and disaggregate it by sex
- Identify the gender differences at work and in life, attending to the labour division, the access and control of resources and benefits
- Understand the needs of children/women and men as well as the limitations and opportunities for each one with regard to their knowledge and abilities
- Understand the working conditions among children/women and men, and understand the access of each group to social protection, family responsibilities and decision-making opportunities
- Identify the limitations and opportunities for both genders in the widest legal, social, economic and political context
- Review the capacities of the existing institutions and mechanisms to reach children / women and men equally and promote gender equality
- Personnel with the capability for interpreting these data disaggregated by gender in a way that has practical applications to approach related issues

¹⁴ See annex 1 – Glossary of terms for further information.



Acceleration factor 2

POSITIVE AND TRANSFORMING ACTIONS

Within the framework of the RI objective of ending all forms of child labour by 2025, the development of specific actions to achieve equality and fight against discrimination that may exist in the field of child and adolescent labour is always considered essential.

- Affirmative actions or positive actions are temporary and will be necessary whenever children and adolescents are in especially disadvantaged positions. The achievement of formal equality (equal opportunities) but not substantive equality (that refers to the initial positions of disadvantage¹⁷), requires specific policies and measures aimed at correcting the starting inequalities.



Positive action measures resolve specific obstacles in different areas related to the autonomy of women and girls in the form of specific temporary actions and programs. With these strategies, an attempt is made for women and girls to combine unpaid and care work with paid work and public life, in such a way as to broaden their life options (ECLAC, 2017, p.18).

Therefore, it is not only a matter of promoting equal basic access for girls (for example, to education), but of guaranteeing this access through temporary measures since gender inequalities are embedded in relationships of power in the different spheres —economic, political, community, family-domestic—.

- Gender transformative actions seek to promote gender equality among boys, girls and adolescents and their empowerment. A gender transformative approach helps us to examine, question and change those regulations and imbalances in the framework of child labour that are generating gender inequalities. By transforming harmful and inequitable gender standards and values into positive values, we improve the rights of boys, girls and adolescents, prevent gender-based violence and increase gender equality. Gender transformative actions will help us to understand and identify changes in social expectations of the roles of girls, boys, women and men, and in values, beliefs and practices based on gender.

¹⁷ General recommendation no. 25 of 2004 of the Committee for the Elimination of Discrimination against Women



Acceleration factor 3

INSTITUTIONAL CHANGE

Institutional change is a learning process that is potentially linked to all the institutions that are part of the Regional Initiative and that, in different ways, undertake actions to combat child and adolescent labour. In other words, this process tries to ensure that there is internal and external coherence in organizations. Thus, if organizations understand the principle of equality and non-discrimination as basic principles in their actions related to child labour, they must ensure that their own organization incorporates a gender perspective and promotes formal and substantive equality in their own frameworks, culture organizational, procedures, operations, human resources, etc. For this, it will be essential, if they are not available, the acquisition of gender-specific skills that improve the capacity of the staff in their performance.

Incorporating gender issues into routine procedures is essential to begin a process of institutional change regarding gender. In this sense, institutions must determine to what extent gender issues are addressed internally, reviewing attitudes and practices and identifying those procedures that require changes. It is essential that there is a coherent approach to mainstreaming the gender perspective in an organization. The first step is the basic common understanding of what “gender” means and what it implies for their daily work; the second step is the recognition of gender as central organizing factor around which production is organized and needs are met.



08.

Necessary resources

The resources necessary for the implementation of the Gender Strategy of the Regional Initiative are technical, human and financial. The success of the strategy will depend on the political will and commitment of the member states of the RI, as well as the employers' and workers' organizations.

Gender mainstreaming in the lines of action requires, in addition to a budget and specific products, a real coordination between the different existing mechanisms in the countries of the region that address the issue of gender, childhood and child labour. Thus, from a work of coordination between institutions —for example, Ministries of Labour, National Committees for the Eradication of Child Labour, Mechanisms for the Advancement of Women, Ministries of Equality, Women Secretariats, Gender Observatories, National Statistical Institutes, etc.— and instruments —public policies for gender equality, equality plans, childhood plans, national gender strategies, time use surveys, etc.—, a large number of the measures laid out herein can be carried.

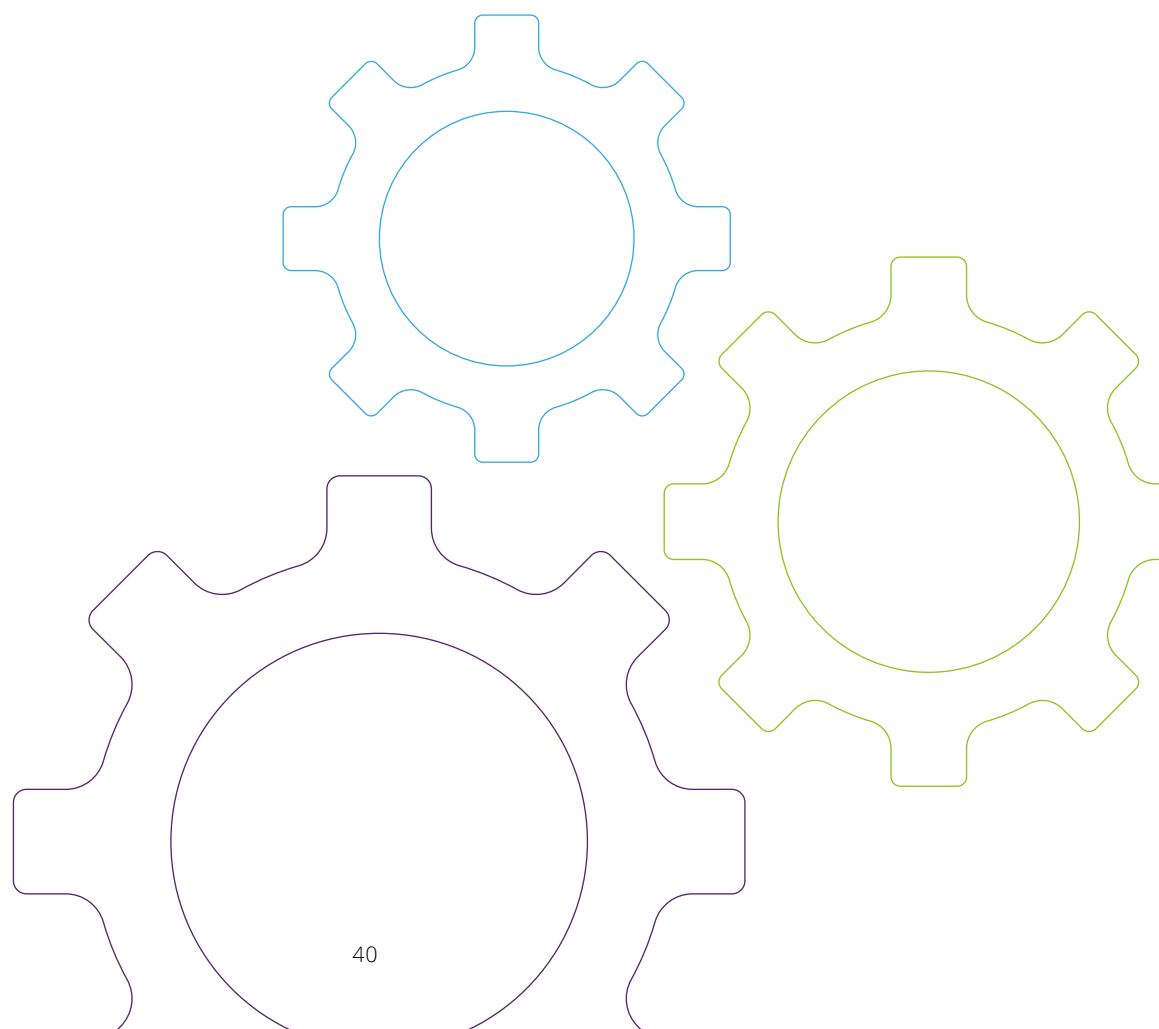
Harmonization, alignment and coordination between existing public policies, as well as between the actions that are developed by mechanisms and actors, is necessary and fundamental for the development of this strategy.

The success of the strategy will depend on the political will and commitment of the member states of the RI, as well as the employers' and workers' organizations.

In addition, the execution of the RIGS entails the development of a series of instruments that will contribute to the change of mentalities, the strengthening of capacities, the management of knowledge, the awareness and the advocacy. These specific technical resources will be developed from resources already created in coordination with the pertinent institutions —for example, statistical training or gender training— and from newly created resources such as specialized gender materials and tools: manuals, studies, check lists, gender diagnoses, etc.

RIGS poses new challenges of specialization and knowledge. In this sense, the allocation of human resources is also an important part of achieving the overall objective of the strategy. In addition to the existing resources in the RI receiving, if required, gender training, it would be interesting for the different actors involved in the Regional Initiative to identify a gender expert who can follow up and support the correct development of the strategy with regard to the different lines of action (Institutional political development and legislative action, capacity building for gender equality, generation and management of information and knowledge; political incidence and awareness).

Finally, it will be necessary to assess what percentage of the RI's financial resources could be earmarked for the achievement of this strategy, always in coherence with the RI's GO, the Sustainable Development Goals of the 2030 Agenda and the regional and national agendas.



09.

Strategy monitoring and evaluation

For the correct implementation of strategy monitoring, the objectives and indicators of the actions promoted have had to be formulated integrating the gender perspective and must be adapted to the monitoring system and strategic planning of the RI.

Indicators are instruments for measuring objectives for all phases of planning an action, these can be quantitative¹⁸ or qualitative. Gender indicators will measure the effects of interventions on girls and female adolescents specifically and on gender relations in the general context, and they will help us to identify situations of inequality. Gender indicators should express “the achievement of the objectives and results for men and women, the way in which social groups, as well as women and men benefit from the project, the way in which the benefits are measured” (Emakunde, 1998, p.90).



¹⁸ For example, a qualitative indicator would be the scope of changes that reflect the alignment of legislative action with the principles of equality and non-discrimination contemplated in the Montevideo Strategy. A quantitative one would be the number of changes that reflect the alignment of legislative action with the principles of equality and non-discrimination.

GENDER INDICATORS

The gender-sensitive indicators allow us to measure the social changes for achieving the progress of equality.

Elements: *what, who, where, how much, when.*

Attributes: *clarity, relevance, accessibility, disaggregated.*

What do they help to make visible?

Sexual division of labour, access, use and control of resources, construction of subjectivity, etc.

How to develop them?

*Developing human rights and gender equality indicators requires paying attention to general issues, such as ensuring that indicators have **SMART qualities**¹⁹. However, special attention must also be paid to specific issues, such as the ability to measure whether rights and equality are promoted in a disaggregated manner. Prioritizing which indicators to use depends on several factors, such as the type of information that is needed, how comprehensive is the vision provided, costs and efforts to produce the necessary information, and the problem to be addressed. (UNEG, 2011, p.35).*

Types of indicators: *of product or result, of risk, of effect, of impact.*

Mainstreaming level: *effective (100%), superficial (50%), none (0%).*

The purpose of the **evaluation** is to identify and measure the effects of the RIGS's objectives and results. For that purpose, it will try **to determine the relevance of the objectives and their degree of achievement, the efficiency in terms of development, effectiveness, impact and sustainability**. "An evaluation must provide credible and useful information that allows the integration of the lessons learned into the decision-making mechanisms, both in host countries and donors" (CAD, 1995, p. 178). Evaluations are a learning instrument that helps to understand the scope of the objectives and what has happened in the intervention.






The gender perspective has had to be integrated into the different planning phases and should be explicitly included in the terms of reference for all midterm, final or thematic evaluations organized through the RI. Thematic evaluations, of specific sectors, areas or themes, can serve as leverage elements to integrate gender into the mainstream in all activities. The people who carry out the evaluation should be chosen according to their professional capacity to apply gender lenses in the

¹⁹ SMART: specific, measurable, attainable, relevant, time-based

evaluation of gender roles in the organization of child domestic labour and the trafficking of girls, boys and their consequences in the implementation of the interventions.

The criteria of an evaluation with gender perspective should provide information “on the way in which the needs, interests and visions of the different groups of persons involved have been contemplated” (Ministry of Foreign Affairs 2001, p.186).

Table 2. Evaluation criteria

	<p>Effectiveness</p> <p>Scope of the objective and results of an activity in a beneficiary population, taking into account the differences and inequalities between men and women, in a specific time period, without considering the costs incurred to obtain them.</p>
	<p>Efficiency</p> <p>Extent of the achievement of results with regard to the resources that are consumed. From the gender perspective, it is about a comparison between the inputs and outputs of women (or other groups of less influence) in the context of the intervention.</p>
	<p>Relevance</p> <p>Adjustment of the results and objectives of the intervention to the context in which it is performed. For its analysis it is necessary to consider – its adjustment to the problems and needs of women and men (as they are perceived by them) – the existing policies – the existence of other synergy actions, complementary or competitive.</p>
	<p>Impact</p> <p>Analysis of the effects of the development action on the gender relations in the general community.</p> <ul style="list-style-type: none"> • An action has a negative impact on the gender relations if the women’s position has deteriorated in comparison with the situation prior to the execution of the intervention, and in comparison with the position of men once it has concluded. • A development action has a positive impact on gender relations when it promotes (especially in its objectives, but also in its activities and results) equality between men and women.
	<p>Sustainability</p> <p>Continuation of the benefits of a development intervention after cooperation has concluded. The probability of continued long-term benefits. The resistance to the net profit flow risk over time.</p>

Source: Ministry of Foreign Affairs, 2001 and UNEG, 2011

10.

Strategy dissemination and communication

The dissemination and communication of the strategy internally and externally is key to achieving the objectives and measures set out. Communication makes it possible to get closer to what is cultural, to the values and representations of societies, communities, groups and, therefore, to investigate, build and influence the attitudes, notions and concepts associated with child labour and gender.

For this reason, the dissemination and communication of the strategy is an important element of it, because communication makes it possible to access cultural guidelines and gender inequalities and the achievement of equality. On many occasions, messages full of gender stereotypes are internalized by women, men, boys, girls and adolescents and they will condition their own perceptions, but they will also be tools for rejection, denunciation, etc. Issuing messages aimed at reviewing and challenging gender stereotypes and biases can be very powerful element of change. Furthermore, the use of an inclusive language²⁰ is also in itself a tool for change that contributes to the promotion of gender equality and the elimination of stereotypes, prejudices and discrimination.

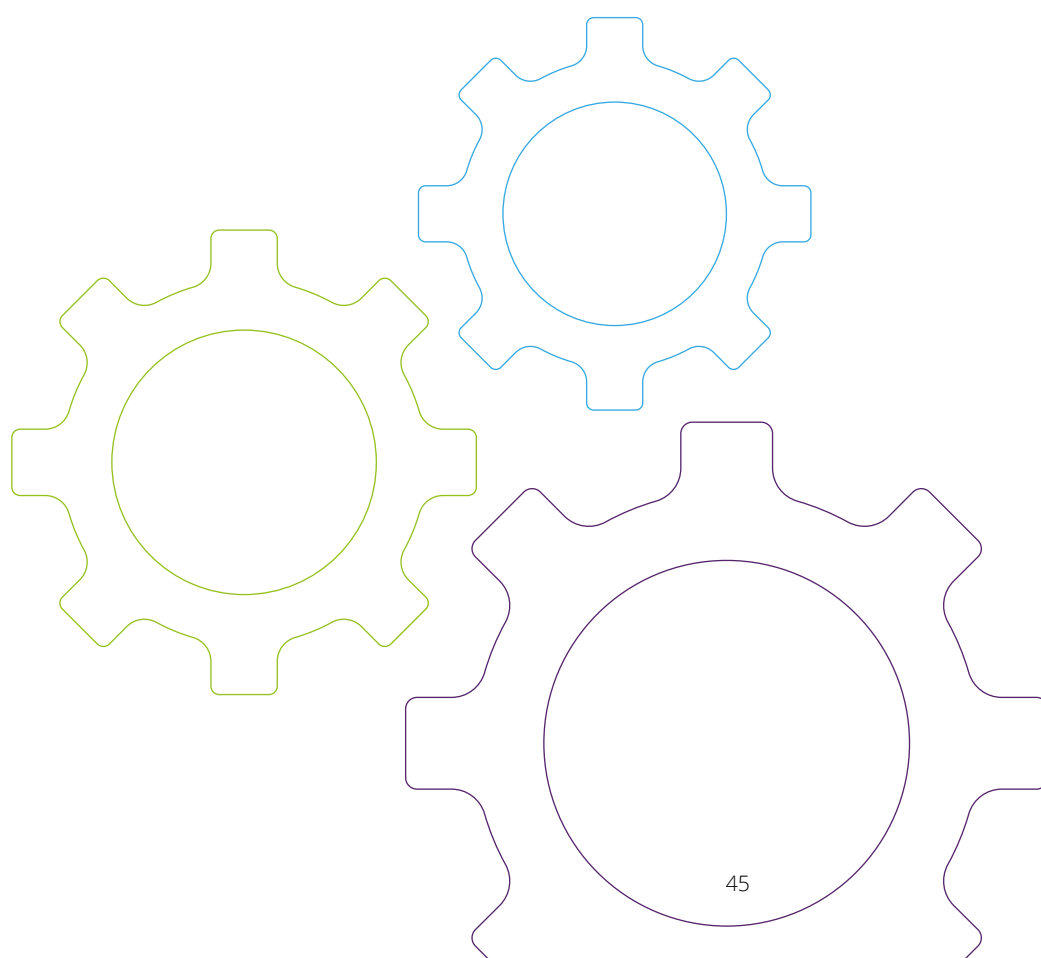
Communication makes it possible to get closer to what is cultural, to the values and representations of societies, communities, groups and, therefore, to investigate, build and influence the attitudes, notions and concepts associated with child labour and gender.

²⁰ "Gender-inclusive language" is understood as the way to express oneself orally and in writing without discriminating against a particular sex, social gender, or gender identity and without perpetuating gender stereotypes (UN, 2020).

The use of non-sexist language in communication is an important step in the dissemination of the RIGS. For this, it will be necessary: to review the language; use generic forms; eliminate the use of stereotypes in the messages; name the different realities that affect children and adolescents; review the use of sexist and stereotyped images favouring the presence of a diversity of people, revealing achievements of those who are in vulnerable situations, taking into account the size, attitude and gestures in which they are presented to the people in those images.

It will also be important to include in the messages, and prior documentation, data disaggregated by sex, information that makes gender inequalities and inequities visible, as well as that explains the different practical and strategic needs of girls and female adolescents.

Communication and dissemination actions will be oriented internally in the Regional Initiative and at the citizens and the general public. For which, the existing channels of the RI web platform, social networks —Facebook, Twitter, YouTube—, newsletters and the ILO web platform will be used, mainly.



11.

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Annex 1

Glossary²¹

GENDER ANALYSIS

Gender analysis is a tool to diagnose differences and relationships between girls and boys, women and men. It includes the collection of data disaggregated by sex and its subsequent analysis. It can be defined on the basis of the agreed conclusions 1997/2 of the Economic and Social Council: "... the process of assessing the consequences for women and men of any planned activity, including laws, policies or programs, in all sectors and at all levels ». The United Nations System-wide Action Plan on Gender Equality and the Empowerment of Women (UN-SWAP) states that a proper gender analysis requires:

- examine inequalities between women and men, e.g. roles and responsibilities, relationships between women and men (girls and boys), access to and control over resources, productive activities and reproductive, obstacles and constraints in terms of participation, vulnerabilities, capacities, practical needs and strategic interests;
- evaluate the way in which gender equality can be promoted;
- question assumptions about "families", "households" or "people" that may be implicit in the way of posing a problem or formulating a policy;
- collect and analyse data or information that allow us to know the experiences and the situation of both women and men, girls and boys;
- disaggregate data by sex, as this enables analysis and subsequent planning and implementation of gender-sensitive and transformative development approaches;
- carry out a substantive examination of activities with a numerical predominance of women (such as paid domestic work) (ILO, 2018).

EQUITY

Means "justice". It refers, therefore, to a situation of imbalance where differences are compensated. For example, due to the fact of being born a woman or a member of an oppressed social group,

21 Sources used for the development of the Glossary: the 2002 document of the Office of the Special Adviser on Gender Issues and Advancement of Women (OSAGI), *Incorporating a gender perspective: an overview*; the 2018 ILO document, *ILO Action Plan on Gender Equality 2018-2021*; the 2007 MAEC document, *"Gender in Development" Strategy of the Spanish Cooperation, updated UN WOMEN Glossary (2020)*, different ECLAC documents (Benavente and Valdés, 2014; Montevideo Strategy, the document of *Gender Equality Plans gender in Latin America and the Caribbean* of 2017)

compensations are created in laws, customs and social habits capable of promoting equal opportunities. Without equality there can be no equity (Emakunde, 1998).

EMPOWERMENT

Central concept of the gender perspective. It includes strengthening the social, economic and political position of women. Its aim is to reduce or eliminate power relations between the sexes. Importantly, the term power is used in the sense of “power to” –for example, the recognition of one’s capacities and abilities to exert influence, power, and leadership in some or all social relationships, and act in accordance with this recognition– and not in the sense of power over other people (Emakunde, 1998).

GENDER APPROACH

The gender approach involves approaching social reality through the gender category, as a descriptive category capable of making visible the different and unequal distribution of resources, opportunities, benefits and expectations between men and women in all societies based on the roles assigned to each sex and their consideration and social value; as an analytical category that allows us to interpret and identify the causes and effects of such inequalities such as cultural patterns, institutional practices and power relations; and as a political category, by committing to transformation to overcome these inequalities in terms of social justice and gender justice (Carballo, López, & Pajarín, 2018).

GENDER STEREOTYPES

Gender stereotypes are preconceptions that people have about what is appropriate for boys and men rather than girls and women, notions that women are better homemakers and men better leaders, for example, or that boys are better at math than girls.

GENDER

Gender refers to the roles, behaviours, activities, and attributes that a given society at a given time considers appropriate for men and women. In addition to the social attributes and opportunities associated with being male and female, and relationships between women and men, and girls and boys, gender also refers to relationships between women and relationships between men. These attributes, opportunities, and relationships are socially constructed and learned through the socialization process. They are context/epoch specific and are changeable. Gender determines what is expected, what is allowed and what is valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in terms of assigned responsibilities, activities carried out, access and control of resources, as well as decision-making opportunities. Gender is part of a larger socio-cultural context, as are other important criteria of socio-cultural analysis, including class, race, poverty level, ethnic group, sexual orientation, age, etc. (Ministry of Foreign Affairs and Cooperation - MAEC, 2007).

GENDER EQUALITY

Gender equality refers to the equal rights, responsibilities and opportunities of men and women, girls and boys.

SUBSTANTIVE EQUALITY

In its General Recommendation No 25, the CEDAW Committee defines substantive equality and that of result in paragraphs 8 and 9.

“A purely formal legal or programmatic approach is not sufficient to achieve women’s de facto equality with men, which the Committee interprets as substantive equality. Pursuit of the goal of substantive equality also calls for an effective strategy aimed at overcoming underrepresentation of women and a redistribution of resources and power between men and women”.

“Equality of results is the logical corollary of de facto or substantive equality. These results may be of a quantitative and/or qualitative in nature that is, enjoying their rights in various fields in fairly equal numbers with men, enjoying the same income levels, equality in decision-making and political influence, and women enjoying freedom from violence.”

INCORPORATION OF THE GENDER PERSPECTIVE

Gender mainstreaming is a strategy to achieve gender equality and the empowerment of women, so that both women and men can influence and participate in, and benefit from, the development process, in equal standing. In the world of work, this type of strategy focuses on structural obstacles, so that transformation leads to more equitable power relations, such as shared decision-making and equal access for women to productive resources and benefits, and control over them. The incorporation of the gender perspective and specific interventions to promote equal opportunities and treatment in the labour markets are complementary strategies aimed at ensuring that inequality is not perpetuated or worsened.

NATIONAL MECHANISMS FOR WOMEN (MNM-its acronym in Spanish)

The national mechanisms for women (MNM-its acronym in Spanish) or also known as Mechanisms for the Advancement of Women (MAAM-its acronym in Spanish), are bodies created by governments to comply with the mandates and regulatory commitments, national and international, related to gender equality in public policies.

Through their participation in intergovernmental instances on a regional and global scale, these mechanisms have played an important role in the development, negotiation and adoption of the international regulatory framework on the rights that affect the position and living conditions of

women. Its progressive establishment and strengthening in Latin America and the Caribbean have found support in the legislative and programmatic initiatives that have been developed in recent years, aimed at achieving gender equality, including the adoption by all countries of the Convention on the Elimination of All Forms of Discrimination against Women –CEDAW (1979) -; the conclusions and agreements of the sixty regular sessions of the Commission on the Status of Women - CSW (1946-2016) -; the agreements and action plans approved at the Four World Conferences on Women held in Mexico (1975), Copenhagen (1980), Nairobi (1985) and Beijing (1995); the United Nations Conference on Environment and Development (Rio de Janeiro, 1992); the World Conference on Human Rights (Vienna, 1993); the International Conference on Population and Development (Cairo, 1994); and the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (2015); among other international human rights instruments (Díaz, 2016, p.1).

STRATEGIC NEEDS

Strategic needs refer to the subordinate social position of women compared to men, and are related to the empowerment of women. These needs vary according to the particular social, economic and political context in which they arise. They generally refer to issues of equality, such as enabling women to obtain equal access to job opportunities and training, sharing family responsibilities, equal pay for work of equal value, rights to land and other assets, prevention of sexual harassment at work and domestic violence, and freedom of choice with regard to motherhood. Addressing these needs involves a slow and gradual process of changing attitudes and social practices.

PRACTICAL NEEDS

The practical needs arise from the actual conditions that women and men experience due to the gender roles assigned to them in society. They often relate to women as mothers, housewives, and providers of basic needs, and are concerned about deficiencies in living and working conditions, such as food, water, housing, income, health care, and employment. For women and men at the lowest income levels, these needs are often linked to survival strategies. Addressing these issues only perpetuates the disadvantaged position of women in their societies, it does not promote gender equality.

UN SYSTEM-WIDE ACTION PLAN (UN-SWAP)

The UN-SWAP is a UN System-wide framework, the purpose of which is to improve accountability and measure progress towards achieving gender equality and the empowerment of women in the work of United Nations entities. It is a unified framework that applies equally across all entities, departments, offices, funds and programs of the United Nations System. The UN-SWAP includes a set of 15 system-wide performance indicators that establish a common understanding of what it means to achieve gender equality and the empowerment of women, and a common method of working to achieve it. The UN-SWAP also establishes a progressive sliding scale of standards, which include a minimum, to which the entities of the UN System must conform and aspire in their work on gender equality and the empowerment of women at the institutional level (UN WOMEN, 2020).

GENDER ROLES

The gender roles refer to the activities that both sexes actually do. Boys help their fathers to work outside the home on the land, whilst girls help their mothers to take care of housework.

SEX-GENDER SYSTEM

The sex-gender system is a system of social organization that allows us to know a model of society in which it is explained how biological differences between women and men have historically resulted in social, political and economic inequalities between both sexes, women being the most disadvantaged in this process. The sex-gender system identifies what is natural and what is socially constructed and establishes that sex is not in itself the cause of women's inequality, but rather their socially constructed gender position. The identification of the sex-gender system makes it possible to analyse the power relations that exist between men and women. Sometimes, the fact of being a woman is joined by other characteristics that double or triple her condition and position of discrimination, such as belonging to a certain race or ethnic group, social group, age, or having one or another sexual orientation, etc. (Ministry of Foreign Affairs and Cooperation - MAEC, 2007).

GENDER MAINSTREAMING

Gender mainstreaming, as defined by the UN in 1997, is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels. It is a strategy to make the concerns and experiences of women, as well as men, an integral part of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and social spheres, so that women and men benefit equally and inequality is not perpetuated. The ultimate goal of integration is to achieve gender equality (ECOSOC, 1997).

Gender mainstreaming is the ILO's strategy for promoting gender equality as defined by ECOSOC and adopted by the UN in 1997.

GENDER VALUES AND STANDARDS

Gender values and standards in society refer to beliefs about what women, men, girls and boys of all generations should be like. Depending on time and culture, societies assign differentiated standards for girls or boys.

Annex 2

Types of child labour²²

In Latin America and the Caribbean, it is estimated that 10.5 million children are in child labour, of which 6.5 million are in a situation of hazardous work. According to the sector of economic activity, this is concentrated in agriculture (51.5%), industry (13.2%) and services (35.3%) mainly. The age group with the highest number of boys and girls in child labour is between 5 and 11 years old (37%), followed by those between 15 and 17 years old (35%), and those between 12 and 14 years old (28%) (ILO, 2017a).

- **Agriculture (includes agriculture, (sheries, aquaculture and forestry)**

The agricultural sector concentrates the highest proportion of child labour, developing mainly activities associated with the care of livestock and agriculture for commercial and subsistence purposes. Most of the work related to this sector is carried out within the family unit and is usually unpaid. Children and adolescents work long hours, exposing themselves to difficult weather conditions, manipulating dangerous machinery, and exposing themselves to highly toxic chemicals without adequate protection. Tasks are assigned according to sex, the most dangerous normally falling on children and male adolescents, but girls and female adolescents have to reconcile these tasks with domestic tasks. Sex also influences the allocation to the type of crop: while women and girls are associated with subsistence and small-scale crops, closely linked to family production, men and boys are associated with mechanized commercial-type crops on a larger scale (Leyra , 2012). The migratory reality of a large number of countries in the region also affects the reassignment of roles and the participation of women, girls, boys and adolescents in the agricultural sector. Much of the work carried out in this sector is considered very dangerous and, therefore, classified as “worst forms of child labour”.

- **Services (markets, (reworks, garbage dumps, etc.)**

A large number of children and adolescents work in the markets of Latin America and the Caribbean performing multiple tasks depending on their age, gender, ethnicity, immigration status, etc., over long hours. The roles assigned to girls and boys from birth are also present in the division of the tasks they perform (unloading, transporting loads, carrying wheelbarrows, assisting at stalls, guarding stalls, selling, and trading, packing) as well as in spaces in which they are located

²² It is not the purpose of this strategy to detail all the types of child labour exhaustively. Only those with the greatest weight in Latin America and the Caribbean and those where the gender variable is what articulates the sector will be mentioned more specifically.

and socialize (streets, open-air markets, closed markets, supermarkets, etc.) (Leyra, 2012). Other widespread activities among children and adolescents that carry high risks and take place in complex and unhealthy environments are those carried out in garbage dumps and firework stalls.

- **Mines and quarries**

In Latin America and the Caribbean, artisanal mining involves a large number of people –a little over nine million people depend on artisanal mining–. An important part of these are children and adolescents who participate in mining clearing activities, river tamping, extraction of the mineral in the tunnels, transportation to the surface of the mineral, and processing. These children and adolescents will be exposed to numerous risks (explosions, collapses, suffocation, heavy loads, and toxic substances such as mercury, cyanide, acids and other chemicals) which affect their rights, their integrity and physical and psychological health.

- **Commercial Sexual Exploitation of Children (CSEC)**

It is considered a serious violation of the human rights of children and adolescents, a worse form of child labour, a crime and a form of exploitation analogous to the new slavery and forced labour. The Stockholm Declaration (1996) defines CSEC as “a form of coercion and violence against children that is equivalent to forced labour and a contemporary form of slavery”; ILO Convention 182 determines it as one of the “worst forms of child labour”, specifying in its article 3, paragraph a, “all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, and forced or compulsory labour (...), and in its section b, “the use, recruitment or offering of children for prostitution, the production of pornography or pornographic performances”; and the Palermo Protocol (2000), in its definition of trafficking, in Article 3, paragraph a, indicates that, “the exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs”(UNODC, 2004).

Commercial sexual exploitation of children is understood to be that exploitation carried out by an adult against a girl, a boy or an adolescent that is accompanied by a payment in cash or in kind to the minor or third parties. It includes child prostitution on the street or in establishments, child sex tourism, the production, promotion and distribution of child pornography and adolescents, the use of these in sexual performances, and trafficking for the purpose of sexual exploitation. Currently, there are numerous vulnerability factors that affect CSEC (risk factors related to the family, specific risk factors for children and adolescents, socioeconomic risk factors, risk factors related to the environment) in which it is essential to include a gender analysis.

According to UNODC data from 2018, 24% of the victims of trafficking in the world were girls and 7% boys. In the case of Central America and the Caribbean, 66% of the victims detected were boys, girls and adolescents (of which 55% were girls and 11% boys), mostly trafficked for sexual exploitation purposes (40%). For the sub-region of South America, 37% of the victims detected were

31% girls and 6% boys, also exploited mostly for sexual purposes (58%). These trafficked girls, boys and adolescents are subjected to prostitution, forced to marry, illegally adopted, used as cheap or unpaid labour, as domestic servants, used for begging purposes, recruited into armed groups, etc.

The existence of trafficking is associated with different risk factors in which there is a gender component associated with them. This influences the situations of vulnerability, the type of exploitation, the market value and the various risks –pregnancy, early motherhood and reproductive diseases that could affect the subsequent reproductive capacity, etc.– (Boonpala and Kane, 2002), and in the supply and demand themselves.

- **Armed gangs, forces and groups**

Some of the most serious human rights violations occur in contexts of armed conflict. It is, in these contexts, where thousands of children and adolescents are recruited for different purposes: combatants, sexual slaves, human shields, suicide bombers, logistic work (cooking, cleaning, porters, etc.). Their use is a serious violation of human rights and a war crime, and is defined by ILO Convention No. 182 as one of the worst forms of child labour.

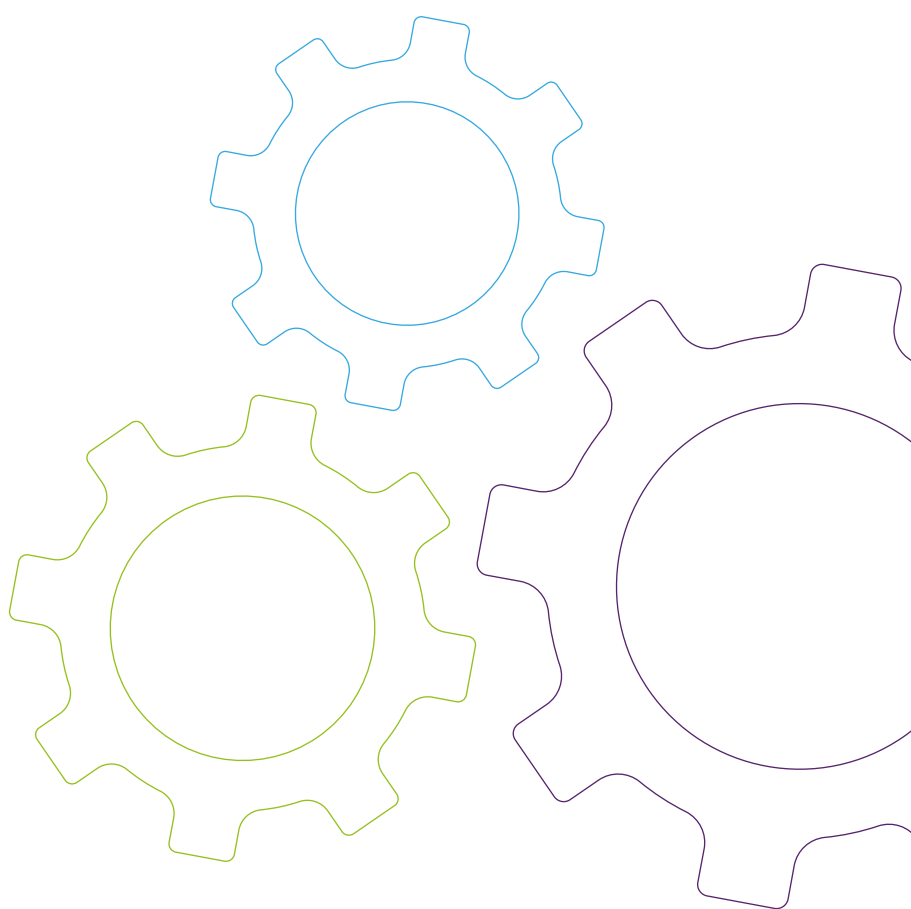
- **“Criadazgo” or “restavec”**

“Criadazgo” is an old practice, recurrent in several countries of the region (with a significant presence in Paraguay and Haiti, where it is called “restavec”). Given the lack of family financial resources to take charge of raising children, they are handed over to another person from the same family who is in charge of their “maintenance.” Over time, this practice has been distorted and children and adolescents are ceded not to their families but to strangers who are provided free labour. At present it is considered a practice that leads to situations of slavery, child exploitation and hazardous child labour. Children and adolescents in a situation of “criadazgo”, in addition, can be victims of mistreatment, sexual abuse, etc., many of the victims of trafficking, previously, being “criaditas”.

- **Domestic work**

ILO Convention No. 189 defines “domestic work” as work carried out in or for a home or households, and “domestic worker” as any person, female or male, who performs domestic work within the framework of an employment relationship (ILO, 2011). What is “domestic” varies according to time, place, socio-economic contexts, age, ethnic background, gender, the migratory component, etc. This general concept ranges from light work, non-hazardous and hazardous work, respectively, to practices similar to slavery such as forced labour, servitude, and debt bondage.

Around 17 million children and adolescents in the world carry out domestic work at the home of a third party or employer, with or without remuneration. Of these, around 11.5 million are in child labour, of which 21.4% (3.7 million) work in domestic service in hazardous or exploitative conditions (long hours without rest, low wages or non-existent wages, lack of free time, lack of legal and social protection etc.). 65% of all domestic workers girls, boys and adolescents are under 14 years of age, and 67% are women (ILO, 2017a).





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