

Part 2: Practical tools

1. Quick reference guide for training: Key concepts and strategies

This quick reference guide provides a summary of the key concepts and definitions and conceptual tools and strategies as explained in Part 1. It can serve as a quick reference for your own use or can be used as a tool in awareness raising or training activities. A power point presentation of the contents in this reference guide can be downloaded from www.ilo.org/asia/library/pub4.htm.

1.1 Basic concepts

- **Gender** refers to the social differences and relations between girls and boys, women and men that are learned and vary widely within and between cultures and change over time.
- **Sex** refers to the biological differences between men and women that are universal and do not change.
- **Gender values and norms** in society refer to ideas that people have on what men and women of all generations should be like. For example; in many societies girls should be obedient and cute and are allowed to cry. Boys, on the other hand, are expected to be brave and should not cry.
- **Gender stereotypes** are the ideas that people have on what boys and men, girls and women are capable of doing. For example, women are better housekeepers and men are better leaders, boys are better in mathematics than girls.
- **Gender roles** refer to the activities that both sexes actually do. For example, boys help their fathers working outside the house on the land and girls help their mothers taking care of the household work.
- **Gender equality** refers to the equal rights, responsibilities and opportunities of men and women, girls and boys. It includes the same human and workers' rights and equal value and fair distribution of responsibilities and opportunities, as well as workload and decision making.
- **Gender equality promotion** - Promoting the elimination of child labour and equality between the sexes is not only the right but also the smart thing to do. Gender equality promotion leads to a higher quality of life for all.
- **Gender discrimination** is any distinction, exclusion or preference based on sex or gender, which has the effect of nullifying or impairing equality of opportunity and treatment.
- **Human rights** are the basic and absolute rights that each person has because he or she is a human being.
- **National legal rights** are the rights recognized and protected by law in each country.





- **Fundamental rights at work** are:
 - the elimination of all forms of forced and compulsory labour
 - the abolition of child labour
 - the elimination of discrimination in respect of employment and occupation
 - freedom of association and the recognition of the right to collective bargaining.
- **Fundamental rights of women workers** concern:
 - equality of opportunity and treatment between men and women in employment
 - equal pay for work of equal value
 - better balance between male and female workers with family responsibilities
 - maternity protection.
- **Child rights:** all children have the rights to non-discrimination to have their best interest considered, to enjoy physical and social development to their fullest potential, and to participation.
- **Child labour** is work that hinders education, and mental or physical development of children. The ILO Conventions No. 138 and 182 provide guidelines on minimum age and the worst forms of child labour.
- **Trafficking** refers to the coercive, non-consensual and exploitative or servile nature of the purpose of movement, and involves a number of serious human rights violations, including forced labour, sexual and labour exploitation, violence and abuse of the victims.

1.2 Key gender differentials in child labour

- Both boys and girls are engaged in child labour but the **number of girls** in child labour may be **underestimated** due to the invisible or hidden nature of the work in which they are involved, such as domestic work or sex work.
- Despite considerable overlap, there is a significant **sex segregation** in the types of work in which children are involved. Boys tend to work in typically male-dominated sectors such as construction, mining and fishery and often are recruited to armed conflict. Girls are typically found in female-dominated sectors, including garment sectors and service sectors such as domestic work and commercial sex industry.
- Many girls develop a sense of **low self-esteem** which they have fully internalized from social and cultural values when they become adult women.
- Worldwide, girls and women from poor families have less **access** to education, training and other opportunities to advance in life. Girls are expected to start working from an early age while boys have more opportunities to go to school.
- **Education and training** systems tend to reinforce existing inequalities in societies. Gender biases and discrimination in education and training also result in more serious **sex segregation** in the labour market.



- Girls and women are often involved in **invisible work**, i.e. unpaid activities such as cooking, cleaning and caring for family members in their own household. They also often carry out unpaid work in and around the household such as working in family enterprise.
- Girls are **excluded** from education or suffer the **triple burden** of housework, schoolwork and economic work.
- Women and girls have increasingly started to earn income because of economic need and for **survival purposes**.
- The work of women and girls is often of **low quality** and precarious.
- Girl and women workers predominate in **hidden and unregulated** sectors, such as domestic service and in commercial sex work, making them more vulnerable to exploitation and abuse. Girls and women also form the large majority of victims from trafficking for labour exploitation.
- Many girls and women are **paid less** than boys and men for the same type of work and they have **less control** over the income they earn. If girls and women spend their own earnings, most if not all is spent on their families.
- Girls and women are often preferred as workers because they are **socialized** to work hard and be obedient.
- Many girls and women experience an enhanced sense of **self-esteem** and an expansion of life choices if they **earn income** with their work.
- Families with **many children** often find themselves unable to provide adequately for all and the children are prone to be engaged in child labour.
- **Single female-headed households** are particularly vulnerable to resorting to child labour.
- Working mothers who have **no access** to child care and schools, will take their children to work. These children will start working from an early age onwards.
- If mothers go out to work, the **older daughters** are often kept at home to look after the household duties and family care.
- Children can be **sold or 'given away'** by parents with promises of a better life for them. These children, often girls, end up in the worst forms of child labour.
- If girls get **pregnant** outside marriage, they are taken out of school. Some get married but the majority become outcasts, need to earn their own income and look after their children without family or community support. Thus, their children become child workers as well.
- **Foreign-born children** are found in more exploitative and dangerous work than native children, and women and girl migrants are more vulnerable to trafficking for labour and sexual, and other forms of exploitation.



- Family responsibilities between men and women are **unequally divided**: men usually make major decisions on investments even if women hold the household purse and girls and women do most, if not all, of the household work.
- Women are **under-represented** in formal and informal decision-making structures and processes.

1.3 Conceptual tools for gender equality promotion

- **Key principles to be applied in all programmes and projects:**
 - Achieving gender equality is not a 'women's concern' but the **responsibility of all** in society.
 - Promoting gender equality will **benefit all** in society.
 - Gender equality needs to be addressed in **all development programmes** and at **all stages** of the programming cycle.
 - In case of pronounced imbalances, **gender-specific measures** are needed to address inequalities and advance the status of women in society.
 - Address **practical** and **strategic** gender needs. Practical needs relate to inadequacies in living and working conditions of the target groups. Strategic needs relate to the inequalities between men and women.
- Gender mainstreaming is an institutional strategy aimed at giving **equal opportunities and rights** to men and women as beneficiaries, participants and decision makers by addressing gender inequalities systematically in legislation, policies, programmes and budgets at all stages of the programming cycle.
- A five-pronged approach is needed to bring gender issues into the **mainstream** in all policies, programmes and activities:
 - carrying out a gender analysis
 - carrying out gender-specific strategies or interventions
 - starting a process of institutional change in procedures and in institutional processes
 - giving girls and women a voice
 - carrying out gender budgeting and auditing.
- **Gender analysis** includes:
 - collecting data which are broken down by sex
 - identifying the division of labour, and access to and control over resources and benefits
 - understanding girls' boys', women's and men's needs, constraints and opportunities
 - identifying constraints and opportunities in the larger environment
 - reviewing the capacities of organizations to promote gender equality.
- **Gender-specific interventions**, measures or activities are needed whenever girls or women are in a particularly disadvantageous position. Pay specific attention to:
 - sectors, industries and occupations where many girls and women are found
 - sectors where girls and women are virtually absent
 - issues which especially concern girl and women workers.



- **Gender-specific action** can include one or a combination of the following:
 - positive or affirmative action
 - women-specific activities
 - men-specific activities.
- Tools for **mainstreaming gender** within organizations include:
 - adopting explicit policy, programming, budget and accountability procedures for the promotion of equality
 - training staff and making them accountable
 - setting of targets for staff recruitment and promotion.
- **Giving girls and women a voice:**
 - increasing the participation of girls and women in programmes
 - increasing the representation of women in decision making
 - generally, the male/female ratio of representation should range between 40 and 60 per cent; the ground rule: a representation rate of around 30 per cent of each sex as a minimum, otherwise it becomes difficult for those in the minority to effectively have a voice.
- Carrying out **gender budgeting and auditing**.

1.4 Main strategies for gender equality promotion in action against child labour

Main strategies to bring gender issues into the mainstream of all (country) programmes and smaller scale projects and action programmes (hereafter referred to as programmes) against child labour are:

What to do

- Incorporate an **explicit** gender dimension in all policies and programmes against child labour.
- Take gender equality concerns into account at the **earliest** stages of the programming cycle and at the **highest** levels of policy, programme and budget formulation.
- Address both **practical** and **strategic** gender needs.
- Ensure the **equal representation and active participation** of women and men, as well as girl children and boy children, at all levels and especially in decision-making positions and mechanisms throughout the programming cycle.
- Carry out a gender analysis and **disaggregate** all crucial data related to child labour by sex before starting any interventions.
- Target sectors where **many** girls are **found** working.
- Target the **poorest** and most disadvantaged households.





- Redress **inequalities** in access of girls and women to quality education and training.
- Provide **alternative livelihood** strategies to families prone to or already resorting to child labour through the economic and social empowerment of parents and children.
- Target **invisible** child labourers, many of whom are girls by using a family- or area-specific approach.
- Involve both **fathers and mothers** in any programme or project against child labour and pay attention to the sharing of family responsibilities and other workload as well as decision-making processes within the family.

How to do it

- **Increase gender awareness** among all programme stakeholders.
- **Assess and strengthen the capacity** of the intermediary organizations to address the needs of men and women workers and to promote gender equality.
- **Mobilize women's groups** and organizations.
- **Avoid** linguistic and visual biases and gender **stereotyping**,
- **Assign responsibility** for the promotion of equality to all those involved in the programme.
- **If imbalances** between men's and women's position exist, plan, budget and utilize specific **gender expertise** throughout the programming cycle.
- **Analyse** the **different impact** of programmes on girls, women, boys and men at the monitoring and evaluation stages and develop appropriate follow-up action.
- **Involve employers and trade unions** in evaluating labour market needs, particularly for migrant workers, and to promote the use of proper contracts and observance of basic labour standards.
- **Develop** a **network** of organizations with expertise in both child labour and gender to share experiences and tools.