# CONTENT

**INTRODUCTION** 3

**THE IMPORTANCE OF INVESTING IN GENDER EQUALITY AND HUMAN RIGHTS** 3

**GENDER INEQUALITY IN GIRLS, BOYS, ADOLESCENTS, MAN AND WOMEN** 4

**CHILD RIGHTS AND WOMEN RIGHTS** 6

- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), and the Convention on the Rights of the Child (CRC) 7
- Sustainable Development Goals 7
- Montevideo Consensus 8

**SAVE THE CHILDREN AND GENDER EQUALITY** 9

**LATIN AMERICA AND THE CARIBBEAN STATUS IN GENDER EQUALITY** 10

**CHILD PROTECTION** 12

- Violence 12
- Feticide and Feminicide 13
- Genital Mutilation 14
- Child Marriages 14
- Domestic and Sexual Violence 16
- Street Violence, and Physical and Humiliating Punishment 17
- Physical and Humiliating Punishment 20
- Appropriate child care: Care within institutions 20
- Institutionalization due to Migration 21
- Children within the Judicial Systems 22
- Child Labor 22
- Child Exploitation 24
- Child Migration 25
- National Protection Systems 26

**HEALTH** 27

- Sexual and Reproductive Health 27
- Child and Youth Pregnancies 28
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHER SEXUAL ORIENTATIONS</td>
<td>29</td>
</tr>
<tr>
<td>MATERNAL HEALTH</td>
<td>29</td>
</tr>
<tr>
<td>INFANT AND CHILD HEALTH</td>
<td>30</td>
</tr>
<tr>
<td>NUTRITION</td>
<td>31</td>
</tr>
<tr>
<td>HIV</td>
<td>32</td>
</tr>
<tr>
<td>POVERTY-ECONOMY</td>
<td>33</td>
</tr>
<tr>
<td>WORK: DIGNIFIED WORK AND FORMATION FOR THE LABOR MARKET</td>
<td>33</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>34</td>
</tr>
<tr>
<td>SCHOOL LEVEL COMPLETION</td>
<td>35</td>
</tr>
<tr>
<td>ELEMENTARY SCHOOL</td>
<td>35</td>
</tr>
<tr>
<td>SECONDARY SCHOOL</td>
<td>36</td>
</tr>
<tr>
<td>CHILD RIGHTS GOVERNANCE</td>
<td>37</td>
</tr>
<tr>
<td>IDENTITY REGISTRIES</td>
<td>37</td>
</tr>
<tr>
<td>PARTICIPATION</td>
<td>37</td>
</tr>
<tr>
<td>CHILDREN AND YOUTH INVESTMENT</td>
<td>38</td>
</tr>
<tr>
<td>SUSTAINABLE DEVELOPMENT GOALS</td>
<td>38</td>
</tr>
<tr>
<td>CONVENTION ON THE RIGHTS OF THE CHILD (CRC)</td>
<td>39</td>
</tr>
<tr>
<td>CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (CEDAW)</td>
<td>39</td>
</tr>
<tr>
<td>LIVELIHOODS</td>
<td>40</td>
</tr>
<tr>
<td>EMERGENCIES</td>
<td>40</td>
</tr>
<tr>
<td>DISASTERS</td>
<td>40</td>
</tr>
<tr>
<td>RECOMMENDATIONS</td>
<td>41</td>
</tr>
<tr>
<td>TOOLS FOR GENDER MAINSTREAMING</td>
<td>456</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>467</td>
</tr>
</tbody>
</table>
Introduction

Gender inequality is a constantly battled issue in Latin America and the Caribbean. Equal treatment for all is a main human right that when violated, creates an environment of unequal opportunities, affecting our society’s well-being. As Save the Children, it is important that we promote gender equality within our programs, so that we can create an environment of equal opportunities for girls, boys and adolescents, and a just world for all.

The importance of investing in Gender Equality and Human Rights

Gender equality and the practice of women rights, has as a main objective to achieve the autonomy and independence of women in their private and public life. This is why, according to the Gender Equality Observatory of Latin America and the Caribbean, in order to achieve gender equality it is necessary to work in creating autonomy and independence by providing the necessary training to achieve economic independence, physical/body independence (control over their own body), and independence in decision making (CEPAL, 2014).

Inequality can rise from many different situations, including but not limited to economic crises, volatile food and energy prices, food insecurity, and natural disasters (UN Women, 2015). However it has been determined that investment in human capital is essential for the reduction of gender inequality and protection of human rights. Investment in human capital is a defining contributor to the development and competitiveness of a country. Investing in reducing gender gaps is not just a matter of human rights and equity, but also of efficiency, as women account for one half or 50% of the potential talent in the world. There is evidence that states that empowering women means a more efficient use of human capital and the reduction of gender inequality enhances productivity and economic growth. Therefore, a nation’s competitiveness also depends on how it educates and utilizes female skills and talents. Investing in girl’s education is one of the highest-return investments a developing economy can make (Williamson, 2013; World Economic Forum, 2013).

According to the World Economic Forum (2013), investing on girl’s education can reduce high fertility rates, lower infant and child mortality rates, maternal mortality rates, increase women’s participation in the labor force, earnings, and motivate educational investment in children, all improving quality of life. Therefore, policy needs to include within their objectives, poverty and gender inequality reduction, this requires women to first understand and then claim their rights, but also governments and society to enforce this rights (UN Women, 2015).

From a child rights perspective, we have to understand that an investment on human capital is essential to and for the protection of child rights. For example: a girl that in any circumstance ends up pregnant, is a girl which rights have been violated as she has been robbed of the opportunity to reach her full potential. Therefore, in addition to having NGOs protecting child rights, it is also the government’s responsibility to ensure that child rights are respected, implemented, and enforced. In order to achieve that, the government has to revise and follow through human rights, the conventions, and international agreements (Williamson, 2013).
Gender Inequality in Girls, Boys, Adolescents, Man and Women

Discrimination and exclusion due to gender increases the risk that a child’s or human right is disrespected and violated. Gender equality and discrimination not only affects girls and women, but it is also an issue faced by boys and male youth (UNICEF, 2011). However, at many levels the most affected are girls and women. It is important to take note that many of the data found has omitted separating girls and women, or girls and boys. It is also important to keep in mind that gender inequality varies depending on the different subgroups, ex. Native speaking people, or environment (PLAN, 2014; Williamson, 2013; UNIFEM, 2009).

Around the world, men continue to dominate within the areas of decision making at home, in the economy and in governments. The attitudes, beliefs, and practices that tend to exclude woman are deep rooted within many cultural, social, and religious norms. Within Latin America and the Caribbean and specifically in a survey done within Argentina, Brazil, Colombia, El Salvador and Mexico, it was found that half of the people interviewed in the survey thought that man are favored over women. In addition, in Brazil only 20% of those interviewed, including man and women, thought that society treats both genders equally (UNICEF, 2006). This results indicate that within Latin America and the Caribbean, gender inequality is recognized, and an issue to be addressed. Gender inequality is more presently clear for girls and woman.

According to UNICEF (2006) and the World Values Survey, men have most of the power in decision making and assigning resources at home, in areas such as education and health, to the point where many think that university education is more important for a boy than a girl. Many cultural traditions can increase inequalities and gender discrimination. However, one of the main reasons is the existence of gender stereotypes, which are undebated and have been created and accepted by society. If we make an analysis of gender inequalities within the different areas such as at home, work, politics and public engagement, and health we find that: At home, there is an unequal distribution of chores. For example in many areas in Latin America and Caribbean, women and girls have to walk many kilometers in search of water and wood or take care of the little ones or those that are sick within their families. In other areas, the distribution and sharing of domestic resources is unequal or unequitable. All these responsibilities can result in less food, education, paid work, or medical attention to woman and girls. When women do not make any decisions within the home, because they do not allow them to, there is a risk that they and their children, girls and boys, will lack access to food, health, and education. These circumstances trap their families and society into poverty, making it difficult to develop economically, politically, and socially (UNICEF, 2006).

Currently there are more than 100 million women in Latin America and the Caribbean, this represents around 50% of the women that are of age to work, however only 5 out of 10 women of age to work are part of the work force compared to 8 out of 10 man. In addition, 62% of the women that form the work force are women with higher formal education, and higher income. While only 38.4 % of those with low income are part of the work force. Many reasons are due to lower education levels and obstacles they face to share or delegate chores and care of their family. This situation creates a bigger challenge in joining the labor market, such as is the case in countries like Chile and Venezuela. Even though some countries have achieved to reduce this participation gap, such as Bolivia, Ecuador, Mexico and Panama, the gap in unemployment in other countries such as Brazil and Uruguay, has increased (CEPAL, 2014).
At work, many women are victims of discrimination, getting less pay for the same work done by a man. It is important to note that, 83% of the world’s 53 million domestic workers are women. In addition, many girls and women do house work at other homes, finding themselves in situations that forces them to leave their families and live far from their homes, in many cases, under unhealthy or dangerous conditions. Many times women and girls with low incomes, because of unemployment or a poor job market, face sexual exploitation or commercialization as the only option for a job (UNICEF, 2006, UN Women, 2015). Eliminating the salary gap and incorporating women into the work force would allow them to have more influence in decision making situations at home, and work, but also making them more productive, improving their situation and that of her children (UNICEF, 2006).

Women within legislature are very important. In Latin America and Caribbean, participation has increased from 19% to 26%. In countries such as Argentina, Costa Rica, Ecuador, Mexico and Nicaragua, women’s participation in parliament is about 40%, while in countries such as Brazil and Panama, is not even close to 10% (CEPAL, 2014). According to a survey done to 145 young women, mothers have the biggest influence on them, followed by aunts, grandmothers, and cousins. However, according to the surveys, it is also important to note that there is a need to have women in leadership positions at schools, in order to guarantee the sensibilization and well-being of girls in the areas of women and leadership, and decision-making positions (PLAN, 2014). It is important to promote women’s participation within politics and legislation. Women tend to produce policies that take into account women, children and families, and vulnerable populations, contributing to the maintenance of a peaceful environment. Women’s contribution can change society, and focus on peace, security and prosperity (UNICEF, 2006).

Gender has become a crucial factor in child labor. Girls compared to boys usually start working at a younger age, especially in rural areas. Because of this, many girls miss the opportunity to education and in many cases have triple the number of house chores, school work, and work in general. For example, in Dominican Republic, girls have to take care of their younger siblings, in addition to doing house chores. As a result more than 90% of children working at home are girls, there is almost double the number of girls working doing house chores than boys. Because of the invisibility of children and adults working within a domestic environment, they tend to be the most vulnerable to violence, exploitation, and abuse. This situation increases their risk to human trafficking, an environment where girls are used for sexual exploitation or commercialism (UNICEF, 2006, UN Women, 2015; Save the Children International, 2015).

During the adolescence, boys and girls are the most exposed to violence, and abuse. In comparison to girls, boys are more likely to go into the military, work in dangerous situations, or do jobs that are more physically demanding. Millions are victims to exploitation or have problems with the justice system. In addition, the judicial system, for many children denies them from their right to protection. In most cases, girls are most likely to be victims of female genital mutilation, early marriages, sexual violence, and domestic slavery (UNICEF, 2011; UN Women, 2015).

In many cases, girls end up with early pregnancies, them being wanted or unwanted, as many times they also have little or no access to contraceptives. Depending on social norms and attitudes, many girls do not receive the necessary services to sexual and reproductive health. In addition, family members might force them to get married, a marriage in which her partner might prevent her of using contraceptives. Many of the early pregnancies are due to poverty, the
acceptance of child marriage in their community and family, and the lack of efforts to maintaining girls in school (Williamson, 2013; UN Women, 2015).

In most cases, man are the ones who take decisions at home, and even though this is the case, many programs that aim at improving the conditions of women and children do not take man into account (UNICEF, 2006). Men’s participation as a father is very important in a child and women’s life, but it also affects their own lives, and no matter their situations, they have an enduring impact on those that surround them. Some studies show that a father’s interaction is important for the development of empathy and social skills in sons and daughters. In addition, involved fathers contribute to a boy’s acceptance of gender equality and to girl’s sense of autonomy and empowerment. However, in many countries men are still discriminated and not given the opportunity to become involved. For example, only 92 countries offer a leave for new fathers, and in half of these countries, the leave is only for 3 weeks. Leave for fathers is an important step to demonstrating and acknowledging the importance of sharing caregiving and promoting the well-being of children, gender equality in the home, workplace, and society as a whole (Levtov R, van der Gaag N, Greene M, Kaufman M, and Barker G, 2015).

All these differences between boys, girls, males, females demonstrate the importance of incorporating gender equality into research, programs, politics, and work. Therefore, in order for poverty to decrease, it is necessary to eliminate gender inequality. In order to achieve this, it is imperative that we confront and question attitudes, customs, and values that go against women and girls, but also look into those issues that also discriminate against boys and men. The participation of man and boys also forms an important part of achieving gender equality (UNICEF, 2006; UNICEF 2011). To achieve sustainability it is necessary to invest on girls, but also to create a strategy that addresses the different issues and barriers faced when developing change, and to address those barriers that prevent women and girls from achieving their full potential. It requires working with social institutions, families, communities, politics, finance and economic departments, law, and all those that can prevent or slow down the achievement of gender equality (PLAN, 2014).

**Child rights and Women Rights**

Gender equality is one of the key contributing instruments to an infant’s development and survival. The fact that women are the principal caretakers of girls and boys, demonstrates that their well-being contributes to their child’s well-being. Studies show that healthy, educated, and empowered women, have more possibilities of raising kids that are healthy, confident, and educated. In addition, the levels of education acquired by women also correlate to an improvement in child development and survival (UNICEF, 2006). That is why women and girls need to have the necessary resources and support to achieve their full potential and enjoy their rights. When women are respected, their rights are respected, protecting children, and adolescents, ensuring that boys and girls have an equal access to food, health, education and the same opportunities to succeed (UNICEF, 2006).

Therefore, a world and environment safe and healthy for children, is a world appropriate for women, they are both interconnected and necessary. There is no valid argument that can contradict that the existence and respect of women rights is good for children and youth, and the world (UNICEF, 2006). As a result, only by achieving gender equality and women autonomy can they and their children succeed in life. This is why the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), and the Convention on the Rights of the Child (CRC) are interconnect in promoting human rights within different communities. They are both
complementary, and both make a call for action to specific rights and responsibilities that if implemented separately would fail in achieving its objective. Both conventions focus on the situations and action for young girls, who in turn would become women. History has proven that in order to break the cycle of tradition and prejudices against women, it is important to focus on young girls, and provide them with the necessary tools and resources for active participation in decision-making and activities that affect them and their environment. Ensuring and protecting girl’s rights means also protecting and ensuring women’s rights (UNICEF, 2006; Acosta, 2001). By respecting women rights, we ensure that there is a long-term benefit of social investment, providing skilled workers, healthy and well-nourished children capable of learning and contributing to society (UN Women, 2015).

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), and the Convention on the Rights of the Child (CRC)

There are many interconnected rights that can be found within CEDAW and CRC, such as equality (article 2 and 15), maternal protection (article 4), adequate services to health (article 12), and shared responsibility in the raising of children (article 16) (UNICEF, 2006).

Both the CRC and the CEDAW represent a huge advance in international rights, recognizing women, boys, and girls, up to 18 years of age, as individuals with rights and not as fragments of a family, exposed to decisions made by a male figure being a husband or father only (Acosta, 2001). CEDAW is the first convention to present indivisibility of civil and political rights, in addition to economic, social, and cultural rights. An example that was followed by CRC when recognizing that boys and girls have the right to a dignified life, enjoy the benefits of development, protection from exploitation and violence, and the right to participation (Acosta, 2001).

Another aspect shared by both conventions is the recognition on the importance of human right norms universally. Universality without interjections based on cultural norms to follow. In addition, they both include an organizational and process model for the social institutions and its importance to respect the individuality of women, man, girls and boys, but also communities. Our traditional societies prefer to see women as mothers, ignoring the unequal participation of men and women in the community or society in general. That is why, both conventions insist in the importance of sharing house chores between man and woman in order to avoid paternal authoritarian behaviors, which in turn affects women’s perception of their possibilities and opportunities for development (Acosta, 2001).

Most importantly, both conventions defend the right to freedom against violence and abuse, but most importantly, they both base their beliefs in the principles of universality and no discrimination, participation, and transparency (UNICEF, 2006).

Sustainable Development Goals

Gender equality is an essential instrument in the creation of a world that incorporates the goals developed in the Millennium Declaration. A world filled with peace, equality, tolerance, security, freedom, respect for the environment, and shared responsibility in which they care and offer to care for those most vulnerable, especially children. This is a world that the global community
has challenged themselves to achieve, a world appropriate for women, boys, and girls (UNICEF, 2006).

According to the United Nations General Assembly (2015), the Millennium Development goals are the bases for the sustainable development goals. These include eradicating extreme poverty and hunger, to achieve universal primary education, promote gender equality and empower women, reduce child mortality, improve maternal health, combat HIV/AIDS, malaria, and other diseases. Ensure environmental sustainability, and develop a global partnership for development. The 17 sustainable development goals are no poverty, zero hunger, good health and well-being, quality education, and gender equality. Clean water and sanitation, affordable and clean energy, decent work and economic growth, industry innovation and infrastructure, reduced inequalities, sustainable cities and communities. Responsible consumption and production, climate action, life below water, life on land, peace, justice and strong institutions, and partnerships for the goals (United Nations, 2015).

Concerning gender equality and human rights, during the United Nations General Assembly (2015), the UN General Assembly Members reaffirmed that:

“The importance of the Universal Declaration of Human Rights, as well as other international instruments relating to human rights and international law. We emphasize the responsibilities of all States, in conformity with the Charter of the United Nations, to respect, protect, and promote human rights and fundamental freedoms for all, without distinction of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, disability or other status.”

“Realizing gender equality and the empowerment of women and girls will make a crucial contribution to progress across all the Goals and targets. The achievement of full human potential and of sustainable development is not possible if one-half of humanity continues to be denied its full human rights and opportunities. Women and girls must enjoy equal access to quality education, economic resources and political participation as well as equal opportunities with men and boys for employment, leadership and decision-making at all levels. We will work for a significant increase in investments to close the gender gap and strengthen support for institutions in relation to gender equality and the empowerment of women at the global, regional, and national levels. All forms of discrimination and violence against women and girls will be eliminated, including through the engagement of men and boys. The systematic mainstreaming of a gender perspective in the implementation of the Agenda is crucial.”

The new goals in sustainable development will come into effect on January 1, 2016 (United Nations, 2015).

Montevideo Consensus

The Montevideo Consensus, within the area of gender equality, taking into consideration the Consensus in Quito of 2007, and Brasilia 2010, has compromised to work on the eradication of gender discrimination, multiple discrimination, eliminate violence, and strengthen certain governmental structures to promote gender equality and development of women. It reiterates the importance of the protection of women rights and the promotion of their autonomy, promotion of their sexual and reproductive rights, gender equality and elimination of all forms of discrimination
and violence based on gender, all which requires a strong compromise from governments in order to achieve and develop into an equal society (CEPAL, 2013).

The Consensus, agreed to strengthen institutions in order to create politics and policies that take equality into account, and guarantee women autonomy and gender equality. Increase and strengthen spaces of equal participation; transparency concerning gender equality budgets; universality in gender equality; promote equality in positions of power and electoral systems. Adopt new legislation to prevent, sanction, and eliminate political and administrative harassment against women; and develop and strengthen politics and care services based on high human right standards. Implement laws, develop and strengthen public policies on job equality; promote and strengthen women participation in decision-making positions; establish sexual and job harassment prevention campaigns, including violence against women and man, especially in the labour and education areas. Implement and enforce penal, civil protection policies that address all forms of violence and stigmatization against women and girls, reaffirm political compromise and participation in Latin America and Caribbean, to work on eliminating discrimination, and violence against women, including domestic violence, feminicide, and promote the gender equality perspective within the justice system. Increase access to men, boys, adolescents and youth, to information, counselling, sexual and reproductive health, and promote equal participation in caregiving. Develop and strengthen plans and programs focused in reducing disparities in boys and youth within the education system; guarantee joint responsibility in the government, private sector, community, families, women and man in domestic work and unpaid work, integrating social protection programs. Improve and include gender equality perspectives in data collection systems, and indicators, and administrative registries; and strengthen capacities and skills in the different countries to collect and diffuse gender equality statistics (CEPAL, 2013).

Save the Children and Gender Equality

OUR MISSION is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.

OUR VISION is a world where every child attains the right to survival, protection, development, and participation.

ENVISIONING GENDER EQUALITY

For Save the Children, realizing our vision means a world where all girls and boys can hold diverse hopes and dreams for their futures, and have equal opportunity to make these come true.

Our vision is for a world where both girls and boys are safe from harm, where they are equally heard and valued, and where they have equal access and time to devote to education, to work, to rest, and to play. We strive for a world in which both girls and boys are healthy and nourished, growing up in safe and nurturing environments, and supported equally by male and female caregivers and mentors. Our vision is for girls and boys to support one another in playing an active and equal role in creating positive and sustainable change in their communities, their countries and across the globe.

Gender equality is a basic right for all people, including girls and boys. Based on this understanding, Save the Children believes that it is critical to directly address gender discrimination and promote gender equality in order to ensure that no harm comes to children, and to advance
our vision for a world where every child attains their equal right to survival, protection, development, and participation.

For Save the Children, gender equality is when one sex is not routinely privileged or prioritized over the other, and all people are recognized, respected, and valued for their capacities and potential as individuals and members of society. Further, gender equality is when girls, boys, women, and men have equal rights, obligations, and opportunities to:

- Security and good health
- A viable livelihood and dignified work
- Participate in the care of home and dependent family members
- Take active part in public and political life
- Learn and participate in relevant education
- Live a life free of violence

(Save the Children, 2014)

Latin America and the Caribbean status in gender equality

According to the World Economic Forum Report (2013) after measuring gender gap within the areas of political empowerment, economic participation and opportunity, educational attainment, and health and survival, Latin America and the Caribbean has closed 63% of its gender gap out of 100% (see figure 1). Overall, the Latin American region has improved by 6% from 2006-2013, and ranked fourth in the Economic Participation and Opportunity sub-index. Even though it is

![Figure 1. Regional Performance on the Global Gender Gap Index](image-url)
a big improvement, it is important to take into consideration that most of these improvements are due to its improvements in the Economic Participation and Opportunity and Political Empowerment sub-indexes only, even though it has also performed well in the Educational Attainment and Health and Survival sub-indexes.

Out of 20 countries in Latin America and the Caribbean, only two countries from the region are part of the top 20 of the Economic Participation and Opportunity sub-index, which means that there is still a lot of work to do. Thirteen countries have fully closed their health and survival gap; nine are part to the top 20 countries on the literacy rate indicator and eight are in the top 20 on the enrolment in secondary education indicator. However, it is important to look at all countries individually.

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<td><strong>LATIN AMERICA AND THE CARIBBEAN</strong></td>
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(\(World\ Economic\ Forum\ Report,\ 2013\))

Within the global overall rank of decreasing the gender gap, Nicaragua, Bolivia, and Ecuador appear to as the highest climbers out of 136 countries included in the World Economic Forum Report. Bahamas, Jamaica, Guyana, Venezuela, Brazil, and Mexico hold the middle rankings in the region.

Belize, Suriname, and Guatemala occupied the lowest rankings. Belize is also the lowest performing country on the Enrolment in primary education and the Women in parliament indicators.

Suriname has the lowest ranking in the area of Professional and Technical Workers indicator, and Guatemala remains the lowest ranked country in all areas, despite its improvement in Labour force participation, Wage equality and Enrolment in primary education indicator (see table 1).

No country in the world has achieved gender equality; however, the four highest countries closest to achieving it are Iceland, Finland, Norway, and Sweden. It is important to remember that this data is only showing the improvements achieved in Latin American and the Caribbean, however it wants to note that it is necessary to have a faster progress in closing the gender gaps and order to maximize competitiveness and development potential, each country should work towards achieving gender equality (\(World\ Economic\ Forum,\ 2013\)).
Child Protection

“Child protection deserves to be a priority – Children experience abuse, neglect, violence, and exploitation in all the countries where Save the Children works. Millions of children are affected and even more are at risk. Child protection is therefore a key priority for Save the Children’s domestic and international programs, in both development and humanitarian contexts. We are the key independent child protection actor globally, with long experience of working in partnership with civil society organizations, child-led initiatives, governments, and other key actors to stop all forms of violence against children.” (Save the Children, 2013)

Violence

Every year, within the region of Latin America and the Caribbean, more than 6 million girls and boys suffer from severe abuse, and more than 80,000 die due to domestic violence. Violent acts can occur anywhere, at home, school and within the community, they include physical, sexual, or psychological damage (UNICEF, 2011; Quintana y Moncada, 2015). Sexual violence includes physical and degrading punishment, violence based on gender, violence at schools, infanticide/feminicide, traditional practices such as female genital mutilation, child marriage, and violence in conflict situations such as wars, gangs etc. Currently it is almost impossible to know the reality of the magnitude and impact of violence against youth in Latin America and the Caribbean, since most of the violent acts occur in secret and are not reported (UNICEF, 2011).

These forms of violence can also affect boys; however, many studies show that most of the victims of violence and abuse are girls. There are certain groups of women that are affected more than others, for example those women with disabilities, migrant women, African descendants, indigenous and from small towns, and diverse sexual identities (LBGT), sexual workers, and women who live with HIV, in between others. In addition to affecting their bodies, life and development possibilities, violence against women marginalizes them into a position of unequal rights. Many adolescents fall victims of sexual exploitation or sexual commercialization, convinced that in return they will receive education, a job or money. Some of the causes are the pressures from the family, and the need to maintain themselves and their families. Violence against women affects society and prevents man and women from working together in a democratic society, a society that develops and sustains itself successfully (UNICEF, 2011; CEPAL, 2014; NGO CSW, 2015).

Mortality rates for adolescents are lower in girls than in boys. In 2004, around the world, there were almost 1 million child deaths in minors due to traumatic injuries or incidents. There are many factors that affect survival and health in adolescents, for example, accidents, aids, early pregnancies, abortion in dangerous conditions, behaviors such as smoking and drugs, mental health, and violence (UNICEF, 2011).

A death due to violence is not a new subject. In Guatemala, there has been an increase in deaths due to violence in girls, boys, and women, including violent acts and sexual abuse. In 2013, there were close to 775 women and 86 boys, girls and adolescents killed because of a violent act, meaning an increase from 6.78% to 10.49% in comparison to 2012. In addition, there have been 5,832 crimes on sexual violence reported in between January and October, 5,247 of these crimes aimed at women. Just in January of 2014, there were 61 murders on women ages between 16-30 years old. In most of these cases, many of the responsible criminals get away with no punishment.
However, awareness about violence against women and the levels of reporting have increased in 13 countries in Latin America, where they have also implemented police stations ran mostly by women (PLAN, 2014).

A study in rural areas in Nicaragua, found that those who suffer from domestic violence are young women between 10-16 years of age. These young women are 8 times more at risk of ending up pregnant than those who do not suffer violence from their families. Due to inequalities and poverty, many of these women are forced and raped, circumstances and consequences that affect the young mothers and their child’s physical and mental health, but above all, their well-being (PLAN, 2014; Kislinger, 2005).

**Feticide and Feminicide**

Gender discrimination starts at a very young age. New pregnancy and diagnostic tools have made it possible to determine the sex of a baby at a very young phase of development. There are countries in which for cultural and economic reasons males are preferred over females. The existence of these tools has facilitated female feticide (UNICEF, 2009). A problem faced by many women from Latin American and the Caribbean is the prohibition to aborting a fetus, which is a violation of their human rights. Currently there are only 3 countries in Latin America and the Caribbean (Cuba, Uruguay and Puerto Rico) and Mexico that have legislations allowing women to abort and in 5 countries it’s penalized in all forms, even when a women’s life is in danger (see figure 2). It is also imperative to develop norms and protocols to follow that offer appropriate attention to this services and decrease the effects of unsafe abortions in those countries where it is forbidden to do so (CEPAL, 2014; NGO CSW, 2015; ONUSIDA, UNFPA, & UNICEF, 2015).

From 2006-2011, in Nicaragua, after forbidding therapeutic abortion there was an increase of 10 % in maternal mortality in adolescents. It is the poorest and most vulnerable who have the highest rates of adolescent pregnancy. Violence and the lack of attention at home can also affect this situation (PLAN, 2014).

Violence against women and girls in most of the countries within the region of Latin America and the Caribbean are on the rise, these includes sexual violence, and increased severity on lesions suffered through physical violence, which has increased feminicide. According to the World Bank, out of 15 countries in Latin America and the Caribbean, 69% of women are physically abused by their partners, and 47% are victims of a sexual assault. Feminicide is a serious issue in the region due to
its increase, especially for indigenous women and girls. Violence against indigenous girls and women fall under a context of discrimination and exclusion, and are a target in areas and times of conflict (United Nations Children’s Fund, 2013; NGO CSW, 2015; Kislinger, 2005).

From the 25 countries with the highest feminicide rates, more than half are in Latin America and the Caribbean. The 14 countries with the highest rates in the region are: Jamaica, the Antilles, Bahamas and Dominican Republic (Caribbean), El Salvador, Guatemala, Honduras, and Belize (Central America and Guyana), Colombia, Bolivia, Venezuela, Brazil, and Ecuador (South America). Those countries with armed conflicts and militarization suffer the highest rates of femicide. In countries in Central America, and most of the region, the persistent gender stereotypes have created a normalization of violence against women and girls, which feeds on the justification for the violent acts, leading to impunity of those acts. The tolerance for these acts by security and government agents has led to a lack of protection for the victims, and in turn society and government agents blame the victims for their situation, leading to no follow up on the cases and lack of prevention for future feminicides. In Nicaragua only 1 out of 4 responsible for femicide go to prison, and in Guatemala only 2% of femicide cases are resolved and some are convicted (NGO CSW, 2015; PLAN, 2014).

Genital Mutilation

Genital mutilation refers to the procedures taken that involve partial or total removal of external genitalia or other injuries on the genital areas for non-medical reasons (UNICEF, 2009). Genital mutilation is still practiced in more than 29 countries around the globe, there are more than 700 million girls and women between 15-49 years of age that have suffered some kind of circumcision procedure or mutilation, this is a procedure that usually occurs at puberty years. Even though this practice is found mostly in Africa, Asia, and the Middle East, South America still has some cases, such as in Colombia, known to be practiced by indigenous tribes and the Embera people (WHO, 2016). This practice in females can have serious health consequences, such as scarring, a higher chance to acquire HIV, complications during and after the procedures and birthing, diseases due to inflammation and urinary incontinence. It also prevents women from having a normal sexual development. Serious hemorrhaging and infections can also cause death (UNICEF, 2009; UNICEF, 2011). In certain cultures, genital mutilation is a way to control sexuality. The United Nations (UN) has determined genital mutilation as an irreparable abuse to human rights, for women and girls, and a threat to their health. This is why it is imperative that governments produce and implement legislations prohibiting the practice of genital mutilation, to protect women and girls, as it is another form of violence (PLAN, 2014).

Child Marriages

Even though child marriages have decreased in Latin America and the Caribbean there is still a high percentage of youth that get married before 18 years of age. In many countries, child marriage is a tradition. Due to this tradition, it has been found almost impossible to desist from it, as many parents are the ones that allow this tradition, usually for reasons such as: financial needs, or because, in the case of girls, they are protected from sexual violence, abuse, and pregnancies outside the marriage. It also increases their fertility years or it assures obedience to their partners at home (UNICEF, 2009).
In many countries it has been established that the minimum age to get married is 18 years of age, however many countries provide an exception and allow marriage before the 18 years of age, with the consent of parents, or guardians. Colombia, Guatemala, Nicaragua, and Venezuela allow marriage starting from 14 years old, with the permission of a parent. In addition, in Guatemala, Nicaragua, Honduras and Venezuela the marrying age is lower than 18 years and also lower than that established for boys (see table 2 and 3) (ONUSIDA, UNFPA, & UNICEF, 2015).

According to UNICEF (2014), Latin America and the Caribbean is the only region of the world where child marriage has not decreased and has not changed in the last 30 years. Nearly 1 in 3 girls across Latin America are married before age 18, however there is still more data needed. Those most likely to be married at a young age are girls from rural areas, in poor households, and from indigenous groups (GIRLS NOT BRIDES, 2016).

Child marriage is also a contributing factor to maternal mortality and lack of education (due to ceasing school attendance). Pregnancies and premature maternity are results of child marriages. In Latin America, the main concern is child and adolescent early pregnancies. In a study in Nicaragua, a country with the highest adolescent pregnancies, it was found that from 2007-2010, 1 out of 100 living newborns belonged to a child younger than 14 years of age.

Table 2. Ages of consent for sexual relationships by Country
(ONUSIDA, UNFPA, & UNICEF, 2015)

<table>
<thead>
<tr>
<th>Countries</th>
<th>Heterosexual Relationships</th>
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<tr>
<td></td>
<td>Man</td>
<td>Women</td>
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<td>Argentina</td>
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<td>Bolivia</td>
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<tr>
<td>Brazil</td>
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<td>El Salvador</td>
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<td>Guatemala</td>
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<td>Honduras</td>
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<td>Mexico</td>
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<tr>
<td>Nicaragua</td>
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<td>Panama</td>
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<td>Paraguay</td>
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<td>Peru</td>
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<td>Uruguay</td>
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<tr>
<td>Venezuela</td>
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</table>
From 2007-2009 there were a total of 13,180 women between the ages of 10 and 14 years that gave birth (PLAN, 2014). It is important to consider this information, as this is a big barrier for the development and success of these girls, and for their opportunity to improve their financial situation, overcoming poverty and their future incorporation into the labour market. The situation also puts these girls under a higher risk for physical or sexual violence from their partners, proven by the prevalence rates executed by the Pan-American Health Organization (CEPAL, 2014; Bott, Guedes, Goodwin, & Mendoza, 2014). According to the Bott, Guedes, Goodwin, & Mendoza (2014), the risks of violence for those women or girls who have had their first child before 17 years of age are 3 times higher than those who are mothers after the 25 years of age. Therefore, child marriage is a very important issue that needs addressing.

**Domestic and Sexual Violence**

Domestic violence includes abuse, physical violence, sexual abuse to girls and boys at home, marital rape, passion crimes, violent acts towards other family members, genital mutilation, and violence related to exploitation and other traditional practices that affect women’s health (Kislinger, 2005).

Sexual violence and abuse affects in many different ways and in many different places, for example at school, home, work, community, and even cyberspace. Poverty, social and economic exclusion, low education levels, and lack of information about the risks associated with sexual
exploitation increase the vulnerability of adolescents and children to sexual abuse. However, the main problem that is maintaining commercial sexual exploitation of boys and girls is the demand. As in many cases, tourists seem to be involved in the demand, but the main demand, occurs at a local level. In relations to violence and abuse (physical, sexual and psychological), gender plays a critical role. Sexual violence is a form of violence that is very hard to identify inside a marriage (UNICEF, 2011; NGO CSW, 2015). This type of abuse reinforces masculine dominance in families and communities, acting as a barrier to achieving women’s autonomy.

In many cases, sexual violence at home relates to domestic violence. Data obtained from surveys at home, demonstrates that from 2000-2009 more than 50% of adolescent girls 15-19 years of age around the world, justify their husband or partner hitting them or abusing them if they burn the food, or if they do not want to have sexual relationships with them. Similar attitudes and opinions shared by male adolescents from the same age groups. More than one third of male adolescents 15-19 years of age justify a husband or partner hitting or abusing their mother depending on the circumstances. This information highlights the importance of addressing the predominant notions of masculinity over femininity (UNICEF, 2011).

Sexual abuse in children is the type of abuse less reported, those responsible are usually male, and 8 out of 10 cases are parents, husbands, or family members. In addition, 9 out of 10 victims are women, girls, and adolescents (Quintana y Moncada, 2015; UNICEF, 2011). In Latin America, Brazil, a young woman of 16 years of age mentioned that she was “sexually harassed by her teacher, who also harassed her classmates by touching them inappropriately” (PLAN, 2014). In addition, in many cases in Colombia, there are reports that indigenous women, including girls, are often victims of sexual violence by armed actors. Armed forces tend to kidnap indigenous women, and collectively use them sexually and then abandon them. In addition, in Bolivia, in Potosi, one of the areas with the highest population of indigenous women shows that Potosi has the highest records of ever-married girls and women aged 15-49 reporting physical or sexual violence by a current or former partner, which is 29%, higher in comparison to the national average of 24% (United Nations Children’s Fund, 2013). In many situations in many countries, women and girls do not have the confidence and do not trust those authorities to report any type of violation to their rights. Evidence also shows that just the presence of women in the professional rights area, security, and judicial system can have a positive impact and increase reports of victims of violence. For example, in Brazil they have 450 stations ran by female police officers around the country, which has increased the awareness levels, amounts of reports, and the start of legal processes in many cases of violence against women (PLAN, 2014). This might be one of the temporary solutions to decrease sexual and domestic violence.

Street Violence, and Physical and Humiliating Punishment

More than 1.3 million people worldwide die each year as a result of violence in all its forms (self-directed, interpersonal and collective), accounting for 2.5% of global mortality. Most commonly affected are youth (WHO, 2014).

Youth violence is the fourth leading cause of death in young people worldwide. In contrast with domestic violence, street violence, including gangs, physical violence, bullying, armed violence, homicide assaults, fighting, and drug trafficking groups, affects more frequently male adolescents.
There is an estimated 200,000 homicides each year among young adults, where 83% of the main victims are males ages 10-29. The global male homicide rate is four times higher than that of females (see figure 3), highest in the Americas (29.3 per 100,000 males) (WHO, 2015). More than a third (36%) of intentional homicides around the world occur in the Americas, and Central America has rates over four times higher, making them the sub region with the highest numbers, followed by South America, Middle Africa, and the Caribbean (See Map 1).

In the Americas, violence of this sort occurs in countries such as Mexico, Guatemala, El Salvador, and Honduras. About, 88% of this victims in the Americas are male (See figure 4) and 35%
of those victims are within the ages of 15-29 (See figure 5), more than four times that of the global average for the age group (WHO, 2015; UNODC, 2013).

This type of violence tends to occur mostly in low and middle income countries. Non-fatal violence is also on the rise, for example in Brazil there were 4835 cases of violence related injuries, of which 91% were victims of interpersonal violence, and more than half were victims aged 10-29 (WHO, 2015).

Violence has expanded even to school grounds, making schools in these areas unsecure and unsafe for many youth. Even though there are known female led gangs, most gangs are male with male victims who tend to come from financially deprived families or situations. Gangs usually develop within weak societies with lack of structure and order (Imbush, Misse & Carrion, 2011; Quintana y Mocada, 2015). For example in El Salvador there are reports of almost 800 schools that have been besieged by gangs, leading to fear of gangs and resulting in school drop outs and teachers not wanting to continue working within those schools (Quintana y Moncada, 2015).

It has been determined that many of the problems in violence faced by youth have to do with a reaction to an unequal and unjust society with no or few opportunities for those youth that are in vulnerable or disadvantaged situations, and usually found within the circles of poverty and exclusion. Within these circles, we usually find a lack of education, lack of normal social bonds or social integration, and no or under employment (Imbush, Misse & Carrion, 2011). Injuries received by non-fatal youth violence involve injuries to the head, neck and face, and extremities. However, open wounds, fractures, and concussions are the most common. In Jamaica, the most common injuries were stabbings with 52.1 %, blunt injuries 37.9% and gunshot wounds 7.3% (Zohoori et al., 2002).

Street violence has adverse effects on physical and psychological health, for example, it has been associated with smoking, alcohol, illicit drugs, physical inactivity, and higher stress levels, all linked to depression. Experiencing youth violence can lead to mental health problems, such as post-traumatic stress disorders, depression, anxiety disorders, and other psychological problems. In
addition, it can lead to engaging in other types of violence, including youth violence, child maltreatment, and intimate partner violence. Youth that has suffered from violence are three times more likely to perpetrate violence later on in life, and youth that have witnessed parental violence are more likely to perpetrate youth violence (Herrenkohl & Herrenkohl, 2007; Sousa, 2011).

Physical and Humiliating Punishment

Physical and humiliating punishment is one of the forms of violence that has reached an acceptance and has normalized itself within our society. It is one of the most common forms of violence against children in all regions. Corporal punishment involves hitting, kicking, shaking, scratching, pinching, burning, pulling hair, boxing their ears, forcing them to stay in uncomfortable positions or washing out their mouth with soap, slapping or spanking children with the hand or objects. On average just in the past month, six in ten, almost a billion children, ages 2-14 were physically punished at home (Committee on the Rights of the Child, 2006; UNICEF, 2014; Save the Children Sweden, 2015).

From surveys taken in 9 countries, including Colombia, it was found that 54% of girls and 58% of boys have experienced mild corporate punishment, and 13% of girls and 14% of boys have experienced severe corporal punishment by their parents or someone at home in the last month. Overall, boys are more frequently physically punished than girls are. Mothers use corporal punishment more frequently than fathers do; however, research is still inconsistent in determining this data (Lansford et al, 2010). There is research that shows that kids who have been physically punished compared to those who were not physically punished or abused are at a greater risk of experiencing major depression, alcohol abuse or dependence, psychiatric disorder, and externalizing problems once in adulthood (Afifi, Brownridge, Cox, & Sareen, 2006). This type of punishment affects children and adolescents around the world, which is considered a violation of their rights, the right to physical and psychological integrity, above all the dignity as a human being (Quintana & Moncada, 2015). It is important to note that within the region of Latin American and the Caribbean only nine countries (Brazil, Peru, Uruguay, Costa Rica, Venezuela, Argentina, Bolivia, Honduras, and Nicaragua) out of 34 have legally prohibited physical and humiliating punishment. There is still a long way to go (Civil Society, 2015).

Appropriate child care: Care within institutions

Many countries in Latin America and the Caribbean tend to institutionalize children in an unmeasurable way, for reasons of protection. Institutionalization is a measure of protection used only in exceptional circumstances. There is a lack of data regarding the number of children living in institutions, however, the approximate number is greater than 240,000 (see Table 4). In many of these cases, there are no official institutional records, including resources, so there is no supervision to the child’s living conditions, which is necessary to ensuring compliance to their rights and needs. In many of these cases, children experience a depersonalization, violent living situations, and are four times more likely to suffer sexual abuse. Because of the lack of policies and specific procedures, the organizations institutionalize children for undetermined periods or in most cases for longer than needed. This affects especially children with less than 3 years of age, children with disabilities, those affected by psychoactive substances, and those with physical, or mental illnesses that limit their development, since they do not have the appropriate attention or care. In addition, this environment exposes them to different violations and affects their development. It has been shown that children who are adopted or are integrated in a family setting, in comparison to those who are
kept in institutions, have a better development, cognitive and physical, but also succeed academically and are better integrated to society as an adult (UNICEF, 2013).

According to the Red Latino Americana de Acogimiento Familiar (RELAF) (2013), girls are the most discriminated within institutions, their needs are not taken into account. For example, for institutionalized girls many times there is no respect to their sexual and reproductive rights, and the lack of preparation and training of female employees puts them in situations that affect their right to intimacy. The perception that girls are less than boys, and their capacity for reproduction and pregnancy alone is a danger for unwanted pregnancies. Within institutions, girls cannot do as many things as boys because they have more risks and have to be taken care of more. In addition, social norms determine the work for girls and boys; girls are often in charge of taking care of younger boys and girls, following the norms of learning how to become women and mothers. In addition, there is a lack of recreation activities, for example: boys can freely play soccer and while for girls that type of recreation is prohibited (RELAF, 2013).

| Table 4. Number of Children Institutionalized in Latin America and the Caribbean |
|-------------------------------|-------|
| Argentina                     | 14,675|
| Barbados                      | 127   |
| Belize                        | 157   |
| Bolivia                       | 16,681|
| Brasil                        | 38,929|
| Chile                         | 16,364|
| Colombia                      | 12,925|
| Costa Rica                    | 607   |
| Ecuador                       | 3,100 |
| El Salvador                   | 3,095 |
| Granada                       | 195   |
| Guatemala                     | 5,566 |
| Guyana                        | 700   |
| Haiti                         | 58,000|
| Honduras                      | 12,632|
| Jamaica                       | 2,572 |
| México                        | 28,107|
| Nicaragua                     | 1,874 |
| Panamá                        | 2,193 |
| Paraguay                      | 2,737 |
| Perú                          | 19,000|
| República Dominicana          | 3,030 |
| Santa Lucia                   | 48    |
| Surinam                       | 1,000 |
| Trinidad y Tobago             | 658   |
| Uruguay                       | 1,594 |
| Venezuela                     | 5,030 |
| Total porcar                  | 225,276|

Fuente: (Argentina) Ministerio de Desarrollo Social de la Nación; (Panamá) Fondo de las Naciones Unidas para la Infancia (UNICEF); (Bolivia) Situación de niños, niñas y adolescentes sin cuidados parentales en la República Argentina; (Guatemala) Informe nacional y propuestas para la promoción y el Fortalecimiento Del Derecho a la convivencia.

Institutionalization due to Migration

Even though there is a lack of information concerning gender and migration, it has been found that girls are less likely to migrate than boys are and less likely to make a first unauthorized trip. In indigenous populations, economic development tends to have an impact in community
living. Many communities break down due to forced migration and relocation, which are risk factors for violence against indigenous girls and woman (United Nations Children's Fund, 2013). Millions of people migrate with their families in search for better opportunities, and to places where that respect their rights and needs. Most people from Latin America migrate to the United States, a country that receives about 13.5% of all global migration. According to records from the Mexican Migration Centre, there were about 79, 426 deportees just in 2012, this includes 5958 cases of children and youth, almost 98% belong to Central America (El Salvador, Guatemala and Honduras). About 14% of those children and youth reported are up to 11 years old, from which 93 are unaccompanied minors. 86% of children and youth that were deported are between 12-17 years old, and out of 5157, 76% (3910) were found to be unaccompanied or without the company of an adult (Donato & Sisk, 2015, RELAF & UNICEF, 2013). Children within these vulnerable situations are at an increased risk for abuse, discrimination, vulnerability of their rights, and institutionalization. The fact that the child has migrated, attaches a tag and a stereotype of an immigrant to the child, forgetting firstly that he/she is a child. Most of their experiences, personal characteristics, and family history is forgotten and replacing it by the stereotype of an immigrant (RELAF, 2013).

Boys and girls under three years of age should not be institutionalized, but instead be in alternate care within the family. Children institutionalized at a young age tend to be behind in their capabilities to establish social interactions, than those who have been in alternate care in a family environment (UNICEF, 2013). There is a lack of data concerning gender specificities and gender equality.

Children within the Judicial Systems

Children and adolescents are often victims of discrimination within the different judicial systems, detained for false reasons, or for unreasonable or inapplicable charges. For example, alcohol consumption, cigarettes, leaving home, or having sexual relations, due to gender stereotypes, and because of the low number of cases, there is no specific place where these children and youth can go. On the other hand, girls go or are sent to adult institutions with more frequency than boys are. The lack of female in the police units and detention centers makes girls and female youth more at risk to frequent physical abuse, psychological, and gender violence (Quintana & Moncada, 2015).

Child Labor

According to the International Labour Organization (OIT/ILO) (2010), around the world, there are approximately 215 million boys, girls, and adolescents work under different conditions, and 115 million children and youth work or do dangerous work. Around the world, there is an approximate 150 million children between 5-14 years of age that do work considered to be “child labor”. However, it is important to note, that in many different areas in Latin America the discourse of what work means to children depends on the different experiences they have had surrounding work, whether positive, or negative, and on the attitude and loyalty, they have towards their parents. This leads them to value and ask for dignified work before the permanent discourse of eradication of child labour. In this way, working children safeguard the work they perform, their parents, and caregivers (Save the Children International, 2015; Rodriguez et al., 2015). In Latin America, there are estimates of 5.7 million boys, girls, and adolescents that work within different
areas and situations. In the rural areas, most children work in agriculture and farming, and in the big cities they work in shops, markets, the streets, fishing, mining, and other type of informal work (Rodriguez et al., 2015; Quintana & Moncada, 2015).

Child labour usually relates to the lack of employment and means for economic development, linked to poverty (OIT, 2010). Domestic labour in third party homes is the second largest sector in which children, mostly girls, work. In addition, due to the patriarchal norms in Latin American and the Caribbean, girls are also in more vulnerable situations and more likely to be sexually exploited, and victims of human trafficking (ILO, 2016).

![Figure 6.](image)

Although girls study more than boys do, they are not in a position where they can abandon their family responsibilities. Therefore, they feel like they have to continue doing their traditionally assigned, unpaid domestic work. Girls start to pay the price of domestic work when domestic work is not enough to maintain the family. When faced with the labour market, most of the skills they have attained are within the area of domestic work. These women are women excluded from

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![Table 5.](image)
education and paid work, and in most cases end up being women and girls that have dedicated themselves to household tasks. About, 7-14% of girls ages 10-14, confirm that household work is their main activity (see figure 6 and table 5).

In addition to working at home, many female youth are in charge to taking care of their siblings or helping with other tasks, and many girls and adolescents work in other households, carrying out activities not regulated and exploitative. In these cases, girls accept these jobs expecting a greater income, or other type of remunerations, such as attending school, and clothing. In these type of jobs, girls separate from their families, which in turn affects their mental, spiritual, and social development (UNICEF, 2009).

In 2006, the amount of school dropouts was higher for boys than girls in most countries except Bolivia, Guatemala, and Peru. These countries have higher female illiteracy, which does not break the cycle of poverty. As girls obtain experience within the home, boys go out in search of a paid job, these allows girls to remain in a more protected environment, but still not safe from risks, while boys are exposed to greater social and safety risks. The socialization of girls as domestic workers keeps them inside the home, and even though it allows them to combine school and work, they are usually in confined spaces where obedience is the norm (UNICEF 2009; NGO CSW, 2015). In Guatemala, 65% of domestic workers are indigenous girls and adolescents with low incomes, sent to towns and cities, where they work an average of 14 hours per day and are at risk of physical, psychological abuse, and sexual harassment by employers and their family members (United Nations Children’s Fund, 2013). In Argentina women spend 25% more time in work than men, and invest 78% of their total time in unpaid work, while man only invest 22 % of their time. A study in Argentina also revealed that 76% of children with less than 13 years of age are at the care of their mothers when at home, while only 22% of the cases showed them being under the care of their fathers. When analyzing this data it is important to realize the consequences and deep effects that these practices have, such as leading to forced marriages, and the importance of including men and boys as positive agents of change, to achieve gender equality, health rights to sexual and reproductive health, and to eradicate violence against women and girls (NGO CSW, 2015).

Adolescents that work too many hours or in dangerous conditions also decrease their opportunities to finish their education, which also affects their possibility of ending their poverty cycle and having a better future for themselves and their families (UNICEF, 2011).

Child labour among indigenous people also remains a concern as participation rates of male and female indigenous children and adolescents in hazardous employment is higher and more evident when compared to non-indigenous. For example, there are statistics from Bolivia that show that 29% of male and 24% of females ages 5-17 and of indigenous background are within hazardous employments, in contrast to only 16% and 14% of their non-indigenous peers. However, in rural areas both indigenous and non-indigenous groups, working in hazardous employment, increase (United Nations Children’s Fund, 2013).

Child Exploitation

There are 1.8 million boys and girls trapped within sexual commerce. Many are forced or kidnapped, and in many cases, their families sell them as slaves, and into human trafficking for brothels or other type of exploitations. Boys and girls forced into sexual exploitation are subject of
abandonment, sexual violence, and physical and psychological abuse (UNICEF, 2006). Commercial sexual exploitation is most naturally seen in countries with lots of tourism, is a form of violence and exploitation that affects usually girls and female adolescents, two thirds of the victims are girls. Latin America is one of the biggest markets of sexual tourism. The biggest markets within Latin America are in Mexico, Brazil, Colombia, Peru, and Argentina. In addition, trafficking of Haitian girls has increased in order to fill the Dominican Republic’s sexual market. The girls taken for commercial sex to the Dominican Republic tourism centers are between the ages of 12-16 years old (Quintana & Moncada, 2015, United Nations Children’s Fund, 2013).

Human trafficking is an illegal activity and therefore those in charged are very careful in creating them underground or clandestine. This means that statistics are hard to obtain at a certainty, and protection is almost invisible, as many victims do not report them. Youth in these situations are oblige to do hard work, get married, prostitution, or domestic work. The perpetrators of human trafficking usually send their victims to countries where there is demand, local or international (UNICEF, 2011). This type of exploitation is possible due to poverty, lack of resources available for these people to overcome this cycle, lack of employment, and corruption. Because of the lack of power from the government against these organizations, the responsible perpetrators do not receive any sanction or punishment. This is also due to weakness and corruption within the justice systems and their workers, who in many cases are involved within these human trafficking nets, shielding them. This situation creates a vicious cycle in which those affected and used for sexual exploitation are thousands of women, young man, girls, and boys. In 2009, sexual exploitation reached 59% of women and 17% of girls, while only 27% of young man and 10% of boys. In the region of Latin America 27% of females that are trafficked are minors, and out of 132 countries in 16% of them there is no impunity, which reaffirms corruption within the system. In addition, one of the main problems is that human trafficking is not a felony on its own, only in combination with other charges. In order to decrease this situation, it is important to have the collaboration between the countries where the trafficking originates and the destination countries, where the victims are trafficked to (CSW NGO, 2015).

Child Migration

Migrant children are part of a population that suffers from poverty, social exclusion, violence and the lack of opportunities for their development. These situations push children to look for better opportunities outside of their areas. Child migration shows social inequality and exploitation. Children migrate for reasons such as poverty, unemployment, environmental disasters, armed conflict, and institutional violence either for social or family reasons. There is no current information on gender equality concerning migration; however, girls are less likely to migrate than boys are (Donato & Sisk, 2015). In Bolivia from 562,461 immigrants, 10% are under the ages of 14, and 17% of them are women between 15-19 years of age. Migration puts girls and boys in a vulnerable situation in which many of their rights are broken, such as the right to shelter, food, health, education, and protection, but are also at risk of physical, moral, and sexual abuse. They are easy prey for drug traffickers, human traffickers, and organized crime. About 58% have reported physical abuse, three out of ten have been abandoned by their parents, and 25% have been witnesses to other violent crimes. There are estimates, that one fourth of those that migrate are girls and adolescents (Quintana & Moncada, 2015).
In Mexico, most of the children and youth that migrate are between the ages of 12-17, and migrate to come together with their families, a better future, or they are running away from violence and exploitation. More than 58,000 children and adolescents, of which 34,000 were unaccompanied were deported to Mexico. On top of that, Mexico deported almost 9,000, boys, girls, and adolescents to their country of origin, noting the importance of equal job market opportunities and education, making migration another big area of protection (UNICEF, 2011).

National Protection Systems

Within Latin America and the Caribbean there have been certain actions that might have helped reduce the incidence of child labor. For example: the conventions of the International Labor Organization number 138, about the minimum age of work, and convention number 182, about the worst forms of child labor, legislative changes and inclusion in most countries, in the area of agricultural work. In addition, there has been an increase in education coverage, monetary transference, and political protection for families in the most impoverished situations. This is why the best practices for the elimination of worst forms of child labor in Central America, Panama, and Dominican Republic were implemented (Quintana & Moncada, 2015).

There have been some promising reforms about sexual violence, which express the change and comprehension of rape as a crime instead of an offense against women’s morals. In some countries in Latin America, they have reworded their laws and the stereotypical language found about attacks towards “dignified women”, “pureness”, and “chastity”, and now use a language about sexual violence and its victims. In many countries, they also now exclude taking sexual history, for judicial systems, to decrease prejudice (PLAN, 2014).

In Brazil, “La Ley Maria de Penha” about violence against women is one of the more advanced around the world. This law provides legal protection, including specialized courthouses and police desks, preventive detention of the perpetrators or those threaten women, also there has been an increase in years of conviction, and positive help for women, including domestic workers in vulnerable situations, and public awareness. It also demands training and capacitation of judges. They have also implemented call centers, including internationally, so Brazilian women abroad can also report their cases, now this call centers also counts with health, work, police, and other resources (PLAN, 2014).

The legal system introduced the decree 22-2008, to typify girls and women’s rights to freedom of violence and discrimination. Initiated along with the law to sanction and eradicate interfamilial violence and the law to protect children and adolescents (PLAN, 2014).

One of the strongest components against feminicide is the call for institutional bodies specialized in the provision and support towards women and girls victimized of violence due to gender. This law helped developed the first court houses specialized in feminicide cases and interfamilial violence. For example in Guatemala there are currently five courts specialized in different districts, with female judges, trained in the matter of feminicide cases and violence based on gender (PLAN, 2014).

These are all good changes; however, there is still a lot to accomplish concerning violence against women and girls. The gender gap between law and justice for women, girls, and adolescents
is still a big one. Even after the approval of the law against feminicide, there continues to be a high number of sexual violence against female adolescents and girls, demonstrating the lack of implementation concerning laws and punishment. Even with the specialized courts, these have only achieved sanctioning in 22% of the cases. Many of the changes also lie in a change of perception within society (PLAN, 2014).

A main problem with many judicial protection systems is the lack of accessibility for adolescents and girls. There is also a lack of awareness about feminicide and its laws. Another problem is illiteracy of Spanish for the victims of violence, as in many cases they speak a different language. The protection given to the victims and witnesses is also very low, which leaves women, girls, and their families exposed to more violence (PLAN, 2014).

Within the area of migration, the Mexican government has taken action in relation to migration and deportation of boys, girls, and adolescents. In March 2007, they created a dialogue table with 17 other institutions to discuss child migration with the purpose to elaborate policies and coordinate programs to protect this sector from any vulnerable situations. This has developed a new model of protection for children and adolescents that immigrate unaccompanied (UNICEF, 2011).

Health

Sexual and reproductive health

Within Latin America and the Caribbean, female adolescents are more likely to initiate their sexual life earlier than boys are, and are less likely to use contraceptives. There is evidence that 11% of girls and 6% of boys ages 15-19 have had sexual relationships before their 15th birthday (UNICEF, 2011).

According to UNICEF (2011), there is a big difference between boys and girls, in regards to sexual and reproductive health behaviors and knowledge. Boys are more likely to be involved in risky sexual behaviors. Males 15-19 years old have higher probability than women do, exposing themselves to risky sexual behaviors with more than one partner, and increasing their likelihood of a sexually transmitted disease; however, they are more likely to use condoms.

In many countries in Latin America and the Caribbean children and youth under legal age, require parent or guardian authorization to ask for services or information related to sexual and reproductive health, prevention, and attention to HIV. However, this requirement does not match with the norms placed on ages of sexual consent. A boy or a girl that starts to be sexually active at 14 years old, and who can do so without parental consent should not have to wait until legal age to access sexual and reproductive health services. The period of adolescence is in which youth are the most at risk of early pregnancies and sexually transmitted infections (STI). In addition, contraceptive methods are not easily accessible. Latin American countries do provide free male condoms however; there are only six countries (Bolivia, Brazil, Ecuador, Mexico, Peru, and Uruguay) that provide free female condoms. In addition, emergency oral contraceptives accessible in many countries, and there are only four countries within Latin America (Chile, Colombia, Ecuador, and Uruguay) that have laws to ensure the access of emergency oral contraceptives. The lack of accessibility to contraceptives and the need for consent from parents to access sexual and reproductive health
information, create big barriers to fulfilling the sexual and reproductive rights of children and adolescents (ONUSIDA, UNFPA, & UNICEF, 2015).

Child and Youth Pregnancies

There are 16 million adolescents, ages 15-19 years old, around the world, that give birth each year. Latin America and the Caribbean is one of the two regions with the highest number of teenage pregnancies. There are around 2.9 million of adolescents ages 15-19 that give birth every year, 50-100 births per 1000 teenage girls and 132 births per 1000 adolescents in a rural area. Early or unplanned pregnancies within adolescents are more frequent within women with lower access to education who live in rural areas and are in a situation of poverty. About one out of three adolescent that live within the lowest poverty bracket are mothers or pregnant, compared to one out of ten within the higher income brackets. Access to education is a decisive component in unplanned pregnancies. In 2011, 25% of the births registered in Nicaragua were of adolescents 15-19 years of age. In Bolivia 18% of the adolescents 15-19 years old are mothers or are pregnant, 70% of these were unplanned pregnancies (PLAN, 2014; UNICEF, 2009; UNFPA, 2013).

Girls younger than 15 years old are five times more likely to die during pregnancy, than women over 20 years old are. If a mother is less than 18 years old, the probability that her baby will die within the first year is of 60%, and if the baby survives, it is probable that the baby will be born underweight, suffering malnutrition, or late physical or cognitive development (UNICEF, 2009). Motherhood and pregnancy in adolescent years gives root to social and cultural inequalities in gender and ethnicity. Many families or circumstances force girls to get married early as a medium of protection from sexual predators, promiscuity, or social ostracism. Other contributing factors to early pregnancy are, gender inequality, poverty, obstacles to human rights, violence and sexual abuse, rape, national politics restringing access to contraceptives and sexual education appropriate to age, lack of education and social and reproductive services, and lack of investment in girls as a human capital (UNFAP, 2013). Teenage pregnancy is an obstacle in overcoming poverty and incorporating women in to the labor market, it exposes girls and youth to a higher probability of physical or sexual violence from their partners (CEPAL, 2014; UNICEF, 2011).

Unprotected sex, in addition to leading to pregnancies, can also lead to sexually transmitted infections (STI), including HIV (UNICEF, 2006). It is important to promote and improve sexual and reproductive health practices for women and population, especially sexual education and sexual and reproductive health services and politics. This includes more information for youth, as in many countries, their knowledge is very limited, so it is also important to add sexual education into the curriculum at all levels, with a focus on rights, promoting their psychosocial abilities to obtain a dignified life. There should also be public health centers that have special services for youth, where they can have access to reliable information. Increasing public awareness in preventing teenage pregnancies is also important, as in many cases pregnant teenagers are discriminated by their families, or expelled from school, homes, or communities. There needs to be access to information and contraceptives in a place where they do not feel judged or discriminated. Open communication with parents is also important. These are imperative to decrease teenage pregnancies and achieve the physical autonomy of women. The government should compromise to having universal reproductive health, including maternal health, which is also the fifth objective within the Millennium Development Goals (CEPAL, 2014; UNICEF 2006; UNPFPA, 2013; NGO CSW, 2015).
Other Sexual Orientations

LGBTI refers people who are lesbian, gay, bisexual, transsexual, and intersexual, which covers many people with different gender and sexual identities, not included in heteronormativity. Because of the nuance of this subject and its debate by the human rights committees and child rights organizations, there is no information concerning child population within this group and the types of discrimination they suffer. However, boys, girls, and adolescents do face challenges within the different environments, such as social exclusion, invisibility, isolation, and discrimination. Consequently, many initiate their sexual life with no information, or protection, and at risk of sexually transmitted infections. Many also suffer physical and psychological violence at home, within the family, at school (bullying), and hide their identity and sexual interests. Depression and suicide is also common, especially within LGBTI youth in comparison to heterosexual youth. Some also get into drugs (Quintana & Moncada, 2015; NGO CSW, 2015).

Maternal Health

A pregnancy can have immediate and lasting consequences within health, education, and the potential to generate income. There is no doubt that early motherhood positively correlates to high maternal mortality within Latin America and the Caribbean. Early pregnancy in adolescents is risky for the mother and baby, especially if they are younger than 15 years old. A study shows that in Latin America, girls that give birth before they are 16 are 3 to 4 times more likely to die from complications. In girls 15-19 years old, complications are one of the principal causes of death during pregnancy and childbirth. Pregnancies in girls younger than 15 years old can result in death, or obstetrical complication. There are about 70 000 teenagers that die every year due causes related to pregnancy or labor (Quintana & Moncada, 2015; UNICEF, 2011; Williamson, 2013).

The girls that are more at risk of complications or dying while on labor are those under 14 years of age. This group is not taken into account within the different national health institutions, education, and development, or if they are taken into account they somehow cannot be reached because they are either in a forced marriage, or cannot or do not go to school, where they can have access to the health services. Latin America and the Caribbean is the only region where birthing in girls less than 15 years old has increased. These numbers will keep increasing. Statistics on this age group are inexistent for many countries, meaning that the challenges that this age group suffers are invisible to legislators. Mexico has one of the highest birth rates (64.2 every 1000 births) from adolescents 15-19 years old, within the region. The health risks are death, illnesses, and disabilities for the mother, which include obstetric fistula, abortion complications, depression, psychological problems, and other complications for the breast-feeding baby (UNFAP, 2013).

In Argentina, Chile, Costa Rica, Cuba and Uruguay maternity deaths are equal or less than 50 for every 100,000 live births. In the Caribbean, maternity deaths are higher than in Latin America, where Haiti, Surinam, Guyana, and Jamaica have the highest rates of maternity deaths. Many maternity deaths are due to abortion in clandestine places, bad or poor conditions of the health services, especially the obstetrics emergency area, and the difficulty to access, in addition to low quality in prenatal care, attention during pregnancy, delivery, and puerperium (NGO CSW, 2015; Williamson, 2013). In addition, because many of the girls that end up pregnant are from a low-income setting, they tend to be undernourished, and in turn, their babies are undernourished. Within the region of Latin America and the Caribbean, approximately one out of two girls have
nutritional anemia. This can increase their risk of miscarriages, mortality, premature births, and maternal deaths. Maternal death is more likely to happen if the girl is still at a low physical developmental stage, when their pelvis and birthing path is still under development (Williamson, 2013).

As mentioned earlier, in many Latin American countries abortions are illegal. There are 3.2 million abortions per year done in unsanitary and unsafe situations by adolescents between 15-19 years old. In comparison to adult women, adolescents tend to have more complications such as hemorrhaging, sepsis, injury to internal organs, tetanus, sterility, and even death. Because of the illegals, adolescents usually go to unqualified people, who use dangerous methods, and postpone medical attention when they have complications. One of the important factors for the reduction of maternal death is the service by qualified personnel (NGO CSW, 2015; Williamson, 2013).

**Infant and Child Health**

Even though Latin America and the Caribbean is a middle-income region, it is the most unequal when it concerns income. Within Latin America, there is persistent social exclusion due to, gender inequalities, class, ethnicity, and inequities that are detrimental to infant and child health. Evidence shows that women’s decision-making power within the home influences the channeling of resources to children in terms of nutrition and health, for example, feeding practices, prenatal and birthing care, and treatment seeking for child illness and immunization. In addition, women’s access and control to resources for their own health and well-being has a significant impact on their children’s survival, health, and nutrition. Women’s multiple responsibilities including domestic tasks, childcare, and paid labour are a heavy burden on women, which can negatively affect child health and nutrition outcomes. On the other hand, in the Latin American society, man are not expected to have domestic responsibilities or child care, which limits the options for child care or reducing women’s work overload. It has also been found that socio-cultural values that place certain expectations on gender and their capacities, characteristics and social behavior, causes many imbalances in child care views, affecting child survival, health, and nutrition, especially when it comes to gender bias against girls, including increased risks to being exposed to domestic violence. However, there is limited data on gender and child survival, as there are limited gender sensitive interventions which are necessary to understand how gender roles and relations interact with interventions and how they influence child health, nutrition, and access to health services (UNICEF, 2011a; WHO, 2014).

Evidence shows that around 13% of children live in households with incomes insufficient to satisfy their nutritional needs (WHO, 2014). In 2010, 47% of under-five mortality occurred in the neonatal age group. About 31% were due to infections and 29% due to asphyxia. Deaths in the 1 month to 1 year age group were 29% of the total under 5 years old mortality, caused by acute respiratory infections (48%), diarrheal diseases (36%), and under nutrition (9%). The majority of child deaths are preventable. For children under 5 years of age, mortality is also associated to child abuse and violence against women by partner. Children who experience violence directly or witness it are at a higher risk of negative health outcomes, including psychological and behavioral effects. Once children reach 5 years of age, their most significant threats to survival are injuries, homicide, child abuse, or war, also road traffic injuries, burns, poisoning, and falls. Depression of the parent also affects the child (PAHO, 2013). Children born from adolescent mothers are 50% more likely to
die when compared to those born to mothers between 20-29 years old. About, 1 million children born from adolescent mothers do not even reach 1 year old, and the babies that survive are more likely to have low birth weight or be premature, than those born from women above 20 years of age. In addition, because usually the mother does not have the appropriate access to health services, they are more at risk of transmitting HIV to the baby (UNICEF, 2011).

**Nutrition**

Studies have demonstrated that in the first years of life (0-4 years), gender differences concerning nutrition are insignificant. Fetal and infant malnutrition can lead to a higher mortality rate, low birth weight, compromised body compositions, and impaired mental development (UNICEF, 2011; WHO, 2014).

Obesity is another problem derived from malnutrition, and is on the rise in children and youth. According to the World Health Organization (2014), between the years 2000 and 2013, the number of overweight children worldwide increased from 32 million worldwide to 42 million. In Latin America and the Caribbean, about 4 million children under 5 years of age are overweight. In countries such as Argentina, Brazil, Chile, Peru, and Bolivia, levels have increase to 7 % or higher, and if the trend continues it will reach 11% by 2025. This is due to inappropriate feeding practices, inappropriate food, health, and care, including untimely/inappropriate feeding, this leads to child malnutrition and inadequate growth, which affects and reduces their intellectual potential and school performance. If inappropriate food, health, and care continue as the child grows it can lead to adolescent malnutrition, this reduces their intellectual potential and school performance (see figure 7).

![Figure 7. Life-Course: The proposed causal links of child obesity (WHO, 2014)](image)

As years go by, girls are more at risk than boys are to have nutritional problems or malnourishments, especially anemia. There are between 21%-36% of girls 15-19 that are overweight. Female adolescents have higher risks of suffering from nutritional problems than male
adolescents do. The incidence of Anemia in girls 15-19 years old is more elevated than that of male adolescents (UNICEF, 2011; WHO, 2014).

In addition, children who are overweight or obese are at a higher risk of developing type 2 diabetes, high blood pressure, asthma and other respiratory problems, sleep disorders and liver disease. They are also at risk from suffering psychological effects, such as low self-esteem, depression, and social isolation. Obesity can also increase the risks of non-communicable disease, premature death, and disability in adulthood. All these diseases put a big stress on the healthcare systems and loss of economic productivity (WHO, 2014).

HIV

In 2005, almost half of the 39 million people who were living with HIV were women. In the Caribbean and Africa, women between the ages of 15-24 are six more times likely to acquire the disease in comparison to male adolescents in the same age group. An explanation for this phenomenon is simple biology. Women have at least double the probabilities of infection of the virus in any sexual act than man do. This is due because when compared to the penis, the vagina has a larger area that can be exposed to the HIV-infected semen. The semen can stay in the vagina for days after sex. Men’s exposure to HIV-infected fluids is only during sex. Semen left in the vagina means a longer exposure to the virus for women. In addition, having untreated sexually transmitted infections (STIs) makes it more likely for a person to get HIV. This is especially true for women. Small cuts on the skin of the vagina are hard to notice but may allow HIV to pass into a woman’s body. Another factor affecting this statistics is social norms, and gender discrimination, as this does not empower women, and does not give her the skills necessary to negotiate and reduce their risk to infection. In addition, the high rate of illiteracy within women prevents them from gaining knowledge about the risks of HIV infections and the possible protection strategies. The high infection rates between women increases the infection probabilities of girls and boys, as infections to babies can happen through their mothers during pregnancy, labour, or breastfeeding times. In 2005, more than 2 million children 14 years or younger lived with HIV (UNICEF, 2006; UNFAP, 2013; United Nations Children’s Fund, 2013; Williamson, 2013; Office on Women’s Health, 2011).

Countries with high prevalence of HIV also put adolescent’s lives at risk, making it a challenge to protect their health. Even though HIV is the eighth leading cause of death between adolescents 15-19 years of age and the sixth cause of death between children 10-14 years, the total number of deaths in countries with high prevalence is very high. The risks of infection in female adolescents are higher than in male adolescents. This is due not only because of biology, but because women and girls have a higher risk of being raped and other types of sexual violence, within marriage and outside of marriage. Another group that is at risk is girls and female adolescents that live within bordering limits of a country and touristic towns, as they are at an increased risk of sexual violence, human trafficking and sexual exploitation (UNICEF, 2011; UNFAP, 2013; Quintana & Moncada, 2015).

Within child marriages, prevention of HIV and other sexually transmitted diseases is not present, as there are less likely to use protection. In addition, during these marriages women’s and girl’s opinions concerning protection and contraceptives do not count or are not as respected as that of their partners. If a girl or adolescent is HIV positive, in many cases they lack family support,
banishing them out of their house, and tend to acquire self-destructive behaviors, such as drugs and risky and unsafe sex. This is why it is imperative to improve and increase awareness on HIV, offer sexual health services for youth, and provide them with up to date information, so that adolescents can protect themselves, and prevent transmission of HIV. It is imperative that the services are accessible to boys and especially to girls within the first years of adolescence, as it is when they are most at risk (UNICEF, 2011; Quintana & Moncada, 2015; UNFAP, 2013). Within nine out of the 17 countries in Latin America and the Caribbean, under age minors cannot have access to HIV testing without parental permission. We have to keep in mind that for some countries, such as Honduras that age is 21 years old, however, access to testing can happen starting at 18 years old. Panama is the only country around the world that does not give free access to HIV testing. These increases access barriers for youth to treatment and testing (ONUSIDA, UNFPA, & UNICEF, 2015).

**Poverty-Economy**

Income inequality within the region of Latin American and the Caribbean is very high. There are 70.5 million girls, boys, and adolescents in poverty situations; 28.3 million suffer from extreme poverty. Bolivia, El Salvador, Guatemala, Honduras, Nicaragua and Peru, are the countries with the highest child poverty levels within the region, an average of 72% of girls, boys and adolescents. The Caribbean faces similar situations, with a total of 60% of poverty, and 35% of extreme poverty. Time poverty, which refers to the lack to time left in the day to have family life, affects mostly women that have joined the labour market; this is due to the lack to childcare alternatives and male involvement in domestic task and childcare (Quintana & Moncado, 2015).

**Work: dignified work and formation for the labor market**

Policy makers in rich and poor countries, face huge challenges in creating decent jobs for all of those who need them, shifting the burden to families, women, and girls. However, the global economy has also affected men. At the global level the narrowing of gender gaps in the labor force went from 28-26 %, this has occurred mostly due to the decrease of men’s participation. Gender discrimination opens other forms of disadvantage in the areas of socioeconomic status, geographic location, race, caste and ethnicity or disability; these limit women and girls’ opportunities, and life chances. A fourth part of the adolescents (15-17 years old) and 17.5% of girls work in the service sector or domestic work, also taking care of the kids. Currently, an increasing number of women around the world raise their children on their own. The collective power of girls and women is essential to change the situation (PLAN, 2014; UN Women, 2015; Quintana & Moncada, 2015).

Women work more than men: on average they do two and a half times as much unpaid care and domestic work as men, and if paid and unpaid work are combined, women in almost all countries, work longer hours than man each day. In a world like today, equal access is still a problem (UN Women, 2015). In addition, the financial crisis of 2008-2008/2009 affected many countries. Salary gender gaps increased, for example in Dominican Republic it is 20%. In Puerto Rico, more than 30,000 of public workers, for which 80% were women, lost their jobs. Women unemployment is double than that of males, and even worst within our youth population (NGO CSW, 2015). Youth unemployment rates are high, as organizations are not hiring youth, and more specifically female youth. For example, in Brazil it has been found that 19.7 % of young females in comparison to 12.3
% of young males are unemployed (PLAN, 2014; UNICEF 2011). The high unemployment rates in women and youth demonstrate the inequality within the labour market in Latin America and the Caribbean, this is why it is necessary to invest in youth (UNICEF, 2011).

Many of the countries have accepted the challenge on youth unemployment through developing initiatives that improve youth’s capacity and preparedness for the labour market. Many countries have developed programs to complement current education which includes reading, writing, math, but that also teaches youth about their rights, and provides them with practical experience to improve their employment possibilities. For example, in El Salvador, the Ministry of Labour and Education, in hand with other non-governmental organizations have selected a group of female youth from the rural areas to provide them with trainings for personal and professional development, and other necessary trainings to promote employment. Within other national strategies, we find youth workshops and trainings on business leadership and entrepreneurship, micro credits, and new career orientation trainings in information technology and communications (UNICEF, 2011). It is imperative to have the link between work and education. In the Education for All Global Monitoring Report in 2013, the percentage of women within the labour force positively correlates with education. For example, in Brazil only 37% of women with an education lower than elementary school work, 50% if the women have completed elementary education, and 60% if they completed secondary school education. Going to school can reduce the salary gaps between man and women, allowing girls, boys and women to achieve a healthy development and a dignified life (PLAN, 2014; Quintan & Moncada, 2015).

**Education**

The right to education is a condition and a prerequisite to guarantee and achieve equal rights between man and women within the labour market, adequate income, and political and social participation, to mention a few. The right to quality education is a right and very important to achieving women and girl empowerment. Within formal education girls can understand and further develop their capacities, capacities of empowerment and successes; they can experiment and challenge themselves, and have more access to resources. Within the region of Latin America and the Caribbean, poverty is one of leading causes to educational disadvantages (United Nations Children’s Fund, 2013; NGO CSW, 2015; PLAN, 2014).

Evidence shows that 55% of girls do not go to school regularly. Many of the reasons are bad health, weather, no accessibility, lack of money to cover school fees, no money for lunches, or no money for materials, domestic work, family’s fear for girl’s security, transportation costs, low value placed on women’s education, and the lack of action from the estates (PLAN, 2014; NGO CSW, 2015). Other types of barriers that affect girls are violence against girls and adolescents, sexual harassment, and sexual abuse in the educational institutions. The lack of case reporting systems worsens the situation. In addition, any new accomplished advances in education for girls are not in accordance with the labour market needs, and at 24 years of age, you can see the effects in the whole region of Latin America and the Caribbean, with a gap of 26%. Even though girl’s elementary school registrations are at 95%, their attendance is low. The percentages of girls not going to school in Latin American and the Caribbean are alarming. For example, in El Salvador 90% of girls do not attend school regularly (PLAN, 2014; NGO CSW, 2015).
Indigenous women are more than twice as likely to be illiterate than non-indigenous women, the same happens for indigenous girls. Evidence shows that girls that remain in school are less likely to end up with early pregnancies, or child marriages. Education prepares girls and boys for the labour market, and survival. It improves their self-esteem and position at home and within the community, allowing them to have a bigger influence in decision-making, taking decisions that affect their lives. Unfortunately many young adolescents that turn into mothers, permanently stop their formal education because of child marriage, family pressures, or because the school prohibits the attendance of pregnant women or prohibit their return after having a baby. Moreover, even if there are schools that allow them their return after childbirth, only a minority return. A study in Chile concluded that being a young mother, reduces a girl’s probability of assisting and completing secondary school by 24-37 % (Williamson, 2013; UN Women, 2015).

Access to school is not everything; schools should also provide a safe learning environment for girls, and boys. This includes quality education, through the promotion of equality through well-trained teachers and a progressive curriculum. In addition, the transformation of the labour markets is a necessity, this means a labour market that works for both women and men and benefit society (UN Women, 2015). In order to have quality education it is necessary to have a current educational content that includes gender equality. This requires a discussion concerning gender equality and quality education, change in curriculums, production, and distribution of didactic pedagogic materials, the formation/training and teachers and their working conditions, budgets and funding towards the education system, and an analysis of educational politics with a focus on gender equality. Within Latin America and the Caribbean only three countries (Argentina, Brazil, and Costa Rica) count with a high level of legislation focused on sexual education within schools. The lack of programs and difficulty in implementation are factors that also affect teenage pregnancy levels, which can lead to school dropout (NGO CSW, 2015).

**School Level Completion**

**Elementary School**

One of the priorities for children and youth are to ensure access to quality education and full development of primary and secondary education. The region of Latin America and the Caribbean has increased its access to primary education, achieving a 95%; however, there are still certain countries that lag behind. For example, Dominica with a 73%, Antigua and Barbuda 74%, Dominican Republic 82% and Jamaica 86%. The rest of the countries have achieved almost 100% of primary school access, except in the rural areas or amazons. Even though in many cases accessibility has been achieve, education it is still lagging in the area of quality. We also have to take into consideration that even though access has been achieved, retention levels are only at 80%, and in other countries school dropouts reach over 30%, such as in Guatemala, Guyana, Nicaragua, Dominican Republic, Saint Kitts and Nevis, San Vincent and Grenadines and Suriname (NGO CSW, 2015; UNICEF, 2006).

Concerning education and school level completion, in many cases girls tend to suffer many of the educational disadvantages. Urban women are more likely to finish primary school education than those in rural areas. Evidence shows that school dropout is positively correlates to low socioeconomic geographic regions, and low socioeconomic status. Illiteracy within rural areas is
high, especially within native indigenous women, or women with some form of disability. For every 100 boys with no education or within the education system there are 115 girls in the same situation. Primary school registration between the years 2005-2009 was 90% for boys and 87% for girls (UNICEF, 2011; UNICEF, 2006; NGO CSW, 2015). There are still one out of five girls that do not end their primary school education, not receiving primary school education is depriving girls of the opportunity to develop their abilities and any other aspects of their lives. Many studies show that women that have completed their education are less likely to die in labour or childbirth, and more likely to ensure their children also receive an education. In addition, mortality levels within children younger than 5 years of age decrease by half if their mothers have finished primary education (UNICEF, 2006).

Secondary School

There are more than 70 million adolescents within the secondary school ages that are not currently studying. One out of five adolescent are currently not in secondary school, which is the same numbers as we see for primary school children. However, within Latin America and the Caribbean, the levels of school retention and access to secondary school education are as high as 80% for Bahamas, Chile, Cuba, and Granada. In contrast, the levels in countries such as El Salvador, Guatemala, and Nicaragua, are very low, where more than two thirds of youth are behind in school or have simply dropped out from the educational system. The regional total number barely reaches 50% and in Central America, plus Colombia and Uruguay barely reach 40%. It has been found that the average girls who go onto secondary school in developing countries reaches only 43% and lower in rural or indigenous areas (UNICEF, 2006; UNICEF, 2011; NGO CSW, 2015).

Many of the reasons behind this low numbers are because there might not be any schools around, as many of the efforts focused in primary education and not in increasing quality or registration levels of secondary education. In other cases many of the parents or guardians in charge believe that girls do not need to go into further education or that their next step is marriage and no more. Other reasons are that many might have not even completed elementary school, no having been able to make the transition from primary to secondary, or have dropped out of school. In other cases, the cost of secondary school is higher than that of primary school as it requires youth to take transportation and more time, producing a debate between educational aspirations and the income they could be making as working youth (UNICEF, 2006; UNICEF, 2011; NGO CSW, 2015).

The most affected are females, especially those with low socioeconomic status, they have less of a probability to attend secondary school, due to a combination of discrimination, disadvantaged situations such as domestic work, early marriage, social and ethnical exclusion, or early pregnancy. Boys also confront psychosocial problems, for example, their school satisfaction levels are lower than those of girls are. Boys tend to puts less time to academics, in addition to lack of family participation, and peer pressure. Many do not realize that secondary education has many benefits for women, girls, and boys. The presence of secondary schools, elevate registration and completion of primary school, including an improvement of quality. Learning also encourages civic participation, helps combat youth violence, sexual harassment, and human trafficking. It is also very important in delaying the age for a first child, infant mortality, domestic violence, fertility rates, better infant nutrition, reducing poverty, chances of contracting HIV, and it provides students many necessary tools to succeed. Education, increases women’s freedom and independence, and also
maternal health, in addition to providing women with decision making and negotiations skills at home and within the family, but of all it is a crucial tool in empowering women, providing them economic opportunities and political participation (UNICEF, 2006; UNICEF, 2011; NGO CSW, 2015).

Child Rights Governance

Identity registries

In Latin America, 10% of the children under 5 years old not registered at birth are indigenous or afro descendants. Many of these children do not possess a birth certificate and their parents either, therefore denied the access to healthcare and education (United Nations Children’s Fund, 2013). There is not much information concerning gender.

Participation

Even though there was no evidence found on participation of children councils, student governments and gender equality, it is important to note that:

Active participation from children and youth within the family and society promotes a positive citizen, which transfers to adulthood. Youth contribution enriches and gives a greater content and context to politics that are for the benefit of all. Adults at all levels of planning, processing, and decision-making must review their current systems, systems that exclude children and youth from participating (UNICEF, 2011).

Even though there is the existence of participative groups such as student governments, local children councils, or parliament child elections, many states or countries have difficulty in providing written reports on these methodologies, resources, and impact from these groups. In many situations, children that have participated are not included in the writing of the reports, except for one case in Ecuador (Quintana & Moncada, 2015). In Latin America and the Caribbean we find organized working children groups such as the Movimiento Nacional de Niños, Niñas y Adolescentes Trabajadores Organizados del Perú (MNNATSOP), and the Movimiento Latinoamericano y del Caribe de Niñas, Niños y Adolescentes Trabajadores (MOLACNATS), an effort to increase child participation. Many other studies have shown that the benefits of youth participation are immense. Providing youth and children with the necessary skills to make decisions, gives them confidence when making their own personal life decisions about their health and wellbeing. Children and youth who actively participate tend to have higher probabilities of avoiding activities such as drug consumption, and delinquency. They also tend to make decisions based on knowledge, for example, about sexual relationships, responsibilities about their rights, and overcoming challenges as they move into adulthood (UNICEF, 2011; O’Kane, 2015).

In general, child exclusion is high in the planning and design of programs, and there are insufficient efforts to share feedback with children when monitoring and evaluation is undertaken. It is important that more programs include child participation within their program planning; this includes engaging children in situation analysis, planning, implementation, monitoring and evaluation, and providing feedback to children. Participation can be achieved through consultative, collaborative and child lead participation; these efforts help to strengthen civil society and to engage
children as active citizens. This is why it is necessary to increase organizational commitment and senior management support to increase fulfillment of children’s participation rights (O’Kane, 2015).

Children and Youth Investment

Youth face many challenges within Latin America, as more than 100 million youth strive to find a place within the global economy. Governments are beginning to understand that expenditures on children and youth are public investments, which generate returns on society through economic growth, reduced social costs, and increase quality of life. This is why the World Bank has lent more than US$550 million annually to Latin America and South Asia, with a total funding for youth related programs in 2010 of 2.3 billion US dollars. These projects in Latin America range from early childhood programs, basic education to job training initiatives. Unfortunately, actual public expenditures skew towards adult populations, focused mainly on pension and health care. The World Bank also notes the importance on investing in women back to the labour market and education, the importance for gender equality. However, there is no record on the amount of money invested toward gender equality, especially within programs for children and youth within Latin America and the Caribbean (The World Bank, 2010).

According to UN Women (2016) in 2014, the total humanitarian funding received by United Nations was of $9.4 thousand million USD. However, programs with a focus on gender equality only received 12%. After the attempt, five years ago, to introduce a gender equality tool to measure financing within the area of gender, findings show that investments in gender equality were less than one fifth. Even though many reports improved, almost two thirds of those financed did not incorporate the gender equality-measuring tool, leaving us with no information about gender equality investments. In addition, in many Latin American countries we find that many ministries, NGOs, organizations, or programs do not measure or account gender when doing their evaluations or planning of programs and strategies. That is why within the civil society in Peru, the movement Manuela Ramos has made a proposal of indicator to measure for gender equality. A tool that took into account the national budget assigned to the 11 priorities to reduce poverty, and its lack of proper indicators to control for gender equality, this priorities are usually to the benefit of women, boys, and girls. There is also an erroneous concept in which all expenditures geared towards women and children within government are a gender equality investment and expenditure, another misconception that the Manuela Ramos Organization is trying to avoid in Peru. This demonstrates the importance of the understanding, training, and sensibilization of government and other organizations concerning gender equality. In addition to the creation of the necessary tools that ensure the proper measurement and enforcement of gender equality (UNIFEM, 2009).

Sustainable Development Goals

The year 2030 is the year set to achieve the 17 Sustainable Development Goals. These 17 sustainable development goals build on the Millennium Development Goals, to help complete and achieve what the Millennium Goals did not. They seek to realize the human rights of all and achieve gender equality and empowerment for women and girls. They are also balanced in three dimensions: economic, social and environmental, with the purpose of ending poverty and hunger, combat inequalities, build peaceful, just and inclusive societies, protect human rights, promote
gender equality, women and girl empowerment, and protect the planet, while ensuring conditions are sustainable. In addition, for them to be inclusive for sustained economic growth, shared prosperity and decent work for all, taking into account national development levels and capacities. From a gender perspective we can see that the sustainable development goals also respond to the challenges faced by gender equality, related to poverty inequality, hunger, health, education, access to clean water, energy, employment and sustainable production, access to justice, safe and peaceful cities, security and others (United Nations General Assembly, 2015; UN Women, 2015).

Including gender equality and empowerment of all women and girls as goal number five within the sustainable development goals was key to ensure that women, adolescents, and girl’s rights are enforced and respected. Including this as a goal will allow us to address other important themes not addressed by the Millennium Goals, such as violence against women and girls, sexual and reproductive rights, and sexual exploitation, which represents more than 50% of cases of human trafficking affecting mostly women and girls. In Latin America and the Caribbean violence based on gender is one of the biggest barriers to gender equality, due to the lack of politics, and implementation of ineffective legislations. Other barriers are the lack of resources, investigation, attention, and responses to cases. As discussed before, the Sustainable Development Goals are just the first and necessary step to achieving gender equality, as long as all countries and all organizations committed work together towards achieving them (CSW NGO, 2015).

**Convention on the Rights of the Child (CRC)**

According to the Convention on the Rights of the Child, a child is that who is younger than 18 years of age. Violation of human rights, especially girl’s rights, occurs often, as many are victims of violence and death. Defending the rights of a girl can help eliminate many of the other conditions that put children at risk of death, such as early pregnancies, poverty, inequality, discrimination, and exclusion at home and within their communities. It is important to work on the root causes of these issues, for example if we want to reduce early pregnancy, then we have to ensure to also deal with those other risks for early pregnancy, such as child marriages, violence and sexual abuse, lack of access to education, sexual and reproductive health, which include contraceptives and other information. However, in order to achieve these, it is imperative that not just the government gets involved, but also parents, teachers, and community, including leaders (Williamson, 2013).

**Convention on the Elimination of all Forms of Discrimination against Women (CEDAW)**

Even after establishing the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), we find that from country to country there many variations concerning the laws and the way to implement the laws. The international legislation states that in the area of human rights, women and girls should be capable of participating publicly, in a situation of equality to boys and man. There is still a big gap within public participation, political participation, participation in the community and labour market. Having a legislation does not guarantee its implementation and adaptation to society, as many of the signatory authorities still have reservations and/or objections about the CEDAW. Therefore, the disagreement of the authorities with the convention decreases the likelihood of others respecting it, implementing it, but above all enforcing it (PLAN, 2014).
Livelihoods

Emergencies

Children and youth face many risks within emergencies, especially in situations of conflict. Many of the armed conflict situations affect boys and adolescents in a negative way. According to the Child Rights Convention, children under 15 years of age should not participate in any armed conflict activities, on the other hand, it is necessary to protect them from the effects it might have on them as a person. Because of the lack of protection, now the age for children participating in the military or any other armed conflict is 18 years old, penalizing those who recruit children under 18 years old, including rebel groups. Children and youth cannot only be witnesses or victims of armed conflict but they can offer the possibility of a solution, and renewal of society. Empowering and motivating children and youth participation is not only good for the community, but it is a way to catapult them to reach their full potential, and guarantee their protection. Adolescent participation within emergencies can help find solutions and negotiate, create an environment of tolerance, democracy and no violence. Children and youth have a better probability of developing to their optimal potential in peaceful and safe situations. It is easier to achieve spaces of peace and security if we motivate youth and children to participate more actively (UNICEF, 2011).

Disasters

Disaster provoked by natural phenomena in Latin America and the Caribbean are among the most frequent and intense in the world (UNISDR, 2015). According to the United Nations Development Program (UNDP) (2010), there is a strong relationship between gender equality and disaster resilience. It is necessary to include men’s and women’s voices, needs, and expertise equally in disaster risk reduction, recovery policy, and programming. Women, girls, boys, and men of different ages and socioeconomic statuses experience disaster differently, and recover differently, as they all have different vulnerabilities. In countries where girls and women are discriminated, there are still high rates of incidence of abuse based on gender, such as violence, rape, human trafficking and domestic abuse. These cases go up in situations of disaster, however these situations can also provide an opportunity to change, or decrease gender disparities.

It is important to keep in mind that disasters place an undue burden on women and girls who are responsible for unpaid work, such as care, water, and food for household. This why it is important that when planning disaster relief programs or recovery programs, women’s and girl’s talents, skills and knowledge, are taken into consideration, otherwise it would count as a refusal of help from 50% of the population. Natural disasters affect mostly those with the lowest socio economic status, as 95% of disasters occur in developing countries. About 56% of maternal and child deaths occur in fragile and vulnerable settings such as those presented by disasters. Around the world, women and children are up to 14 times more likely to die in a disaster than men are. Many of the deaths that occur within disasters have to do with diseases, medical complications, and malnutrition. Many countries that suffer from disasters have less than half the minimum recommended health workers, another reason for increased deaths. In addition, most of the countries that have not achieved the Millennium Development Goals regarding mother and children’s survival, have suffered a recent conflict or recurring natural disasters or both. Despite
within Latin America and the Caribbean there are only 20% of countries that report advances on incorporating gender into Disaster Risk Reduction, a percentage that needs to increase in order to achieve the Sustainable Development Goals (Save the Children Federation, 2014; UNDP, 2010; UNISDR, 2015).

**Recommendations**

- Policy needs to set its objectives to reduce poverty and gender inequality. This means, expanding the targets of monetary policy to create decent work, mobilizing resources allowing investments in social services, but also creating spaces and channels for meaningful participation by society and organizations, including women’s movements in macro-economic decision-making and other types of decision making spaces. This depends on the alliances women are able to build with other social justice movements, and insiders in political parties, government, research institutions, and international organizations. That is why, it is necessary to have more women in positions of power (UN Women, 2015).
- Create, implement and monitor a strategy to achieve the Sustainable Development Goals defined by the United Nations General Assembly on 2015 (United Nations, 2015).
- Ensure women’s rights are enforced, which also means that it is necessary to change the gender perceptions/norms from infancy, constructing new norms and ways to relate between adults, transforming hierarchical relationships between man and women, and allowing for a democratic relationship with shared responsibilities (Acosta, 2001).
- Create, implement, and monitor courses, processes, and systems on gender mainstreaming within the different areas, including government. Ensure to create criterions and measurable indicators that will help have a better understanding of gender analysis, but also have better data on gender equality (UNIFEM, 2009).
- Create and improve the expenditure reporting systems on gender equality programs and activities within different programs, and organizations, including government. It is necessary to define in a clear way, the activities and programs that are considered and specific to gender equality (UN Women, 2016).
- Policy should move to universal, rather than targeted transfers and services, and eliminate copayments that affect affordability, for those poorer women and girls, to health and education (UN Women, 2015).
- Ensure the existence and proper functioning of social services that directly address women’s rights, including housing, health, education, training and childcare. Design social policies with women’s rights at the center, as they have to redress women’s
socioeconomic disadvantages without reinforcing gender stereotypes or stigmatizing women for needing support (UN Women, 2015).

- Have more women in leadership roles, as they provide an example to younger women and girls (PLAN, 2014)
- Create a transformational strategy, to address the barriers preventing women and children from reaching positions of power. This requires constant work with girls as well as other social institutions, families, communities, political institutions, economic and legal, which can promote or prevent girls and women to access a situation of equality (PLAN, 2014).
- Propose new initiatives that eliminate all kind of gender discrimination, including individual discrimination and institutional discrimination. This requires to face change the attitudes, customs, norms, and values that discriminate women and girls. There is no history, legacy, religion, or cultural tradition that can or should justify inequality or lack of autonomy for women and girls, therefore aim for equality at home, work, politics, and public participation (UNICEF, 2006).
- It is necessary to have initiatives that incorporate men and boys to change, and to promote awareness to the issues concerning gender, and gender equality. It is also necessary to compromise men to changes, but also women and girls (UNICEF, 2006).
- Involve men and motivate them to create father-child relationships, and caregiving, with efforts that address or interrupt the cycles of violence, as they can help children thrive, and allow women and girls to achieve their full potential. Provide equal caregiving opportunities for men and women, including equal parental leaves. Create national and international action plans to promote, non-violent fatherhood and men’s and boy’s equal sharing of unpaid care work, challenging social norms (Levtov et al, 2015).
- Create an interrelated strategy that promotes and protects the rights for girls. Ensure it starts from prenatal care, and infancy, in order to create public politics and strategies that promote and makes them aware, and that reflect on self-esteem, status and value of women, allowing them access to the necessary tools to active participation in decision-making, and issues that affect them and their environment/society (Acosta, 2001).
- Understand the cycle of life. This means also to understand the differences that different groups of the population, according to age have. Know the difference between children, adolescents, and adults, when analyzing solutions to specific problems. It is important that when creating strategies or public politics, that the population’s age and necessities are taken into account, for children and adolescents. For this it is also important to know and understand that many of the issues that affect children and adolescents cannot be exclusively solved with only the perspective of adults, but it is imperative to include children and adolescent’s opinions (Acosta, 2001).
• Integrate gender into jobs diagnostics, as it can help have more information to acquire and address the barriers that women have. Level the playing field through government action across the lifecycle. During childhood and youth, policy actions can tackle inequalities through education and training, challenge stereotypes through curricula, proactive private sector leadership and innovation for gender equality (Morton, Klugman, Hanmer & Singer, 2014).

• Invest in productive activities and safe livelihoods of women and girls. Investing in micro-finance initiatives targeted at women and adolescent girls, which can help empower women to an independent financial role within society (Save the Children Federation, 2014).

• Create family friendly work arrangements, and actively recruiting women for areas that are male-dominated (Morton, Klugman, Hanmer & Singer, 2014).

• Fill knowledge gaps about both problems and solutions to gender equality in all areas of work, home, and society (Morton, Klugman, Hanmer & Singer, 2014).

• Equal pay for men and women, and address gender gaps among stereotypical positions, for example, within farming, business, entrepreneurs, and employees (Morton et al, 2014).

• Create, implement and enforce laws that ensure employment protection, equal pay, and no exploitation (human trafficking, physical, verbal, emotional, sexual abuse). Through deep and complete government audits and research on companies, businesses or any other income generating facilities, including small family ran businesses or stores.

• Invest in children and youth this includes within the areas of health, sexual and reproductive education, formal and practical education, creating job opportunities and further education opportunities, specifically for those in poverty or with no access to these services. Ensure increased access to mental health counsellors and treatments (CEPAL, 2013).

• Create female ran centers to report violence cases, including cases of abuse, exploitation or discrimination of any sort. These centers can help keep track of cases of violence, giving us a more accurate number and reality of the situation (PLAN, 2014).

• Create accessible health centers, where everyone can be educated, providing education on prevention and promotion of safe sex, contraceptives, pregnancy, and abortion procedures (UNICEF, 2006; UNICEF, 2011).

• Promote sexual and reproductive health and education within the community and schools, including HIV information, so that youth and members of the community can protect themselves and take informed decisions (UNFPA, 2013; UNICEF, 2011).

• Review the laws on abortion around the region, ages of sexual consent, abortion consent, distribution, test results information, process, access ages/permissions, and policies to
sexual and reproductive information and services, and child marriage ages (ONUSIDA, UNFPA, & UNICEF, 2015).

- Invest on girl’s education, as it can help prevent and reduce fertility rates, infant and child mortality, increase the participation of women within the labour force and increase their earnings, in addition to foster educational investment in children, leading to improved quality of life, and faster economic growth and development (World Economic Forum, 2013).
- Increase access to rural education primary and secondary, especially for girls and women, as they have lower assistance and higher dropout rates, due to necessities or domestic work, early marriage, violence, or child pregnancy (PLAN, 2014).
- Invest in secondary school education, quality, retention, reincorporation, and attendance, focusing a bit more on girls. Secondary school education is a decisive part for the formation and development of adolescents (UNICEF, 2011).
- Increase awareness-raising and meaningful engagement with adults to increase value and practices which encourage the expression and participation of girls and boys. This includes advocacy for legal and policy changes that institutionalize children’s participation within national, local and school governance and allow registration of child led organizations (O’Kane, 2015).
- Increase and create more spaces (At home, governmental councils, organized groups, schools etc.) of participation for children and youth, in which their issues are listened to, and where they form part of the decisions taken to solve the different problematics (Quintana & Moncada, 2015; UNICEF, 2011; O’Kane, 2015).
- Ensure that emergency and disaster-managing strategies have an understanding and know about the importance of gender equality within its planning, implementation and building of resilience and sustainability within a city and a community (UNICEF, 2011; Save the Children Federation, 2014; UNDP, 2010; UNISDR, 2015).
- Invest on research of gender equality within the different areas lacking, such as Participation, Migration, Education, Child Rights Governance, and Livelihoods.
Tools for Gender Mainstreaming

Gender mainstreaming course Save the Children (Spanish).

https://onenet.savethechildren.net/teams/lac/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2Fteams%2Flac%2FShared%20Documents%2Figualdad%20de%20G%C3%A9nero&FolderCTID=0x012000F8971503D5F7AE4092E867327F405795&view=%7B54CCED79-BBE0-4059-949D-08C97CB07AFD%7D&InitialTabId=Ribbon%2EDocument&VisibilityContext=WSSTabPersistence

Then, select “Curso Igualdad de Género en Programas de Infancia SCI”

Study: Work as a factor in the construction of life plan for working children and adolescents. As examined by a gender-based approach. Full study in Spanish. Executive Summary in English and Spanish. Save the Children


Manual para la Promoción de la Igualdad de Género en procesos de incidencia de organizaciones de niñas, niños y adolescentes. Save the Children (Gender Equality for Advocacy from Children and Adolescent’s organizations).

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